



This catalog was developed for you, our students. It provides important information to help you plan your education at USF.

The catalog includes information about courses, campus resources and student services, program descriptions, degree requirements and information about college policies and procedures. Regulations that relate specifically to graduate degree programs, and graduate program information and course descriptions, appear separately for convenient reference. The focus of this catalog is on your success. It provides you with the information you will need to be a successful student.

Every student is held responsible for knowledge of the regulations and information contained in this publication as well as for changes promulgated by the University.

Admission

Academic Advising

Academic advising begins at Orientation when the student meets with a faculty member, professional and/or peer advisor. Upon enrolling in a major or professional program, the student is assigned a faculty advisor from the appropriate department or school. Undeclared majors in the College of Arts and Sciences will be assigned an advisor by the College. In some cases, students may be temporarily assigned to an advisor other than the one they have been assigned to for their academic career at USF.

Academic advising is a continuing process of assisting students in course selection and academic and career exploration. Students meet with their advisors at regular intervals and prior to semester registration. Registration cannot be completed without the signed approval of the faculty

advisor, department chair, or representative of the dean. The school or college should be consulted regarding the specifics of the advising process. The deans of each school or college are available to assist students.

Academic advisors contribute to each student's academic career by assisting him or her to

- understand USF, its mission, goals, standards, policies and procedures, and resources for students;
- meet the challenge of being a University student by establishing a clear relationship between the University programs and the individual student's needs;
- understand and appreciate his or her abilities, strengths, and interests; and
- select and make progress toward a career by integrating information about the world of work and occupational choice with an appropriate academic program.

In addition, assistance in developing time-management or test-taking skills or changing study habits is available through the Office of Academic Support Services. The office also provides testing accommodations and support services to students with disabilities.

Testing and Academic Placement

Upon admission to the University of San Francisco, new undergraduate students (except College of Professional Studies students), freshmen and transfers may need to take placement tests for placement in the appropriate mathematics courses. Students are encouraged to take these tests prior to enrolling at USF.

The SAT writing score is used to place freshmen in writing courses. All transfer students who have completed a college-level writing course will take a special writing course designed for them.

There is also a foreign language placement test for College of Arts and Sciences students and a calculus readiness test for students planning to take calculus at USF. Students are placed in the level of courses indicated by the results.

Mathematics courses are required for some, but not all, majors. Check with your advisor before enrolling in a mathematics course. It is not possible to succeed in any mathematics course without sufficient preparation.

Placement tests may be taken only once. Students may not re-take these exams.

For further information, please refer to descriptions of the:

- Rhetoric and Composition Program, and the
- Department of Mathematics.

Admission of Graduate Students

For more information, please visit <http://www.usfca.edu/graduate>.

The domestic applicant for admission as a graduate student must have a bachelor's degree or its equivalent (and a master's degree for doctoral programs) from a regionally accredited institution of higher learning. The student's academic record must give evidence of the ability and preparation necessary to pursue graduate work. Ordinarily the minimum GPA requirement for admission to regular graduate status is a record of 3.0 (B) in all upper division major courses and 2.70 (B-) overall average for upper division courses.

The applicant whose undergraduate preparation does not include a proper foundation for graduate work in the field of his or her choice may be required to take some specified undergraduate courses.

Applicants to graduate programs should consult the appropriate college section of this catalog for additional information concerning specific program requirements. Separate admission standards apply to the School of Law. Please contact them directly for a catalog and admission material.

To ensure the proper processing of applications for admission, applicants must:

1. Observe all guidelines and application deadlines for the graduate program to which the student is applying.
2. Submit an application form with the \$55 non-refundable application fee for that graduate program. Applicants may request a paper application by contacting the appropriate Graduate Admission Office or by downloading a PDF of the application. Applicants may also apply electronically, which is the preferred method to apply. To secure a paper application or access the online form go to www.usfca.edu/graduate.
3. Submit all required materials to the appropriate Graduate Office. For a list of Graduate Admission Offices go to www.usfca.edu/graduate.
4. Request letters of recommendation from two persons (three for the Doctor of Nursing Practice program) who are familiar with the applicant's academic and personal achievements. Certain programs require only one letter of recommendation.
5. Ask the registrar of each university attended to send one official copy of all transcripts directly to the appropriate Graduate Admission Office.
6. For purposes of admission, the University normally disregards any failing grades that applicants may have received ten years or more prior to their application to USF.

Some graduate programs require additional information such as a statement of purpose, official test scores, and a resume.

Transfer of Credit

In exceptional cases, graduate course work taken at other colleges or post-baccalaureate courses completed at USF may be accepted in partial fulfillment of the graduate program requirements. The student must petition the dean through his or her faculty advisor and the program chairperson, if applicable. The petition must contain justification and explicit approval of the advisor and the chairperson, if applicable. Credit is typically limited to six credits - eight credits, or two courses. Doctoral students may transfer up to 12 credits. (General Education core requirements may not be satisfied by transfer of credit for School of Education students.)

To be acceptable for transfer of credit, courses must:

- be regular graduate or post-baccalaureate level courses
- be taken at an accredited institution of higher learning, or an institution that is a candidate for accreditation, within the last seven years
- not be supervised field work, directed study, or field practice, and
- have an earned minimum grade of "B".

The School of Education does not accept transfer of credit for Extended and/or Continuing Education courses. An official transcript record of the course work and course descriptions must accompany the approved transfer petition and should be sent to the Office of the University Registrar.

International Applicants to Graduate Programs

The international applicant for admission to USF master's level programs and the Doctor of Nursing Practice program must have a bachelor's degree from an accredited institution of higher learning. Three year undergraduate (bachelor's) degrees within the Bologna Process signatory countries will be accepted by the following University of San Francisco School/Colleges: the College of Arts and Sciences, the School of Nursing and Health Professions, the School of Management, and the School of Law (for the LLM program).

The School of Education will review 3-year bachelor's degrees from countries within the Bologna Process on a case-by-case basis, as California licensure and/or credential requirements may limit or prohibit acceptance into some School of Education programs based on these degrees.

Three-year undergraduate degrees from all other countries (e.g., in Africa, Bangladesh, India, and Pakistan) will be reviewed on a case-by-case basis by all schools and colleges at the University of San Francisco.

In all cases, the University of San Francisco will only accept degrees from colleges and universities that are recognized by a governmental ministry of education (or its equivalent) as a degree-granting institution for the country within which the institution of higher learning is located.

Applicants for admission to graduate programs must request that official transcripts from all post-secondary institutions attended be sent directly to USF. Applicants who attended institutions that do not issue complete academic records in English must submit official copies of native language records and literal translations prepared by an appropriate university or government official. Official transcripts must show all courses and subjects taken and all grades (marks) received. If the degree conferral date or graduation date is not posted on the transcript, additional documentation, such as degree and graduation certificate or a copy of the diploma must be submitted.

Diploma supplements must accompany transcripts from European institutions.

International students seeking an F or J visa must submit a Certification of Finances and supporting documentation of financial support for the first year of study at the University. In addition to the admission requirements specified by the individual graduate programs elsewhere in this catalog, and the general requirements stated above, an official TOEFL or IELTS score report is generally required of all non-native speakers of English before evaluation of academic credentials will take place. Official TOEFL or IELTS score reports must be forwarded directly to the Office of Graduate Admission by the Educational Testing Service (ETS) at the time of application.

TOEFL Requirements

Each school or program has its own [minimum TOEFL Requirements](#) that every applicant must meet.

Please see the specific program description elsewhere in this catalog, and on the application for admission, for further details.

Application

Applicants are encouraged to apply online at www.usfca.edu/graduate. Paper application forms for specific graduate programs may also be obtained at this same web address.

Please contact one of the following Graduate Admission offices for more information:

Office of Graduate Admission

University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1046
(415) 422-2090
email: graduate@usfca.edu

College of Arts and Sciences

Office of Graduate Programs, Harney 141
University of San Francisco
2130 Fulton Street
San Francisco, California 94117-1080
(415) 422-5101
email: asgraduate@usfca.edu

School of Management

Graduate Admission Office
School of Management
2130 Fulton Street
Masonic 108
San Francisco, California 94117-1080
(415) 422-2221

School of Education

Admissions Coordinator, School of Education
Dean's Office - Room 107
University of San Francisco
2130 Fulton Street
San Francisco, California 94117-1080
(415) 422-6525

School of Nursing and Health Professions

Cowell Hall, Room 102
University of San Francisco
2130 Fulton Street
San Francisco, California 94117-1080
(415) 422-6681

Procedures for Obtaining and Maintaining Student Visa Status for Graduate Students

All admitted students of graduate programs at the University who are not citizens or permanent residents of the U.S. and plan to study at USF with an F or J Visa must obtain an I-20 form (Certificate of Eligibility for Student Visa) from the Office of Graduate Admission before entering the United States or transferring from another school within the United States. The I-20 form will be provided only to those students who have satisfied the admission requirements stated above and are accepted into a graduate program.

The I-20 form must be presented to an American Embassy or Consulate abroad in order to obtain a student visa (F-1) or, if the prospective student is already in the United States studying at another U.S. school, he or she must have his or her SEVIS record transferred to USF by the international advisor at the current institution. Students accepted by more than one school must present the I-20 form of the school they wish to attend at both the American Embassy and border crossing point. It is essential that admitted students of USF declare their intention to study at USF before leaving their own country and not expect to change their visa status after arrival in the U.S.

Anyone holding a B-2 (tourist) visa who wishes to attend USF will be mailed an I-20 form only to an address outside the U.S. and only prior to registration for classes. The University does not offer legal assistance to anyone attempting to change from tourist to student status.

Admission of Undergraduate Students

The University of San Francisco welcomes applications from students who are qualified to achieve the University's educational goals. In particular, the University seeks students who give promise of distinction in academics, in the quality of their personal lives, in service to the community, and in leadership in their chosen field of studies.

To this end, the University invites applications from men and women, regardless of race, age, handicap, religion, sexual orientation, or national origin, to study for undergraduate and graduate degrees and to enrich their personal lives by joining a Catholic, Jesuit University learning community.

Admission is selective, and each student's entire application is individually reviewed. Candidates are expected to present a record of academic achievement that is above average. Evidence of academic preparation and personal achievement, letters of recommendation, and national test scores are given careful consideration in the determination of an applicant's eligibility. The University welcomes, but does not require, a personal interview with applicants.

Freshman Admission

For additional information, please visit: <http://www.usfca.edu/admission/freshman>

Application Procedures

To ensure the proper processing of applications for admission, all candidates applying for freshman standing as full and part-time students should:

- Secure an application form for undergraduate admission in one of the following ways:
- Contact the Office of Admission, University of San Francisco, 2130 Fulton St., San Francisco, California 94117-1046. Telephone (415) 422-6563 or (800) CALL USF (outside California)
- Apply on-line, or download a PDF file at: <http://www.usfca.edu/admission/freshman>
- You may also apply using the Common Application, a form used by more than 300 selective colleges and universities for admission to their undergraduate programs. The Common Application is available in a traditional paper format, or on-line at www.commonapp.org.

- Submit the completed application form and essay, along with the \$55 application fee, to the Office of Admission.
- Request that their high school counselor or an appropriate teacher complete the letter of recommendation form (for on-line applications, this form may be downloaded and printed) and mail it directly to the Office of Admission.
- Request that their high school send an official transcript of all previous academic work directly to the Office of Admission. For Early Action candidates, the transcript should include their work through the end of the junior year. For Regular Action candidates, the transcript should include their work through the Fall semester. At the end of the year, a final transcript showing the graduation date is required to complete the applicant's file.
- Arrange for SAT or ACT scores to be sent to the Office of Admission.
- Information about SAT may be obtained from the Educational Testing Service or at <http://www.collegeboard.com>.
- Information about ACT may be obtained from the American College Testing Program at <http://www.act.org>.
- It is recommended that this test be taken no later than December for the subsequent Fall semester or no later than November for the Spring semester.

In addition to the requirements listed above, applicants who are not residents of the United States must observe the admission standards and procedures for international students.

See the special section on admission of international students.

Calendar

The Admission Office at the University of San Francisco offers both an Early Action program and a Regular Action program for freshmen applicants.

Regular Action:

Review of Regular Action applications begins after January 15. You will be notified of a decision by mid-March assuming that all of the required materials, including Fall grades for your senior year, have been received in a timely way.

Early Action:

The University of San Francisco's Early Action program allows excellent students, who consider USF their highest admission priority, the opportunity to receive an early evaluation of their application. The Early Action program does not offer either an advantage or a disadvantage in gaining admission to the University. Students admitted under the Early Action program are under no obligation to enroll at the University of San Francisco and have until the Common Candidates Reply Date (May 1) to confirm their intent to enroll at the University.

Early Action applicants are notified as follows:

- Admit: You are admitted to the University of San Francisco and have until May 1 to confirm your intent to enroll.
- Defer: Your application will be considered with the Regular Action candidates upon receiving your Fall senior-year grades and any additional test scores (if applicable).

Note: For both Regular Action Candidates and Early Action Candidates, Financial Aid Award Notices will be mailed in early April.

Important Dates

November 15: Early Action Deadline for Fall applicants. To be considered under the Early Action program you must have a completed application on file in the Admission Office by November 15 and must take either the SAT or ACT no later than the November test date. The Admission Office will make every effort to notify you of its decision by late December. If you wish to be considered for financial assistance, you must submit the appropriate financial aid forms to the processor by February 1.

December 15: A freshman wishing to begin in the Spring semester must submit all required material by this date.

January 15: Regular Action deadline. You should submit your application and all supporting materials, including your Fall senior year grades, by this date. If your Fall senior grades are not available by January 15, you should still submit your application form and request that your grades be submitted as soon as they are available. If you wish to be considered for financial assistance, you must submit the appropriate financial aid forms to the processor designated on the form by February 1.

If you apply by the priority deadline, you will receive first consideration for admission and financial aid. If you are applying after the January 15 priority filing date, you will be considered as space permits.

Applications for Professional Studies programs are accepted on a year-round basis.

Secondary School Course Requisites

For an applicant to be considered for admission to one of USF's Schools or Colleges, the applicant usually is expected to have, upon completion of secondary school, the number and distribution of credits listed by School or College in the "Secondary School Course Requisites" chart found in this section.

Tuition and Housing Deposits

Students who apply by the priority deadlines also receive priority for Financial Aid consideration and on-campus housing. Upon admission students are expected to submit a \$250 tuition deposit. (USF complies with the National College Board's May 1 notification deadline for those students seeking admission to other colleges/universities.) Students who wish to live on campus must submit an additional \$300 housing deposit to insure that space is reserved for them.

Transfer Admission

Application Procedures

For additional information, please visit <http://www.usfca.edu/admission/transfer>

Each fall and spring semester the University accepts transfer students, provided that they are in good academic standing with the last college attended and that they meet the University's admission standards. To ensure proper processing of applications for admission, candidates applying as transfer students must provide the following items:

- A completed application form with essay.
- An official transcript from each college attended, submitted at the time of application. Failure to submit all transcripts may result in a change of admission status. No credit will be granted for any transcript received after the initial admission decision.
- An official high school transcript is required of students with less than 24 semester or 36 quarter credits of transferable work.
- One letter of recommendation (from an academic source).
- \$55 application fee (non-refundable).

Calendar

The Office of Admission has a rolling Admission process for transfer applicants, except for Nursing applicants who must adhere to the stated deadlines. Your application will receive a decision approximately four to six weeks after all required material has been received. Notification of Spring applicants will begin in October; notification of Fall applicants will begin in January. These dates do not apply to Professional Studies programs. Applications for Professional Studies programs are accepted on a year-round basis.

Important Dates

November 1: Priority deadline for Spring semester.

January 15: Priority admission deadline for those students applying for admission and financial assistance for the Fall semester. You should submit your application for admission by January 15 and file the appropriate financial aid forms with the processor designated on the form by February 1.

Those students applying by the priority deadline will receive first consideration for financial aid and admission. Students applying after the January 15 priority filing date will be considered as space permits.

Policy on Recognition of Degrees and Acceptance of Transfer Credit

The University of San Francisco welcomes applicants for admission from regionally accredited post-secondary institutions and from post-secondary institutions which are candidates for accreditation (as defined in the Handbook of Accreditation, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges). Applicants are reviewed on the merits of their prior academic achievements and potential for achieving the goals and objectives of the program to which they seek admission. The University of San Francisco shall not refuse, on the basis of policy, to recognize the degrees or accept the transfer of credits from a regionally accredited, post-secondary institution or a post-secondary institution which is a candidate for accreditation. Courses from regionally accredited four-year post-secondary institutions or from such institutions that are candidates for accreditation are generally transferable, as are courses from regionally accredited, two-year post-secondary institutions, or such institutions that are candidates for accreditation. Courses from non-regionally accredited institutions are not transferable to the University of San Francisco.

A USF student who has previously been awarded an undergraduate degree from an accredited institution may receive credit for the University's Core Curriculum requirements following review of the student's transcripts. In such cases the University will judge the appropriateness and adequacy of the core curriculum at the school from which the student transfers, even though specific courses may differ from those offered at the University of San Francisco.

The University accepts credit from other institutions under guidelines set down by the American Association of Collegiate Registrars and Admission Officers (AACRAO) and the Western Association of Schools and Colleges (WASC).

Guidelines for Transfers from Two or Four Year Institutions

Transfer candidates are eligible to transfer from a two- or four-year institution with a record of achievement in college or university parallel courses.

After a potential transfer student has applied to the University, all prior course work will be reviewed by a University Evaluator to determine transferable credit.

To be considered for admission, a student must be in good academic standing at the last institution attended. Students who would not have been admissible to the University based upon their secondary school records must normally complete at least 24 semester or 36 quarter credits of transferable academic coursework, and admission will be based on their achievements at a two-year or four-year institution of higher education.

Note:

- An applicant cannot disregard his or her college record and apply for entrance to freshman standing. Complete official transcripts must be presented from all secondary schools and colleges attended.
- Certain USF colleges and programs may require different academic averages for admission than are regularly required.
- For purposes of admission, the University disregards any failing grades applicants may have received ten years or more prior to their application to USF.
- Students transferring to USF with less than 24 semester credits or 36 quarter credits are required to submit official copies of transcripts from all secondary schools attended, as well as SAT or ACT scores.
- Completion of all the requirements in either the UC or CSU version of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a California Community College to the University of San Francisco without the need, after transfer, to take most of USF's Core Curriculum requirements. Documents of IGETC completion from the community college must be submitted prior to the student's initial enrollment at USF. Completion of the IGETC will only require the following courses at USF: one course in advanced university-level English composition; one course in Public Speaking; Topics in Philosophy (not including Critical Thinking/Logic); one course in Theology; and one course in Ethics. The student must also fulfill the Service Learning credits component.

- A maximum of 70 semester or 105 quarter credits are transferable from two-year institutions.
- The University will accept a maximum of 9 semester credits in Physical Education activity courses including credit granted for intercollegiate athletics.
- New transfer students should consult with an advisor in the office of the appropriate dean for program planning. While transferable credit will count toward the baccalaureate degree, some of that credit may not satisfy the requirements for the student's major or the Core Curriculum.
- Further information on transferring to USF may be obtained by asking the Office of Admission for a transfer brochure.

Transfer Applicants to the School of Nursing and Health Professions

Acceptance as a transfer student into the School of Nursing and Health Professions is based on academic achievement and available clinical placement.

In addition, students desiring a career in Nursing may take courses such as Anatomy, Physiology, and Microbiology plus Labs, and General Psychology, prior to application to USF. These courses may be transferred into the Nursing program providing the student has earned a grade of "C" or better in each course. If the student completes these courses, the course of study here at USF for a BSN could be as little as six semesters. If, however, a student earns below a "C" in any one of these courses, the student must earn a "C" or better when the course is repeated.

Transfer Applicants to the College of Professional Studies

For more information, please visit: <http://www.usfca.edu/bps/psug/admission> and the undergraduate Professional Studies sections of this catalog.

Applicants must have a minimum of fifty transferable semester credits from an accredited school or college, with at least a 2.0 cumulative grade point average.

International Applicants

For more information, please visit: <http://www.usfca.edu/admission/undergraduate/international>

Applicants who are neither citizens nor permanent residents of the United States should submit their applications by January 15 for the Fall semester or November 1 for the Spring semester to meet the priority deadline, unless individual programs require an earlier submission. International applicants to undergraduate programs must provide the following:

- Official academic records for all secondary schools, colleges and universities attended and, when appropriate, external exam results. All documents must be certified by the appropriate educational authorities and be accompanied by certified English translations.
- Proof of financial support for the intended period of study showing that the applicant will have sufficient financial resources to cover direct and indirect expenses for the duration of the degree program.
- Official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) score report. These scores must be forwarded directly to the Office of Admission by the testing organization, Educational Testing Services (ETS) for TOEFL or the IELTS Test Center, at the time of application. Information about the TOEFL can be obtained from any United States Embassy or Consulate or directly from TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey, 08541-6151, U.S.A. Information about the IELTS can be obtained directly from Cambridge Examination and IELTS International at 1024 West Orange Grove Avenue, Arcadia, California 91006-1923, U.S.A.
- English Language Proficiency: Applicants without full native fluency in English must fulfill the English language proficiency requirement as a condition of admission on either a regular or conditional basis.
- Students with acceptable academic credentials may be offered regular admission if the official TOEFL score report is at least 550 (paper based) or 79 (internet based); or the official IELTS overall band score is 6.0 or higher with no individual band score below 5.5.
- Students with acceptable academic credentials may be offered admission on an English conditional basis if the official TOEFL score is between: 460 - 547 (paper based) or 48 - 78 (internet based); or the official IELTS overall band score is between 5.0 and 5.5. Such students must take courses in the English as a Second Language Program (ESL) for up to 16 credit hours per semester, with restrictions on the number of academic courses that can be taken simultaneously. The academic courses must be selected in consultation with a designated faculty advisor and/or the director of the ESL Program. English Conditional status students may continue in ESL for up to four consecutive semesters. Students who do not maintain a GPA of at least 2.0 may not be allowed to continue at USF.
- Additional testing may be required and will be available prior to registration for classes.
- Exceptions from the requirement to verify English language proficiency will be made for students who are considered truly native speakers of English.
- One letter of recommendation from a teacher, professor, or academic counselor.
- Upon receiving either regular or English conditional admission to an undergraduate program, the prospective student must satisfy the following additional steps in the admission and registration process.
- Pay the required \$250 tuition deposit and, if living on-campus, the \$300 housing deposit as outlined in the section on "Application Filing Dates."
- Request that an official transcript of grades received for courses in progress is sent to the Office of Admission by the school currently being attended.
- Provide proof of adequate health insurance valid in the United States or purchase the health insurance plan offered by USF.
- The I-20 form will be issued only to students who have received an offer of admission and have submitted a completed certificate of finances form. (Students currently studying in the United States must also request release of their SEVIS number.)

Procedures for Obtaining and Maintaining Student Visa Status for Undergraduate Students

All prospective students to the undergraduate programs of the University who are neither citizens nor permanent residents of the U.S. must obtain an I-20 Form (Certificate of Eligibility for Student Visa) from the Office of Admission before entering the United States or transferring from another school within the United States. The I-20 Form will be provided only to those students who have satisfied the admission requirements stated above.

The I-20 Form must be presented to an American Embassy or Consulate abroad in order to obtain a Student Visa (F-1). If the prospective student is already in the United States, the I-20 Form must be presented to the International Student Advisor at USF in order to process the transfer as instructed by the United States Citizenship and Immigration Service.

Students accepted by more than one school must present the I-20 Form of the school they wish to attend at both the American Embassy and border crossing point. It is essential that prospective students of USF declare their intention to study at USF before leaving their own country and not expect to change their visa status after arrival in the U.S.

Anyone holding a B-2 (tourist) Visa who wishes to attend USF will be mailed an I-20 Form only to an address outside the U.S. and only prior to registration for classes. The University does not offer legal assistance to anyone attempting to change from tourist to student status.

The United States Citizenship and Immigration Service requires that all international students maintain a full-time program of study (at least 12 credits for undergraduates), attend classes regularly and maintain normal progress toward completion of the degree objective. Failure to maintain this status will make students subject to immediate deportation. Additional information regarding United States Citizenship and Immigration Service regulations is available from International Student Services at USF.

Secondary School Course Requisites

Subject	Arts	Business	Science	Nursing
Mathematics**	3	3	3	3
English	4	4	4	4
Social Sciences	3	3	3	3
Laboratory Sciences	2	2	2***	2***
Foreign Language	2	2	2	2
Academic Electives****	6	6	6	6
*	One Credit equals a full-year course.			
**	The sequence for mathematics is Algebra I, Geometry, Algebra II. Trigonometry is strongly recommended for Science and Business and is often included in Algebra II courses.			
***	Science and Nursing requirements: Chemistry and either Physics or Biology.			
****	Academic electives should be selected from work in the above listing or in the areas of Religious Studies, Speech, Drama, and/or Fine Arts/Music.			
NOTE:	Students who take courses at community colleges or four year institutions while attending high school will not receive college credit for those courses if those courses are used to meet high school graduation requirements.			

Advanced Credit Options for Undergraduate Students

Credit by Advanced Placement

The University awards credit that high school students may earn through the College Board Advanced Placement Examinations. Advanced Placement exams should be taken before graduating from high school. Details concerning test dates, registration procedures, and fees are available through the high school counselor. It is the student's responsibility to arrange that official test results be sent to the University of San Francisco Office of Admission.

Please see [Advanced Placement Options](#).

This chart provides information about the specific Advanced Placement examinations that may be taken and the corresponding equivalent USF courses. A minimum score of 3 is required for most of the Advanced Placement examinations in order to receive full course credit (a minimum score of 4 is required on the English Language and Composition, Calculus, Biology, Chemistry, American History, European History, and World History AP examinations). Grades are not awarded for Advanced Placement credit. Advanced Placement credit is not reflected in the cumulative USF grade point average. Advanced placement credit is awarded after the student has been accepted at the University of San Francisco.

Credit by Assessment

Undergraduate Professional Studies students may petition for credit for college-level learning that has taken place outside the traditional college classroom. Students who wish to apply for experiential learning credit must take IS 300, The Critical Thinking Seminar; IS 307, Experience and Critical Writing; and IS 308, Advanced Expository Writing. Under faculty supervision, they prepare a portfolio, the document by which experiential learning is demonstrated.

Since credits granted through the portfolio are ungraded, they are not computed into the grade point average. The credits earned are entered on the student's transcript in the semester in which they are earned. Credits earned through the evaluation process are not counted when determining a student's full or part-time status. The credits do, however, count towards graduation and can be utilized to fulfill Core Curriculum and elective requirements.

Experiential learning is limited to a maximum of 30 undergraduate semester credits.

College Level Examination Program (CLEP)

The University recognizes academic credits that students may earn through the College Level Examination Program of the College Board.

USF follows the American Council of Education (ACE) recommendation that a student achieve a minimum raw score of 50 to earn lower division credit for a particular test. CLEP credit will not be awarded where a student has previously been awarded credit for a course corresponding to the CLEP Examination..

Credits earned through CLEP Examinations may be counted towards fulfilling Core Curriculum, Major, and elective requirements. The chart "CLEP Examinations" (found in this section) provides information about the specific CLEP Examinations and the equivalent USF courses.

The CLEP Examinations may be taken while enrolled at USF subject to Dean's approval.

It is the student's responsibility to arrange for official test results to be sent to the University of San Francisco Office of Admission.

Grades are not awarded for CLEP Examinations. Credit for CLEP Examinations is not reflected in the USF grade point average. Credit for CLEP Examinations is awarded after the student has been accepted and is registered at the University of San Francisco. Credit gained by CLEP Examinations will not satisfy the residency requirement.

International Baccalaureate Program

The University of San Francisco recognizes the academic challenge and motivation inherent in the International Baccalaureate Program. Such a program, satisfactorily completed, will virtually guarantee an applicant admission to USF. In addition, the University will grant advanced placement of ten (10) semester credits for each higher level result of 4, 5, 6, or 7. Thus a student with three such results will automatically be placed in the second (sophomore) year of the Bachelor's Degree Program. Where applicable, these credits will be applied to the Core Curriculum requirements. Excess credits will be counted as electives towards the Bachelor's Degree requirements.

CLEP Examinations

CLEP Examination	Minimum Score	Credits	Core Curriculum
American Government	50	3	Social Science
American Literature	50	6	Literature
Biology	50	6	Applied Science
Business Law, Introductory	50	3	
Calculus	50	6	Math
Chemistry	50	6	Applied Science
College Algebra	50	3	
College Composition Modular (no essay)		3	Rhetoric & Composition ++
College Composition Modular (w/ essay)		6	Rhetoric & Composition +++
College Mathematics	50	6	
Education Psychology, Introduction to	50	3	Social Science
English Literature (w/ or without essay)	50	6	Literature
Financial Accounting	50	3	
French Language	50-59	6-12	
German Language	50-60	6-12	
History of the United States I (Early Colonization to 1877)	50	3	History
History of the United States II (1865 to the Present)	50	3	History
Human Growth and Development	50	3	Social Science

Humanities	50	6	Literature & Visual/Performing Arts
Information Systems and Computer Applications	50	3	*
Literature, Analyzing and Interpreting	50	6	Literature
Macroeconomics, Principles of	50	3	Social Science
Management, Principles of	50	3	
Marketing, Principles of	50	3	
Microeconomics, Principles of	50	3	Social Science
Natural Sciences	50	6	Applied Science
Pre-Calculus	50	3	Math
Psychology, Introductory	50	3	Social Science
Social Sciences & History	50	6	History & Social Science
Sociology, Introductory	50	3	Social Science
Spanish Language	50-63	6-12	
Western Civilization (Ancient Near East to 1648)	50	3	History
Western Civilization II (1648 to the Present)	50	3	History

Advanced Placement Options

Advanced Placement Exam	Total Credits	USF Course
Art History	8	Visual and Performing Arts Core
Art: Studio Drawing	8	elective
Art: Studio General	8	elective
Art: 2D Design	8	elective
Art: 3D Design	8	elective
Biology*	8	BIOL 100 and 103
Chemistry	8	CHEM 111 and 113
Chinese Language and Culture	8	Level to be determined by department
Computer Science A	4	CS 110
Computer Science AB	8	CS 110 and 112
Economics, Micro	4	ECON 101
Economics, Macro	4	ECON 102
English Language and Composition	4	elective

English Literature and Composition	8	Literature Core
Environmental Science	4	elective
European History**	4	HIST 110
French Language	8	Level to be determined by department
French Literature	8	Level to be determined by department
Government & Politics, U.S.	4	POLS 101
Government & Politics, Comparative	4	POLS 102
German Language	8	Level to be determined by department
German Literature	8	Level to be determined by department
Human Geography	8	elective
Italian Language and Culture	8	Level to be determined by department
Japanese Language and Culture	8	Level to be determined by department
Latin Literature	8	Level to be determined by department
Latin: Vergil	8	Level to be determined by department
Math: Calculus AB	4	MATH 109
Math: Calculus BC	8	MATH 109 and 110
Math: Calculus AB Subgrade	4	MATH 109
Music: Listening and Literature	8	elective
Music: Theory	8	elective
Physics B	8	PHYS 100 and 101
Physics C - Mech	4	PHYS 110
Physics C - E&M	4	PHYS 210
Psychology	4	PSYC 101
Spanish Language	8	Level to be determined by department
Spanish Literature	8	Level to be determined by department
Statistics	4	MATH 101
US History**	4	HIST 120
World History**	4	HIST 220

*Students who score 5 on the Advancement Placement Test in Biology can petition the Biology Chair to receive credit for BIOL 105-General Biology I (4 credits) and BIOL 106-General Biology II (4 credits) in place of credit for BIOL 100 and BIOL 103. This policy is effective for students entering USF in the fall 2012 semester or later.

**The History Department accepts up to 8 units of AP History credits to count towards the major.

Alternate Undergraduate Admission Programs

Readmission

Former students of the University must apply for readmission to the University before registering for courses. Active status at the University is maintained only if the student registers in every semester through the completion of the degree level to which he/she was admitted, and if registration is sustained beyond the Census Date in every semester.

Readmission to the University is required if a former student is withdrawn from the University, left the University without filing a "Leave of Absence" form with the Office of Registrar, or if the student failed to register at the University before the expiration date of an approved leave of absence. Readmitted students must satisfy the requirements of the College/School/Program which are in force at the time of their re-entry into that College/School/Program.

The readmission of a student who has withdrawn from the School of Nursing and Health Professions will depend on space availability. Currently enrolled students receive priority over readmission applicants or transfer students. The student must inform the School of Nursing and Health Professions of his/her intent 90 days before returning.

Veterans

Eligible veterans may enter any of the schools or colleges of the University of San Francisco to take day or evening courses through any of the Department of Veterans Affairs educational assistance or vocational rehabilitation programs. Information pertaining to educational benefits may be obtained by contacting the Department of Veteran Affairs at 1(888) 442-4551 or by accessing the main Veterans Affairs website at www.gibill.va.gov

Once the proper Veterans Affairs forms have been filed and eligibility has been established, the Office of the University Registrar at USF is responsible for providing certification of enrollment to the Veterans Affairs Regional Office. The Registrar's VA representative can be reached at (415) 422-6716.

Admission of Special Status Students

A special status student is one who takes a modified course of study for credit, but is not required to follow a particular curriculum leading to a degree at this University. Formal application for admission as a special student must be filed with the Office of Admission.

Special student status may be granted to applicants who meet the University's regular admission standards. Prior to the end of the semester, he/she must meet with the dean of his/her college to receive permission to continue in this category and to obtain an outline of his/her course of study for the ensuing semester. A special student who wishes to change to regular status must petition the dean of his/her college and, if accepted, will be expected to complete all general and particular subject requirements for a degree.

Visiting Student Status

A student classified as a visitor is one who is not formally admitted to the University but who is permitted to attend classes. A student in this category must apply as a Visiting Student to register for not more than 8 credits per semester on a space-available basis. A visitor is not aligned with a college and is not seeking a USF degree. A visitor is required to seek permission to enroll through the Office of Admission. To renew this status, the student must reapply through the Office of Admission each subsequent semester. Completed course work taken by students with visitor status may not count toward a USF degree without formal acceptance to the University.

Admission with GED

Students will be considered for admission on the basis of GED (General Education Development) test results on a case-by-case-basis. A minimum score at the 80th percentile or higher is required on each of the five subject areas.

Orientation to the University

The University of San Francisco's Undergraduate New Student Orientation Program helps new students to prepare for academic, social, and cultural life as members of the USF community.

In addition to helping students to complete the essential steps to becoming enrolled students, orientation helps students to make friends while learning about USF's mission, services, resources, and academic programs, and getting to know the campus and the city. Orientation programs are conducted immediately before the beginning of each semester.

Orientation programs for graduate students are provided through the students' college or academic department, with some campus-wide events offered prior to the Fall semester.

Additional orientation programs are conducted each semester to meet the unique needs of international students. For more information regarding International Student Orientation, please contact the ISS (International Student Services) Office at (415) 422-2654.

For information regarding the upcoming semester's orientation program, please visit

<http://www.usfca.edu/orientation/>.

For additional orientation information, contact the Office of Academic Support Services at (415) 422-6876.

Other Admission Requirements

USF Student Health Insurance

As a condition of enrollment, the University of San Francisco requires certain groups of students to have health insurance, both to protect against unexpected high medical costs and provide access to quality care. The following groups of students are required to have health insurance:

- All undergraduate domestic students registered for 9 credit hours or more (excluding regional campuses, visiting students, and professional students in the School of Management)

- All international students and scholars registered for at least 1 credit hour (this includes undergraduate, graduate, law, and non-degree students)
- All students who reside in University-operated housing (including undergraduate, graduate, law, and non-degree students)

Hard Waiver

Required students will be automatically enrolled in and billed for the University-sponsored Student Health Insurance Plan. Students who are able to prove that they have coverage comparable (equal or better) to the University-sponsored plan under a United States-domiciled health insurance company may waive this requirement each academic year. Domestic students may waive this requirement online at www.usfca.edu/hps.

International students and scholars must waive it in person at the Health Promotion Services office (UC 5th Floor) to ensure that their health insurance policy meets the minimum insurance requirement established by University of San Francisco and United States federal government regulations.

Students are expected to maintain comparable health insurance coverage at all times during their waiver period. However, if a student's health coverage is dropped, it is the student's responsibility to contact Health Promotion Services to discuss his/her options.

Waiver Process

The waiver is an annual one if the student waives the health insurance beginning in the Fall semester. However, students waiving beginning Spring semester must waive again in the Fall semester. Students who have waived the plan in a given year or semester, they are eligible to re-enroll in the USF-sponsored health plan for the following semester. These students must contact Health Promotion Service office to re-enroll in the USF sponsored health plan.

If the waiver is approved, the student's account will be credited accordingly. If the online waiver is denied, students should send a waiver appeal that can be found on www.usfca.edu/hps.

Undergraduate Students

Undergraduate professional students in the School of Management, Regional campuses students, and visiting students are not automatically enrolled in and not billed for the University-sponsored health plan. Students registered for at least 9 units in an undergraduate program can elect to purchase the University-sponsored health insurance plan online at www.usfca.edu/hps.

Graduate Students

Graduate and professional students who reside in University-operated housing are not automatically enrolled in and not billed for the University-sponsored health plan. These students must purchase the coverage or apply for a waiver in order to comply with the USF health insurance policy.

Students registered for at least 6 units in a graduate program (including the School of Law) can elect to purchase the University-sponsored health insurance plan online at www.usfca.edu/hps

USF health insurance requirement plan benefits, online waiver request form, waiver periods, and deadlines are published at www.usfca.edu/hps. For further information, please contact Health Promotion Services (HPS) at hps@usfca.edu or 415.422.5797.

Summer Students

Students who commence their enrollment in the summer session are not automatically enrolled in and not billed for the University-sponsored health plan. These students must purchase the coverage for the summer session or apply for a waiver in order to comply with the USF health insurance policy.

More Information

USF health insurance requirement, plan benefits, online waiver request form, waiver periods, and deadlines are published at www.usfca.edu/hps. For further information, please contact Health Promotion Services (HPS) at hps@usfca.edu or 415.422.5797.

Immunization Requirement

The University of San Francisco requires evidence of two sets of MMR (measles, mumps, and rubella) immunization for students in the following categories:

- All international students and scholars
- Domestic undergraduate students born on or after January 1, 1957 (excluding Working Adult Professional Studies/Legacy CPS)
- Domestic graduate students born on or after January 1, 1957 living on campus

International students and Scholars are also required to show proof of Tuberculosis PPD (Mantoux) test administered in the last 12 months. Students with positive PPD are required to submit a chest x-ray administered within the last 12 months.

Note: Nursing students must submit their immunization requirement to the School of Nursing and Health Professions not Health Promotion Services. The School of Nursing and Health Professions will notify you via email regarding the full list of the Nursing immunization requirements. For more information on School of Nursing and Health Professions immunization requirement, please visit <https://www.usfca.edu/nursing>.

Evidence of Immunization

Proof of immunization must be obtained from a licensed medical professional using the USF immunization Form. Records such as Immunization Yellow card or high school transcript showing immunization are also accepted. Please submit the proof of immunization to Health Promotion Services by fax (+1 (888) 471-2290), email (hps@usfca.edu), or by mail to University of San Francisco, Health Promotion Services, UC Fifth Floor, 2130 Fulton Street San Francisco, CA 94117 USA. All immunization records must be in English.

Think About It: Online alcohol, other drugs and sexual violence prevention course

Think About It is a required, science-based online course that prepares incoming college students for the unique challenges and responsibilities of college life. Recognizing that the issues of drug and alcohol abuse, the hookup culture, sexual violence, and healthy relationships are all

connected, the program examines these topics in social, cultural, and personal contexts that advocate self-reflection and the pursuit of social justice. USF requires all new first-year and transfer undergraduate students to take Think About It for college before coming to campus.

New first-year and transfer undergraduate students will receive an email with instructions to take the course. The email will be sent to student's USFconnect email address. Students who fail to successfully complete the course will be fined \$50. For more information please visit <http://www.usfca.edu/hps>.

Tuition and Fees

Student Expenses

The charges for room and board, tuition, and all other related fees described in this section apply to the 2010-11 academic year only. Rates for future academic years will be listed in the appropriate class schedules.

For tuition information, please see "[2010-11 Academic Year Tuition](#)." For fee information, see "[2010-11 Academic Year Fees](#)."

Application Fees For All Students

Regular undergraduate status: \$55

Regular graduate status: \$55 (except School of Law)

School of Education Special Status: \$30

This fee is required with each application and is non-refundable.

Application Fees For International Students Only

Non-Residents of the United States

Undergraduate: \$55

Graduate: \$55

This fee is to be submitted (International Money Order only) with each application and is non-refundable. It applies to undergraduate, graduate, and special status students.

Required Deposits

Admission Tuition Deposit

The required \$250 admission tuition deposit is non-refundable, even if the student fails to enter the university. The required deposit is applied toward tuition costs for the semester the student enters the university

Housing Deposit

Students who intend to live on-campus must send a \$300 housing deposit with the completed Contract for University Operated Housing. To be considered for on-campus housing, the housing deposit and the completed Contract Agreement must be submitted, in addition to the admission deposit required by the University for admission purposes. The housing deposit is non-refundable once the University accepts the completed Contract Agreement and will be credited towards the student's first semester room charges.

A \$300 prepayment is required of all returning students who anticipate living in the residence halls. This prepayment is non-refundable and will be credited to the student's semester room charge.

Refund of Housing Prepayment

The \$300 housing prepayment will not be refunded unless written notice of withdrawal from the University is received and approved by the Office of Residence Life prior to July 1 (January 1, for students with spring semester contracts only).

Any student requesting a refund must request a Contract Release directly from the Office of Residence Life. Call (415) 422-6824 for more information.

Room Rates - Traditional Style Halls (Per Semester)

Double Room: \$4,040

Small Double Room: \$3,860

Large Double Room: \$4,300

Triple Room: \$3,235

Small Single Room: \$5,200

Large Single Room: \$5,605

Room Rates - Apartment Style Living (Per Semester)

Apartment Type I Double (All): \$5,095

Apartment Type II Double (Loyola Village): \$5,250

Apartment Type III Double (All): \$5,435

Apartment Triple: \$4,200

Apartment Small Single: \$5,125

Apartment Large Single: \$5,610

Meal Plan (Per Semester)

Flexi-Cash Standard Meal Plan (Required for Fromm, Fulton House, Phelan, Gilson, Hayes-Healey, Lone Mountain, and Xavier Halls): \$1,955

Student Financial Responsibility

At the time a student formally registers for classes, the student agrees to:

- Assume financial responsibility for any charges and/or fees posted to his or her account, and
- Assume the responsibility for understanding USF's official policies concerning schedule changes and satisfactory academic progress. It is the student's responsibility to understand how these changes can affect his or her financial situation with regard to financial aid eligibility.

Students who have an unpaid balance with the University of San Francisco may not register for subsequent semesters or receive grades or transcripts of academic credit or their diplomas.

2010-11 Academic Year Tuition

Tuition Expenses	Per Unit	Per Semester	Per Year
Undergraduate			
Arts and Sciences, Business, and Nursing (12 - 18 units)		\$18,000	\$36,000
Arts, Sciences, Business, and Nursing (less than 12 units or more than 18 units)	\$1,280		
Professional Studies	\$830		
Graduate			
Arts and Sciences	\$1,095		
Exception: Chemistry, Biology, and Theology	\$965		
Exception: MSFA (Professional)		\$12,495	\$24,990
Business			
MBA	\$1,195		
Business - MBAE		\$22,125	
Business - MGEM		\$12,000	
Nursing			
Masters	\$1,055		
Doctoral	\$1,055		
Professional Studies	\$930		
Education			
Education - Masters	\$995		
Institute for Catholic Educational Leadership	\$485		
EARCOS	\$485		
Credential Programs	\$815		
TED, Catholic School	\$485		

Doctoral	\$1,100		
Institute for Catholic Education Leadership	\$540		
Law			
Full-time (JD and LLM)		\$19,360	\$38,720
Part-time (JD per unit)	\$1,385		
Part-time (LLM per unit)	\$1,548		

Tuition and Fees

The charges for room and board, tuition, and all other related fees described in this section apply to the 2012-13 academic year only. Rates for future academic years will be listed in the appropriate class schedules.

Student Expenses

Application Fees For All Students

Regular undergraduate status: \$55

Regular graduate status: \$55 (except School of Law)

School of Education Special Status: \$30

This fee is required with each application and is non-refundable.

Application Fees For International Students Only

Non-Residents of the United States

Undergraduate: \$55

Graduate: \$55

This fee is to be submitted (International Money Order only) with each application and is non-refundable. It applies to undergraduate, graduate, and special status students.

Required Deposits

Admission Tuition Deposit

The required \$250 admission tuition deposit is non-refundable, even if the student fails to enter the university. The required deposit is applied toward tuition costs for the semester the student enters the university

Housing Deposit

Students who intend to live on-campus must send a \$300 housing deposit with the completed Contract for University Operated Housing. To be considered for on-campus housing, the housing deposit and the completed Contract Agreement must be submitted, in addition to the admission tuition deposit required by the University for admission purposes. The housing deposit is non-refundable once the University accepts the completed Contract Agreement and will be credited towards the student's first semester room charges.

A \$300 prepayment is required of all returning students who anticipate living in the residence halls. This prepayment is non-refundable and will be credited to the student's semester room charge.

Refund of Housing Prepayment

The \$300 housing prepayment will not be refunded unless written notice of withdrawal from the University is received and approved by the Office of Residence Life prior to July 1 (January 1, for students with spring semester contracts only).

Any student requesting a refund must request a Contract Release directly from the Office of Residence Life. Call (415) 422-6824 for more information.

Room Rates

Room Rates - Traditional Style Halls	Semester	Annual (Fall/Spring)
Small Double Room	\$4,055	\$8,110
Double Room	\$4,245	\$8,490
Large Double Room	\$4,515	\$9,030
Triple Room	\$3,400	\$6,800
Small Single Room	\$5,275	\$10,550
Large Single Room	\$5,680	\$11,360

Room Rates - Pedro Arrupe	Semester	Annual (Fall/Spring)
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Tuition information:
2012-13 Academic Year Tuition
 Fee information:
2012-13 Academic Year Fees

Small Double Room	\$3,975	\$7,950
Large Double Room	\$4,430	\$8,860
Small Single Room	\$5,275	\$10,550

Room Rates - Apartment Style Living - Loyola Village	Semester	Annual (Fall/Spring)
Apartment Type I Double	\$5,095	\$10,190
Apartment Type II Double	\$5,250	\$10,500
Apartment Type III Double	\$5,435	\$10,870
Apartment Large Single	\$5,680	\$11,360

Room Rates - Apartment Style Living - Fulton Street	Semester	Annual (Fall/Spring)
Apartment Type I Double	\$5,095	\$10,190
Apartment Small Single	\$5,275	\$10,550
Apartment Large Single	\$5,680	\$11,360

Board Rates

Board plan required for residents of Fulton House Cottage, Phelan, Gillson, Hayes-Healy, Lone Mountain, and Fromm Halls. It is not required for residents of Loyola Village

	Semester	Annual (Fall/Spring)
Flexi-cash Standard Meal Plan	\$2,075	\$4,150
Flexi-cash Plus Meal Plan	\$2,660	\$5,320
Flexi-cash Maxi Meal Plan	\$2,990	\$5,980

Student Financial Responsibility

At the time a student formally registers for classes, the student agrees to:

- Assume financial responsibility for any charges and/or fees posted to his or her account, and
- Assume the responsibility for understanding USF's official policies concerning schedule changes and satisfactory academic progress. It is the student's responsibility to understand how these changes can affect his or her financial situation with regard to financial aid eligibility.

Students who have an unpaid balance with the University of San Francisco may not register for subsequent semesters or receive grades or transcripts of academic credit or their diplomas.

2012-13 Academic Year Tuition

	Per Credit	Semester	Annual (Fall/Spring)
UNDERGRADUATE TUITION:			
Arts and Sciences, Nursing & Health Professions, and Management (on SF Hilltop Campus) *All summer tuition is billed on a per credit basis.	\$920 Summer Rate*	n/a	
Arts and Sciences, Nursing & Health Professions, and Management (on SF Hilltop Campus) - Fall/Spring *Less than 12 credits or credits over 18	\$1,365*	\$19,245	\$38,490
Arts and Sciences and Management 2+2 Degree Completion Program (Communication, Psychology, Business Administration) *Less than 12 credits or credits over 18	\$920*	\$12,940	
Management Degree Completion Programs (Organizations, Leadership & Management, Information Systems, Business Economics, Public Administration)	\$920		
GRADUATE TUITION:			
Arts and Sciences	\$1,130		
Management <i>Business Programs</i>			

MBA	\$1,235		
MSFA	\$1,235*	\$13,110	
*For additional units over 10			
AFA, MAIR, MSRM	\$1,130		
MGEM		\$12,360	
MBAE		\$22,375	
<i>Management Programs</i>			
MSIS, MNA, MPA, MSOD	\$1,035		
Graduate Online Programs	\$1,035		
Joint Arts & Sciences and Management Graduate Degree Program - MSAN			
Nursing & Health Professions			
Masters (MSN, MPH)	\$1,130		
Graduate Online Programs	\$1,130		
Doctoral	\$1,130		
Executive DNP (Doctoral)		\$13,000	
Education			
Masters	\$1,035		
Graduate Online Programs	\$1,035		
Institute for Catholic Educational Leadership	\$520		
EARCOS	\$520		
Credential Programs	\$860		
TED Catholic School	\$520		
Doctoral	\$1,130		
Institute for Catholic Educational Leadership	\$580		
Law			
Full-time (JD and LLM)		\$21,142	\$42,284
Part-time (JD per credit)	\$11,510		
Part-time (LLM per credit)	\$1,690		

Tuition Payment Information

Payment Options

The payment options described below refer to the balance that you are required to pay the University of San Francisco after all eligible financial aid has been deducted from your semester charges.

Payment in Full

If you choose to pay in full, the following are the Payment Deadlines for each semester:

- Summer - May 1
- Fall - August 1
- Spring - January 2

On that date, payment in full for the term is due, or students must have enrolled in the payment plan. Please visit www.usfca.edu/paymentplan for more information about the payment plan.

To avoid registration cancellation for the term, students are required to submit payment by the tuition payment due date. If registration is canceled for non-payment, reinstatement of registration is contingent upon sufficient payment to bring the student's account current.

PLEASE NOTE: Students who have not registered prior to Payment Due Date, are required to pay in full or enroll in the payment plan at the time of registration for all tuition, housing charges, and fees (minus loans, grants or scholarships.)

Payment Plan

The Payment Plan is designed to enable students/parents to pay educational expenses through regularly scheduled payments. Educational expenses include tuition, room and board, and mandatory fees. Books, transportation and other miscellaneous expenses are NOT included in this plan.

The Payment Plan is available to all students for the Summer, Fall and Spring Semesters. There is no payment plan available for the Intercession Semester.

Students or authorized payers must enroll into the payment plan online.

Third-Party Billing

USF offers third-party billing, or Special Billing, to students whose employers or other outside agency will pay their tuition and/or fees and expenses. Students whose company or agency reimburses them directly are NOT eligible for special billing. Payments contingent upon completion of class or grade posting are also NOT eligible for special billing.

Students must submit vouchers/authorizations to Student Accounts, prior to payment due date for each semester.

If you have questions or would like more information, please e-mail us at stuacct@usfca.edu or call (415) 422-2568.

Accepted Methods of Payment

- Online payments (echecks)
- Bank Wire Transfers
- International Bank Drafts
- Personal Checks
- Money Orders and Bank Checks

For more information, log on to <http://www.usfca.edu/onestop/> and click on the Student Accounts link or contact the University by e-mail at onestop@usfca.edu or by phone at (415) 422-2020.

2012-13 Academic Year Fees

Fees (Mandatory)	Per Credit/Lab Course/Exam	Semester	Annual (Fall/Spring)
ASUSF (traditional undergraduates only)		\$82	\$164
AGSUSF (all graduate students exclusive of Law and MGEM)		\$25	\$50
Transportation Fee (traditional undergraduates only)*		\$115	\$230
Health Insurance (refer to Health Insurance Policy)		\$729/Fall \$1,045/Spring	\$1,774
GBSA (MBA students only)		\$75	\$150
SBAC (Full-time Law students only)		\$35	\$70
SBAC (Part-time Law students only, per credit)	\$1.75		
Law Visiting Student Fee		\$250	
Law Intensive Advocacy Program (Materials cost, per course)	\$100		
Law Re-Examination Fee	\$500		
Nursing			
Clinical Lab			
Undergraduate (per lab)	\$155		
Graduate Clinical (per lab)	\$155		
Malpractice Insurance			
Undergraduate (per Clinical Lab)	\$25		
Graduate (per Clinical Lab)	\$25		
Housing Contract Cancellation Fee			\$1,000
*This fee is subject to negotiations with the City of San Francisco and is charged only to undergraduate students on the San Francisco campus in the College of Arts and Sciences, the School of Management enrolled in business majors and the School of Nursing & Health Professions.			

Tuition and Fees (from live)

Effective Summer 2010

| [Tuition](#) | [Fees](#) | [Room Rates](#) | [Health Insurance Policy](#) |

Tuition

Tuition	Per Unit	Semester (Fall/Spring)	Annual
UNDERGRADUATE TUITION:			
Arts and Sciences, Business & Nursing- Summer at USF *Less than 14 units or units over 18	\$860* Summer Rate	\$12,060 Summer Rate	
Arts and Sciences, Business & Nursing- Summer International Programs *Less than 14 units or units over 18	\$1,280* Summer Rate	\$18,000 Summer Rate	
Arts and Sciences, Business & Nursing - Fall/Spring *Less than 12 units or units over 18	\$1,280*	\$18,000	\$36,000
Professional Studies	\$830		
GRADUATE TUITION:			
Arts and Sciences:	\$1,095		
Exceptions:			
Chemistry, Biology, Theology	\$965		
MSFA (Professional)		\$12,495	\$24,990
Business			
MBA	\$1,195		
MBAE		\$22,125	
MGEM		\$12,000	
Nursing			
Masters	\$1,055		
Doctoral	\$1,055		
Professional Studies	\$930		
Education			
Masters	\$995		
Institute for Catholic Educational Leadership	\$485		
EARCOS	\$485		
Credential Programs	\$815		
TED Catholic School	\$485		
Doctoral	\$1,100		
Institute for Catholic Educational Leadership	\$540		
Law			
Full-time (JD and LLM)		\$19,360	\$38,720
Part-time (JD per unit)	\$1,385		
Part-time (LLM per unit)	\$1,548		

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Fees

Fees (Mandatory)	Per Unit/Lab Course/Exam	Semester	Annual (Fall/Spring)
ASUSF (traditional undergraduates only)		\$80	\$160
Muni Pass (traditional undergraduates only)*		\$110	\$220
Health Insurance (refer to Health Insurance Policy)*		\$526/fall \$713/spring	\$1,239
GBSA (MBA students only)		\$100	\$200

SBAC (Full-time Law students only)		\$35	\$70
SBAC (Part-time Law students only, per unit)	\$1.75		
Law Visiting Student Fee		\$250	
Law Intensive Advocacy Program (Materials cost, per course)	\$75		
Law Re-Examination Fee	\$500		
Nursing			
Clinical Lab			
Undergraduate (per lab)	\$150		
Graduate Clinical (per lab)	\$150		
Malpractice Insurance			
Undergraduate (per Clinical Lab)	\$25		
Graduate (per Clinical Lab)	\$25		
*This fee is subject to negotiations with the City of San Francisco and is charged only to those undergraduate students on the San Francisco campus in the College of Arts and Sciences, the School of Business and Management, and the School of Nursing.			

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Room Rates

Room Rates - Summer at USF	Semester
Double Room - Session I	\$1,680
Double Room - Session II	\$860
Double Room - Session III	\$800
Small Single Room - Session I	\$2,184
Small Single Room - Session II	\$1,118
Small Single Room - Session III	\$1,040

Room Rates - Traditional Style Halls	Semester	Annual (Fall/Spring)
Small Double Room	\$3,860	\$7,720
Small Double Room - Pedro Arrupe	\$3,088	\$6,176
Double Room	\$4,040	\$8,080
Large Double Room	\$4,300	\$8,600
Large Double Room - Pedro Arrupe	\$3,440	\$6,880
Triple Room	\$3,235	\$6,470
Small Single Room	\$5,200	\$10,400
Small Single Room - Pedro Arrupe	\$4,160	\$8,320
Large Single Room	\$5,605	\$11,210

Room Rates - Apartment Style Living	Semester	Annual (Fall/Spring)
Apartment Type I Double	\$5,095	\$10,190
Apartment Type II Double	\$5,250	\$10,500
Apartment Type III Double	\$5,435	\$10,870
Apartment Triple	\$4,200	\$8,400
Apartment Small Single	\$5,215	\$10,430
Apartment Large Single	\$5,610	\$11,220

Board Rates

Board plan required for residents of Fulton House Cottage, Phelan, Gillson, Hayes-Healy, Lone Mountain, and Fromm Halls.

Board Rates	Semester	Annual (Fall/Spring)
Flexi-cash Standard Meal Plan	\$1,955	\$3,910

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HEALTH INSURANCE POLICY

The University of San Francisco requires a mandatory hard waiver health insurance for the following students:

- All full-time undergraduate domestic students registered for 9 units or more (excluding the College of Professional Studies and Regional Campuses)
- All international students on an F-1 or J-1 visa **and** registered for at least 1 unit (**this includes undergraduate, graduate, and law students**)
- Students who reside in the University-operated housing (including graduate and professional students)

Hard Waiver Health Insurance

Students will be automatically enrolled in and have their accounts billed for the University-sponsored Student Health Insurance Plan. Students enrolled for classes in the fall semester will have insurance coverage from mid-August to mid-January. Students enrolled in the spring semester will have insurance coverage from mid-January to mid-August.

Students who are able to prove that they have coverage comparable (equal or better) to the University-sponsored plan under a United States-domiciled health insurance company may waive this requirement each academic year. Domestic students may waive this requirement through the online waiver form at (www.usfca.edu/hps). International students must waive it in person at the Health Promotion and Services office (UC 201) to ensure that their health insurance policy meets the minimum insurance requirement established by United States federal government regulations. If the waiver is approved, the student's account will be credited accordingly. Students are expected to maintain comparable health insurance coverage at all times during their waiver period. If the online waiver is denied, students may appeal the waiver denial at the Health Promotion Services office.

Other Students

Students who commence their enrollment in the summer session are **not** automatically enrolled in and **not** billed for the University-sponsored health plan. These students **must** purchase the coverage for the summer session or apply for a waiver in order to comply with the USF health insurance policy.

Graduate Students

Graduate and professional students who reside in the University-operated housing are **not** automatically enrolled in and **not** billed for the University-sponsored health plan. These students must purchase the coverage or apply for a waiver in order to comply with the USF health insurance policy.

Students registered for at least 6 units in the School of Law, College of Professional Studies or another graduate program can elect to purchase the University-sponsored health insurance plan online.

More Information

For the 2010-2011 academic year, the USF-sponsored Student Health Insurance Plan premiums will be published on the USF website when the rates are available.

USF health insurance requirements, plan benefits, online waiver request form, waiver period, and deadlines will be published at [Health Promotion Services](#). For further information, please contact Health Promotion Services at studentinsurance@usfca.edu or (415) 422-5797.

Tuition Payment Information

Payment Options

The payment options described below refer to the balance that you are required to pay the University of San Francisco after all eligible financial aid has been deducted from your semester charges.

Payment in Full

If you choose to pay in full, the following are the Payment Deadlines for each semester:

- Summer - May 1
- Fall - August 1
- Spring - January 2

On that date, payment in full for the term is due, or students must have enrolled in the payment plan. Please visit www.usfca.edu/paymentplan for more information about the payment plan.

To avoid registration cancellation for the term, students are required to submit payment by the tuition payment due date. If registration is canceled for non-payment, reinstatement of registration is contingent upon sufficient payment to bring the student's account current.

PLEASE NOTE: Students who have not registered prior to Payment Due Date, are required to pay in full or enroll in the payment plan at the time of registration for all tuition, housing charges, and fees (minus loans, grants or scholarships.)

Payment Plan

The Payment Plan is designed to enable students/parents to pay educational expenses through regularly scheduled payments. Educational expenses include tuition, room and board, and mandatory fees. Books, transportation and other miscellaneous expenses are NOT included in this plan.

The Payment Plan is available to all students for the Summer, Fall and Spring Semesters. There is no payment plan available for the Intersession Semester.

Students or authorized payers must enroll into the payment plan online.

Third-Party Billing

USF offers third-party billing, or Special Billing, to students whose employers or other outside agency will pay their tuition and/or fees and expenses. Students whose company or agency reimburses them directly are NOT eligible for special billing. Payments contingent upon completion of class or grade posting are also NOT eligible for special billing.

Students must submit vouchers/authorizations to Student Accounts, prior to payment due date for each semester.

If you have questions or would like more information, please e-mail us at stuacct@usfca.edu or call (415) 422-2568.

Accepted Methods of Payment

- Online payments (echecks)
- Bank Wire Transfers
- International Bank Drafts
- Personal Checks
- Money Orders and Bank Checks

For more information, log on to <http://www.usfca.edu/onestop/> and click on the Student Accounts link or contact the University by e-mail at onestop@usfca.edu or by phone at (415) 422-2020.

2010-11 Academic Year Fees

Fee Expenses	Per Unit/Lab/Course/Exam	Per Semester	Per Year
ASUSF (traditional undergraduates only)		\$80	\$160
Muni Pass*		\$110	\$220
*City of San Francisco sets Muni fee, charged only to students on San Francisco campus in the College of Arts and Science, the School of Business and Management, and the School of Nursing.			
Student Health Insurance*		\$526 (Fall) / \$713 (Spring)	\$1,239
*May be waived. Visit www.usfca.edu/hps .			
MBA Students - GBSA		\$100	\$200
SBAC - Full-Time Law Students		\$35	\$70
SBAC - Part-Time Law Students	\$1.75 (per unit)		
Law - Visiting Student Fee		\$250	
Law - Intensive Advocacy Program (materials cost)	\$75 (per course)		

Law - Re-Examination Fee	\$500	
Nursing - Clinical Skills Lab Fee: Undergraduate	\$150 (per course)	
Nursing - Clinical Skills Lab Fee: Graduate	\$150 (per course)	
Malpractice Insurance Fee - Undergraduate	\$25 (per course)	
Malpractice Insurance Fee - Graduate	\$25 (per course)	
Other Fees		
Monthly Late Fee		1.5% of balance
Late Registration/Re-registration Fee		\$75
Returned Transaction Fee		\$25 (per transaction)
Account Research Fee		\$25 (per hour)
Statement of Account Fee		\$10 (per request)
Transcript Fee		\$5 (per copy)
Courses Challenged by Exam Fee	\$50	

Financial Aid

California State Aid

The California Student Aid Commission (CSAC) funds the CAL GRANT A program to provide tuition assistance to undergraduate students who are California residents and who have demonstrated both need and academic achievement. The CAL GRANT B program provides a monthly stipend to disadvantaged freshmen students who may also be eligible for tuition assistance for each of three additional years of undergraduate study.

All eligible California residents should apply for CAL GRANT assistance by submitting the FAFSA and the Cal Grant GPA verification form. (Cal Grant programs are not available to students pursuing a second undergraduate degree.) For more information on the Cal Grant programs, please visit www.csac.ca.gov.

Federal Aid

Federal Grants

The Federal government provides grant assistance from the Federal Pell Grant Program to undergraduates with demonstrated need. To apply, applicants complete and submit the Free Application for Federal Student Aid (FAFSA). The Federal processor will determine eligibility and send an acknowledgement to the applicant. Federal Pell Grants are reserved for those applicants with greatest need and those students not eligible for Pell assistance may be eligible for aid from other Federal programs. (This program is not available to students pursuing a second undergraduate degree.)

The Federal Supplemental Educational Opportunity Grant is funded by the Federal government and awarded by the Financial Aid Office. It is reserved for undergraduates with exceptional need and is generally offered to applicants with the lowest family contributions who are also Federal Pell Grant recipients. The FAFSA is required.

The Academic Competitiveness Grant will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students who are eligible for a Federal Pell Grant and who have successfully completed a rigorous high school program as recognized by the Secretary of Education. Second year students must maintain a cumulative grade point average (GPA) of at least 3.0.

The National SMART Grant will provide up to \$4,000 for each of the third and fourth years of undergraduate study to full-time students who are eligible for a Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security.

For more information, please visit: <http://studentaid.ed.gov/>

Federal Student Loans

Federal Perkins Loan. The Federal Perkins Loan is a deferred payment, deferred interest loan administered by the Financial Aid Office. Interest (at 5%) begins to accrue and repayment begins 9 months after the borrower graduates, leaves school or drops below half-time enrollment. Borrowers may be allowed up to 10 years to repay. Funds are limited and will be offered first to aid applicants who file a timely application (February 1 for new applicants, March 2 for continuing students for the following academic year) and demonstrate the greatest need. The FAFSA is required.

Nursing Student Loan. The Nursing Student Loan is a deferred payment, deferred interest loan administered by the Financial Aid Office and funded by the Federal Department of Health and Human Services to assist students enrolled in nursing programs. Interest (at 5%) begins to accrue and repayment begins 9 months after the borrower graduates, leaves school or drops below half-time enrollment. Funds are limited and will be offered first to nursing students who file a timely aid application and demonstrate the greatest need. The FAFSA is required.

Federal Stafford Loans for USF Undergraduate Students

William D. Ford Federal Direct Loan Program

1. The **Subsidized Federal Direct Loan** is a deferred payment, deferred interest loan funded by the Federal government and offered to eligible applicants by the University's Financial Aid Office. Interest (currently 4.5%) is paid by the Federal government while the borrower is in school. Repayment of interest and principal begins 6 months after the borrower graduates, leaves school or drops below half-time enrollment. To participate in the subsidized loan program, applicants must file a FAFSA and demonstrate need for assistance in meeting educational costs. The annual loan limits are \$3,500 for first year undergraduates; \$4,500 for second year undergraduates; \$5,500 for third and fourth year undergraduates. **In no case may a borrower's subsidized loan amount exceed his or her demonstrated need.**
2. Dependent aid applicants with limited or no eligibility for the **Subsidized Federal Direct Loan** may borrow from the **Unsubsidized Federal Direct Loan Program**. In addition, independent student borrowers may request additional amounts to supplement their Subsidized Federal Direct Loan eligibility.

Terms and conditions are identical to those of the Subsidized program except that interest (6.8%) begins to accrue immediately and it is the student borrower's responsibility to pay interest while in school. Payment of interest may be deferred until after the borrower graduates, leaves school or drops below half-time enrollment, but if interest payments are deferred, they are added to the principal borrowed and increase the amount on which future interest is calculated.

Annual loan limits for dependent student borrowers (subsidized and unsubsidized Direct Loans combined) are \$5,500 for first year undergraduates; \$6,500 for second year undergraduates; and \$7,500 for third and fourth year undergraduates. Annual loan limits for independent student borrowers (subsidized and unsubsidized Direct Loans combined) are \$9,500 for first year undergraduates; \$10,500 for second year undergraduates; and \$12,500 for third and fourth year undergraduates. The FAFSA is required.

3. Parents with good credit histories may borrow from the Direct PLUS (formerly called the Parent Loan for Undergraduate Students) Program. Funds can be borrowed on behalf of each dependent child who is enrolled at least half-time in an undergraduate program. The annual loan limit is the student's cost of education minus estimated or actual financial aid. The interest rate is 7.9%, and interest begins to accrue immediately; payment of principal and interest may be deferred until the student graduates, leaves school, or drops below half-time enrollment. The FAFSA is required.

Federal Stafford Loans for USF Graduate and Professional Students

The William D. Ford Federal Direct Loan, Subsidized and Unsubsidized

The Subsidized Direct Loan is a deferred-interest, deferred-payment loan. Interest at 6.8% is paid by the Federal government while the borrower is in school. Repayment of interest and principal begins 6 months after the borrower graduates, leaves school, or drops below half-time enrollment. To participate in the subsidized loan program, applicants must demonstrate need. The annual loan limit is \$8,500 for graduate/professional students. In no case may a borrower's subsidized loan amount exceed his or her demonstrated need.

Graduate aid applicants with limited or no eligibility for the Subsidized Direct Loan may borrow from the Unsubsidized Direct Loan program. In addition, graduate student borrowers may request an unsubsidized loan to supplement their Subsidized Direct Loan eligibility. Terms and conditions are identical to those of the Subsidized program except that interest begins to accrue at the time of disbursement and it is the student borrower's responsibility to pay interest while in school. Payment of interest may be deferred until after the borrower graduates, leaves school, or drops below half-time enrollment. If interest payments are deferred, they are added to the principal borrowed and increase the amount on which future interest is calculated. The combined loan limit per award period for graduate student borrowers from both the Stafford Subsidized and Unsubsidized loan programs is \$20,500.

Federal PLUS Loans for Graduate and Professional Students

The Budget Reconciliation Act of 2005, passed by the Congress and signed by the President in March 2006, authorizes graduate and professional students to borrow from the Federal Direct PLUS program.

The Federal Direct PLUS program allows eligible graduate and professional students to borrow up to the cost of attendance less any other aid they have been awarded. To be eligible to borrow from PLUS, graduate and professional students must file the FAFSA and must first borrow from the Subsidized and/or Unsubsidized Federal Student Loan program. Among the features of the PLUS program is a fixed 7.9% interest rate, in-

school payment deferment, and fixed monthly payments. PLUS loans can be consolidated with other Federal student loans and may be a good alternative to private education loan programs for some student borrowers.

Federal Student Financial Aid (Title IV) Policy

The Higher Education Amendments of 1998 require that the University calculate pro-rated student aid eligibility for students who withdraw before completing more than 60% of any academic term. Aid awarded to the student and not earned at the time of the effective date of withdrawal will be returned to the Federal Title IV Student Financial Aid Programs. The Title IV programs include the Federal Pell Grant Program, the Federal Academic Competitiveness Grant, the National SMART Grant, the Federal Supplemental Educational Opportunity (SEOG) Grant Program, the Federal Perkins Loan Program, the Subsidized and Unsubsidized Federal Direct Student Loan Programs, and the Federal Direct Parent or Graduate PLUS Loan Program.

The following is the procedure that the University uses to comply with the Return of Title IV Funds regulations, which require that:

1. The amount of unearned Federal financial aid be calculated by measuring the number of days the student completed against the number of days in the term in which the student withdraws;
2. The University's Student Accounts office return the unearned aid it accepted in payment of charges;
3. And the University notify the student of his or her responsibility for returning unearned aid he or she received as a refund from Student Accounts after all charges had been paid.

If aid funds must be returned to the Title IV aid programs, loan funds will be returned before grant funds. Funds received by the Student Accounts Office and by the student, if any, will be returned in the following order as long as there is any amount to be returned:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Direct Parent or Graduate PLUS Loan
5. Federal Pell Grant
6. Federal Academic Competitiveness Grant
7. National SMART Grant
8. Federal Supplemental Educational Opportunity Grant (SEOG)
9. Other assistance programs authorized by Title IV of the Higher Education Assistance Act

The Student Accounts Office and the Office of Financial Aid Operations have information on this policy for students admitted to and enrolled in the University's degree and credential programs. Examples of repayment calculations are available.

Financial Aid

Student financial aid consists of scholarships, grants, loans, and employment opportunities. Qualified students may use financial aid to pay for tuition and fees, room and board, books, transportation, and personal expenses.

All USF students who have need for financial assistance or want to explore options for organizing their own resources to meet their educational expenses should review the information that follows and contact the One Stop Enrollment and Financial Services office in Lone Mountain 251 or at (415) 422-2020 for assistance. USF financial aid information is also available online at www.usfca.edu/onestop.

To apply for assistance from the need-based programs administered by the Financial Aid Office, applicants (and their parents, if required) must complete the Free Application for Federal Student Aid (FAFSA) found on-line at www.fafsa.gov. The information provided by the applicant on the FAFSA is used to determine the family's expected contribution towards the applicant's cost of education and the applicant's eligibility for all Federal student grant, loan and work-study programs, and the University's need-based tuition grant and scholarship programs. In addition, the California Student Aid Commission uses the information provided to determine eligibility for awards from the Cal Grant programs for eligible California residents.

Student Employment

The Student Employment Office assists students in finding on-campus employment and off-campus work-study employment.

Federal Work-Study. Federal Work-Study is a federally funded, University administered program that provides opportunities for eligible students to earn some of the funds needed to meet educational expenses. Jobs are available both on-campus and with qualified off-campus employers. The funds that support the program are limited, and they will be offered first to aid applicants who file a timely application (February 1 for new applicants, March 2 for continuing students for the following academic year) and demonstrate the greatest need. The FAFSA is required.

Campus Job Opportunity. Campus Job Opportunity is a student financial aid program designed to assist students in meeting their educational expenses by providing employment opportunities for on-campus jobs. Because Campus Job Opportunity is awarded to students with demonstrated need, students receive hiring priority for available non-work-study positions. An additional benefit of Campus Job Opportunity eligibility is that the salaries earned may be an income exclusion on the Free Application for Federal Student Aid (FAFSA). This exclusion applies to the aid application for the following year.

An offer of Federal Work-Study or Campus Job Opportunity, however, is not a guarantee of employment. Students must apply, compete, and be hired for a position. Federal Work-Study and Campus Job Opportunity positions are available throughout campus in a variety of administrative offices, libraries, sporting and health facilities, academic departments, and food service operations.

Regular Student Employment. Any USF student enrolled full-time in a degree seeking program can work on campus to earn funds to meet educational expenses.

After arriving on campus and completing the registration process, students may inquire about available positions by visiting our online job boards at

www.usfca.edu/onestop/student_employment/students

Students may also obtain a work clearance form at One Stop, Lone Mountain Hall, Room 251. Students will be asked to present a picture identification and a Social Security card, or a current United States passport.

University Aid

Competitive Scholarships

University Scholars

New freshmen applicants who are US citizens or permanent residents and who have demonstrated extraordinary scholarship and aptitude, based on their academic grade point average and SAT scores or ACT scores (a minimum grade point average of 3.8 as calculated by the USF Office of Admission, and a minimum combined SAT test score of 1320, or a minimum ACT test score of 30), are invited to enter USF as University Scholars. Scholars receive a renewable scholarship that pays a substantial portion of the cost of the academic year's full-time tuition for up to eight semesters of undergraduate study at USF. In 2012/2013, University Scholars received up to \$20,000 per year. To be considered, applicants for admission must apply no later than January 15 for the following academic year.

Renewal is automatic as long as scholars achieve a grade point average of 3.25 for each semester's work.

** SAT scores are combined Math and Critical Reading (Verbal). ACT scores can be used if no SAT scores are available, or if higher than the combined SAT scores.**

USF Academic Merit Award

New Freshmen applicants for timely admission (January 15th deadline) who are US citizens or permanent residents and who did not qualify for University Scholars may be eligible for one of three merit based awards. Awards are based on incoming GPA and test scores and are limited to eight semesters of undergraduate study at USF. A student cannot be awarded from both University Scholars and USF Academic Merit Awards. The GPA and test score eligibility requirements used in 2012/2013 may be viewed at www.usfca.edu/financialaid under Grants and Scholarships.

Transfer Scholars

New undergraduate applicants admitted to a Professional Studies program in the School of Management who are US citizens or permanent residents may be eligible for admission to the University as Transfer Scholars. Scholarships, based on academic performance, provide \$1,250 a semester for up to four semesters of full- and part-time study at USF. Eligible applicants will be notified at the time of admission.

Garnetta "Net" Dunnigan Scholarship

The University awards this scholarship, named in honor of the late Garnetta Dunnigan, forelady at the Levi Strauss Valencia Street plant, to an undergraduate in the School of Nursing and Health Professions. The selection process gives priority to Levi Strauss plant or distribution center employees and their dependents. The FAFSA is required.

ROTC Scholarship

For students willing to serve as officers after graduation, Army ROTC offers two-, three- and four-year scholarships that provide assistance for tuition, fees, books and supplies and other reasonable educational expenses. The program has a special interest in students preparing for careers in nursing and the sciences, but applications are welcome from students in all academic programs. For information, contact the USF Military Science Department, (415) 422-6405.

ROTC Room and Board Scholarship

The University offers room and board scholarships to a limited number of ROTC scholarship cadets living in campus housing. The Chair of the USF Military Science Department identifies eligible members of the Dons' Battalion. For information, contact the USF Military Science Department, (415) 422-6405.

Tuition Grants and Scholarships

The University offers tuition grants and scholarships to students with demonstrated financial need. The funds are meant to assist with the cost of tuition only and grants and scholarships cannot be offered to applicants whose tuition is paid for by any other source of assistance. Funds are limited and will be offered first to those aid applicants who file a timely application (February 1 for new applicants, March 2 for continuing students for the following academic year) and demonstrate the greatest need. The FAFSA is required.

The tuition scholarship program is supported by generous gifts to the following endowed and contributed funds:

Annual Contributed Scholarship Funds

Accounting Council Scholarship

Alpha Sigma Nu Scholarship

Alumni Legacy Annual Scholarship
Bauer Foundation Fund for Study Abroad
Sr. Mary Beata Bauman Fund
Dante Benedetti Baseball Scholarship
Blum Foundation Law Scholarship
Marshall Blum Memorial Rotary Scholarship
Nate Bologna Baseball Scholarship
Ingo Boudewyn Electronic Media Scholarship
Bru Brunnier Rotary Scholarship
California Wellness Foundation Scholarship
Frank Campini Foundation CPS Scholarship
Tom Caruso MBA Study Tour Scholarship
Class of 2004 Scholarship
Class of 2005 Scholarship
Class of 2007 Scholarship for Social Justice
College of Professional Studies Alumni Scholarship
Bruce Diaso Memorial St. Ignatius Institute Loan Fund
Bruce Diaso Scholarship - Law School
Gus Donoghue Living Soccer Scholarship
Joseph Drown Foundation Scholarship/Loan Fund
Dean C. Durbrow Memorial Fund
Richard & Marie Farrell Athletic Scholarship
General Athletic Scholarship
General Law Scholarship
General University Scholarship
Ray Gennolio Physics Scholarship
Vito A. Giotta Emergency Loan Fund
Green and Gold Athletic Scholarship
Fr. Paul Harney Fellowship
Katherine Horn Business Scholarship
Hospitality Management Scholarship
Institute for Nonprofit Organization Management (INOM) Alumni Society Scholarship
Institute for Nonprofit Organization Management Scholarships
Herbert C. Jensen '49 Scholarship
James S. Johnson Memorial Scholarship
Philip Kottler Law Scholarship
Law Enforcement Leadership Scholarship
Law School Loan Repayment Assistance Program
Mr. & Mrs. Sze Lee Hospitality Scholarship
Mike and Millie Lehmann Scholarship
Luce Foundation Scholarship for Women in Science and English
Marini Family Trust Scholarship
Fr. John Martin Education Scholarship
George Henry Mayr Trust Scholarship
McGowan Telecommunications Scholarships
McLaren General Scholarship
MSIS Scholarship
Ann T. Muenk Memorial CPS Scholarship
William Murphy Memorial Scholarship
Edward M. Nagel Scholarship
Nursing Scholarship
Valerie Lynn Van Teslaar Oak Nursing Scholarship
Robert O'Brien Scholarship
Bernard Osher Foundation Scholarships
Larry Palmatier Memorial Education Scholarship
Douglas M. Raskin Memorial Scholarship
Riccardo P. Molinari Scholarship
John Richardson Memorial Scholarship
Richmond Environmental Action Scholarship
Robert F. Begley Leadership Scholarship
Pete Rozelle Athletic Scholarship
Ruff Family Scholarship
Saber es Poder Scholarship
San Francisco Legal Auxiliary Law Scholarship
San Ramon Regional CPS Scholarship
Gertrude C. Schindler Memorial Nursing Scholarship
John Scully Memorial Law Scholarship
Soccer Scholarship
Wellie Stephens Scholarship
Brad Swope Scholarship

TCA Telecommunications Scholarship
Sr. Mary Peter Travis Scholarship
USF African-American Scholarship
Victoria Heinen St. Ignatius Institute Loan Fund
Ding-Chang Wu Scholarship
Albert J. Zabala Fellowship in Theology
Endowed Scholarship Funds
Alfred P. Alessandri Scholarship
Joseph J. and Vera A. Allen Endowed Athletic Scholarship
Paul Archbold Memorial Law Scholarship
Gregory Arnoff Scholarship for Study Abroad
ASUSF Scholarship
Edward Bacciocco Jr. Memorial Athletic Scholarship
Edward V. Baraty Sr. Scholarship
Anthony and Elena Barbieri Endowed Scholarship
Barbieri Endowed Athletic Scholarship
Harry & Marguerite Bardt Scholarship
Fr. John H. Martin Barracks Gang Scholarship
Arthur J. Barrett, Jr. Law School Scholarship
W.F. and Marie A. Batton Foundation Scholarship
Frank L. Beach Memorial
Adolph A. Becker Theology Scholarship
Gene & Dante John Benedetti Endowed Scholarship
Bernadicou Family Scholarship
Virginia Berry Scholarship
A. Russell Berti Law Scholarship
Dr. Mariana Bertola Nursing Scholarship
Elizabeth Bigelow Scholarship
Katherine Black Scholarship
Clifford Hayfer Bloom Scholarship
Fr. Andrew Boss, S.J., Labor Management Scholarship
David & Marie Breault Endowed Scholarship
Dr. Frederick Breier Scholarship
Constantino & Carmelita Bricca Memorial Scholarship
Donald R. Brophy Law Scholarship
Edward A. & Elizabeth Brown Nursing Scholarship
Carrie Baum Browning Scholarship
Albert Buchner Scholarship
Buckley Educational Foundation Endowed Fund
Christopher A. and Estelle M. Buckley, Jr. Scholarship
Fr. Cornelius M. Buckley Scholarship
Lily M. and Henry J. Budde Scholarship
Barbara Bundy Asia Pacific Scholarship
Fr. Lloyd Burns, S.J., Scholarship
George Cadenasso Scholarship
Fr. Francis Callahan, S.J., Memorial Scholarship
Callison Memorial Nursing Scholarship
Bernard & Helen Carr Scholarship
James E. Casassa Memorial Athletic Scholarship
Cassou-Shan MBA Scholarship
Chemistry Endowed Scholarship
Alfred and Virginia Chicchi Endowed Scholarship
Class of 1939 Scholarship Endowment
Class of 1941 Scholarship
Class of 1942 Scholarship
Classes of 1943 and 1944 Scholarship
Class of 1950 Scholarship
Class of 1953 Endowed Scholarship
Class of 1968 Endowed Scholarship
Class of 1991 Senior Scholarship
Eugene Clifford Law Scholarship
J. Hart Clinton Scholarship
Rev. Alexander Cody, S.J., Perpetual Scholarship
James W. Coffroth Trust Scholarship
David Cohen Memorial Scholarship
Coit Marketing Scholarship
Francis J. Colligan Scholarship
George Connell Athletic Scholarship
George Connell Scholarship
Fr. John F.X. Connolly, S.J., Scholarship

Daniel Levine Cook Law Scholarship
Evelyn Louise Cook Scholarship
William G. Corrigan Fellowship
Geraldine Crawford Nursing Scholarship
Cruise-Pidgeon Loan Endowment
Genevieve de Dampierre Scholarship
Marie de Dampierre Scholarship
Christian de Guigne Chemistry Scholarship
Delgado-Olvera Hispanic Scholarship
Patricia & Leonard Delmas Athletic Scholarship
Del Monte Corporation Scholarship
James & Catherine DeMartini Scholarship
Stephanie & Michael Dempniak Scholarship
DeRosa Family Nursing Scholarship
Betty DeRosa Nursing Scholarship
Bruce Diaso Scholarship
Mary K. Dimig, Gertrude M. Dimig and Bertha M. Flake Endowed Scholarship
James & Gloria Doherty Athletic Endowment
Mr. & Mrs. Seth C. Drake Scholarship
James Duane Law Scholarship
Fr. William Dunne, S.J., Scholarship
Garnetta "Net" Dunnigan Scholarship
Lois & James Eaquina Scholarship
Professor Raymond R. Early Scholarship
Ellisondo Emergency Nursing Loan Fund
Adrien J. Falk Scholarship
Joseph A. Farry Law Scholarship
Joseph C. Favilla, Jr., Scholarship
Luke and John Fay Scholarship
Fr. Raymond Feely, S.J., Scholarship
Richard Fenton Endowed Law Scholarship
Br. William I. Ferrill, S.J., Scholarship
James T. Finlen, Sr. Scholarship
Lois Fish Memorial Law Scholarship
Judge Timothy Fitzpatrick Law Scholarship
Flynn-Parina Athletic Scholarship
Walter & Lily Fong Endowed Hospitality Scholarship
Aldo Fontana Scholarship
Frank I. Ford Jr. Memorial Scholarship
Ida Friend Memorial Scholarship
The Arthur Furst Scholarship
Thomas P. & Etta L. Garrity Scholarship
Anthony Geraldi Memorial Scholarship
Fr. John F. Giambastiani Endowed Athletic Scholarship
A.P. Giannini Fund Scholarship
George P. Gillson Fund Scholarship
Mary E. Marron Giovannetti Endowed Nursing Scholarship
Carl & Florence Glade Memorial Scholarship
Mr. & Mrs. Anthony J. Glesener Scholarship
Stephen Ford Glynn Memorial Scholarship
Golden/Stuke Memorial Scholarship
Charles L. Gould Memorial Scholarship
Conrad J. Grieder Law Scholarship
Richard Grillo Law Scholarship
John J. Grimes Memorial Athletic Scholarship
The Crescent Porter Hale Foundation Endowed Scholarship
Mabel Eugenie Hale CPS Scholarship
Handlery Hotels Hospitality Management Scholarship
Katherine & Edward Handley Scholarship Endowment
Charles L. & Pauline E. Harney Scholarship
Harold A. Harper Scholarship
John Francis & Ramona Hayes Healy Scholarship
Arthur J. & Catherine R. Healy Memorial Law Scholarship
William Randolph Hearst Foundation Scholarship
William Randolph Hearst INOM Endowed Scholarship
John E. Hogan Endowment
Martha Hogan Bay Area Women's Scholarship
Hoke-La Chapelle Nursing Scholarship
Robert M. Holstein, Jr. Endowed Scholarship
James & Carol Hurley Scholarship

Fr. John Hurley, S.J., Scholarship
Joseph and Anna Isidore Memorial Scholarship
August P. Johnsen Athletic Scholarship
Mack Johnson Business Scholarship
Mrs. Barbara Jostes Scholarship
Kamiya Endowed Scholarship for Japanese Language
Dr. Martin Luther King Memorial Scholarship
Wilhelmine Klosowski Law Scholarship
Joe Kuharich Memorial Scholarship
Francis A. '31 & Jean Y. Lagomarsino Scholarship
George P. Lauvinger Scholarship
Joseph & Nellie Lawlar Scholarship
Albert and Mae Lee Memorial Fund
Stella Leviston Nursing Scholarship
Haroldine Liggins Scholarship
Ashbrook and Hilda Lincoln Baseball Scholarship
Ashbrook and Hilda Lincoln Basketball Scholarship
Ashbrook and Hilda Lincoln History Scholarship
Ashbrook and Hilda Lincoln Liberal Arts Scholarship
Bernard E. Lockart Nursing Scholarship
Lone Mountain Legacy Endowed Scholarship
Fr. John Lo Schiavo, S.J., Scholarship
Loyola Guild Scholarship
Fr. George Lucey, S.J., Scholarship
Lloyd Luckmann Memorial Scholarship
Belle Macdonald, Glen and Annette Allen Memorial Scholarship
Maclsaac-Baker Nursing Scholarship
Frank D. Madison Law Scholarship
Malcewicz Endowed Athletic Scholarship
Joseph and Emily Malcewicz Scholarship
Caesar J. Mannelli Scholarship
Maraschi St. Ignatius Institute Scholarship
Marini Family Trust Scholarships:
Marini Family
Annie Marini
Frank Marini
Jennie Marini
Margaret Marini
Rose Marini
Marini Memorial Scholarship
The Markey Scholarship
Bernard Martin Business Scholarship
Edward W. Mason Scholarship
Mason Family Scholarship
George H. Mayr Endowed Scholarship
Florence M. McAuliffe Law Scholarship
John P. McCabe Scholarship
William H. McCarthy Scholarship
McCarthy-Martin Athletic Scholarship Endowment
Rev. Edwin J. McDermott, S.J. Scholars Fund
James & Joseph McDevitt Scholarship
Sr. M. Geraldine McDonnell, S.M., Nursing Scholarship
Edward McFetridge Memorial Scholarship
Vivian F. McGoldrick Nursing Scholarship
James and Myrna McKenna Accounting Scholarship
McLaren Endowed Scholarship
Robert A. Mellin Endowed Scholarship
Mary & George Metge Scholarship
Diana Alessandri Meyer Scholarship
Archbishop Mitty Scholarship
Frances Monet Carter Scholarship
Pierre Monteux Scholarship
Ellen Hart Morrison Scholarship
May Treat Morrison Scholarship
Barbara E. Murphy Nursing Scholarship
Leo A. Musso Memorial Scholarship
Elsbeth Nagel Scholarship
Megan Elizabeth Noble Endowed Scholarship
Florence Kemper Oaks Memorial Scholarship
Olden Chemistry Scholarship

Mary Lee McKnight Orbeliani Scholarship
Dorothy E. & Joseph C. Oricello Scholarship
Patrick and Mary O'Shea Memorial Scholarship
Bernard Osher Foundation Scholarships
Amelia Parreira Scholarship
Alexis J. Perillat Memorial Scholarship
The Kelly and Craig Perkins Endowed Scholarship
Edelbert W. Pieruccini Memorial Scholarship
Pioneer Purse Nursing Scholarship
John & Irene Podesta Scholarship
Marua T. Power Endowment
KPMG Peat Marwick Michael Raddie Law School Scholarship
David and Frances Raggio Scholarship
Douglas M. Raskin Endowed Scholarship
Rauenhorst Law Scholarship
The Susan Kinsey Redding Scholarships
Anita Marie Reed Scholarship
Bill Regan Endowed Business Scholarship
Carlo & Norma Ribero Scholarship
Ricci Institute Endowment Scholarship
Riccomini Family Fund
Riccomini Scholarship Fund
Irene & Tom Rice Memorial Scholarship
Jack and Jackie Riordan Endowed Athletic Scholarship
Cyril & Diana Roche Scholarship
Fr. Joseph F. Rock, S.J., Scholarship
Louise & Claude Rosenberg INOM Scholarship
Pete Rozelle Memorial Athletic Scholarship
St. Mary's School of Nursing Alumni Scholarship
Angelo Sangiacomo Scholarship
Anthony Schiariti Basketball Scholarship
John P. Schlegel, S.J. Scholarship
William & Elsa Schmidt Fund Scholarship
Alex & Olga Schwarz Endowed Scholarship
Andrew C. Schwartz Law Scholarship
John Scully Scholarship Endowment
Senior Class '88 Endowed Scholarship
Senior Class '91 Gift Scholarship -- in Memory of Jennifer Pizer
Lawrence P. Sheehan Scholarship
Fr. Leo Simpson, S.J., Scholarship
Agnes O'Brien Smith Law Scholarship
Robert James Smith Memorial Rehab Scholarship
Fr. Sam Sonnenberg Scholarship
Joseph & Winifred Sprinz Scholarship
Gertrude C. Stack Scholarship
Mildred E. Stearns Foundation Scholarship
N.L. Stephens Scholarship
Alden J. Stevenson, S.J. Friendship Memorial Scholarship
Russell John Stevenson Memorial Scholarship
Daniel Strazulo Memorial Scholarship
Mary Roche Stroebel Scholarship
Fr. Gerald A. Sugrue, S.J. Scholarship
Fr. Robert Sunderland Endowed Athletic Scholarship
John Swanson Athletic Scholarship
Fran Swart Nursing Scholarship
Dee Swig Israel Scholarship
Melvin Swig Athletic Scholarship
Melvin Swig Graduate Program in Judaic Studies
Richard L. Swig McLaren Hospitality Scholarship
Laura Sypin Memorial Scholarship
Joseph Tarantino Family Scholarship
Joseph Tharp Business Scholarship
Thorvald Scholarship
Clement & Charlotte Tobin Scholarship
Elmer & Myrtle Towle Undergraduate Scholarship
Gisella Tunzi Scholarship
William Turner Scholarship
Frederick & Constance Tydeman International Science Scholarship
C. Wendell Uhrich Memorial Scholarship
USF Salesian Alumni/Angelo Fusco Scholarship

USF Women Lawyers Council Scholarship
 Vitamin Class Action Nursing Scholarship
 Lou Volpicelli Memorial CPS Scholarship
 Wall Family Business Scholarship
 James F. Walsh Scholarship
 Leo T. Walsh Endowed Scholarship
 Michael T. Walsh Scholarship for the Handicapped
 Jessie Ward Scholarship
 Kiana Webb Endowed Scholarship
 Julia de la Vega Welch Scholarship
 Fr. Edward J. Whelan, S.J., Scholarship
 Michael D. Whelan Memorial Scholarship
 Brayton Wilbur Scholarship
 Carolynn M. Winberry Scholarship
 Women Lawyers Council Scholarship
 Phil Woolpert/Eula Jones Athletic Scholarship
 Albert & Sophie Yu Scholarship
 Honore Francois Zabala Scholarship
 Anthony J. Zanze Family Endowed Scholarship
 Arthur C. Zief, Jr. and Jeff Brand Law Scholarship
 Arthur C. Zief, Jr. and Stephen A. Privett, S.J. Undergraduate Scholarship
 Arthur C. Zief, Jr. Foundation Scholarship
 Arthur C. Zief, Jr. Law Scholarship
 Arthur C. Zief, Jr. Undergraduate Scholarship
 Dorraine & Arthur C. Zief, Jr. Foundation Law Scholarship
 Dorraine M. Zief Law Scholarship
 Dorraine M. Zief Men's Basketball Scholarship

 Zief Smith Endowed Men's Basketball Scholarship

Academic Regulations

Course Numbering

Undergraduate Courses

000 to 499 subdivided as follows:

- **000 to 099** designate courses which normally are not counted towards a student's baccalaureate.
- **100 to 299** designate Lower Division courses. This category is further subdivided as follows:
 - **100 to 199** designate undergraduate Lower Division courses recommended for, but not restricted to, students studying the subject at a freshman or sophomore level. Such courses generally do not require any prerequisite course work for fully matriculated students.
 - **200 to 299** designate undergraduate Lower Division courses recommended for, but not restricted to, students studying the subject at sophomore level. Courses in this category require specific or general prerequisites which are usually completed at the freshman level.
- **300 to 499** designate Upper Division courses. This category of courses is further subdivided as follows:
 - **300 to 399** designate undergraduate Upper Division courses recommended for, but not restricted to, students studying the subject at a junior or senior level. These courses presume specific or general prerequisite course work at the Lower Division level.
 - **400 to 499** designate undergraduate Upper Division courses recommended for, but not restricted to, students studying the subject at the senior level. Courses in this category have prerequisites which students have usually completed at the junior level.

Graduate Courses

500 to 899 subdivided as follows:

- **500 to 599** designate courses offered at the graduate level which prepare students for a graduate degree program or designate professional teacher-training courses.
- **600 to 699** designate courses at the master's and credential level.
- **700 to 799** designate courses at the doctoral level.
- **800 to 899** designate courses at the School of Law.
- 5000 to 6999 designate courses at the MBA level.

General Regulations

Auditor

Any student may audit a course offered by the University, provided there is a space available. Audited courses do not count toward regular full-time status for purposes of financial aid, visa requirements or enrollment verification; neither a grade nor credit is given for audited courses.

An audited course may be changed to credit status, or vice versa, only if the request is filed with the One Stop Enrollment and Financial Services Office prior to the census date for the course. Auditors pay the same tuition as students enrolled for credit. For further information on auditing classes, consult the One Stop Office.

Census Date

The census date of the University represents a calendar date in each term when the general enrollment statistics of the University are established. Particulars of these statistics are identified among colleges, classes and student levels. The census dates are identified in the Schedule of Classes for a term. Following the census date in any term, classes dropped will receive a "W" symbol representing the fact that the class was dropped after the census date; the only exceptions to be made are classes canceled by the dean of the college, or a change from one section to another of the same course. Students are liable for the tuition for all courses withdrawn after the census dates.

Class Attendance

Students are expected to attend classroom and laboratory exercises. Absences may affect the final grade or eligibility to sit for the final examination. At the department's discretion, students who are absent from the first two class meetings of the term may be administratively dropped from the class.

When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes, laboratories, and/or examinations missed.

Students in the School of Nursing and Health Professions who have been absent from course work and/or laboratory experiences in a course required for the major are expected to make arrangements to complete the missing work. (Contact the School of Nursing and Health Professions for a copy of the Nursing Student Handbook.) Professional Studies students who are absent from more than one class in a course may be subject to administrative withdrawal.

Credit for Repeated Courses

Students may repeat courses. Both the initial grade and the subsequent repeat grade will show on the academic record and count in the grade point average. The credits earned in the repeated courses will not be included in the cumulative credits earned or in the total needed for graduation, unless indicated otherwise in this catalog. See specific course descriptions.

Examinations

Students are expected to take all examinations for courses in which they are enrolled. Dates for final examinations are given in the University [Academic Calendar](#) and Schedule of Classes in any term and may not be rescheduled without the approval of the dean of the appropriate school or college. Members of Alpha Sigma Nu, the Jesuit Honor Society, may request to be excused from final examinations at the end of the final semester of their senior year. In such cases, teachers will grade the student on the basis of work done during the semester.

Transcripts

Students who wish to obtain a copy of their academic transcript must submit, in accordance with privacy laws, a signed written request to the Office of the University Registrar. Such requests may be submitted by mail, by fax, in person, or through a designated online form using an electronic signature. For complete instructions on submission, please visit <http://www.usfca.edu/transcripts>.

All requests for transcripts must be accompanied by a payment of transcript fees. Processing of transcript requests usually takes one to three days and may take as long as one week. Transcripts may be delayed during the days of registration and commencement ceremonies of any term. Express delivery is available for an additional charge.

An academic transcript will not be released to any student who has failed to meet all financial obligations to the University. Any transcript request with incomplete addresses, insufficient information for processing, or unaccompanied by the transcript fee will be significantly delayed and may be returned to the sender.

Only official academic transcripts from the University of San Francisco are released by the Office of the University Registrar. Transfer transcripts from other schools must be ordered from original sources to ensure their validity and accuracy. The University of San Francisco reserves the right to control the conditions by which its transcripts are distributed. The University is responsible for the accuracy and validity of its transcripts as legal documents.

Changes to Academic Records After Students Graduate

A student's academic record is sealed when his or her degree is posted. With the exception of errors, omissions, or documented discrepancies, changes to a student's major, minor, concentration, or academic honors, or the removal and/or change of incompletes, grades, or other components of the academic record are not permitted.

Student Retention

The University of San Francisco has a genuine concern about student retention and is committed to developing and implementing strategies that assist students in attaining their academic objectives.

Students planning to take a temporary leave of absence or to withdraw from the University are encouraged to make an appointment with the dean of their school or college or with their advisor prior to exiting campus. This representative will assist students in identifying campus resources and services that may assist them in reconsidering a decision to leave the University and/or how to re-enter at a later date.

Appropriate intervention strategies also are implemented for enrolled students who may be at risk for stopping out or dropping out of school prior to realizing their academic goal. When identified, these "at risk" students will be provided with information about University procedures or given referrals for problems related to academic, personal, social, or financial difficulties.

Retention efforts are coordinated by the offices of Academic Affairs in conjunction with the deans of the schools and colleges. For more information, please contact Academic Support Services (415-422-6876).

Leave of Absence

Registered students in good standing (academic and disciplinary) who wish to leave the University temporarily should file a Leave of Absence form with the One Stop Enrollment and Financial Services Office. Forms are available online at <http://www.usfca.edu/onestopforms/>.

It is the students' responsibility to contact their school or college for additional information regarding a leave of absence before they file a Leave of Absence form with the One Stop Office.

All leaves of absence that result from a health or wellness issue may be handled collaboratively between the students' school or college and the Dean of Students office. Leaves of absence are authorized case by case.

The maximum leave of absence that may be granted at any one time is one academic year. Students who do not return for the semester specified are considered to have withdrawn from the University; they must apply for readmission should they wish to return.

Students who wish to enroll for course work at other institutions during their leave of absence from the University must obtain their USF dean's prior written approval and must observe the rules for courses taken at other institutions. Courses taken without prior written approval will not be counted toward the degree.

Registered students who take a leave of absence from the University from the beginning of the semester until 5:00 p.m. on the census date will receive a full refund of tuition. No refund of tuition will be made to students who withdraw after the census date.

For further information, see the next two sections on "Withdrawal from the University" and "Federal Student Financial Aid (Title IV Policy)."

Withdrawal from the University

Students planning to withdraw from the University are encouraged to make an appointment with their dean's office or advisor prior to initiating withdrawal procedures.

Petition to Withdraw forms are available in the One Stop Enrollment and Financial Services Office, most deans' offices, and online at <http://www.usfca.edu/onestopforms/>. The withdrawal becomes final only when the completed form or an intention to withdraw has been filed with the One Stop Enrollment and Financial Services Office.

Students who simply absent themselves from class without providing appropriate notice of intention to withdraw will have failing grades (F) posted to their records. Withdrawal from the University must occur on or before the last day to withdraw from classes for any semester. For the summer term, a withdrawal applies only to those programs that require a summer enrollment.

Registered students who withdraw or take a leave of absence from the University from the beginning of the semester until 5:00 p.m. on the census date will receive a full refund of tuition. Completed withdrawal forms must be received by the One Stop Enrollment and Financial Services Office before 5:00 p.m. on the census date. No refund of tuition will be made to students who withdraw after the census date.

Students mailing their withdrawal notification should send them by certified mail to:

Office of the University Registrar
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Graduate Student Regulations

All graduate students are urged to read these general regulations carefully. Failure to be familiar with this section does not excuse a student from the obligation to comply with all the described regulations.

Although every effort has been made to ensure the accuracy of this Catalog, students are advised that the information contained in it is subject to change. They should therefore consult the appropriate academic dean for current information and the Schedule of Classes for any term-related regulations. The academic deans may grant reasonable exceptions from academic regulations to students within their colleges/schools. Each college or school may have specific requirements over and above those set forth in this section.

The University reserves the right to revise its regulations and programs in accord with sound academic standards and requirements. Although reasonable efforts will be made to expedite students' completion of graduate programs, the University does not obligate itself to offer courses every semester to enable graduate students to complete their program within a minimal specified time limit. These regulations do not apply to students in the School of Law. Please consult the School of Law catalog for Law regulations.

Student Categories

A Regular Graduate Student is a student admitted by the University to work towards a graduate degree.

A Graduate Student with Conditional Status is one whose application to become a regular student is pending, but who has obtained the permission of the dean of his or her college to enroll in course work for that college, or a student whose prior academic preparation does not include courses which are prerequisite for admission to regular graduate status, or a student whose prior academic work is not sufficiently strong to merit full acceptance as a regular graduate student, but who has obtained the permission of the dean of his or her college to enroll for a specific set of courses. A graduate student with conditional status must meet the specific conditions set by the dean of his or her college before he or she is eligible for regular graduate student status. If specifically approved by the dean, courses taken by a student with conditional status will count towards the completion of regular graduate degree requirements.

A Graduate Student with Special Status is a student admitted by the University for course work only, or a modified program of studies, but is not admitted to work towards a degree. Special Student status is approved by the academic dean and faculty on a form provided by the Office of Graduate Admission or Office of the Dean and must be renewed each semester. Conditions for obtaining Special Student status and for the renewal of this status are set by each school or college.

Graduate students with Special Student status may register for classes only if space is available. A special graduate student who wishes to change to regular status must apply for this status at the Office of the Dean, must meet all regular graduate admission standards, and, if accepted, will be expected to complete all requirements for the degree. Upon acceptance as a regular student, courses taken while on Special Student status may count towards graduate degree requirements upon recommendation by the graduate advisor and approval of the dean.

A Student Classified as a Visitor is a student who is not formally admitted to the University but who is permitted to attend classes. A student in this category must register for not more than 8 credit hours per semester on a space-available basis starting the first day of classes. A visitor is not aligned with a college and is not seeking a USF degree. A visitor is required to seek permission to enroll through the Office of Admission. To renew this status, the student must reapply through the Office of Admission each subsequent semester. Completed course work taken by students with visitor status may not count toward a USF degree without formal acceptance to the University.

In a semester in which a student is actively working to complete postponed requirements for a course or courses for which he or she received an Incomplete ("I") grade, the student will be considered a regular graduate student even if he or she is not enrolled for any other courses. According to University policy a student must complete the postponed requirements by the end of the semester following that within which the incomplete grade was given.

Please see "Standards of Scholarship and Grade System" for further information on Incomplete grades.

Likewise, in a semester in which a student is actively working to complete a thesis, dissertation or other graduate research project, the student will be considered a regular graduate student even if he or she is not enrolled for any other courses.

Degree

A degree represents an award conferred by the university signifying that the recipient has satisfactorily completed an academic program of study. All students receiving degrees from USF must satisfy the requirements of the college/school from which they received their degrees. Students may not work towards two degrees concurrently, including graduate and undergraduate degrees except for any specific joint degree program such as the dual degree programs in the School of Arts and Sciences and the School of Education.

Credit Hour Load

Education Credential:

Full Time: 12+ credit hours

3/4 Time: 9-11 credit hours

1/2 Time: 6-8 credit hours

Less Than 1/2 Time: 1-5 credit hours

Masters:

Full Time: 6+ credit hours

3/4 Time: 4-5 credit hours

1/2 Time: 3 credit hours

Less Than 1/2 Time: 1-2 credit hours

Doctoral Level:

Full Time: 6+ credit hours

3/4 Time: 4-5 credit hours

1/2 Time: 3 credit hours

Less Than Half Time: 1-2 credit hours

Summer Non-Standard Term

Credential:

Full Time: 6+ credit hours

1/2 Time: 3-5 credit hours

Masters:

Full Time: 4+ credit hours

1/2 Time: 2-3 credit hours

Doctoral:

Full Time: 4+ credit hours

1/2 Time: 2-3 credit hours

Full-time, part-time, etc., is based solely on the number of credit hours registered for in any term, not on course material. Credit hour load does not include challenge examinations, transfer credit, or similar credit situations.

Graduate Advisors

The dean or faculty designate of each department which offers graduate work will assign a specific advisor for each student. The advisor will analyze the student's past record and assist him or her in planning a graduate program.

Study Load and Residency Requirement

Students in master's programs are required to register for a minimum of three (3) credit hours each semester, unless their only remaining academic work is their thesis or other major creative work. In the latter case they must register for at least one (1) credit hour every semester until the thesis has been completed, and at least three (3) credit hours total for the thesis or other creative work.

In order to meet the academic residence requirement for the doctoral degree, students in doctoral programs must register for two consecutive semesters with a minimum course load of at least six (6) credit hours per semester. This course work is exclusive of dissertation course credit hours. The minimal full-time load is six (6) credit hours.

Professional Studies students follow the guidelines set forth by that college.

Leave of Absence

Graduate students who choose to absent themselves from the university without filing a Leave of Absence form will be withdrawn for lack of attendance during the first semester of absence (not including summer and intersession, except for programs in which these terms are required) When a student returns and wishes to re-enroll in courses, he or she must reapply for the school or college by contacting the appropriate Dean's Office. The exception to this process is for graduate students in the College of Arts and Sciences who must reapply directly to the appropriate program director.

Transfer of Credit Policy

In exceptional cases, graduate course work taken at other colleges or post-baccalaureate courses completed at USF may be accepted in partial fulfillment of the graduate program. The student must petition the dean through his/her faculty advisor and the program chairperson, if applicable. The petition must contain justification and explicit approval of the advisor and the chairperson if applicable. Credit is typically limited to six (6) credit hours to eight (8) credit hours or two courses. Doctoral students may transfer up to 12 credit hours. (General Education core requirements may not be satisfied by transfer of credit for School of Education students.)

To be acceptable for transfer for credit, courses must:

- be regular graduate or post-baccalaureate level courses;
- be taken at an accredited institution of higher learning, or an institution which is a candidate for accreditation, within the last seven (7) years;
- not be supervised field work, directed study or field practice; and
- have an earned minimum grade of "B".

The School of Education does not accept transfer of credit for Extended and/or Continuing Education courses. An official transcript record of the course work and course descriptions must accompany the approved transfer petition and should be sent to the Office of the Registrar.

Double Credit

The same course may not fulfill requirements in both undergraduate and graduate programs. Students may not work towards two degrees concurrently, including undergraduate and graduate degrees, except for the joint degree programs.

Probation and Disqualification

Any graduate student whose cumulative grade point average falls below 3.0 will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to 3.0 by the time they have completed the next six (6) credit hours of graduate work are subject to disqualification from the program. Students whose cumulative average falls below 2.5 in any one semester are also subject to disqualification unless otherwise noted by the specific school or college.

Courses Taken at Other Institutions

A student who is working toward a graduate degree at the University of San Francisco but who wants to take a course or courses at another college or university, must obtain the written approval of the dean of his/her college or professional school at USF prior to enrolling in such courses. The student must abide by all the rules and regulations specified by the particular college or professional school.

School of Education students only: during the course of your Credential/MA/Doctoral program, it is possible to take courses at another accredited institution, providing that all of the following conditions are met:

- the course is one that is vital to your program of study and is not similar to a course offered by the School of Education;
- the course is at the appropriate graduate level;
- permission has been received in writing (see PEAI form);
- you receive a course grade of "B" or its equivalent, or better; and
- credits taken may not exceed the maximum credits of transfer credit allowed.

Courses taken without prior approval will not be counted toward the degree.

Standards of Scholarship and Grade System

The work of graduate students is evaluated and reported in terms of the following grade types:

A - Outstanding

B - Satisfactory; student meets all major course competencies

C - Student meets minimum standards for obtaining credit*

*All graduate students are required to maintain an overall cumulative grade point average of B (3.0). The grade of "C," including a "+" or "-", may be awarded by faculty in the School of Education and Professional Studies. Scholarship standards for students in the School of Education and Professional Studies require that a "B" average (3.0 GPA) be maintained and a lower cumulative GPA may result in probation or academic disqualification.

F - Failure; student does not meet minimum standards for obtaining credit.

The grades A, B, and C may be modified by (+) or (-).

In addition, the following notations are sometimes used:

P - "Passing," at least at the lowest passing level (C-); not counted in computing the grade point average. In some graduate programs P/F is used to evaluate those courses associated with research or a field project dissertation proposal, or a dissertation.

A Pass-Fail option is irrevocable, if chosen by a student.

S, U - "Satisfactory" or "Unsatisfactory" notations are given in certain courses. For an "S" grade, the credits will count toward the total credits required for graduation, but not in the grade point average computation. In some graduate programs, S/U is used to evaluate courses associated with a thesis.

I - "Incomplete" denotes an examination or required assignment which has been postponed for a serious reason after consultation with the instructor. Students who have not contacted a faculty member regarding completion of course requirements are subject to a failing grade. Students given approval to postpone course requirements must complete them on the date specified by the faculty member. If the notation is still incomplete at the close of the following semester, it is converted to a failing grade (F).

Professional Studies students are required to sign a Contract for Removal of Incomplete form and to meet the deadlines established in the contract, which is co-signed by the instructor. A student who fails to complete course requirements within the allotted time will receive an "F" and be required to repeat the course. All applicable registration processing and tuition and fee payments are required to repeat a course.

IP - Work "In Progress"; final grade to be assigned upon completion of the entire course sequence in courses predetermined by the dean. "In Progress" (IP) notations on graduate student transcripts, if not cleared, will revert to an "F" upon expiration of the time limit set by the department.

W - "Withdrawal"; a notation used by the Office of the Registrar when a student drops a course after University census date but before the withdrawal deadline in any given semester.

NR - Grade "Not Reported" by instructor within 10 days after the examination period; a notation used by the Office of the Registrar. To correct the transcript, the instructor must file a change of grade form. "NR" carries no connotation of student performance and no grade point value is given. "NR" notations that are not reconciled by the end of the following semester will be converted to a failing grade (F).

AU - "Auditor"; course not taken for credit. Regular tuition is charged for audited courses.

Grade Points

Grade points per semester credit are assigned as follows:

A+ = 4.0

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C- = 1.7

F = 0.0

See specific college sections for additional scholarship standards.

Minimum Academic Requirements at Graduation

To be eligible for the conferment of a graduate degree, a student must attain at least a B (3.0) cumulative grade point average in all courses counted towards that degree.

Time Limitations for Degree Completion

Time limitations for completing all requirements for the master's degree (including the thesis) are as follows:

- Master's degree in the School of Education: 3 years;
- Master's degree in the Masagung Graduate School of Management and the School of Nursing and Health Professions: 5 years;
- Master's degree in the College of Arts and Sciences: 4 years.
- Professional Studies: 4 years.
- Doctoral degree: 7 years.

Time is counted from the beginning of a student's graduate program, regardless of any leave of absence taken. All requirements leading to the Ed.D. and D.N.P. degrees must be completed within seven years from the date of admission and within three years from the date of advancement to candidacy, regardless of any leave of absence taken.

Advancement to Candidacy

Admission to regular graduate student status does not automatically include advancement to candidacy for the degree.

Advancement to candidacy requires a formal, written application distinct from registration. A student may not obtain a graduate degree without being advanced to candidacy. (Contact the School of Education for information on programs that do not require this application.) The minimum requirements for advancement to candidacy differ from program to program. For further information, consult the dean or program chairperson or see the specific program sections in this catalog. Application forms for advancement to candidacy may be obtained from the dean or program chairperson. Graduate students in the College of Arts and Sciences, School of Management are exempt from this requirement.

Filing for Graduation, Diplomas and Commencement

Candidates applying for the conferral of a graduate degree should file the online Graduation Application form in the term preceding the final semester of registration for degree requirements and within the time limitation for degree completion.

The Application for Graduation form is available online at www.usfca.edu/graduation and is valid for three consecutive semesters, beginning with that listed on the application; after this period, a new application must be submitted.

Graduation dates posted on the academic transcript and on the diploma coincide with the last month of the three semesters of instruction: Fall - December; Spring - May; Summer - August. The date for degree conferral for the Spring and Fall semesters is the last day of exams and for the Summer semester, the last day of class. School of Education students should note that Ed.D. graduation dates are Fall and Spring only. The official graduation date will reflect the completion of all academic requirements for the degree, and not the last term of enrollment, and will take into account all waivers and substitutions approved by the student's academic dean.

Graduate student diplomas list the degree, the primary major, and the school or college of the University awarding the degree. The official academic transcript will list the degree and major, and, if applicable, an area of concentration or minor.

Students must complete the program requirements indicated in the catalog in force at the time of their most recent matriculation. Those in the M.B.A. program and masters programs in the School of Education are evaluated for completion of degree requirements by the Office of the Registrar. All other graduate students are evaluated by the college offering the degree for which they are candidates. That college will notify the Office of the Registrar of degree completion. Degrees are in turn posted to transcripts and diplomas ordered by the Office of the Registrar.

Diplomas are mailed to students approximately six weeks after degree posting. Diplomas will not be issued to students who have not met their financial obligations to the University, including payment of outstanding fines.

Commencement ceremonies are held twice a year in St. Ignatius Church, located at 650 Parker Avenue in San Francisco. Ceremonies are approximately one hour long and guest tickets are required for admission to all Commencement ceremonies.

Waivers and substitutions submitted by the dean of the school or college in relation to the University Catalog in effect at the time of graduation shall be considered as altering graduation requirements for the student.

Candidates will be invited to participate in only one commencement ceremony. Those who complete their degree requirements in Fall or Intersession will be invited to the December Commencement Exercises. School of Education Doctoral students who complete their degree requirements in August will be invited to the December Commencement Exercises. All other students who complete their degree requirements in Spring or Summer semesters will be invited to the May Commencement Exercises. Students who must take courses in the Fall term to complete their degree requirements will not be allowed to participate in the preceding May ceremonies. Likewise, students who must take courses in the Spring term to complete their degree requirements will not be allowed to participate in the preceding December ceremonies.

Changes to Academic Records After Students Graduate

A student's academic record is sealed when his or her degree is posted. With the exception of errors, omissions, or documented discrepancies, changes to a student's major, minor, concentration, or academic honors, or the removal and/or change of incompletes, grades, or other components of the academic record are not permitted.

Thesis/Research Project

All candidates whose degree programs require a thesis, or who have chosen an available research option, must complete a thesis/research approval form in addition to the application for advancement to candidacy. These approval forms, which can be obtained from the program director or dean, are to be completed under the guidance of the director of the thesis/research project and at least a second reader, and in some cases, depending on the nature of the topic, a research project third reader. After the director, the reader(s), and the chairperson of the department have signed the approval form, the student must forward it to the dean or program director of the degree program.

For specific information on thesis requirements in the School of Education, Professional Studies and School of Nursing and Health Professions students, please consult with the appropriate office.

Format

The thesis or major project, including all pages preceding and following the main text, must meet the format requirements stipulated by Gleeson Library as well as the requirements, if any, of the student's Department, Program, College, or School. After the thesis or major project has been approved and signed by the committee in charge and by the student's Dean, the Department Chair or Program Director will file the original and one copy with Gleeson Library to be bound and shelved. Students preparing a thesis for the graduate program in Nursing must follow the Publications Manual of the American Psychological Association.

The submission policy for Professional Studies students is outlined in the PS Graduate Research Handbook.

Submission to Readers

The student must arrange regular interviews with the director and the other reader(s) of the thesis and personally submit the preliminary and final draft to them. Failure to present the entire preliminary copy of the thesis to these faculty members well in advance of the deadline for filing the finished product may result in a postponement of graduation.

Submission to the Dean

When the thesis has been approved and signed by the readers, the student must file the original and one copy with the appropriate dean no later than the final day of classes for a given semester. Please see the [Academic Calendar](#).

The student should also submit an abbreviated title for the spine of the thesis.

After a culminating academic project (dissertation, theses, major project, comprehensive examination, etc.) has been approved and signed by the appropriate University personnel (committee in charge, faculty, Dean, etc.) the Department Chairperson or Program Director will file a copy in a

suitable electronic repository and/or file the original and one copy with the Gleeson Library to be bound and shelved and/or file a copy in the office of the Department Chairperson, Committee Chairperson and/or Program Director.

Comprehensive Examinations

For information on comprehensive examinations, see individual graduate program descriptions.

Undergraduate Student Regulations

All undergraduates are urged to read these general regulations carefully. Failure to be familiar with this section does not excuse a student from the obligation to comply with all the described regulations.

Although every effort has been made to ensure the accuracy of this catalog, students are advised that the information contained in it is subject to change. They should therefore consult the appropriate academic dean for current information and the Schedule of Classes for any term-related regulations. The academic deans may grant reasonable exceptions from academic regulations to students within their colleges/schools. Each college or school may have specific requirements over and above those set forth in this section. The University reserves the right to revise its regulations and programs in accord with sound academic standards and requirements.

Student Categories

A Regular Undergraduate Student is a student admitted by the University to work towards a bachelor's degree. The usual course load of an undergraduate student (excluding Degree Completion students) is 16 credit hours per semester. Students may not enroll for credit hours in excess of 18. Exceptions may be granted by the appropriate academic dean. There is a per-credit hour fee charge for credit hours in excess of 18. A student is considered to be full-time if enrolled for 12 or more credit hours per semester. Full-time undergraduate students pay tuition at a flat rate.

The class affiliation of a student is determined by the number of semester credit hours completed as follows.

Freshman: 0-29 credit hours

Sophomore: 30-59 credit hours

Junior: 60-89 credit hours

Senior: 90 or more credit hours

A Part-Time Undergraduate Student is a student admitted by the University to work towards a bachelor's degree but enrolled for less than 12 credit hours per semester. Part-time students pay tuition at a per credit hour rate.

A Special Status Undergraduate Student is a student admitted to attend the University for course work only, or for a modified course of study, but who is not admitted to work towards a degree. The Office of Undergraduate Admission, in consultation with the appropriate dean, grants special student status only to applicants who meet the University's regular admission standards.

An Undergraduate Student with Conditional Status is a student admitted to attend the University on the basis of one or more conditions which must be met for the student to be eligible for regular student status. A student on conditional status must meet all University academic regulations and the specific conditions set at the time of admission. Conditional status can be granted for a maximum of only one academic year.

A Student Classified as a Visitor is a student who is not formally admitted to the University but who is permitted to attend classes. A visitor is not aligned with a college and is not seeking a degree. A visitor is required to seek permission to enroll through the Office of Undergraduate Admission. To renew this status, the student must file a petition with the Office of Undergraduate Admission each subsequent semester. Completed course work taken by students with visitor status may not count towards a degree without formal acceptance to the University. A student in this category may enroll for not more than 8 credit hours on a space-available basis starting the first day of classes. Courses may be taken for audit or credit grade type.

A Student in Good Academic Standing is one who is making satisfactory academic progress as defined in this catalog and who has met all the financial obligations of the University.

In a semester in which a student is actively working to complete postponed requirements for a course or courses for which he or she received an Incomplete ("I") grade, the student will be considered a regular undergraduate student even if he or she is not enrolled for any other courses. According to University policy a student must complete the postponed requirements by the end of the semester following that within which the incomplete grade was given.

Please see "Grading System" for further information on Incomplete grades.

Degree

A degree represents an award conferred by the university signifying that the recipient has satisfactorily completed an academic program of study. All students receiving degrees from USF must satisfy the requirements of the college/school from which they received their degrees. Students may not work towards two degrees concurrently, including graduate and undergraduate degrees except for any specific joint degree program such as the dual degree programs in the School of Arts and Sciences and the School of Education.

Major

A Major represents the concentrated area of study a student has chosen to pursue for a bachelor's degree. Students who have not chosen a Major field of study are designated as undeclared Majors. All students must declare a Major no later than when they have completed 48 credits.

Area of Concentration

An Area of Concentration represents a prescribed concentration of courses in a major, but is not required for all bachelor degrees. If completed, it is posted to the academic record when the degree is conferred.

Minor

A Minor represents a prescribed concentration of courses in a subject area other than the Major. A Minor is not required for a degree, but may be elected to strengthen preparation in areas related to the Major field, or to enhance career choices. A letter grade and a minimum cumulative GPA of 2.00 is required in each course completed for the Minor and a minimum of at least one half of the credits taken for the Minor must be taken at USF. A Minor is earned in conjunction with the Major, and is posted to the academic record when the degree is conferred.

Course requirements for each of the minors offered are in the department's section of the University's General Catalog.

Double Majors

A student who pursues a second Major must consult with and obtain written approval from the chairperson of the department (where appropriate) and academic dean (where appropriate) of the college or school that offers the second Major to determine the possibility of completing all requirements. Only one Major appears on the diploma and only one degree is awarded. The academic record (transcript) will designate the two Majors.

If the Majors are from the same college or school, courses cannot be "double-counted" towards both Majors and the student must petition for the primary Major that will appear on the diploma.

If each Major leads to different degrees, the student's primary Major will appear on the diploma.

Change of Academic Program

A student may change from one Major to another or add a second Major within the same college or school with written approval of the appropriate department chairperson or advisor.

A student may transfer from one college or school of the University to another with written approval of the appropriate department chairperson or advisor and the approval of the dean of the new school or college. Students must be in good academic standing (2.0 in courses completed at USF) to transfer.

A student may declare or change an Area of Concentration or Minor with the written approval from the appropriate chairperson or advisor.

Change of Academic Program forms are available in the One Stop Enrollment and Financial Services office and online at

<http://www.usfca.edu/onestopforms/>

Second Bachelor's Degree

Any student who has received a bachelor's degree from USF or another accredited institution may be eligible to study for a second bachelor's degree. A student who plans to earn a second degree at USF must apply or reapply for admission. Students who obtained the first degree at an institution other than USF must meet all the requirements that apply to students working for their first degree at USF. Previous academic work will be evaluated for transfer credit.

Students who have completed their first degree at USF must meet the requirements in the major of the second degree and must satisfactorily complete a minimum of 15 upper division credit hours in the second major at USF. See Academic Residency Requirement section for complete requirements.

The completion of work for a second degree normally necessitates at least a fifth year of study for a full-time student.

Credit Hour Limitations

The average course load per semester for a full-time student is 16 credit hours. Any credit hour over 18 is considered an excess load. A petition to take excess credit hours will be considered only when presented by a student whose scholastic ability has been demonstrated to the satisfaction of the student's dean. The usual requirement is a 3.5 grade point average in the semester immediately preceding the presentation of the petition. Each excess credit hour is charged at the same rate as courses taken on a per credit hour basis.

Credit Hour Load

Fall/Spring Standard Term

Full Time: 12+ credit hours

3/4 Time: 9-11 credit hours

1/2 Time: 6-8 credit hours

Less Than 1/2 Time: 1-5 credit hours

Summer Non-Standard Term

Full Time: 6+ credit hours

1/2 Time: 3-5 credit hours

Full-time, part-time, etc., is based solely on the number of credit hours registered in any term, not on course material. Credit hour load does not include challenge examinations, transfer credit, or similar credit situations.

Academic Residency Requirement

All students who are candidates for the bachelor's degree must satisfactorily complete at least 44 credit hours at the University of San Francisco. Additionally, all students must satisfactorily complete their last 30 credit hours at USF except Degree Completion students who must complete a minimum of 30 credit hours at USF.

Finally, all students must also satisfactorily complete a minimum of 16 upper division credit hours in their major at USF.

These 16 credit hours may be part of the last 30 credit hours required at USF. Students in the McLaren School of Management should refer to the Management section of this catalog for additional guidelines and policies.

Leave of Absence

Undergraduate students who choose to absent themselves from the university by not registering for courses without filing a Leave of Absence form will have a hold placed on their accounts two weeks prior to registration for the next term. When a student returns, he or she must visit the school/college's Dean's Office to request that the hold be lifted; the Dean's Office is responsible for removing the hold. Students who do not contact the Dean's Office to clear the hold by the next semester (not including summer and intersession) will be withdrawn from the university for lack of attendance. When a student wishes to re-enroll in courses, he or she must reapply to the Admissions Office. This policy supports the Stay on Track initiative by preventing students from leaving and returning without receiving any advising.

Grading System

The work of undergraduate students is evaluated and reported in terms of the following grade types:

- A** - Outstanding
 - B** - Superior
 - C** - Satisfactory
 - D** - Lowest Passing
 - F** - Failing (course not counted toward degree requirement)
- The grades A, B, C, and D may be modified by plus (+) or minus

(-). In addition, the following notations are used:

P - "Passing," at least at the lowest passing level (D-); the credit hours will be counted toward the total credit hours required for graduation, but not in computing the grade point average.

S, U - "Satisfactory" or "Unsatisfactory"; notations given in certain courses. If an "S" grade is received, the credit hours will be counted toward the total credit hours required for graduation, but not in computing the grade point average.

I - "Incomplete"; denotes an examination or required assignment which has been postponed for a serious reason after consultation with the instructor. Students who have not contacted the faculty member regarding completion of course requirements are subject to a failing grade.

- Students given approval to postpone course requirements must complete them on the date specified by the faculty member. If the notation is still incomplete at the close of the following semester it is converted to a failing grade (F).
- Students in the McLaren School of Management are required to sign a Contract for Removal of Incomplete form and meet the deadlines established in the contract which is co-signed by the instructor. A student who fails to complete course requirements within the allotted time will receive an "F" and be required to repeat the course. All applicable registration and tuition and fee payments are required to repeat a course.

IP - Work "In Progress"; final grade to be assigned upon completion of the entire course sequence in courses predetermined by the dean. IP notations, if not cleared by the specified time, will revert to an "F".

W - "Withdrawal"; a notation used by the Office of the Registrar when a student drops a course after University census date and before the withdrawal deadline within any given semester.

NR - Grade "Not Reported" by instructor within 10 days after the examination period; a notation used by the Office of the Registrar. To correct the academic record the instructor must file a change of grade form. "NR" carries no connotation of student performance and no grade point value is given. "NR" grades not reconciled by the end of the following semester will be converted to a failing grade (F).

AU - "Auditor": course not taken for credit; regular tuition is charged for audited courses.

CR - "Credit"; a notation given for faculty-assessed learning credits where credit is granted.

Grade Points

Grade points per semester credit are assigned as follows:

- A+ = 4.0
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- D- = 0.7
- F = 0.0

Grade Point Average

The grade point average is determined by adding the quality points and by dividing the resultant sum by the total number of quality hours. As a general rule, the ratio is based on the number of attempted credit hours completed; e.g., if a student repeats a course, both courses will be considered in the grade point average. As exceptions to this rule, a "Pass" (P), a "Satisfactory" (S), a "Credit" (CR), an "Unsatisfactory" (U) and a "Withdrawal" (W) will not affect a student's grade point average.

A student's cumulative grade point average is based on courses which the student takes at USF or in programs affiliated with USF. Courses which a student takes at other colleges or universities will not be counted in the cumulative grade point average without special authorization by the academic dean.

Official Grades

Official grades are available on-line via USFconnect at the end of each term.

Changes of Grade

Once grades have been recorded, they will not be changed unless there has been an evident injustice as determined by the faculty member's dean, and only after the faculty member's dean has received the faculty member's request giving the reason for the change. The change will become effective only after the Change of Grade Form has been approved by the dean and filed with the Office of the Registrar.

Pass-Fail Grade Option

Students are permitted to enroll in specified courses on a "Pass-Fail" option basis (except in Degree Completion students). The objective is to encourage students to widen their academic horizons by enrolling in courses of interest which will benefit their general education, without the burden of competing with students in the major, e.g., a student in Arts might wish to enroll in a course in Chemistry or Management, or a student in Science might enroll in Advanced English, etc.

The following general regulations are to be observed:

1. The Pass-Fail option applies to only one course each semester or session.
2. The Pass-Fail option is not allowed for Core Curriculum courses or for courses required by the Major or Minor.
3. To exercise the option, the student must have completed at least one semester at the University of San Francisco.
4. To qualify for the option, the student must have at least a cumulative C (2.0) average.
5. The Pass-Fail option must be exercised prior to Census Date in any term. Only in extraordinary situations will students be allowed to exercise this option after Census Date. Such changes after the deadline must be approved by the student's academic dean.
6. Once chosen, the Pass-Fail option is irrevocable.

P/F is an official grade type. The instructor will assign a "P" or "F" if the student has officially registered for the course on a Pass/Fail basis. No other letter grade can be given. Semester credit hours are awarded for a "Pass" (P) grade. The student's grade point average will not be affected. "Failure" (F), however, will affect the grade point average.

Credit by Challenge Examination

Full-time regular undergraduate students may obtain credit for undergraduate courses in the current University catalog by challenging those courses approved for this purpose by a faculty member, the faculty member's dean and the student's dean. Courses required for the major ordinarily are not approved for challenge by examination. Courses in the Core Curriculum may not be challenged, nor may a student challenge any course which he or she has previously attempted or completed at the University or other postsecondary institution.

Courses and credits obtained by these examinations may not be counted toward the fulfillment of the academic residency requirement nor toward the credit hour load in any semester. The credit hours for courses successfully challenged will be counted towards graduation. Grading for a challenge examination will be for "credit" or "no credit." No GPA quality points will be awarded. The student's academic record will show that the course, whether successfully challenged or not, was taken "by challenge examination."

Information on procedures for challenging courses may be obtained from the One Stop Enrollment and Financial Services Office.

Courses Taken at Other Academic Institutions

A student who is working toward a degree at the University of San Francisco and who wants to take a course or courses at another college or university must obtain the written approval of the dean of his or her school or college at USF prior to enrolling in such courses. Students are not allowed to take credit hours at other institutions if those outside credit hours, when combined with USF courses in a semester, exceed 18 credit hours. Nor are students permitted to take from another institution Core Curriculum requirements, departmental requirements, or courses offered concurrently at USF during any semester or session.

Courses that a USF student takes at other colleges or universities in programs not affiliated with USF will not be counted in the student's cumulative grade point average unless specifically authorized by the dean.

Students enrolled at, or on official leave of absence from, USF will not be allowed to count towards their degree course credit obtained at another institution without the prior approval of the appropriate dean at USF. This regulation applies to University of San Francisco students who attend summer session courses at other institutions, and to correspondence or online courses offered through other colleges or universities. It is the student's responsibility to have a transcript of the approved work forwarded to the Office of the Registrar.

The Petition to Enroll at Another Institution (PEAI) form is available at the One Stop Enrollment and Financial Services Office and must be completed to obtain the necessary proxy approval to transfer course credit back to USF. Degree Completion students may complete up to a maximum of 12 credits, including courses satisfying Core Curriculum requirements, through the PEA process. Students in the McLaren School of Management should refer to the Management section of this catalog for additional guidelines and policies.

Academic Probation

Academic probation constitutes a serious warning that a student's academic record is unsatisfactory and that failure to improve the record will lead to dismissal from the University.

The following categories of students will be placed on academic probation:

1. Any student who fails to achieve a 2.0 (C) average for a semester or whose cumulative grade point average falls below a 2.0 (C).
2. Any upper division student whose cumulative grade point average in his or her major falls below a 2.0 (C).

A student on probation is not allowed to take more than 16 credit hours per semester; the academic dean may impose additional requirements and limitations with regard to a student's participation in USF-recognized extracurricular activities

Academic Disqualification

Academic disqualification constitutes termination of a student's relationship with the University for unsatisfactory academic performance. A disqualified student may not register in any of the University's courses and is denied all privileges of student status.

See additional criteria for disqualification of students in the School of Nursing and Health Professions section of this catalog.

The following categories of students are subject to disqualification:

1. Students who, after being placed on academic probation, fail to achieve a 2.0 (C) average for the work undertaken during the probationary semester or who fail to achieve a cumulative grade point average of 2.0 (C) in the two semesters after being placed on academic probation.
2. Upper division students who fail to achieve a 2.0 (C) average in their major during the probationary semester or who fail to achieve in the major a cumulative grade point average of 2.0 (C) within two semesters after being placed on academic probation.
3. International students enrolled in the English as a Second Language Program who do not pass a maximum of four semesters or who fail to maintain a 2.0 in their ESL courses.

Any student who receives a notice of disqualification may petition for a hearing. The college or school should be consulted for the specific petition procedures.

Ordinarily, students disqualified for unsatisfactory scholarship will not be readmitted to the University.

A disqualified student who wishes to return to the University must file a formal application with the Office of Undergraduate Admission and must follow the guidelines and procedures for new students. In addition, an applicant for readmission must give appropriate reasons for reapplication consideration.

A disqualified student who has been readmitted is on academic probation and has to meet the specific conditions set by his or her dean at the time of readmission. (Nursing students should contact the School of Nursing and Health Professions for a copy of the School of Nursing and Health Professions Progression Policies.) A readmitted student who fails to meet these conditions will be disqualified and may not reapply.

Note: In some instances, a student may be required to drop his or her major program for academic reasons and yet not be academically disqualified from the University.

Note: Students may be placed on probation or made subject to dismissal not only under the above provisions but also for deficiencies in other qualifications for their profession.

Minimum Academic Requirements at Graduation

To qualify for graduation, a student must have achieved at least a 2.0 (C) cumulative grade point average and at least a 2.0 (C) average in all courses required for his or her major.

See also the section "Grade Point Average."

This applies also to students who present more than 128 semester credit hours for graduation.

Colleges and schools may designate requirements which exceed the minimum requirements stipulated by the University, e.g., students who major in Nursing must attain a 2.0 (C) in each required support course for the major and each nursing course, and Business majors must maintain a 2.0 (C) in both business core and major courses.

Graduation Requirements for Undergraduate Degrees

Candidates for undergraduate degrees must abide by all the University's regulations. In particular, candidates must:

1. Complete all academic degree requirements as indicated in the Catalog in force at the time of their most recent matriculation. If program changes occur while a student is progressing towards a degree, the necessary substitutions and equivalencies will be developed in consultation with the appropriate dean and/or published in subsequent issues of the Catalog.
2. Complete a minimum of 128 applicable credit hours.
3. Fulfill the requirements of the Core Curriculum and the writing requirements of the University.
4. Meet the requirements for a particular major and the school or college offering the major as described in this Catalog.
5. Meet the University's academic residency requirements.
6. Meet the minimum scholastic requirements for the degree and the major. The grade point average which determines eligibility for graduation is based solely upon course work completed at the University of San Francisco or its affiliated programs.
7. File an online Application for Graduation form with the Graduation Center to petition for a degree.
8. Ensure that all financial obligations to the University have been met, including payment of any outstanding fines.

Graduation requirements for transfer students are the same as for undergraduates entering as freshmen. Exceptions to this general rule are incorporated in this Catalog or will be determined by the student's academic dean. Prospective transfer students are urged to consult the general academic regulations for undergraduates (particularly those relating to graduation and academic residency requirements) and the section on the student's major field of study.

The remaining credit hours for the degree may thus be selected with reference to the Graduation Center's appraisal of the student's progress towards the degree, which is based on the requirements for degree fulfillment listed in the University Catalog in force at the time of the student's most recent matriculation.

Filing for Graduation, Diploma and Commencement

Candidates applying for the conferral of an undergraduate degree should file the online Graduation Application form upon completion of eighty-eight (88) credit hours or by the following deadlines:

Fall Term: September 1

Spring Term: February 1

Summer Term: February 1

The Application for Graduation form is available online at www.usfca.edu/graduation and is valid for three consecutive semesters, beginning with that listed on the application; after this period a new application must be submitted.

Graduation dates posted on the academic transcript and on the diploma coincide with the last month of three of the semesters of instruction: Fall - December; Spring - May; Summer - August. The date for degree conferral for the Spring and Fall semesters is the last day of exams and for the Summer semester, the last day of class. The official graduation date will reflect the completion of all academic requirements for the degree and not the last term of enrollment, and will take into account all waivers and substitutions approved by the student's academic dean.

Undergraduate student diplomas list the degree, the primary major, the school or the college of the University awarding the degree, and, if appropriate, academic honors. The official academic transcript will list the degree and major, if applicable, second major, areas of concentration, minors, certificates, and academic honors. Students working towards two majors, each of which leads to a different degree, must petition for the primary degree that will appear on the diploma. Students working towards two majors leading to the same degree must petition for the primary major that will appear on the diploma.

Diplomas are mailed to students approximately six weeks after degree posting. Diplomas will not be issued to students who have not met their financial obligations to the University, including payment of outstanding fines.

Commencement ceremonies are held twice a year in St. Ignatius Church, located at 650 Parker Avenue in San Francisco. Ceremonies are approximately one hour long and guest tickets are required for admission to all Commencement ceremonies.

Candidates will be invited to participate in only one commencement ceremony, regardless of when academic degree requirements are completed. Candidates who complete their degree requirements in the Fall or Intersession semesters will be invited to the December Commencement Exercises. Candidates who complete their degree requirements in Spring or Summer semesters will be invited to the May Commencement Exercises. Students who must take courses in the Fall semester to complete their degree requirements will not be allowed to participate in the preceding May ceremonies. Likewise, students who must take courses in the Spring semester to complete their degree requirements will not be allowed to participate in the preceding December ceremonies.

Changes to Academic Records After Students Graduate

A student's academic record is sealed when his or her degree is posted. With the exception of errors, omissions, or documented discrepancies, changes to a student's major, minor, concentration, or academic honors, or the removal and/or change of incompletes, grades, or other components of the academic record are not permitted.

Honors and Awards

Dean's Honor Roll

The Dean's Honor Roll in each school or college is a list of students achieving high scholarship each semester.

To be eligible, a student must be enrolled full-time for 12 credit hours or more of course work graded "A" through "F" and achieve a 3.5 grade point average for that semester.

In addition, the USF cumulative grade point average must be 3.5 or better. Students with a 3.7 or higher grade point average for two consecutive semesters are eligible for the Dean's Honor Roll irrespective of the cumulative grade point average.

Records indicating "I" (Incomplete) will make a student ineligible for the Dean's Honor Roll.

Degree Completion students are eligible for the Dean's Honor Roll if they achieve a grade point average of 3.9 or better in a minimum of 15 credits completed in the previous Spring, Summer and Fall terms.

For the McLaren School of Management, please refer to additional information regarding awards and honors in the School of Management sections of the Catalog.

Alpha Sigma Nu

Alpha Sigma Nu, the Jesuit Honor Society, was founded at Marquette University in 1915 and currently has chapters at all 28 Jesuit colleges and universities in the United States. The University of San Francisco established its undergraduate chapter in 1941.

The requirements for membership in the Society are scholarship, loyalty, and service. Membership is highly selective and is awarded on the basis of chapter selection, confirmation by deans, and approval by the University President. Juniors and seniors who meet scholastic requirements are eligible for preliminary selection. Eligibility requirements include (a) junior or senior status, (b) a minimum of 30 credit hours completed at USF, (c) ranking in the top 15% of each class (junior and senior), and (d) cumulative GPA of at least 3.0. Qualifications of service and loyalty also must be met.

The current membership of Alpha Sigma Nu will nominate up to 4% of each class (junior and senior) to become new members. The list of nominees is sent to the respective deans for their concurrence and then to the University President for his approval.

Academic Honors at Commencement

For candidates to be recognized for University Honors, School of Nursing and Health Professions Honors, and Degree Completion Honors at the Commencement exercises, an undergraduate student must have completed, or be in the process of completing, all courses required for his or her degree.

University Honors

To be considered for University Honors, an undergraduate student must have completed at least 60 credits of academic course work graded "A" through "F" at USF and have a minimum USF grade point average of:

- 3.85 for Summa Cum Laude;
- 3.75 for Magna Cum Laude;
- 3.50 for Cum Laude.

School of Nursing and Health Professions Honors

School of Nursing and Health Professions undergraduates are eligible for School of Nursing and Health Professions Honors at Commencement. They are awarded to candidates with a USF GPA of 3.5 or above.

Degree Completion Honors

Degree Completion undergraduates are eligible for Degree Completion Honors at Commencement. They are awarded to candidates with a USF GPA of 3.9 or above.

Valedictorian Policy

Valedictorians of the schools and colleges within the University of San Francisco exemplify the highest standards of leadership and scholarship in the Jesuit tradition. A leader in the finest sense of the word, the Valedictorian demonstrates selfless service to the University community while reflecting excellence in all academic pursuits. He or she is firmly committed to the mission of the University. In particular, the Valedictorian has helped to create a campus-wide environment that values each individual, heightens ethical standards, instills a passion for justice, and integrates faith with life.

To be considered for Valedictorian, an undergraduate student must meet the following requirements:

1. The student must have completed at least 60 credit hours of graded academic course work at USF prior to the semester in which he or she is participating in Commencement, with a minimum USF grade-point average of 3.85 based on the last term completed.
2. The student must be graduating with an undergraduate degree.
3. The student must have completed or be in progress of completing all courses required for the degree to be granted in the term in which he or she is participating in the ceremony. Course work to be completed in a subsequent term will not be applicable.
4. The student must have filed an Application for Graduation form no later than 90 calendar days preceding the date of Commencement.
5. The student must not have received any sanction imposed as an outcome of a campus disciplinary process (academic or nonacademic) within the last three semesters preceding the term in which he or she is participating in Commencement.

The student selected as Valedictorian will be disqualified if he or she receives any sanction imposed as an outcome of a campus disciplinary process (academic or nonacademic) after the time of his or her selection as Valedictorian. Please contact the Dean's office in the school/college for information on how to apply for Valedictorian.

University Awards at Commencement

The University of San Francisco recognizes students who have distinguished themselves in scholarship, service, and loyalty to the University with the following awards. Such awards are not necessarily given each academic year or at the commencement exercises.

University-Wide Student Awards**Alumni Relations Awards****The Alumni Board of Governors Award**

A University of San Francisco commemorative pen, the gift of the Board of Governors of the University Alumni Association, awarded to the senior distinguished for dedicated services to the University and to the Alumni Association.

The Alumni Loyalty Award

A University of San Francisco commemorative pen, the gift of the Board of Governors of the University Alumni Association, awarded to the senior who has demonstrated distinction and loyalty to the University and to the Alumni Association.

Athletics Awards**The Charles L. Harney Award**

A plaque, the gift of Richard A. Parina, '31, in memory of Mr. Charles L. Harney, to the senior athlete who has maintained the highest academic average and performed the greatest service to the University during his or her tenure at the University.

The Dr. Sandee Hill Dedication Award

A plaque, given to the graduating senior student athlete who shows the most devotion to the sport, teammates, coaches, and University and maintains a willingness to work through the most difficult tasks with a positive attitude.

The Green and Gold Club Loyalty Award

A plaque, the gift of the Green and Gold Club, to the athlete who, by his or her conduct, has been the source of greatest inspiration to his or her teammates.

The Peter Peletta Award

A plaque, the gift of the Athletic Department in memory of Mr. Peter P. Peletta, University Athletic Director, 1960-1971, to the senior most distinguished for unselfish and loyal service to the athletic programs of the University.

Office of the President Awards**The Pedro Arrupe Award**

Granted by the University president, this award is given to a graduating student who has embodied the ideals of Ignatian spirituality and Jesuit education. Named in honor of the 28th general of the Society of Jesus, this award honors a student whose commitments give evidence of a living faith that seeks to find God in every event and every person. The promotion of justice and the desire to seek the greatest good, constitutive elements of the Jesuit tradition, have marked the choices and activities of the recipient.

The Spirit of St. Francis Award

Granted by the University president, this award is given to a graduating student who has embodied the ideals of St. Francis of Assisi. St. Francis, after whom the city of San Francisco is named, has long been honored by peoples of many religious traditions for his humble and loving service to all whom he encountered. The recipient of this award is recognized by the University community for outstanding service, especially to the poor and disenfranchised.

Office of the University Registrar Awards**The Father Flynn Award**

A purse, in memory of the Reverend Hubert Flynn, S.J., for the senior who has, throughout the entire undergraduate curriculum, maintained the highest average for scholarship.

The Father Maraschi Award

A purse, in memory of the Reverend Anthony Maraschi, S.J., for the senior who, as a transfer student, has throughout the remainder of the undergraduate curriculum at the University of San Francisco, maintained the highest average for scholarship.

Theology and Religious Studies Award**The Father Lonergan Award**

A purse, a gift of the University of San Francisco, to the graduating senior majoring in Theology who has maintained the highest scholastic average in the course of studies.

University Life Awards**The Archbishop Oscar Romero Award**

Recognized for his ability to become a voice for the voiceless while the Archbishop of San Salvador, the Archbishop Oscar Romero Award is presented to an undergraduate or graduate student who strives to alleviate poverty and oppression.

The Hilary Williams Ford Award

Recognized for his contributions and commitment to his field and the University of San Francisco, the Hilary Williams Ford Award is presented to a graduate students who has initiated positive changes in the field.

The James F. Kenney Memorial Award

A purse, in recognition of a student who has overcome difficult circumstances in his or her life with grace, courage, and strength and whose example is an inspiration to others. The award is in honor of Jim Kenney, a student at USF in the 1950s who was born with a severe physical disability and whose joy of life and daily courage, in spite of this handicap, won him the admiration and respect of all who knew him.

The John P. Schlegel, S.J. Award

Established in recognition of his work in creating an inclusive community, the John P. Schlegel, S.J. award is presented to a graduating student who has embraced the multicultural objectives of the University's mission.

The Priscilla A., Scotlan Award

Established in recognition of Priscilla A. Scotlan's unselfish dedication and service to the University of San Francisco, the Priscilla A. Scotlan Award is presented to a graduating student who has been an "ambassador" for the University community.

College of Arts and Sciences Awards**Undergraduate Awards****The ACS USF Student Chapter Achievement Award**

An inscription on the award plaque, to the graduating student affiliate of the American Chemical Society Student Chapter of the University of San Francisco, in recognition of outstanding service to the Society and to the Department of Chemistry.

The Batey Prize

A purse, a gift of the Batey family, to the most outstanding graduating senior in mathematics.

The Communication Studies Outstanding Student Award

A plaque, the gift of the Department of Communication Studies, in recognition of outstanding academic achievement in the Department of Communication Studies.

The David Herlihy Prize in History

A purse and plaque, in memory of David Herlihy, '51, HON '85, distinguished medieval historian, former professor at Harvard University, and president of the American Historical Association, in recognition of the best written paper by a graduating history major.

The Dean's Medal for Excellence in the Arts

A medal and a purse, a gift of the College of Arts and Sciences, to the graduating senior in the Arts who has best exemplified in academic accomplishments, extracurricular work, and personal life the values of the University of San Francisco, its mission and goals.

The Dean's Medal for Excellence in the Sciences

A medal and a purse, a gift of the College of Arts and Sciences, to the graduating senior in the Sciences who has best exemplified in academic accomplishments, extracurricular work, and personal life the values of the University of San Francisco, its mission and goals.

The Department of History Award

A plaque, a gift of the Department of History, in recognition of the greatest service to the Department in the areas of student activities and faculty support by a graduating history major.

The Department of Politics Public Service Award

A purse, a gift of the Politics Department, to the graduating Politics student who demonstrates the most outstanding service during his or her college years.

The Dr. Elwood Malseed Award

A plaque, the gift of Omicron Theta Chi Fraternity and Sorority, in memory of Dr. Elwood Malseed, former Assistant Professor of Biology, to the graduating senior in the pre-professional health fraternity, Omicron Theta Chi, who has been judged most worthy on the basis of academic merit and contributions to the life of the University.

The Dr. Mel Gorman Award

A purse and an inscription on the Dr. Mel Gorman perpetual trophy, in memory of Dr. Mel Gorman, former Professor of Chemistry, to the outstanding senior affiliate and Chemistry major in recognition of superior scientific scholarship.

Dr. Raymond Genolio Award

A purse, in memory of Dr. Raymond J. Genolio, former Associate Professor of Physics, for the graduating senior who ranks highest in scholarship among the academic disciplines administered by the Department of Physics.

The Edward L. Kesel Award

A purse and a plaque, in honor of the late Dr. Edward L. Kesel, long-standing faculty member and department chair of the Biology Department, to the graduating Biology major with proven academic excellence, high potential for a career in the biological sciences, and who has demonstrated leadership and support within the Biology Department.

The English Department Service Award

A plaque, given to a graduating senior by the English Department faculty, in recognition of his or her outstanding service and support to the department, its students, and visitors.

The Esther Madriz Prize for Social Justice

A purse and certificate, in memory of Dr. Esther Madriz, vivacious teacher, social activist, and esteemed colleague of the departments and programs of Sociology, Latin American Studies, and Gender and Sexualities Studies, to the graduating senior whose academic excellence and commitment to social justice exemplify Esther's spectacular gifts to USF and the world.

The Father Fred J. Spieler Award

A purse and certificate, the gift of Douglas K. Amis, A.B., '71, Ed.D., '82, in memory of the Reverend Fred Spieler, S.J., given to a senior in recognition of exceptional academic achievement and outstanding professional development in Media Studies.

Dick Blake Award for Excellence in Student Journalism

A purse and a certificate, gifts of Gabrielle Blake, in memory of her husband, Dick Blake, class of 1941, to a graduating senior in recognition of outstanding accomplishments as a student journalist.

The Frank L. Beach Award

A purse and a plaque, in memory of Dr. Frank L. Beach '53, MA '57, long-time professor and chair of the Department of History and beloved teacher, in recognition of the highest grade point average achieved by a graduating History major.

The Fred Minnigerode Award

A purse and plaque, in memory of Dr. Frederick Minnigerode III, former Associate Professor of Psychology, for the outstanding graduating senior in Psychology.

The Kathileen A. Gallagher Award for Performing Arts and Social Justice

An inscription on the award plaque and a purse, given by the Department of Performing Arts, in honor of long standing faculty member Kathileen A. Gallagher, to the graduating senior who best reflects the spirit of performing arts and social justice.

The Mauricio Romero Award

A purse, a gift of Elizabeth Romero, to a graduating Politics Department senior who has demonstrated excellence in both academics and community services.

The Ralph Lane Peace & Justice Essay Award

A purse, a gift of USF Emeritus Professor Ralph Lane and Joan Lane, is given each year to the student who writes the best essay on a peace and justice theme, broadly defined.

The Robert M. Makus Memorial Service Award

A certificate and gift, in memory of Robert M. Makus, former Professor of Philosophy, to the students who make the greatest contribution to fostering the Philosophy Department's intellectual community, thereby continuing the legacy of Professor Makus and making his vision of the Department come to life.

The Ruth Aubrey Award

A plaque and a purse, gifts of the Honors Program faculty, in memory of Ruth Aubrey, beloved secretary of the Honors Program in Humanities, to the graduating senior in recognition of his or her outstanding performance.

The Sociology Paper Award

A purse and a certificate, in recognition of an outstanding research paper or analytic essay written by a graduating senior majoring or minoring in Sociology.

Graduate Awards**The Sport Management Academic Achievement Award**

A plaque, a gift of the Sport Management Program directors and faculty, to the member of the graduating class who has earned the highest scholastic average throughout his or her entire graduate program.

The Sport Management Distinction Award

Plaques, gifts of the Sport Management Program directors and faculty, to the members of the graduating class who have completed a Master's project and are graduating with distinction.

School of Management Awards**Undergraduate Awards****The A.A. Berti Award**

An inscribed desk set, the gift of A. Russell Berti, '26, JD/LL.B, '28, in memory of his father, Augustin B. Berti, to the graduating senior in the McLaren School of Management who has earned the highest record of scholarship.

The Dean's Medal of Excellence

A medal and a purse, gifts of the McLaren School of Management, to the graduating senior who has best exemplified in academic accomplishments, extracurricular work, and personal life the values of the University of San Francisco in its mission and goals.

The Dean's Service Award

A plaque, given to a graduating senior in the undergraduate management program who has demonstrated superior academic performance and outstanding service to the School of Management and to University student life.

Graduate Awards**The Dean's Medal of Excellence**

A medal and a purse, a gift of the Masagung Graduate School of Management, to a member of the graduating Master of Business Administration or Master of Business Administration for Executives student who has best exemplified in academic accomplishments, extracurricular work, and personal life the values of the University of San Francisco in its mission and goals.

The Dean's Service Award

A plaque, given to the graduating candidate in the Master of Business Administration Program who has demonstrated superior academic performance and outstanding service to the School of Management and to University student life.

The Graduate Business Association Award

Plaques, given by the Graduate Business Association, to the graduating MBA students who have been recognized by their peers as providing outstanding service to the Masagung Graduate School of Management Master of Business Administration Program.

The Master of Business Administration Award

A plaque awarded by the School of Management Dean and faculty to the member of the graduating MBA class who has earned the highest scholastic average throughout his or her entire graduate program.

The Master of Business Administration for Executives Award

A plaque awarded by the School of Management Dean and faculty to the member of the graduating MBAE class who has earned the highest scholastic average throughout his or her entire graduate program.

College of Professional Studies**The CPS Alumni Society Award**

A class ring and a plaque, gifts of the CPS Alumni Society, to the student nominated by his or her peers who exemplified leadership and accomplishment in the classroom by inspiring, encouraging, and motivating fellow students.

The Dean's Award for Academic Excellence

A plaque and a purse, gifts of the College of Professional Studies, to the undergraduate student with the best overall academic performance during his or her entire undergraduate course of study.

The Dr. Gene Ulansky Portfolio Award

A plaque and a purse, gifts of the College of Professional Studies, to the undergraduate student who has demonstrated exemplary application and understanding of experiential learning.

The Ignatian Service Award

A plaque and a purse, gifts of the College of Professional Studies, awarded to the graduating student who has exemplified the Jesuit ideals using his or her education in the service of others, maintained high ethical standards, and promoted justice both within USF and the broader community.

School of Education**The Dean's Service Award**

A certificate, presented to graduating students in recognition of their outstanding contributions to enhancing and fostering positive relations and providing service to fellow students, faculty, administrators, and alumni of the School.

The Elizabeth D. Bigelow Award

A certificate presented to a student for outstanding service to faculty and students of the Counseling Psychology program in the School of Education.

The Outstanding Doctoral Student Award

A certificate presented by the faculty of the School of Education to doctoral students who have demonstrated an ability to bring theory and knowledge to bear on the solution of a significant educational problem.

The Outstanding Student in Teacher Education Award

Certificates presented by the faculty of the Teacher Education Program to students who by competence, caring, and commitment exemplified the best qualities of today's teacher.

School of Nursing and Health Professions Awards**The Dean's Medal for Promoting Professionalism**

A bronze medal, awarded to the graduating senior who has contributed most to promoting professionalism among the students in the School of Nursing and Health Professions.

The Frances Monet Carter Award for Clinical Excellence in Psychiatric Nursing

A purse awarded to the graduating Senior in the first Baccalaureate degree program in the School of Nursing and Health Professions who, in the opinion of the psychiatric nursing faculty, has demonstrated outstanding clinical practice in psychiatric/mental health nursing, and who has applied the principles inherent in psychiatric/mental health nursing to individuals experiencing emotional pain in other clinical settings.

Military Science Awards**The American Legion Award for Military Excellence**

A gold medal, the gift of the American Legion, to the cadet who, while achieving academic proficiency, has demonstrated outstanding qualities in military leadership, character, and citizenship.

The American Legion Award for Scholastic Excellence

A gold medal, the gift of the American Legion, awarded to the candidate who has ranked in the top 25% of the class in academics and who has demonstrated outstanding qualities of leadership.

The American Veterans of World War II Award

A medal awarded to the candidate who has demonstrated diligence in discharge of duty and overall concern for the personnel in ROTC.

The Daughters of the American Revolution Medal

A gold medal, the gift of the Daughters of the American Revolution, to the candidate who has been in the top 25% of the ROTC class and who has demonstrated qualities of loyalty, patriotism, dependability, good character, and leadership.

The Distinguished Military Graduates

Awarded to cadets who are in the top third of the class nationally.

The George C. Marshal Award

A certificate awarded to the candidate who has demonstrated leadership, scholastic excellence, overall proficiency, and dedication to the military. (The awardee may not be a USF student.)

The Golden Bear Brigade Nursing Excellence Award

Two plaques, one for the recipient and the other for the recipient's university, presented to the top-rated ROTC Nursing student selected in competition with 21 universities in five states. (The awardee may not be a USF student.)

The Henry R. Morris Leadership Excellence Award

This award is presented annually to the senior cadet who has excelled in all aspects of the ROTC program, and has demonstrated outstanding leadership while working for the welfare and development of his fellow cadets.

The Professor of Military Science Meritorious Service Award

Presented for outstanding contributions as a staff officer, and outstanding performance as a trainer, teacher, and mentor for underclassmen.

The Reserve Officer's Association Award

A gold medal and a gift certificate for a dress uniform, to the candidate who is in the top 10% of the ROTC class and who has demonstrated outstanding qualities of leadership, moral character, and high aptitude for military service.

The Retired Officer's Association Award

A medal, for exceptional potential for military leadership.

The Sergeant York Ribbon Award

This award is presented to the senior cadet who, quietly and without fanfare, has labored long and hard behind the scenes, often without recognition, in support of the ROTC program.

The Superior Cadet Award

A medal, the gift of the Department of the Army, to the cadet with the highest academic standing and demonstrated officer potential.

The Veterans of Foreign Wars of the USA Award

A medal pendant and ribbon bar, for general excellence in Military Science.

Resources and Services**Academic Support Services****College Success Course**

The College Success Course is a one-credit interdisciplinary course open to all students.

The first class covers strategies for success and critical thinking. Students in this class get to know campus resources, and explore personal learning styles and goals. Topics include time management techniques, test-taking strategies, money management, memorization strategies,

health and wellness issues, note-taking methods and other essential strategies to facilitate success. Students will also develop analytical skills and learn to think at a higher level about textbooks, lectures, contemporary issues, and the media.

In the other class, "Exploring Majors and Careers," students examine interests, skills, values, and goals and explore major and career options. They will learn how to use this information to begin to chart a personal career path.

The College Success Course is cross-listed in the course schedule under the College of Arts and Sciences (department of interdisciplinary studies), the School of Nursing and Health Professions, and the School of Management; the course numbers 50, 52 and 53 are the same in each school or college. If you have questions about the College Success course, please contact First Year Student Services at (415) 422-6841.

Student Disability Services

Student Disability Services strives to promote a fully integrated University experience for students with disabilities by ensuring that students have equal access to all areas of University life. Student Disability Services provides academic accommodations.

Common examples of reasonable accommodations may include but are not limited to provision of materials in alternative format, exam accommodations, note-taking services, reader services, sign-language interpreting and real-time captioning as supported by documentation of disability.

Contacts with Student Disability Services are private and confidential. Disability-related information will not be released without written consent of the student except on a need-to-know basis. For more information about Student Disability Services and other services available to students with disabilities, please contact:

Student Disability Services, Gleeson Lower Level Room 20, (415) 422-2613, (415) 422-5834 (v/tdd), (415) 422-5906 (fax)

Office Hours: Monday-Friday, 8:30 a.m. - 5:00 p.m., or by appointment.

The Learning and Writing Center

The Learning Center provides individual and group tutoring for USF students free of charge during the Fall and Spring semesters. Limited services are available during Intersession and Summer session. Learning Center staff members help students solve academic challenges, assist students interested in forming study groups, and facilitate workshops in study skills, time management, and other topics.

The Writing Center is staffed by faculty members who work with students to help them improve their writing skills. Writing Center staff members provide feedback on students' writing and can tailor a program of instruction to meet individual needs. The Learning and Writing Center is located in Cowell 227. The Learning Center phone number is (415) 422-6713. The Writing Center phone number is (415) 422-6715.

Alumni

USF students, faculty, administrators and staff work together within the framework of the Jesuit ideal to create the university community. Our alumni help to extend the borders of this community throughout California, across the United States, and around the world. USF alumni are prominent educators, scientists, and outstanding members of the legal and medical professions; they are also corporate officers, athletes, and artists.

For 150 years, University of San Francisco alumni have left a legacy of service and accomplishment that is one of the hallmarks of Jesuit education. Our graduates have shaped the world through dedicated service in political office, government, business, education, health care, and law. More than 150 University of San Francisco alumni serve as judges in courts throughout the United States, including state superior and appellate courts, the U.S. District Court and the California Supreme Court.

Notable alumni include:

- Iwo Jima photographer Joseph Rosenthal '46
- Former Commissioner of the National Football League Pete Rozelle '50
- Pro Football Hall of Famers Gino Marchetti '52, Ollie Matson '52, Bob St. Clair '52, and Burl Toler '52
- Former Lieutenant Governor of California Leo McCarthy '55
- Business leader and philanthropist Gordon Getty '56
- Boston Celtic greats and NBA Hall of Famers Bill Russell '56 and K.C. Jones '56
- Former San Francisco City Treasurer Mary Callanan '62, MBA '70
- California Supreme Court Associate Justice Ming Chin '64, JD '67
- Former President of Peru Alejandro Toledo '71
- President of Intel Corporation Paul Otellini '72
- Former Chief of Staff to Senator Robert Dole, and Undersecretary for American Museums, Programs and National Outreach at the Smithsonian Institution Sheila Burke '73
- Former San Francisco Mayor and Chief of Police Frank Jordan '75

- Pearson Publishing CEO Marjorie Scardino '76
- Former Chicago Bulls Head Coach Bill Cartwright '79
- San Francisco Police Chief Heather Fong '79
- Congresswoman Lynn Woolsey '81

The USF Alumni Association actively promotes involvement of its 70,000 members with the University after graduation by sponsoring year-round social, educational and professional activities and programs for alumni. Alumni serve the University and themselves in many ways, from representing the University at college fairs and recruiting new students to volunteering for local non-profit agencies and mentoring current students. The Alumni Association also sponsors social activities such as class reunions, Homecoming Weekend, and the Spring Gala Awards Banquet. All these events and programs contribute to the effort to bring alumni together and honor those whose work helps to strengthen the USF community.

Campus and Student Life

Intercultural Center

The Intercultural Center (IC) engages the multiple identities of all students, empowers leaders to be change agents for social justice, and builds alliances with faculty, staff, and students to create an inclusive community that honors and values diversity. The IC promotes intercultural leadership, cultural competence, and allies development at USF. Some programs include:

- **Esther Madriz Diversity Scholars (EMDS):** This nationally-recognized living-learning community explores the idea of "crossing borders, discovering home" through sociology courses, a transborder trip, service-learning, and co-curricular experiences.
- **Your Story:** This semester-long program provides an opportunity to explore identity through artistic medium. Students examine and utilize the written word, oral narrative, visual arts, spoken word poetry, and movement as mediums to explore commonalities and differences.
- **Dialogue for Change (DC) (SJEP):** Students in this intensive training program study and practice dialogic communication, group building, conflict surfacing and de-escalation, and social justice education.
- **Culturally Focused Clubs Council (CFCC):** The IC staff advise this representative group of student leaders from various culturally based clubs and organizations on campus. The Council promotes collaboration and relationship-building among these groups and provides a forum for students to have a voice regarding issues facing them on and off campus.
- **Recognition Ceremonies Committees:** Non-graduating students may join the planning committees for Asian Pacific Islander Graduation (API Grad), Latino Recognition Ceremony (LRC), Lavender Graduation, and Vizuri Kabisa (VK).

The Intercultural Center is located in University Center 411. Telephone number is (415) 422-6484. E-mail address is interculturalcenter@usfca.edu. Web site is at www.usfca.edu/intercultural_center.

Public Service and Service Learning

The Leo T. McCarthy Center for Public Service and the Common Good seeks to inspire and equip students for lives and careers of ethical public service and serving others. Its combination of academic programs, events, and research are designed to encourage civic engagement, promote ethical leadership, and contribute to the creation of just social and economic structures that respect and incorporate the needs of all.

Service Learning

The Office of Service Learning, a program of the Leo T. McCarthy Center, helps USF faculty and students to develop and sustain partnerships with the broader community. These partnerships range from one-time community-based opportunities to semester-long service learning projects that include both classroom and community work. The office maintains a large database of organizations and agencies offering a variety of community-based learning opportunities. Students, faculty, staff, and alumni are welcome to use the database independently at any time, but office staff are also available to assist individuals and groups in identifying placements to match specific interests.

Student Leadership and Engagement

Student Leadership and Engagement (SLE) provides student leadership opportunities, student organization development, and programs and services that encourage campus involvement, personal growth, and student learning. The mission of Student Leadership and Engagement is to provide programs and services that support students' leadership development and promote engagement in co-curricular activities. SLE coordinates leadership training and student organization and advisor orientations, publishes student organization and advisor handbooks, and assists in the development of co-curricular programs with various members of the University community. SLE also provides direct advising and support to the Associated Students of the University of San Francisco (ASUSF), which includes the ASUSF Senate and 16 Funded Accounts. For more information, visit SLE in University Center 4th Floor, call (415) 422-7256, or visit www.usfca.edu/sle.

Clubs and Organizations

Clubs and organizations are the heart of student involvement at USF. Each year, many diverse student groups register with the University of San Francisco: recreational clubs, cultural organizations, academic and honor societies, social fraternities and sororities, service organizations, and special interest groups all come together to share common interests and experiences that make college life worthwhile.

The following is a complete list of registered student organizations. For complete descriptions and information on how to become a registered organization, please visit www.usfca.edu/sle/clubs.

Academic/Honor Society/Professional

- Active Minds at USF
- Alpha Sigma Nu (National Jesuit Honor Society)

- American Marketing Association
- Beta Alpha Psi Fraternity (Accounting and Finance)
- Beta Beta Beta Honor Society (Tri-Beta, Biology)
- Club Managers Association of America (CMAA)
- Delta Sigma Pi Fraternity (Business)
- Gamma Gamma Gamma (Tri-Gamma, Nursing)
- Family Business Association
- Hospitality Management Association
- Lambda Pi Eta Fraternity (Communication)
- Male Student Nurses Society
- National Society of Collegiate Scholars (NSCS)
- Nursing Student's Association
- Omicron Theta Chi Fraternity and Sorority (Pre-Med and Nursing)
- Order of Omega Interest Group
- Phi Alpha Delta Fraternity (Law)
- Pi Sigma Alpha (Politics/Political Science)
- PRSSA (Public Relations)
- Psi Chi Honor Society (Psychology)
- Sigma Tau Delta Honor Society (International English)
- Sigma Theta Tau (Nursing Honor Society)
- Student Affiliates of the American Chemical Society
- Theta Alpha Kappa (Religious Studies/Theology)
- Undergraduate Business Council
- Undergraduate Law Society
- USF Pre-Dental Society
- Women in Science

Council/Governance

- ASUSF Greek Council
- ASUSF Senate
- Culturally Focused Clubs Council (CFCC)
- Electoral Governing Board (EGB)
- International Student Association (ISA)
- Residence Hall Association (RHA)

Cultural/Multicultural

- Arab Student Union
- Black Student Union
- Face AIDS
- Hindi Film Dance Team
- Indian Student Organization
- International Student Association
- Latin American Student Organization
- Latinas Unidas
- Sister Connection
- USF Hawaiian Ensemble
- USF Kasamahan
- Y Taotao Guam

Leisure/Hobby/Service

- Alpha Phi Omega
- Back to da Roots

- Best Buddies
- EnVision (Environmental)
- Knitting for Neighbors
- USF Queer Alliance

Media

- Ignatian Literary Magazine
- San Francisco Foghorn
- USFtv

Performing Arts

- ASUSF Voices
- Campus Activities Board
- College Players
- Poetic Engagement at University of San Francisco
- soulSTEP
- USF Gospel Choir

Political

- Amnesty International
- Democracy Matters
- Movimiento Estudiantil Chican@ de Aztlan
- School of the Americas Watch Student Organization
- USF Philosophy Club
- USF Politics Society

Recreational/Club Sport

- Adventure and Service Club
- Surf and Skate Club "Caught Inside"
- USF Rugby Football Club

Religious/Spiritual

- Hillel of USF
- Muslim Student Union
- Real Life Intersarsity Christian Fellowship
- USF Koinonia

Social Fraternity/Sorority

- Chi Upsilon Zeta Fraternity
- Delta Sigma Theta Sorority, Incorporated
- Delta Zeta Sorority
- Lambda Theta Nu Sorority, Incorporated
- Lambda Theta Phi Latin Fraternity, Incorporated
- Omicron Theta Chi

Spirit/Athletics

- Los Locos

Student Governance Organizations

The Associated Students of the University of San Francisco (ASUSF) Senate is the umbrella organization representing the various interests of undergraduate students at USF. All undergraduate students are members of ASUSF because they have paid the student activity fee. ASUSF consists of the following:

- **The ASUSF Senate**

The ASUSF Senate seeks to serve and represent the student body at the University of San Francisco by inspiring collaboration between students, faculty, staff, and the administration. The ASUSF Senate comprises five Executive Board Members and 26 Senate positions representing a wide range of constituencies, such as: classes, colleges, students of color, on-campus students, off-campus students, students with disabilities,

international students, and non-traditional students. Elections are held twice a year to terms of one academic year. For more information, call (415) 422-2118 or visit www.usfca.edu/asusf.

- **Funded Accounts**

Funded Accounts are student organizations that have petitioned the ASUSF Senate to be considered for consistent annual funding from the ASUSF Budget. These organizations often have a close link to an academic department on campus and work closely with SLE on their budget process. Some examples include College Players, the Foghorn student newspaper, and USFtv. Many funded account officer positions are paid positions and offer exciting leadership opportunities to students. For more information, please visit UC 100 or call 415-422-2400.

Media and Publications

The Fogcutter Student Handbook

The handbook supplements the University's general catalog as a source of additional information about the University of San Francisco. Distributed annually to new incoming first-year students, the Fogcutter is an excellent source for information about services and resources offered by the University as well as important dates to remember. Every student is held responsible for knowledge of the policies, procedures, and regulations contained within this publication.

CPS Student Policies and Procedures

The College of Professional Studies Student Policies and Procedures booklet supplements the Fogcutter Student Handbook and focuses specifically on administrative policies, procedures, and guidelines pertinent to CPS students.

The Foghorn

The traditional undergraduate student newspaper. This student-operated newspaper concentrates on articles of general interest to the traditional undergraduate population. For more information, call (415) 422-6122.

The Forum

The Law School's student newspaper and features articles of general interest to law students.

The Ignatian Literary Magazine

The campus community's literary magazine. Through this annual publication, the University community has an opportunity to express journalistic and artistic creativity. The magazine is produced by the Associated Students and distributed to the campus in the Spring. For more information, call (415) 422-2740.

KDNZ 880 AM

Located in the lower level of Phelan Hall, KDNZ is student-operated. In addition to delivering quality entertainment for the campus community, the station also provides broadcasting experience for interested students. For more information, call the station at (415) 422-KDNZ.

USFtv

USFtv is community-based TV, for students and by students, with on-campus broadcasting on channel 35. For more information, call (415) 422-5115.

Performing Arts

College Players Theater Group

The College Players is the oldest continuously performing theater group west of the Mississippi and the second oldest in the United States. This group is dedicated to producing quality amateur theatrical productions for the University community. Students are involved with every aspect of theatrical production, including set design and construction, stage management, lighting design and operation, marketing and publicity, and, of course, acting. Interested students may contact the College Players through the Associated Students Office, University Center 100 or at (415) 422-6133 for more information.

USF Voices

Voices is a vocal ensemble formed to perform a wide variety of musical styles including jazz, pop, and classical. The ensemble is open to all members of the USF community who enjoy singing. Other vocal ensembles include Jazz Voices, Men's Voices, and Women's Voices. These groups require an audition. Interested students may contact the Voices through the Associated Students Office, University Center 100, or call (415) 422-2862.

University Center Building

The University Center (UC) is a student-centered space that provides facilities and related support services for a wide range of educational and social activities. In addition to facilities for undergraduate student organizations, the University Center houses the main dining hall, a coffee house, a computer lab, and lounges and meeting rooms. The Office of the Vice Provost for Student Development, Student Life offices, and related student services are located in the UC:

1st Floor Crossroads Cafe, USF Bookstore

2nd Floor Market (cafeteria) and Bon Appetit Catering offices

3rd Floor Main Entrance, Parina Lounge, Computer Lab, McCarthy Center, Public Safety

4th Floor

5th Floor Office of the Vice Provost, Center for Global Education, International Student and Scholar Services, Career Services, Office of Student Conduct, Rights and Responsibility, Office of Residence Life, Health Promotion Services, ASUSF (Senate), Student Organization Offices, Student Leadership and Engagement, Intercultural Center, Gender, Sexuality and Women Students' Resource Center, and Student Life Associate Dean's Office.

Food Services

The University contracts out food operations to the top companies who provide food services on college campuses throughout the nation. While the contractor may change from time to time, the commitment to provide nutritious and tasty meals in a comfortable setting remains the same. Food services are administered through the Business and Finance Division. Food services are located in four buildings throughout the campus: Lone Mountain, the School of Education, the Law School, and the University Center 1st and 2nd floors. The Fogcutter Student Handbook provides a complete listing of all locations. You may also contact food services directly at (415) 422-6294.

Recreational Sports

The Recreational Sports Department offers a comprehensive range of recreational opportunities to meet the needs of USF's students, faculty, staff, and the surrounding campus community. Included among the many opportunities for recreational use is the Koret Health and Recreation Center. The Center includes excellent facilities for swimming, weight training, martial arts, and aerobic and cardiovascular conditioning. Locker rooms and lounges also are housed in the Koret Center. Tennis courts are available on campus and may be reserved at the front desk.

Open Recreation

The Koret Center is available for drop-in recreation seven days a week (with exception of holiday closures). The cardiovascular and weight rooms are available during all hours of operation; however, hours vary for the basketball, badminton, and volleyball courts.

Aquatics

The Koret Center boasts Northern California's largest indoor, fifty-meters by twenty five yard pool. In addition to providing lap swimming, instruction is available in basic and advanced swim technique, lifeguarding, water exercise, and water polo. For the advanced competitive swimmer, we have one of the best masters swim teams in the country.

Fitness and Wellness

The fitness and wellness services available at Koret allow students, staff, and faculty to develop a fitness routine tailored to their unique needs and goals. Fitness services include personal training, massage, body composition analysis, and free gym orientations for all users. We offer more than 60 weekly group exercise classes, including, but not limited to: Zumba, Spin, Body Sculpting, Yoga, Cardio Kick, Pilates Mat, Interval Training, Abs & Glutes, Arms & Abs, Boxing Bootcamp, Hip Hop, Capoeira, Joint Mobility, and Water Aerobics (shallow and deep). Cardiovascular Alley offers patrons a choice of LifeFitness and Woodway treadmills, Precor ellipticals, Stairmaster Step Mill and steppers, LifeFitness upright and recumbent bikes and much more. Our two weight rooms offer Olympic bars and benches, dumbbells, and fixed barbells (TriBar & Iron Grip), Hammer Strength, LifeFitness, Icarian, Freemotion, Precor, and Cybex machines. Wellness programs include Adult CPR/AED, Healthcare Provider Level 3 CPR, and First Aid courses.

Intramural Sports

Intramural leagues and tournaments are held throughout the academic year. They include sports such as Basketball, Volleyball, Indoor/Outdoor Soccer, and Dodge Ball. Registration for most intramural teams occurs during the second week of each semester (Fall and Spring).

Club Sports

Students interested in competitive, recreational, or instructional sports are urged to contact the Club Sport Coordinator of the Koret Center for more information. The competitive club sports are Rifle, Men's and Women's Rugby, Boxing, and Men's and Women's Soccer, Taekwondo, with others being developed.

Outdoor Activities

Whitewater rafting, sailing, fishing, horseback riding, skiing, rock climbing, and sea kayaking are offered throughout the regular academic year. Activities are scheduled based upon student interests. Call (415) 422-6811 for more information.

Please check out our website at www.usfca.edu/koret

Intercollegiate Athletics

The University of San Francisco athletic program has a long and storied tradition of excellence. The Don's 14 NCAA Division I intercollegiate athletic programs have enjoyed success at both the national and conference levels with ten national championships, over seventy conference titles and having produced sixty-three All Americans.

Legendary sports figures who have competed for the Dons include Bill Russell, K.C. Jones, Mary Hile, Ollie Matson and Gino Marchetti. Coaches and administrators who have gone on to fame beyond the Hilltop include basketball coaches Phil Woolpert and Pete Newell as well as future NFL Commissioner Pete Rozelle and football coach Joe Kuharich, who led the legendary 1951 Dons team.

The USF athletic program competes at the NCAA Division I level and is a proud member of the West Coast Conference. The WCC membership consists of eight private institutions including Gonzaga University, Loyola Marymount University, Pepperdine University, University of Portland, University of San Diego, Santa Clara University, and St. Mary's University.

The University sponsors baseball, men's basketball, women's basketball, men's cross-country, women's cross-country, men's golf, women's golf, men's soccer, women's soccer, men's tennis, women's tennis, men's track & field, women's track & field and women's volleyball as NCAA Division I intercollegiate programs.

For more information regarding USF athletics, please call 415-422-6891 or visit the USF athletic website at www.usfdons.com.

Academic Support for Student Athletes

A wide range of academic support is offered for those students who represent the University on intercollegiate athletic teams. The goal is to provide encouragement and support for student athletes so that they may take full advantage of the educational opportunities at the University of San Francisco. Planning for a degree, eligibility monitoring, confidential personal counseling or referral and planning for sports-related careers are some of the services offered by the Office of Academic Support for Student-Athletes.

Open communication between student athletes, faculty, coaches and University staff is fostered to deepen knowledge of and understanding among those groups and to assist student athletes in becoming oriented to the functions of the University.

These services reflect a University commitment to the development of well-rounded individuals - men and women, who are here primarily for education, whose interests and expertise in athletics complements their interests and achievements in academics.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) assists students in developing self-understanding and resolving problems that may interfere with their ability to function in an optimal manner. CAPS provides confidential, brief therapy at no charge to currently enrolled students.

Services offered include:

- Individual, couples, and group therapy
- Crisis intervention and management
- Student substance abuse evaluation, intervention, and referral
- Psychiatric consultation and medication evaluation for CAPS clients
- Outreach related to mental health topics
- Consultation regarding matters of a psychological nature to students, faculty, staff, family, and friends
- Referral to outside agencies

Located on the ground floor of Gillson Hall, Counseling and Psychological Services is open Monday through Friday, 8:30 a.m. - 5:00 p.m. Appointments may be made by calling (415) 422-6352 or by stopping in the office. Some evening appointments are available by arrangement.

Educational Tips

Below please find a few tips that can help you get the most out of your education:

- Take responsibility for your own education. How much you learn is up to you.
- Be an active participant in the educational process: ask questions, express your ideas, seek out opportunities to learn.
- Get to know your professors.
- Go to class regularly, on time and alert.
- Keep an open mind; we often learn the most from those with opposing opinions and "crazy ideas."
- Make friends with classmates who have backgrounds different from your own.
- Take advantage of opportunities to supplement your coursework. Volunteer for the community, pursue a special project in an area of interest, get involved in campus activities.
- Use the multitude of resources available at USF and throughout the city of San Francisco.
- If you require assistance in making the most of your education, see your advisor, dean's office, or Academic Support Services.

Facilities Management

The Facilities Management Department is responsible for construction, operation, maintenance and cleaning of all campus buildings and grounds. Requests for service may be telephoned to (415) 422-6464. Business hours are Monday through Friday 8:00 a.m. to 4:30 p.m. In an emergency, please telephone (415) 422-2911 after hours. The website for Facilities Management is www.usfca.edu/Facilities_Management.

Health Promotion Services

Our mission is enhancing quality of life by promoting wellness and fostering a vibrant campus community for student success. In collaboration with the USF community, Health Promotion Services staffs promote a culture of healthy lifestyles, reasonable health messages, harm reduction tips, and the development of a more humane and safer environment not only on campus but also in the world. For a full list of health promotion services, educational materials and resources available to students, including relevant policies and requirements, please visit www.usfca.edu/hps.

Health Promotion Initiatives

We seek to build capacity in individuals, groups, and the entire campus community to improve individual and community health. Our work is based on a public health model that focuses on assessing student health risks and assets, analyzing national and local data, and using evidence-based best practices and national standards to design appropriate initiatives for the USF student population.

Some examples of health promotion initiatives at USF include:

- Collecting data about student health issues with surveys and focus groups
- Leading coalitions to address issues such as tobacco use, violence and alcohol abuse
- Facilitating training for peer educators, resident assistants, and other groups
- Developing and disseminating social marketing campaigns
- Presenting research and data about student health to campus and community stakeholders
- Reviewing and recommending policy that relates to student health

USF Student Health Data

HPS regularly assesses student health needs and assets using a variety of college-appropriate quantitative and qualitative methods. Our goal is to collect a local data set of health factors that impact academic performance and retention. Data is used to generate incidence rates for a variety of health issues on campus, identify protective and risk factors to academic performance, allocate resources, and design prevention initiatives.

USF Student Health Clinic

USF contracts with St. Mary's Medical Center (SMMC) to manage the USF Student Health Clinic located at located 450 Stanyan St., 2 West (Second Floor) in St. Mary's Medical Center. USF students are eligible to use the health services at the USF Student Health Clinic regardless of their health insurance plan. A valid USF student ID must be presented before receiving health services. Health services that are offered by nurse practitioners include the treatment of acute and episodic illness and minor injuries, such as:

- Treatment of upper-respiratory problems, upper and lower gastrointestinal problems, and urinary-tract infections
- Treatment of some skin conditions
- Evaluation and treatment of seasonal allergies
- Screening and management of many sexually transmitted infections
- Immunization and testing of some communicable diseases
- Referrals to specialists or outside services if needed
- Annual gynecological exam (Pap smear)

The USF Student Health Clinic does not provide birth-control contraceptives or devices.

There is no charge associated with clinic visits; a fee may be incurred, however, if laboratory or radiology tests are needed to evaluate students' health concerns. The following services are offered at St. Mary's Medical Center but the student or his/her insurance carrier will be responsible for the fees: emergency room care, lab tests, x-ray, hospitalization, SMMC physician's visits, and immunizations.

The student health clinic operating hours (major holidays excluded):

- Monday through Friday, 8:30 AM to 5:00 PM
- Closed for lunch (12 noon – 1 PM)
- Closed Saturdays and Sundays.

Students can call (415) 750-4980 in the morning to schedule same day appointment. Students will be accommodated on a first come, first serve basis. Please check www.usfca.edu/hps for detailed information on USF Student Health Clinic.

Campus Wide Health Requirements

Student Health Insurance

As a condition of enrollment, the University of San Francisco requires certain groups of students to have health insurance, both to protect against unexpected high medical costs and provide access to quality care. The following groups of students are required to have health insurance:

- All undergraduate domestic students registered for 9 credit hours or more (excluding regional campuses, visiting students, and professional students in the School of Management)
- All international students and scholars registered for at least 1 credit hour (this includes undergraduate, graduate, law, and non-degree students)
- All students who reside in University-operated housing (including undergraduate, graduate, law, and non-degree students)

Hard Waiver

Required students will be automatically enrolled in and billed for the University-sponsored Student Health Insurance Plan. Students who are able to prove that they have coverage comparable (equal or better) to the University-sponsored plan under a United States-domiciled health insurance company may waive this requirement each academic year. Domestic students may waive this requirement online at www.usfca.edu/hps.

International students and scholars must waive it in person at the Health Promotion Services office (UC 5th Floor) to ensure that their health insurance policy meets the minimum insurance requirement established by University of San Francisco and United States federal government regulations.

Students are expected to maintain comparable health insurance coverage at all times during their waiver period. However, if a student's health coverage is dropped, it is the student's responsibility to contact Health Promotion Services to discuss his/her options.

Waiver Process

The waiver is an annual one if the student waives the health insurance beginning in the Fall semester. However, students waiving beginning Spring semester must waive again in the Fall semester. Students who have waived the plan in a given year or semester, they are eligible to re-enroll in the USF-sponsored health plan for the following semester. These students must contact Health Promotion Service office to re-enroll in the USF sponsored health plan.

If the waiver is approved, the student's account will be credited accordingly. If the online waiver is denied, students should send a waiver appeal that can be found on www.usfca.edu/hps.

Undergraduate Students

Undergraduate professional students in the School of Management, Regional campuses students, and visiting students are not automatically enrolled in and not billed for the University-sponsored health plan. Students registered for at least 9 units in an undergraduate program can elect to purchase the University-sponsored health insurance plan online at www.usfca.edu/hps.

Graduate Students

Graduate and professional students who reside in University-operated housing are not automatically enrolled in and not billed for the University-sponsored health plan. These students must purchase the coverage or apply for a waiver in order to comply with the USF health insurance policy.

Students registered for at least 6 units in a graduate program (including the School of Law) can elect to purchase the University-sponsored health insurance plan online at www.usfca.edu/hps

USF health insurance requirement plan benefits, online waiver request form, waiver periods, and deadlines are published at www.usfca.edu/hps. For further information, please contact Health Promotion Services (HPS) at hps@usfca.edu or 415.422.5797.

Summer Students

Students who commence their enrollment in the summer session are not automatically enrolled in and not billed for the University-sponsored health plan. These students must purchase the coverage for the summer session or apply for a waiver in order to comply with the USF health insurance policy.

More Information

USF health insurance requirement, plan benefits, online waiver request form, waiver periods, and deadlines are published at www.usfca.edu/hps. For further information, please contact Health Promotion Services (HPS) at hps@usfca.edu or 415.422.5797.

Immunization Requirement

The University of San Francisco requires evidence of two sets of MMR (measles, mumps, and rubella) immunization for students in the following categories:

- All international students and scholars
- Domestic undergraduate students born on or after January 1, 1957 (excluding Working Adult Professional Studies/Legacy CPS)
- Domestic graduate students born on or after January 1, 1957 living on campus

International students and Scholars are also required to show proof of Tuberculosis PPD (Mantoux) test administered in the last 12 months. Students with positive PPD are required to submit a chest x-ray administered within the last 12 months.

Note: Nursing students must submit their immunization requirement to the School of Nursing and Health Professions not Health Promotion Services. The School of Nursing and Health Professions will notify you via email regarding the full list of the Nursing immunization requirements. For more information on School of Nursing and Health Professions immunization requirement, please visit <https://www.usfca.edu/nursing>.

Evidence of Immunization

Proof of immunization must be obtained from a licensed medical professional using the USF immunization Form. Records such as Immunization Yellow card or high school transcript showing immunization are also accepted. Please submit the proof of immunization to Health Promotion Services by fax (+1 (888) 471-2290), email (hps@usfca.edu), or by mail to University of San Francisco, Health Promotion Services, UC Fifth Floor, 2130 Fulton Street San Francisco, CA 94117 USA. All immunization records must be in English.

Think About It: Online alcohol, other drugs and sexual violence prevention course

Think About It is a required, science-based online course that prepares incoming college students for the unique challenges and responsibilities of college life. Recognizing that the issues of drug and alcohol abuse, the hookup culture, sexual violence, and healthy relationships are all connected, the program examines these topics in social, cultural, and personal contexts that advocate self-reflection and the pursuit of social justice. USF requires all new first-year and transfer undergraduate students to take Think About It for college before coming to campus.

New first-year and transfer undergraduate students will receive an email with instructions to take the course. The email will be sent to student's USFconnect email address. Students who fail to successfully complete the course will be fined \$50. For more information please visit www.usfca.edu/hps.

Information Technology Services

Information Technology Services (ITS) makes available a variety of computing and network resources for educational purposes. ITS provides technical support to the University community in person, by phone, via e-mail, and on the web via the USFsupport&answers, which is available from the USFsupport&answers tab in USFconnect or at <http://support.usfca.edu>.

Services provided to students through the campus web portal, USFconnect, include DonsApps, USF's branding of the Google Apps suite, which includes Gmail, Calendar, Documents, and Sites for creating personal web pages. Docs can be used to create or upload and then share a variety of document types. USFconnect also allows students to register for classes, check grades, access library resources, and access online course tools.

On-campus computer labs provide students with access to software for word processing, analyzing data, creating presentations, accessing the Internet, and more. In the computer labs, consultants are available to assist students with problems they encounter using the lab machines.

Students can connect their personal computers to the campus network via wired ports or, in most areas of campus, wireless access. For more information on USFwireless, please visit <http://wireless.usfca.edu>.

The ITS website provides descriptions of the services that ITS provides, organized by service category:

- Communication & Collaboration Services
- Client Support Services/Help Desk
- Desktop Computing & Printing Services
- Information Services
- Network & Web Services
- Learning Technologies
- Security Services
- Project Management

For information regarding ITS, visit: <http://www.usfca.edu/its>

If additional help is required, contact the ITS Help Desk at (415) 422-6668, itshelp@usfca.edu, or drop by Lone Mountain North 2nd Floor. Online support is available at <http://support.usfca.edu> or the USFsupport&answers tab in USFconnect.

International Student and Scholar Services

International Student and Scholar Services (ISSS) promotes a global perspective for the USF community through educational and programmatic outreach while fostering the holistic development of international students and scholars by providing support services and immigration advising.

The ISSS team works to create a welcoming environment and provide high quality services for international students and the University community. Through our programs and services, we encourage all students to develop a global perspective and learn about cultures in addition to their own. We strive to provide our students with skills necessary to become fully integrated members of the USF community and well-prepared citizens of the world.

To fulfill our mission, ISSS offers Orientation Programs, Immigration Advising and Document Support, Informational Workshops, Educational Programs, and Advocacy/Training.

International Student and Scholar Services assists various student groups and hosts educational programming to promote the global mission of the University. Student-centered programs include: International Student Association, Global Living Community, International Advisory Council, and International Network Program.

ISSS is open from 8:30 a.m. to 5:00 p.m. Monday through Friday. We can be reached as follows:

International Student and Scholar Services
University Center Room 402
2130 Fulton Street
San Francisco, CA 94117-10880
USA

iss@usfca.edu
+1 (415) 422-2654 telephone
+1 (415) 422-2412 fax
<http://www.usfca.edu>

See below for details about ISSS.

Educational and Programmatic Outreach

International Student Association

The International Student Association (ISA) promotes cultural education, advocates for the USF international student body, and provides a social community by being the voice of the international students, creating social interactions, and developing educational opportunities for cultural enrichment.

Advised by ISSS and recognized as an umbrella organization by the Student Leadership and Engagement Office, the International Student Association is a student group charged with representing the USF international student community.

Culturescape

Culturescape is the signature event for the International Student Association. Each November, usually in conjunction with the International Education Week celebration, Culturescape is celebrated at USF.

The event includes student performances (i.e., dance, voice, instrument, fashion, etc.) that highlight international cultures. Following the presentations, everyone is invited to enjoy international cuisine provided by international student organizations.

International Network Program

The International Network Program (INP) facilitates community development and assists with transitional adjustment for incoming international students by providing social activities and opportunities for engagement among new and returning USF students. The program is open to current U.S. domestics and internationals (as mentors) and all new international students, graduate and undergraduate.

Planned activities are offered monthly for the INP members. Additionally, group members are encouraged to meet independently to build relationships.

International Advisory Council

The International Advisory Council (IAC) serves as a consultation body to International Student and Scholar Services by identifying international student concerns, disseminating important information to the international student community, and initiating proactive measures to address international student needs.

IAC was established in the Fall of 2005. Membership is open to any student organization with an international emphasis.

Global Living Community

The Global Living Community (GLC) strives to develop an intercultural community that stimulates exchange of cultures within an intentional living-learning environment.

The community consists of U.S. domestic and international students, sharing the common goals of gaining a global perspective, building a strong community, learning from each other, helping those in need, and forming meaningful relationships. GLC members live together in the Lone Mountain residence hall.

GLC meets weekly for activities such as guest speakers on global justice issues, international films, and cultural dinners in the city. GLC also participates in community service projects.

International Education Week

The week prior to the Thanksgiving holiday is International Education Week (IEW).

At USF we sponsor a week-long program of activities that typically include an International Fair with the San Francisco consulates, an appreciation reception for faculty and staff, an opportunity for storytelling, an educational speaker, Culturescape, and more!

Support Services and Immigration Advising

Orientation Programs

International Student and Scholar Services conducts mandatory orientation programs at the beginning of each semester for new undergraduate and graduate international students. The programs address areas of cultural adjustment, academics in the United States, immigration matters, San Francisco resources, and other student concerns.

Informational Workshops

ISSS conducts a variety of workshops to provide information and assistance to internationals.

Workshop topics include off-campus employment (i.e., Optional Practical Training/Curricular Practical Training), employment after completing F-1 status (i.e., H1-B visa), job success strategies in the United States (i.e., cover letters, resumes, networking, interviewing, alumni advice, etc.), and taxes.

Immigration Advising and Documentation Support

Internationally-related paperwork is processed through ISSS once international students and scholars arrive at USF. ISSS updates records in the federally mandated system, SEVIS (Student and Exchange Visitor Information System), to ensure internationals maintain lawful status while in the United States.

ISSS advisers provide internationals with assistance in understanding the U.S. immigration regulations and navigating application procedures for benefits such as status verification, work authorization, change of status, and exit/re-entry consultation. Specific documentation services are also available (e.g., issuance of I-20/DS-2019 forms, letters of support, etc.).

Advocacy and Training

ISSS also focuses on advocacy for internationals and intercultural training for the USF community.

We are committed to working on campus to promote ethno-relativistic understanding, intercultural communication, and cultural awareness. ISSS accomplishes this goal through training sessions, guest speaking, classroom presentations, and referral resources.

Koret Health and Recreation Center

The University of San Francisco Department of Recreational Sports is proud to present the Koret Health and Recreation Center. This state-of-the-art facility was developed by the University of San Francisco in collaboration with alumni, special donors and the Koret foundation.

Since its opening in 1989, the Koret Center has provided outstanding recreational and fitness environment for USF students, faculty, staff, alumni and community members. There are incredible facilities available for intramural sports, special events, classes, personal fitness, club sports, just to mention a few. The center features an Olympic-sized indoor swimming pool; weight training, aerobic, and martial arts rooms; Cardiovascular Alley with fitness machines; one racquetball court; four multi-purpose courts for basketball, volleyball, and badminton; lounges; boxing room; deli and locker rooms. Outdoor tennis courts are also available.

Libraries

The Gleeson Library and Geschke Learning Resource Center houses the University's central collection of print and electronic resources. These resources - electronic subscriptions, Internet sources, books, periodicals, government documents, and microforms - total over 1.9 million items.

Books, periodicals, and government information are easily available in print and online via Ignacio, the online catalog and circulation system, and via the Reference & Research Services' databases. Librarians are available for research help in person, by phone, e-mail, or a 24/7 chat service. Faculty and librarians collaborate to teach research skills in the Library's electronic classroom. Visit www.usfca/library for a wide variety of services and information designed to enhance and support the learning experience.

The Donohue Rare Book Room houses the Library's special collections. The collection contains over 25,000 volumes and includes the Sir Thomas More Collection, the Albert Sperisen Collection of Eric Gill, the L. Frank Baum Collection, and an outstanding collection of twentieth-century fine printing. The Donohue Rare Book Room is open Monday through Friday. Students, faculty, staff, and the University Community are encouraged to make use of the collection.

Students attending classes in one of the University's branch locations can take advantage of libraries and services designed especially for them. Professionally staffed libraries are part of each branch campus facility. Librarians work closely with students throughout the year to orient them to the research process, using both computer resources and the library collections. The Distance Learning Services document delivery office helps students get the books and articles they need for their class assignments.

The University of San Francisco Dorraine Zief Law Library, with holdings of nearly 350,000 volumes, supports the students and faculty of the School of Law in their educational research and scholarship, while also providing access to legal information needed by the entire University community.

These various libraries and collections together support the academic programs of the University of San Francisco.

Managing Time Effectively

The best students are not always the brightest - just the most skilled time managers. Here are some quick tips on the subject:

- Plan to spend about 3 hours per week studying for every hour of class time; if you're taking 15 credits you will need to schedule 45 hours per week for studying.
- Develop your weekly schedule: schedule all classes, work hours, study time, class time, campus activities, exercise and recreation. Remember that sleep accounts for approximately 56 hours per week, and with studying taking up about 45 hours per week, you only have 64 hours of the week left! Plan your time wisely!
- Be realistic in planning your schedule - and then live by it.
- Using your syllabus from each of your classes, record the dates that all papers, presentations and projects are due.
- Prioritize your tasks when you sit down to study. Do the most pressing and the most challenging first.
- Study in a place where potential distractions are minimized. (Beware of the telephone if you study at home.)
- Allow yourself frequent short breaks when studying to rejuvenate your ability to concentrate.
- Use your time between classes, waiting for the bus, or standing in line to review notes of chapters or memorize terms.
- Start studying for exams a week before they are scheduled. Discover problem areas before it is too late to resolve them.
- Review and edit class notes as soon as possible after class, preferably within 24 hours.
- Preview reading assignments, study introductions and summaries, and develop a list of questions to seek answers to before actually reading a chapter.
- If you require assistance in making the most of your time, please see your advisor, dean's office, or Academic Support Services.

One Card Program

One Card, the USF ID Card, is issued to all registered students and functions as the official University ID Card. It is automatically activated at the beginning of each semester upon enrollment.

The USF ID Card provides students with access to necessary University services, with the convenience of using just one card. One Card provides identification for all USF community members. It permits USF students to receive discounts and admission to USF athletic and ASUSF events. It is required to access many services and to enter offices and buildings, such as libraries, administrative buildings, St. Mary's Health Clinic, Koret Health and Recreation Center, residence halls, and individual rooms in the residence halls.

One Card can also be used to acquire Don Dollars, an on-campus debit account that allows students to use their ID Card to make safe, convenient and flexible purchases throughout campus anywhere that cash is accepted. Don Dollars may be used at campus dining, vending machines, laser printers, photocopiers, laundry machines, and the Bookstore. The cardholder receives discounts at many locations when using Don Dollars.

The first USF ID Card is issued free of charge, and is to be used for the entire degree program while at USF. If a student loses his or her card, a simple phone call can be made 24 hours a day, seven days a week to deactivate the card. There is a \$15 replacement fee for lost or stolen ID Cards.

For more information, call (415) 422-7663 or visit www.usfca.edu/onecard

Priscilla A. Scotlan Career Services Center

The primary mission of the Career Services Center (CSC) is to assist USF students and alumni in developing, evaluating and effectively implementing their career plans. To fulfill this mission, the Career Services Center provides career counseling, job search preparation and recruiting activities.

Students may contact CSC in person at University Center 5th floor, by telephone at (415) 422-6216, or on the website at www.usfca.edu/career.

Overview of Services

- Career Counseling: One-on-one via drop-in sessions and appointments
- Career and Industry Information: Online and in CSC Resource Library
- Career Planning Guides: Topics such as resume writing, cover letter writing, interviewing skills, job search strategies, researching employers, and more
- Career Information Programs: Include panels and in-class presentations
- Graduate School Resources: Graduate and Professional School Fair held every Fall, and online graduate school resources
- Job Search Preparation Workshops: Including topics such as resume and cover letter writing, job search strategies, and networking skills
- Recruiting Activities: On-campus interviews, company presentations, and resume referrals
- Employment Listings: Visit DonsCareers at <https://usfca-csm.symplicity.com/students/>
- Internship Listings: Visit Internship Exchange at <https://ucan-csm.symplicity.com/students/>

Public Safety and Parking

The goal of the Department of Public Safety is to provide a safe learning environment by working collaboratively with our campus community. This is accomplished by providing continuous campus patrol, campus shuttles, safety escorts, crime prevention programs, and parking services. The Department maintains a 24-hour communication center and uniformed public safety officers to respond to all reports of accidents, crimes, suspicious persons, hazards, and other emergencies.

For non-emergencies, please call (415) 422-4201, and for emergencies, call (415) 422-2911. For other inquiries, call (415) 422-4222. Office hours are Monday through Friday, 8:30 a.m. to 5:00 p.m.

Crime Prevention Programs

The Department of Public Safety hosts several rape and crime prevention workshops throughout the year.

Safety Shuttle Escort

The Department of Public Safety in conjunction with Associated Students offers a Safety Shuttle Escort program for students, faculty, and staff. The program is operated by professional drivers from 6:00 p.m. to 1:00 a.m. on Sunday, Monday, Tuesday, and Wednesday and 6:00 p.m. to 3:00 a.m. on Thursday, Friday, and Saturday while school is in session (holidays excluded).

This service is intended to provide a safe means of travel when no other method is available. Escort requests will be evaluated on a case-by-case basis and must fall within the following boundaries:

- North Boundary: California Street
- East Boundary: Divisadero Street
- South Boundary: Fell Street
- West Boundary: 6th Avenue

Acceptable Escort requests include: a residence-to-campus escort, a campus-to-residence escort, or any campus location-to-campus location escort. Contact Dispatch Services at (415) 422-4201.

Campus Parking

Public parking is limited on the USF campus and in the surrounding neighborhood. Commuting students are advised to investigate alternative forms of transportation, such as public transit and carpooling. Public Safety can offer students advice on these options. Parking on campus is only with a permit, which is issued by Public Safety.

Off-campus USF students may enter the Student Parking Lottery for full-time and part-time parking permits. The lottery is held every August for the following academic year. Applications are available in February and will be accepted until the end of July. Outside of the lottery, students may also purchase evening, disabled (if appropriate), and motorcycle parking permits. Daily permits may be purchased at the visitors gate at either main campus (Golden Gate Avenue at Kitredge) or Lone Mountain campus.

The City of San Francisco has installed residential parking permits within an 8-block radius around campus. This limits vehicles without permits to 2-hour increments during the hours of 8 a.m. to 6 p.m., Monday through Friday. Please contact the San Francisco Department of Parking and Traffic for information on residential permits at (415) 503-2020.

Local Transportation

San Francisco has a large fleet of buses, trolleys, and streetcars with an extensive number of routes to transport visitors and students.

The following bus lines run close to USF, and all go to Market Street and downtown: No. 5 Fulton, No. 21 Hayes, No. 31 Balboa, and No. 38 Geary. The fare is \$2.00 for the general public; 75 cents for minors and riders aged 65 and older.

Several companies provide shuttle service to and from San Francisco International Airport for about \$15. The cab fare from San Francisco International Airport to the University is about \$30.

Safety Policies

Animals on Campus

Because of health, damage, and nuisance factors, animals (including pets) are not permitted in University buildings (except guide dogs for the blind) and must be kept on a leash at all times while on campus grounds. For health reasons, those taking animals or pets on campus are expected to clean up after them. Failure to do so may result in a citation or fine.

Bicycles on Campus

Bicycle racks are available around campus. It is prohibited to secure bicycles to anything other than a bike rack.

Personal Property Insurance

The University does not provide personal property insurance for students. The University does not assume liability directly or indirectly for loss of or damage to personal property caused by fire, theft, water or by any other means except to the extent provided by law. The University is not responsible for personal property left unattended by students.

A list of additional Public Safety services can be found on the web at www.usfca.edu/public_safety

Residence Life

The Student Housing and Residential Education (SHaRE) office oversees six residence halls and one condo-style apartment complex. A variety of living options are available to accommodate the diverse student population attending USF. Residents can choose to live in one of the Learning Communities, such as the Global Residential Community, Erasmus Community, St. Ignatius Institute, Martín-Baró Scholars Community, and Esther Madriz Diversity Scholars.

Each residence hall offers different character and capacity. Gillson Hall and Hayes-Healy Hall each housing 400 students, cater to the specific needs of traditional-age, first-year students in single-sex floors constituting co-ed communities. Phelan Hall is the largest and houses 500 students comprised of first and second year students. It is also home to the St. Ignatius Institute community. Phelan Hall has co-ed floors throughout the building. Lone Mountain Hall and Lone Mountain Pacific Wing house 250 students who have a sophomore class standing, but are under the age of 21. Fromm Hall, the former Jesuit residence, is home to 175 women of mixed classes and ages. The first 3 floors house female students with a freshman or sophomore class standing. Fromm's 5th floor is specifically designated for students wishing to maintain the all-female experience on-campus. The 5th floor is open to female students of all class levels and does not permit overnight guests of the opposite sex. Pedro Arrupe Hall houses 100 returning students with at least a sophomore class standing and is located about one mile (1.5km) from main campus. Pedro Arrupe is home to the Global Residential Community.

In each of the living environments, all residents benefit from a predictable room-and-board cost with all utilities included; educational programs and social activities where students can become involved with their peers; and student leadership opportunities at the floor, hall, and campus-wide levels.

Resident Advisors, graduate student Assistant Residence Hall Directors, and full-time professional Residence Hall Directors are available in each residence hall to assist residents in adjusting to student life, creating their community environments, and ensuring safety and security in the residential areas. Resident Ministry Interns, often graduate students, also reside in each hall and provide support and spiritual guidance. Staff and residents alike regularly address lessons of tolerance, understanding, negotiation, citizenship, and cooperation.

USF also offers condo-style living options close to campus for students who have a junior class standing or are 21 by the close of the Academic Year. University condominiums are fully furnished. Fulton House is located adjacent to campus and provides a home living environment for 12 students who have sophomore class standing and are under 21yrs old. Loyola Village is a complex of condominiums that house over 340 students together with a select group of faculty, staff, and peers, in a variety of sites and floorplans, ranging from studios to three-bedroom units. Loyola Village is staffed by a full-time professional Residence Hall Director, a graduate student Assistant Residence Hall Director, Resident Advisors, and a Resident Ministry Intern to assist students in forming a community that inspires academic achievement, personal growth, and social responsibility. Students living in condo-style housing are held to the highest standards of community responsibility.

University Residency Requirement

All new undergraduate students admitted for the Fall with 40 transfer credits or less will be required to live on campus for their first two semesters of enrollment at USF. Returning students will not be required to live on campus. Exemptions from this requirement may be granted to students living at home with their parents if their family's permanent address is within a 40-mile radius of campus, or for medical or financial hardships as determined by Student Housing and Residential Education. All requests for an exemption must be made through USFrooms (online) and supporting documents submitted to the SHaRE office.

SHaRE also coordinates Summer Guest Housing, a program that furthers the realization of the University's Vision, Mission, and Values by providing housing accommodations and support services for conference groups with educational, spiritual, or social justice based programs. In addition, Summer Guest Housing supports the growth of USF students by providing professional development opportunities that emphasize value and skill development in team building, communication, problem solving, customer service, appreciation of diversity, and conflict management.

Student Housing and Residential Education (SHaRE) is located in the University Center, 5th floor and can be reached by calling (415) 422-6824, e-mail at orl@usfca.edu, or by visiting us on the web at www.usfca.edu/housing.

On-Campus Room and Board Policies

Note: Please consult section on Student Expenses in this catalog for room and board rates and prepayment information.

1. All new undergraduate students admitted for the Fall with 40 transfer credits or less will be required to live on campus for their first two semesters of enrollment at USF and purchase a meal plan. Exemptions from this requirement are granted to students living with their

parents who reside at their permanent residence within a 40-mile radius of the USF campus and who complete an Exemption Form, available through USFRooms online.

2. A Contract for University Operated Housing must be signed by any student who elects or is required to live in the residence halls. Students who sign a contract and do not move into their assigned space will be charged the entire amount of their contract. This requirement will apply unless the student is released from his or her contract by the Assistant Director of Student Housing and Residential Education or designee. Students must submit a Contract Cancellation Form available from the SHaRE office, University Center 5th Floor. Please call (415) 422-6824 for more information.
3. The Contract for University Operated Housing includes room and board during the time period specified in the contract. Summer accommodations are available to students who are attending summer school classes and submit a Summer Housing Contract Agreement with SHaRE, UC 5th Floor.
4. Resident meal plans include the option of dining in any campus facility that accepts Flexi-Cash.
5. Additional policies are included in the Contract Agreement for On-Campus Residence and the University Fogcutter.

Resources and Services

- [Academic Support Services](#)
- [Alumni](#)
- [Campus and University Life](#)
- [Counseling and Psychological Services](#)
- [Educational Tips](#)
- [Facilities Management](#)
- [Health Promotion Services](#)
- [Information Technology Services](#)
- [International Student and Scholar Services](#)
- [Koret Health and Recreation Center](#)
- [Libraries](#)
- [Managing Time Effectively](#)
- [One Card Program](#)
- [Priscilla A. Scotlan Career Services Center](#)
- [Public Safety and Parking](#)
- [Residence Life](#)
- [Student Employment](#)
- [University Ministry](#)

University Ministry

Rooted in the Spiritual Exercises of St. Ignatius and our Catholic, Jesuit tradition, University Ministry affirms the rich diversity of faiths at USF and provides opportunities for spiritual growth in the areas of social justice, retreats, worship, and faith formation. All are welcome to participate in our programs. We attempt to provide a ministry that focuses on compassion, justice, contemplation, and individual and corporate responsibility.

Social justice programming includes co-sponsoring the Justice Lecture series, the Stand 4 Conference, Community Action, the October and April Action programs, our Arrupe national and international immersions, lobby days, and our tutoring program in San Francisco elementary schools.

Worship includes our weekly student 8:00 p.m. Sunday Mass in St. Ignatius Church, as well as the Mass of the Holy Spirit, Commencement Masses, services of reconciliation, and inter-faith services. All are invited to participate in various ways in these liturgies. Sacramental preparation programs for those who wish to be confirmed or baptized are also available.

Our Retreat program includes Kairos Retreats as well as an Ignatian Retreat. Retreats offer opportunities for reflection, connection, and inspiration. Weekly opportunities are also available for prayer and reflection through our CORE (Community of Reflection) group.

Resident Ministry Interns live in residence halls and are part of University Ministry's outreach where the students live. RMIs provide a pastoral presence in the residence halls as well as offering programs, supporting the living-learning communities and the various programs that are offered by University Ministry.

For further information on University Ministry,

- View our website at www.usfca.edu/universityministry
- Email us at um@usfca.edu
- Telephone us at (415) 422-4463
- Visit us in Lower Phelan Hall

University Policies

Administrative Guidelines on HIV Disease

The following is a summary of the University's Administrative Guidelines on HIV Disease.

For a complete text of the Guidelines, please consult the Fogcutter Student Handbook or visit <http://www.usfca.edu/fogcutter/>.

1. The primary response of the University of San Francisco to the AIDS epidemic is education. The University is committed to educating all members of its community - students, staff, and faculty - about HIV disease and its prevention. Because of the Catholic character of the University, HIV educational activities should be situated within a broader context of the scientific and medical nature of the disease, to address such issues as (a) the dignity and destiny of the human person, (b) the morality of human actions, (c) the consequences of individual choices, and (d) an understanding of human intimacy and sexuality.
2. Information on transmission indicates that students and employees with HIV infection do not pose a health risk to others in the academic and workplace setting. The University believes in maintaining an environment for both working and learning that is free from discrimination against people with HIV disease. The rights and concerns of those who are HIV infected are to be respected at every level of the University. The Church reminds us that discrimination or violence directed against persons with HIV infection is unjust and immoral.
3. Harassing members of the USF community because of their HIV status (perceived or real) is not acceptable behavior at the University and will be dealt with according to the procedures set forth in USF's Sexual and Other Unlawful Harassment Policy.
4. Students will not be denied access to attend classes because of their HIV status. Members of the University community infected with HIV shall not be restricted from access to campus housing, classrooms, dining facilities, recreational facilities, or other common areas. Persons with HIV disease will not be denied an opportunity to live on campus.
5. The University recognizes the importance of protecting to the greatest extent possible and within the bounds provided by law the confidentiality and privacy of any employee or student known to be infected with HIV. Accordingly, such information should be handled by University personnel with the same degree of care and sensitivity accorded to other types of highly confidential medical information.
6. Accommodation requests from students and employees with HIV will be handled on a case-by-case basis by the relevant University office. When requesting an accommodation arrangement, a student or employee may be asked by the appropriate University office for verification of his or her medical condition. Employees infected with HIV may continue working, and students infected with HIV may continue attending classes, as long as they are physically and mentally able.

Appeal Process for Change of Course Grade

The Appeal Process for Change of Course Grade applies to students and both full-time and part-time faculty members in all schools and colleges except the School of Law. Language specific to the USFFA contract is noted as appropriate. Procedural differences for students and faculty members in Degree Completion and Graduate Management programs are also noted as appropriate.

When a student believes that his or her final grade for a course was unfair, the student may use the process described herein to seek resolution of the matter. The burden of proving a claim of an unfair grade (e.g. discrimination, unjust treatment, or errors in calculation) rests with the student. Grades are awarded or changed only by the course instructor or through this appeals process. An appealed grade may be raised or lowered during the course of this appeals process. The parties should make every effort to achieve consensus and to resolve conflicts at the lowest level and as quickly as possible, especially in cases where a student's timely academic progress is in jeopardy.

The student must direct an appeal in writing to the course instructor involved within the first 30 days of the next semester for the Fall and Spring semesters or 30 days after the grade is available online for Intercession or Summer Session. The appeal must include presentation of whatever evidence of unfair evaluation the student believes is relevant. Once the time limit has expired, an appeal will not be taken forward unless the student could not reasonably have known about the alleged injustice within that time; in that case the student must appeal within 30 days of discovering the alleged injustice. It is the responsibility of all parties to make every effort to resolve their differences between themselves and informally.

If at any stage of the grade appeal process an allegation of academic dishonesty becomes known for the first time, this Grade Appeal Process shall be suspended and the case referred to the Academic Honesty Hearing Committee. The Academic Honesty Hearing Committee will make a written report of its findings to the parties involved. If the Academic Honesty Hearing Committee finds the student not guilty of academic dishonesty, the student shall then have the right to decide whether or not to return to the Appeal Process for Change of Grade. If the Academic Honesty Hearing Committee finds the student guilty of academic dishonesty, then the instructor's grade will stand and the student will not have the right to return to the Appeal Process for Change of Grade. The Academic Honesty Hearing Committee does not have the authority to alter a student's grade and should not consider in any way the merits of the grade itself; the only questions are whether academic dishonesty did occur, and if so, what the appropriate sanction(s) should be.

At any stage, any of the parties may invite the University Ombudsperson to help facilitate an agreement.

Dean Consultation Process

The parties may decide to expedite the appeal procedure by consulting the dean (in the school or college within which the course resides) for an informal resolution. If they decide to consult the dean, the dean's decision may not be appealed through the formal process but shall be final and binding. If the student and faculty member cannot resolve the matter between themselves within 30 days and do not agree to consult the dean, the student may appeal through the formal process below. If the faculty member is absent from campus or otherwise unavailable during the 30 days, then the student may proceed directly to the formal process below.

Grade Appeal Committee Process

Adherence to the time requirements listed below in the formal process are the responsibility of the faculty member and the student. If the student does not adhere to them, then the instructor's grade will stand. If the faculty member does not adhere to them, then the student may appeal to the dean of the college in which the course was offered to expedite the process. If the faculty member still fails to respond in a timely manner the student may proceed with the appeal directly to the appropriate dean or to Step Two of the Committee Process. This choice will be at the student's discretion.

STEP ONE: (Note: Degree Completion and Graduate Management program students studying at Regional Campuses may move directly to Step Two if full-time faculty members are not available.)

The first step in the Committee Process is for the student and instructor mutually to select another full-time faculty member within the same school or college as the course instructor. This mutually selected faculty member (the third-party faculty member) shall examine all relevant evidence presented by the two parties and make a recommendation. The third-party faculty member shall be chosen within two weeks after the appeal is presented and shall render a recommendation within one week after examining the evidence. Upon request by the student, time limits may be extended in order to accommodate the Intersession or Summer Session calendars.

If the student and the course instructor cannot agree on a third-party faculty member or cannot or do not choose a third-party faculty member, then the chair of the department or the faculty coordinator of the program involved shall make this selection. If the course instructor is also the chair or coordinator and cannot agree with the student on a suitable third-party faculty member, the student may move directly to Step Two.

In addition to the third-party faculty member, a qualified student (i.e., any undergraduate or graduate student in good academic standing, with at least a 3.0 GPA, within the college in which the appeal is being processed) may be selected, at the sole discretion of the student who has appealed, to assist the student in any appropriate manner, whether as an advocate, another mediator, or an observer.

The third-party faculty member shall make his or her written recommendation to the student and instructor simultaneously. The objective shall be to reach consensus based on the third-party faculty member's recommendation.

The third-party faculty member shall complete a Step One Grade Appeal Form available in the deans' offices stating the basis of the claim, the recommendation he or she has made, and whether the parties have accepted the recommendation. This form shall be placed in the student's official University record at the conclusion of the appeals process, with copies given to both the student and involved instructor.

STEP TWO: If no consensus is reached at Step One, the student may appeal within one week to the full-time faculty in the department or program in which the course was offered by notifying the department/area chair, program director or coordinator. Notification must be in writing, including supporting materials. As necessary, the department/area chair, program director or coordinator may select additional faculty to make the necessary quorum of three full-time faculty. The faculty members shall consider an appeal within 20 working days after receiving the student's written request. These faculty members shall constitute the Course Grade Appeal Committee and shall hold a hearing on the appeal where both the course instructor and student involved are present. In the hearing, the faculty members shall not be bound by formal rules of courtroom evidence. The basic standard for admission of evidence shall be due process and fairness to the student and the faculty member. The student may be accompanied by an advisor of his or her choosing. The role of the advisor is limited to assistance and support to the student in presenting his or her case. The advisor is not allowed to actively participate in the hearing, which includes speaking for the student. After hearing the relevant evidence, the faculty members shall deliberate and reach a decision, which shall be final and binding. (The course instructor and student involved shall not be present during the deliberations and vote.)

A change of grade requires at least a two-thirds vote of those present and voting. Absent such a two-thirds vote the original grade shall stand.

The department/area chair, program director or coordinator shall note the final resolution of the appeal on the Step Two Grade Appeal Form and send copies to the University Registrar's office, the office of the dean of the college or school in which the course resides, the student, and the course instructor involved.

Drug-Free Policy

The University of San Francisco has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by its students and employees on school premises or as part of any of its activities. In addition to compliance requirements of the Drug-Free Schools and Communities Act (as amended in 1989), USF subscribes to a long and distinguished tradition of humanistic, Jesuit and Catholic values. As such, USF seeks to develop the ability of our students to apply to their own personal and social lives the principles and values learned in the philosophical and theological disciplines.

Furthermore, each and every member of the USF community has the right and responsibility to pursue his or her academic endeavors in a safe, effective, drug-free environment. Students, staff and faculty work collaboratively in developing educational programs that will encourage responsible adult behavior. The practice of students accepting responsibility for compliance with federal and state laws and with USF's Drug-Free Policy nurtures adult behavior.

Below is a summary of alcohol and drug violations for students. Elements of this policy may change from time to time, however; interested persons are encouraged to consult the online Fogcutter and online Catalog to ensure finding the latest version.

The following behaviors may result in the initiation of disciplinary action in accordance with the University Conduct and Disciplinary Procedures:

- Underage possession and/or consumption of alcohol.
- Possession of an open container of alcohol in public. Public areas include common areas in the residence halls and condo buildings, unit balconies or patios, public balconies or patios, courtyards, hallways, parking lots, sidewalks, and streets.
- Hosting, organization of, or participation in a student group event where alcohol is being unlawfully consumed. Participation is defined as being present at the event, regardless of consumption.
- Being present while others are unlawfully using alcohol.
- Being present (if under the age of 21) while others are consuming alcohol.

- Possession of empty alcohol containers, even for decorative use, if residents are under the age of 21. Containers found in a student's room or living unit will be considered property of that student.
- Dispensing alcohol to minors.
- Intoxication (regardless of age).
- Possession or use of a common source of alcohol (e.g., keg, party ball, trash can, etc.), or participation in an event where a common source of alcohol is present. Excessive amounts of alcohol (e.g., beer pong) regardless of container type may be considered to be a common source.
- Unauthorized possession, consumption, sale, distribution, or manufacture of any controlled substance, illegal drug, and/or drug paraphernalia.
- Being present while others are using or are in possession of illegal drugs.
- The attempted sale, distribution, or manufacture of any controlled substance, illegal drug, and/or paraphernalia on University property or at official University functions.
- Use of possession of equipment, products, or material that is used or intended for use in manufacturing, growing, using, or distributing any drug or controlled substance, including but not limited to bongs, pipes, or roach clips.
- The medically unsupervised use of drugs that may involve medical or psychological hazards to individuals on University property or at official University functions that is unlawful or otherwise prohibited, limited, or restricted by University policies or regulations, or may lead to interference with the rights and privileges of others.

Students found responsible for violating University alcohol or drug regulations will be sanctioned accordingly.

Equal Opportunity and Non-Discrimination Policy

The University is an equal opportunity institution of higher learning education. As a matter of policy, the University does not discriminate in employment, educational services, and academic programs on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, gender identity, sexual orientation, marital status, medical condition (cancer-related and genetic-related), and disability, and on other bases prohibited by law. The University reasonably accommodates qualified individuals with disabilities under the law.

Honor Code

Honor Code

I. Purpose

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community.

II. The Honor Pledge

USF students uphold the Honor Code by adhering to the core values of the university and upholding its mission to guide their academic careers and educational experiences.

(All students entering USF sign the following Honor Pledge)

USF Academic Honor Pledge

I pledge to demonstrate the core values of the University of San Francisco by upholding the standards of honesty and integrity, excellence in my academic work, and respect for others in my educational experiences, including supporting USF's mission.

III. Standards of Conduct

Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited.

A. Cheating

Cheating is the use or attempted use of unauthorized materials, information, and study aids, as well as unauthorized collaboration on examinations and other academic exercises. It is the responsibility of students to consult with their professors concerning what constitutes permissible collaboration. Cheating or helping others cheat is academic fraud.

B. Plagiarism

Plagiarism is the act of presenting, as one's own the ideas or writings of another; plagiarism, in any of its forms, violates academic integrity. While different academic disciplines have different norms of attribution, all strive to recognize and value individuals' contributions to the larger body of knowledge. It is the responsibility of students to consult with their professors in order to understand the norms of attribution in each discipline and area of study.

C. False Citations

False citation is attribution to an incorrect or fabricated source; false citation is academic fraud. False citation seriously undermines the integrity of the academic enterprise.

D. Submitting the Same Work for Multiple Assignments

Students may not submit work (in identical or similar form) for multiple assignments without the prior, explicit approval of all faculty to whom the work will be submitted. This includes work first produced at USF or at another institution attended by the student.

E. Submitting False Data

False data is information that has been fabricated, altered, or contrived in such a way as to be misleading; the submission of false data is academic fraud.

F. Falsifying Academic Documentation

Forging or altering academic documentation (including transcripts, signatures, letters of recommendation, certificates of enrollment or standing, registration forms, and medical certifications) concerning oneself or others is academic fraud.

G. Abuse of Library Privileges

Depriving others of equal access to library materials constitutes a violation of academic integrity. This includes sequestering library materials for the use of an individual or group, refusal to respond to recall notices, and the removal or attempt to remove library materials from any University library without authorization.

H. Abuse of Shared Electronic Media

Depriving others of equal access to shared electronic media used for academic purposes constitutes a violation of academic integrity. This includes actions that result in the damage or sabotage of campus computer systems.

IV. Academic Honesty Committee: Role and Membership

The Academic Honesty Committee is responsible for oversight of the Honor Code and shall investigate alleged Honor Code violations, and resolve and award sanctions when appropriate. The Academic Honesty Committee does not have the authority to change a student's grade.

The Academic Honesty Committee is a representative group of faculty, students, and administrators from the College of Arts and Sciences, the School of Management, the School of Education, and the School of Nursing. Ordinarily, members include: three faculty from the College of Arts and Sciences, one faculty from the Schools of Management, Education, and Nursing, two undergraduate students, and one graduate student. The University of San Francisco Faculty Association (USFFA) and the Provost Council jointly appoint the faculty and administrative members. The ASUSF and the Provost's Council select the student representatives.

The Chairperson is appointed by the Provost for a term of two years and is a non-voting member unless the members are evenly split on a decision regarding an Honor Code violation. Other members serve for a minimum of two years; ideally members from the same department serve staggered terms. Academic Honesty Committee members administer the Honor Code and educate students, staff, faculty, and administrators about their academic responsibilities. Scheduling problems and other circumstances may alter committee makeup and length of terms.

A staff person in the Office of the Provost keeps all written or recorded information related to the business of the Academic Honesty Committee on a password protected server.

V. Possible Violations of the Honor Code

All USF students are expected to adhere to the Honor Code and are subject to the consequences of violating it.

If an instructor believes that a student has violated the Honor Code, the instructor first notifies the student to give him/her an opportunity to respond. If the instructor concludes that a violation has occurred, s/he may issue a warning, lower the grade, or assign a failing grade and report the incident to the Associate Dean of the student's college or school. If the student is not satisfied with the consequence proposed by the instructor, the student may refer the matter to the Academic Honesty Committee.

If a staff person or another student believes that a student has violated the Honor Code s/he will notify the Associate Dean of the student's school or college. The Associate Dean determines the appropriate consequence for the student and may report the violation to the Academic Honesty Committee.

Whether the violation has been handled by the instructor or referred to the Academic Honesty Committee, the instructor is responsible for reporting the incident to the Associate Dean's office of the student's college or school. Repeat violations are forwarded by the Associate Dean to the Academic Honesty Committee for further action.

Information related to violations of the Honor Code will be kept for up to seven (7) years in a secure, confidential file in the appropriate Associate Dean's office.

When a violation is reported to the Academic Honesty Committee, the process that follows occurs in the following stages: A) Referral, B) Investigation, C) Resolution, D) and Sanction.

A. Referral

Any serious or repeat violation of the Honor Code or unsuccessful resolution by an instructor is referred to the Academic Honesty Committee. The referring individual submits a signed written report to the Academic Honesty Committee, which describes the incident in detail.

B. Investigation

When an alleged violation is referred to the Academic Honesty Committee, two committee members — a faculty/administrative member and a student chosen by the Academic Honesty Committee Chair — investigate the allegations and report their findings to the Academic Honesty Committee.

i. Making reasonable efforts to interview the student(s), the complainant(s) and the potential witnesses, the investigators gather information relating to the alleged violation. Investigations are expected to take no longer than two weeks from the time of the initial referral, at which time a written report is submitted to the Academic Honesty Committee. If the investigators differ in their conclusions, separate reports may be submitted.

ii. If the Academic Honesty Committee determines that there is insufficient evidence, the report of the violation will be dismissed and the outcome reported to the student, the reporting individual, and the Associate Dean of the student's school or college.

iii. If the Academic Honesty Committee determines that there is sufficient evidence of a violation, resolution will follow.

C. Resolution

The Academic Honesty Committee Chair will schedule a hearing, to be held at least 15 working days from the time of the Academic Honesty Committee's determination to pursue a violation. The student(s) will be notified in writing of the hearing date and the alleged violation(s). The

letter to the student(s) shall include:

- A copy of the Honor Code;
- A summary of the allegations;
- A list of expected witnesses and evidence;
- The date, time, place of the hearing;
- The names of the Academic Honesty Committee members; and
- The rights of the student.

In preparation for the hearing:

- i. The Academic Honesty Committee Chair prepares all materials to be considered at the hearing and makes them available to the student charged with academic dishonesty, the person making the charge, and the Academic Honesty Committee at least five (5) working days before the hearing.
- ii. Evidence that the student wishes to submit in response to the allegations must be submitted to the Academic Honesty Committee Chair for distribution at least 48 hours before the hearing; it is at the discretion of the Academic Honesty Committee to consider any evidence submitted after that time.

Rights of charged student at the hearing include:

- i. To be allowed reasonable time to prepare for the hearing (no less than 10 working days after being notified of the hearing date).
- ii. To select a support person to be present as an observer during the hearing; legal counsel is not permitted.
- iii. To be present at the hearing. The charged student may waive his/her right to attend in which case the hearing may proceed without the student.
- iv. To present evidence or witnesses. The charged student must inform Academic Honesty Committee regarding requests for witnesses at least 5 working days before the scheduled hearing. The student is responsible for notifying his/her witness(es) of the hearing date, time, and location.
- v. To waive any rights associated with the hearing as provided by the Honor Code.
- vi. To receive a written report from the Academic Honesty Committee.

Hearing Procedures guidelines:

- i. There must be a quorum of Academic Honesty Committee members present, a minimum of 2/3 or 6 of its 9 members.
- ii. The Academic Honesty Committee Chairperson or a designee presides over the hearing and determines all procedural matters prior to and during the hearing.
- iii. If a student fails to appear at a scheduled hearing, the hearing may be held and the matter resolved without the student present.
- iv. The hearing will be closed to the public in all cases.
- v. In matters involving multiple students, their cases may be heard in a single hearing. If all students do not consent to a joint hearing, the same Academic Honesty Committee will hear their cases separately.
- vi. Any witness, other than the charged student, is present only for his/her testimony.
- vii. The Academic Honesty Committee shall decide via secret ballot whether the student is "in violation," of the Honor Code. A majority of Academic Honesty Committee members must vote "in violation" in order for sanctions to be imposed.
- viii. If the Academic Honesty Committee determines the student is "in violation" of the Honor Code it will impose: a letter of censure in the student's academic file; suspension from the University; or a recommendation to the Provost for dismissal or denial/revocation of a degree.
- ix. Once the Academic Honesty Committee reaches a decision, the chairperson of the Academic Honesty Committee will communicate in writing directly to the student, the reporting individual, the Associate Dean of the student's school or college, and the Provost the outcome of the hearing.
- x. The decision of the Academic Honesty Committee is final and binding.
- xi. The Academic Honesty Committee prepares a written report, detailing the evidence considered, final decision, and reasons for its decision, which is submitted to the Office of the Provost.

D. Sanctions¹

These guidelines will be used, without regard to mitigating or exacerbating circumstances, by the Academic Honesty Committee to determine the sanction that is most appropriate for the violation committed. Sanctions will be based on the severity of the violation. For offenses not expressly addressed in these guidelines, the Academic Honesty Committee should consider the general principles they convey.

i. Letter of Censure

A Letter of Censure is the least severe sanction recommended by the Academic Honesty Committee to the student's Dean. It describes the Honor Code violation and is placed in the student's academic file, which is retained in the Registrar's Office. The letter is kept there until graduation, at which time it is destroyed.

Offenses for which a Letter of Censure is an appropriate sanction are often characterized by a combination of deceit, ignorance, and confusion on the part of the accused. Examples of when a Letter of Censure is appropriate include, but are not limited to:

- Submitting the same paper written by the student, or portions thereof, in multiple courses without permission or attribution;
- Collaboration on an assignment where collaboration was not allowed;
- Including false or improper citations in the assignment.

ii. Suspension

Suspension is the intermediate level sanction recommended by the Academic Honesty Committee to the student's Dean. Suspension will typically be imposed for one semester, but may be imposed for two semesters. Suspension is noted on the student's transcript at the end of the semester's entries in which the violation occurred: "Suspension: Violation of Honor Code."

Offenses for which Suspension is an appropriate sanctions are extensive, grave and/or serious first-time violations, or for a repeat violation of a lesser offense. Examples of offenses in which Suspension is the appropriate sanction include, but are not limited to:

- Complete or partial plagiarism on a paper;
- Cheating on a test;
- Unauthorized collaboration on a project;
- Altering a graded assignment for regrading.

iii. Dismissal from the University or Revocation of a Degree

Dismissal from the University or revocation of a degree is the most severe sanction recommended by the Academic Honesty Committee to the student's Dean and the Provost. Dismissal is noted on the student's transcript at the end of the semester's entries in which the violation occurred: "Dismissal: Violation of Honor Code." If a student has already received a degree from the University, the President or Provost of the University may revoke the degree. The sanction will be entered permanently on the student's record.

Dismissal from the University or revocation of a degree is appropriate for serious, grave, and/or extensive first-time or repeat offenses such as altering one's academic transcript. It is also reserved for situations in which efforts to educate the student on the importance of academic integrity and to reform his/her behavior have not worked, and the Academic Honesty Committee believes it is appropriate to permanently remove the student from the University. Dismissal is also appropriate if a student has previously committed one or more Honor Code violations with suspension and has committed another violation after return from suspension.

Institutional Policy on Freedom of Expression

A. Preamble

The University of San Francisco is a University in the Jesuit tradition. It is governed by a self-perpetuating, independent Board of Trustees under a charter granted in 1855 by the State of California.

As a Catholic Jesuit institution, the University has the opportunity and the responsibility to advocate the values and theological tenets upon which it is founded.

As an educational institution, the University is committed to the proposition that a truly educated student comes away from the University equipped not only to develop and articulate a point of view but to sustain it in the face of contrary opinions. Cardinal John Henry Newman stated in his classic text, *The Idea of a University*, "It is not the way to learn to swim in troubled waters never to have gone into them." Education is best achieved with dialog among divergent or pluralistic viewpoints.

The University has recognized this view of education as a key component of its vision, mission and values, including as core values a belief and commitment to advancing:

1. The Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths and religions as fully contributing partners to the University;
2. The freedom and the responsibility to pursue truth and follow evidence to its conclusion;
3. Diversity of perspectives, experiences, and traditions as essential components of a quality education in our global context.

Viewed in this manner there is no inherent conflict in the mission of USF as a University and as a Catholic institution. Just as the very nature of religious belief requires free, uncoerced assent, so the nature of a university requires respect for evidence, for investigation, for reason, and for enlightened assent.

Therefore, because we are irrevocably committed to full intellectual discourse, we reaffirm the right of every member of the University community to free expression, free association and free exercise of religion.

B. Protections and Guarantees

Freedom of expression at the University of San Francisco includes the right of USF students to present and advocate their ideas in the spirit of the development of knowledge and the quest for truth. Freedom of expression includes debates, speeches, symposia, posting of signs, petitioning, information dissemination, the formation of groups and participation in group activities, and the invitation of guest speakers to address the University community.

It must be at all times understood that the positions or views espoused are those of students or speakers themselves and do not necessarily reflect the views of the University.

The University shall not, in general, impair or abridge the foregoing freedoms beyond the regulation of the time, place and manner of their expression, except as to such speech, expression or association that falls outside of traditional constitutional protection. While students and student organizations at USF are guaranteed the freedom to examine and to discuss questions of interest, and to express their opinions publicly and privately, the University also recognizes its obligation to protect its property and processes from individual or collective actions that are malicious, or that disrupt this institution, or that obstruct, restrain or interfere with activities of members of the University community, whether by physical force or intimidation.

C. Policies

1. USF students are free to organize and to join associations whose stated purposes are consistent with the University Mission and its Catholic, Jesuit character, to promote their common interests. All student groups are required to register with the University, and registration of a student group carries with it certain rights, responsibilities, and privileges:
 - Registration of student organizations shall be with the Office of Student Leadership and Engagement. Information required for registration will include the following: name of organization; statement of general purposes; name, address, telephone number, and student identification number of all officers and/or directors of the organization; and any other information about the organization required by the University

administration. Registration of student organizations shall be freely permitted, subject to the limitations set forth herein. Registration of student organizations does not in any way suggest or imply that the University approves, supports or sponsors such organizations, or the points of view espoused thereby.

- Membership in registered student organizations must be open to ALL registered students at the University, except in certain gender-specific fraternal orders.
 - All registering student organizations will agree, at the time of registration with the University, to the policies and procedures promulgated herein relating to their activities on campus.
 - All information disseminated by any registered student organization shall bear on its face the following statement: "The views presented herein do not necessarily reflect the position of the University of San Francisco."
 - Registered student groups have the right to request student activity funding from the appropriate funding source, which funding shall not be withheld on the basis of race, color, religion, sex or sexual orientation, disability, national and/or ethnic origin, creed or age.
 - Registered student groups may use campus facilities and resources as defined by the Vice President for University Life (or the Vice President's designee) and printed in the most recent edition of the Fogcutter Student Handbook.
2. Access to University facilities shall be granted to registered student organizations, subject to the provisions set forth below:
- All registered student groups shall be granted equal access to the following University facilities and resources: the use of information tables in designated common areas, access to designated bulletin boards, scheduled use of meeting rooms, access to publicity announcements in the student media (subject to the official publicity regulations of those media). Registered student groups will be permitted to sponsor guest speakers, which speakers shall (a) be permitted to present and advocate their ideas in the spirit of the development of knowledge and the quest for truth and (b) be governed by University regulations while on University premises.
 - Individual students may reserve facilities only to conduct pre-organizational meetings (see Event Planning Guidelines in the Fogcutter Student Handbook). Other use of meeting rooms by individual students and the opportunity of individual students to invite guest speakers to campus shall be subject to appropriate administrative policies and regulations contained in the most recent edition of the Fogcutter Student Handbook.
3. All written information or materials disseminated by individual students or registered student groups on University premises must be stamped with the disclaimer set forth in section C(1)(d) of this policy.

Individual students and student groups are required to comply with University administrative regulations at all times.

D. Activities Regulations

1. The University shall have the right to regulate the time, place and manner of all on-campus expression, and to prohibit any speech and expression which creates a clear and present danger of:

- blocking roadways or walkways in common areas;
- restricting or preventing physical access to campus buildings;
- generating excessive litter;
- generating excessive noise; or
- interfering with or disrupting classes or other ongoing University events or activities.

2. In addition, the University shall have the right to prohibit, prevent or stop expression which, by its content:

- is itself illegal or advocates a clear and present danger of causing violence or illegal action;
- advocates the physical harm, coercion, intimidation or other invasions of personal rights of individual USF students, faculty, staff, administrators or guests; or
- advocates willful damage or destruction or seizure of University buildings or other property, or destruction of or interference with ongoing University classes, events or activities.

3. The University shall have the right to impose appropriate discipline upon any student whose expression goes beyond that which is protected hereunder and/or comes within the purview of activities outlined above.

4. The Committee on Student Freedoms and Responsibilities will convene to assess and respond to violations and/or student complaints regarding this policy. Committee representation will include faculty/staff from the Dean of Students, Student Leadership and Engagement, Public Safety, University Ministry, and one faculty member at-large.

Policy, Process and Procedures for Obtaining Approval to Conduct Research at the University of San Francisco that Involves Human Subjects

Student, faculty, or staff researchers affiliated with USF who wish to conduct research at the University of San Francisco that involves human subjects are required to gain approval before they can proceed with their research. The approval process is outlined below and must be fully completed by all researchers except those who are affiliated with another educational institution who have received approval by their institution's review board for the protection of human subjects. All outside researchers are required to obtain permission directly from the Provost before beginning data collection.

Please note that outside researchers do not need USF IRB approval, only approval from their home institution's IRB and the USF Provost, and the *FERPA coordinator (if applicable).

Most questions regarding the protection of human subjects are addressed at the USF Institutional Review Board for the Protection of Human Subjects (IRBPHS) website, <http://www.usfca.edu/soe/students/irbphs/> and forms are available there also. Questions can also be addressed by

contacting the Institutional Review Board office at IRBPHS@usfca.edu or extension x6091. The office is located in the Education Building, Room 007 in the Department of Counseling Psychology.

Approval Process

1. Submit an application for approval of the research study, including a detailed plan for the protection of any human subjects who will be participants in the research study, as well as the full research protocol, to the USF Institutional Review Board for the Protection of Human Subjects (IRBPHS). The procedures for obtaining USF IRBPHS approval are detailed in the IRBPHS Manual, which is available online for all interested parties.
2. Approval must be obtained from the IRBPHS before the study can begin. Until approval from the IRBPHS is given, subjects may not be recruited or contacted for potential participation, or any data collected. If such approval is not given, the study cannot be conducted.
3. If the research study involves USF students as human subjects, the University Registrar may also review the application for compliance with the *Family Educational Rights and Privacy Act (FERPA). If the study is not in compliance with FERPA, the study cannot be conducted. The IRBPHS chair will forward the IRB application to the Registrar if FERPA clearance is required. The researcher does not need to contact the Registrar separately.
4. Please note that FERPA grants students significant rights of access to their educational records. It also protects the privacy of student records and requires the University to inform students of all their rights and safeguards. Only material classified as "directory" information can be released without student consent. Directory information as defined by USF includes: the student's name, school of enrollment, credit hour load, periods of enrollment, degree awarded, honors, participation in athletic activities, weight and height of athletic participants, major and minor fields, and dean's list. Research that depends on use of non-directory information, such as students' addresses, will - of necessity - require FERPA review and probable alteration to the research plan in order to proceed.
5. Research that involves only passive observation or archival data (accessible to the public) does not require IRBPHS approval. In these situations, no new information is obtained directly from human subjects and identities are not revealed. Instructors who require research (other than literature searches) as part of course requirements should see the IRB website for guidelines on whether IRB approval is required. Instructors and advisors are urged to contact the IRB office at any time for consultation about student projects.
6. If research subjects are to be obtained through any external organization, written permission to access subjects must be submitted with the IRB application.
7. Once IRBPHS approval (and FERPA compliance approval, if appropriate) has been obtained, data collection must be completed within 12 months from the date of approval or a renewal application must be submitted to the IRBPHS to continue with the study beyond the approved time period.
8. If the research study involves university employees (faculty or staff) as research subjects, the researcher must obtain a letter of permission from the Associate Vice President for Human Resources (415-422-6707) who acknowledges and authorizes the research that is to be conducted. This letter must be included with the application that is submitted to the IRBPHS.
9. If the research study involves classroom or university department time and/or assistance, in addition to IRBPHS and FERPA approval, the researcher must obtain the written permission of the class instructor or department supervisor (as appropriate) before proceeding with the actual study. Approval by the IRBPHS and FERPA clearance do not require or obligate the instructor or supervisor to give permission, as he or she retains the right to deny such permission.
10. USF students, faculty, or staff members have the right to refuse to participate in approved research studies. If USF students, faculty, or staff members are involved as research subjects, their individual permission is required before the researcher can proceed. If they refuse to participate, they cannot be penalized or inconvenienced in any manner for their refusal to participate.
11. Any modification to the approved research protocol or changes in instrumentation (including wording of items) must be communicated in writing to the IRBPHS on a modification application, which must be approved before any proposed changes/modifications are implemented.
12. Researchers are required to report in writing to the IRBPHS within ten (10) working days any adverse reactions or complications on the part of participants in the study. A statement that a subject may contact the IRBPHS with any questions or concerns must be clearly delineated in the consent process prior to the collection of data by the researcher. Interviews that are to be recorded by the researcher are to be explicitly mentioned in the consent form given to the research participant.

Prevention of Sexual and Other Unlawful Harassment Policy

Policy Statement

The University of San Francisco ("University") is committed to a workplace and educational environment that is free of sexual and other unlawful harassment. Sexual harassment is unlawful under Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act of 1964, and the California Fair Employment and Housing Act. As a matter of University policy, sexual or other unlawful harassment occurring in the course of any University activity is prohibited. This policy provides complaint procedures to assist the University in its efforts to implement this policy.

Harassment on the basis of race, religious creed, color, national origin, ancestry, disability, marital status, medical condition (cancer-related or genetic-related), sexual orientation, sex, age, or any other protected status under federal, state or local law, ordinance or regulation applicable to the University, is a violation of this policy.

Any such harassment of any individual in the course of any University-administered program, job or activity is prohibited and shall not be tolerated. The University shall take prompt and effective corrective action to address unlawful harassment, including, where appropriate, dismissal or expulsion. The policy explicitly applies to University students, faculty, staff, administrators, independent contractors and all other individuals

engaged in University activities. Individuals who know of harassment, or believe that they have been harassed in violation of this policy, have access to the complaint procedures described below and are encouraged to utilize these complaint procedures.

Statement of Prohibited Conduct

Sexual Harassment Violates State and Federal Law:

Conduct in violation of this policy occurs when an individual's behavior involves (1) unwelcome sexual advances; (2) unwelcome requests for sexual favors; (3) other unwelcome verbal, physical, or visual behavior of a sexual nature; or (4) harassment or discrimination based on gender. Such conduct is a violation of this policy and of law when:

- Submission to such behavior is made explicitly or implicitly a term or condition of an individual's education or employment; or
- Submission to, or rejection of, such behavior by an individual is used as a basis for educational or employment decisions; or
- Such behavior otherwise has the purpose or effect of unreasonably interfering with, or otherwise creating an intimidating, hostile, or offensive educational or employment environment.

Title VII and Title IX of the Civil Rights Act of 1964; 29 CFR § 1604.11(a).

Prohibited Behavior

Harassing behavior may take a variety of forms including, but not limited to, the following:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwelcome sexual advances, invitations, or comments;
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures;
- Physical conduct such as unwanted touching, blocking normal movement, or interfering with work;
- Threats and demands, such as those which seek submission to sexual requests, in order to retain employment or education benefits and/or offers of job or education benefits or conditions in return for sexual favors;
- Retaliation, in the form of adverse employment or educational actions opposing, reporting or threatening to report harassment or for participating in a good faith investigation proceedings or hearings related to this policy;
- Harassing behavior includes conduct directed towards persons of the same or opposite sex.

Retaliation Is Prohibited

An individual's good-faith filing of or pursuing a complaint under this policy or otherwise reporting, complaining, assisting or cooperating in good faith with a complaint of harassment shall not be the basis for any adverse University decision regarding the student, employment or other status of any student, faculty member, staff member, administrator, independent contractor or other individual engaged in University activities. Such retaliation is forbidden by this policy.

Procedure for Harassment Complaints

The University encourages students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities who know of harassment, or believe that they have been harassed in violation of this policy to utilize the complaint procedures described below. A complaint should be filed promptly if an instance of harassment has occurred or is expected to occur. Unless good cause exists, complaints must be filed no later than one year after the harassment occurs.

The complaint procedure is as follows.

Reporting Harassment

Students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities are encouraged to report any conduct of which they have direct knowledge and which they in good faith believe constitutes harassment in violation of this policy. Managers have a legal duty to report any conduct of which they have direct knowledge, and which they in good faith believe constitutes harassment in violation of this policy.

Intake Procedure

Students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities who have a harassment complaint are encouraged to contact a University intake officer as soon as possible after the act of harassment has occurred. Delay in initiating a complaint impedes the University's ability to remedy unlawful harassment.

The individual making the complaint ("complainant") may contact one of the following intake offices, each of which has a designated and trained University member to receive such complaints and to initiate actions under this procedure:

- Residence Life; Phelan Hall, Room 140; Steve Nygaard, Director, 415-422-6824
- Academic Support Services; Gleeson Library, Room LL 20; Charlene Lobo Soriano, Associate Director, 415-422-6841.
- Human Resources; Lone Mountain 339; Elsie Tamayo, University Affirmative Action Officer, 415-422-6707

Should a complainant choose not to file a complaint using one of the intake options set forth above, she/he may bring the matter to the attention of any appropriate administrator or designee. University officials are empowered and required to address harassing behavior promptly and thoroughly. A complainant may always directly contact her/his department head or supervisor, or the University's Affirmative Action Officer. If the harassing behavior involves the department head or supervisor, a complainant may contact the next level supervisor. As soon as the complainant contacts the department head or supervisor directly, the department head or supervisor shall immediately notify the University's Affirmative Action Officer.

During intake, complainants shall be informed of both the informal and formal complaint procedure options.

Informal Complaint Procedure

- The complainant may initially meet with the appropriate Dean, department head, or supervisor, or, if the complainant is a student complaining of conduct that is not within an employment context, with the Vice President for University Life. The Vice President shall immediately notify the University Affirmative Action Officer; or
- The complainant may initially meet with the person whose conduct is complained of ("accused"), with the intake officer present to assist in the discussion; or
- The complainant may request that the intake officer initially meet with the accused.

Informal options may always be pursued as a first step. The intake officer and/or Affirmative Action Officer shall be available to meet with the individuals involved jointly or separately, and seek to find a resolution that is acceptable, provided the University concludes that such resolution is likely to provide prompt and effective corrective action. Any such proposed resolution at the informal complaint stage must be presented to the Affirmative Action Officer for review. All efforts to resolve complaints informally should be made promptly and within 30 working days of receipt of the complaint.

If an acceptable resolution is not reached, or is not likely to be reached, within 30 working days or otherwise in a manner necessary to promptly and effectively correct harassment, the complainant or the Affirmative Action Officer may determine to resolve the matter through the formal complaint procedure, or the University may take immediate action it deems necessary to ensure prompt and effective corrective action.

Formal Complaint Procedure

At the time of intake or thereafter, the complainant may file a written complaint with the Assistant Vice President for Human Resources ("AVP"). The AVP shall promptly provide written notice of the complaint to the applicable Dean, department head and/or supervisor, and the applicable Vice President for the accused. A copy of such written notice shall also be provided to the accused.

The complainant should ordinarily include details of the incident(s), the name(s) of the person(s) alleged to have engaged in the conduct complained of, the names of any witnesses, and all relevant documents.

Investigation

All complaints shall be investigated by the Affirmative Action Officer, other trained University personnel and/or a retained independent investigator. The investigator shall expeditiously investigate the matter in accordance with all applicable state and federal law. The investigator shall interview the complainant, the accused and such other students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities as necessary to conduct a full and fair investigation. The investigator shall then prepare a written report to the AVP. Where the University has previously reviewed the conduct at issue in another forum, the AVP may elect to consider the prior review before, in conjunction with, or in lieu of a separate investigation under this policy.

The written report of investigation shall summarize information relevant to a determination of whether a violation of this policy occurred and/or what, if any, corrective action should be taken by the University. The AVP shall promptly transmit a copy of the report to the appropriate University officer, with any recommendations. If the complaint concerned behavior by or affecting a student or behavior between or among students, the report shall be forwarded to the Vice President for University Life. The written report of investigation shall be confidential.

Confidentiality

Every reasonable effort shall be made to protect the privacy of the complainant, the accused, and witnesses in the investigation and resolution process, subject to the need to conduct a full and impartial investigation, remedy violations, monitor compliance, and administer this policy.

Determination

The appropriate University officer, in consultation with the AVP, shall promptly make a determination of the complaint. The determination shall be communicated to the complainant, the accused, and the applicable Vice President for the accused.

Independent Action by University

To assist the University to determine whether a violation of this policy has occurred and/or to determine what, if any, corrective action should be taken, the AVP or her designee may initiate an investigation with or without a formal complaint being filed.

Corrective Action

Corrective action may include disciplinary action toward the person(s) whose conduct is found to violate this policy. Disciplinary action may include, but is not limited to, warning, suspension, or termination from employment, the University's residential facilities, or other affiliation with the University. Disciplinary action, including expulsion, and/or any other corrective action shall be implemented in a manner consistent with other University policies and procedures and applicable University collective bargaining agreements.

Other forms of corrective action may be taken to the extent necessary to correct or prevent violations of this policy.

Appeal Procedure

A person whose conduct is found to violate this policy may appeal a University determination of discipline of the complaint under the applicable student handbook, collective bargaining agreement, or employee handbook.

Resources

Within the University

The Affirmative Action Officer is Maye-Lynn Gon-Soneda, 415-422-6707, Lone Mountain, Room 339. Contact the Affirmative Action Officer if you have questions or would like more information about this policy.

Outside the University

Members of the University may file a timely harassment complaint with the federal Equal Employment Opportunity Commission (EEOC), the federal Office of Civil Rights (OCR), and/or the California Department of Fair Employment and Housing (DFEH) at the addresses and phone numbers listed below:

EEOC

901 Market Street, Suite 50
 San Francisco, CA 94103
 (415) 356-5100

OCR

50 United Nations Plaza, Room 239
 San Francisco, CA 94102
 1-800-514-0301

DFEH

455 Golden Gate, Suite 760
 San Francisco, CA 94102-7008
 1-800-884-1684

Privacy of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. FERPA also permits disclosure of directory information without consent unless the student has filed a Request for Non-Disclosure of Directory Information. Directory information at the University of San Francisco includes: student's name, school of enrollment, credit hour load (full-time, part time), periods of enrollment, USF e-mail address, degree(s) awarded and date(s) of conferral, honors, participation in athletic activities, weight and height of athletic participants, major and minor fields, and dean's list.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of San Francisco to comply with the requirements of FERPA. The name and the address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Recognition of Degrees and Acceptance of Transfer Credit

The University of San Francisco evaluates, without prejudice, applicants for admission from regionally accredited postsecondary institutions and from postsecondary institutions that are candidates for accreditation (as defined in the Handbook of Accreditation, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges). Applicants are reviewed on the merits of their prior academic achievements and potential for achieving the goals and objectives of the program to which they seek admission. The University of San Francisco shall not refuse, on the basis of policy, to recognize the degrees or accept the transfer of credits from a regionally accredited postsecondary institution or a postsecondary institution that is a candidate for regional accreditation.

Courses from regionally accredited four-year postsecondary institutions or from such institutions that are candidates for regional accreditation are generally transferable if the course content is similar to the content of a course listed in the University of San Francisco Catalog. Courses from regionally accredited, two-year postsecondary institutions, or such institutions that are candidates for regional accreditation, are generally transferable under the same conditions. If the institution is part of the California Community College System, those courses which have been designated as "California State University Transferable" will be accepted. The University does not accept transfer of credit from unaccredited institutions.

Graduate applicants must submit a bachelor's degree (and a master's degree for Ed.D. and certain D.N.P. applicants) from a U.S. college or university that is a regionally accredited institution of higher learning.

Degrees from Outside the United States

The international applicant for admission to USF master's level programs and the Doctor of Nursing Practice program must have a bachelor's degree from an accredited institution of higher learning.

Three-year undergraduate (bachelor's) degrees within the Bologna Process signatory countries will be accepted by the following University of San Francisco School/Colleges:

- College of Arts and Sciences
- School of Nursing and Health Professions
- School of Management
- School of Law (for the LLM program).

The School of Education will review three-year bachelor's degrees from countries within the Bologna Process on a case-by-case basis, as California licensure and/or credential requirements may limit or prohibit acceptance into some School of Education programs based on these degrees.

Three-year undergraduate degrees from all other countries (e.g., in Africa, Bangladesh, India, and Pakistan) will be reviewed on a case-by-case basis by all schools and colleges at the University of San Francisco.

In all cases, the University of San Francisco will only accept degrees from colleges and universities that are recognized by a governmental ministry of education (or its equivalent) as a degree-granting institution for the country within which the institution of higher learning is located.

Applicants for admission to Masagung Graduate School of Management must present an evaluation of all required academic documents compiled by an independent academic credential evaluation provider. USF MBA requires that all applicants use World Education Services; their website is accessible at www.wes.org.

Applicants for admission to all other graduate programs must request that official transcripts from all post-secondary institutions attended be sent directly to USF.

Applicants who attended institutions that do not issue complete academic records in English must submit both official copies of native-language records and literal translations prepared by an appropriate university or government official.

Official transcripts must show all courses and subjects taken and all grades (marks) received. If the degree conferral date or graduation date is not posted on the transcript, additional documentation, such as degree and graduation certificate or a copy of the diploma, must be submitted.

Diploma supplements must accompany transcripts from European institutions.

Sexual Offense Policy

The following is a summary of the University's Sexual Offense Policy.

For a complete text of the policy, please consult the Fogcutter Student Handbook. Elements of this policy may change from time to time, however; interested persons are encouraged to consult the online Fogcutter and online Catalog to ensure finding the latest version.

1. The University of San Francisco recognizes that a sexual offense is a serious issue; saying "no" means "no," and failure to resist sexual activity does not mean consent. "Consent" means positive cooperation by words or actions, exercising free will and with knowledge of the nature of the act involved. A current or previous dating relationship is not sufficient to constitute consent. Nor will the perpetrator of a sexual offense be excused by the fact that alcohol or drugs were used by either party.
2. The Sexual Offense Policy applies to University faculty, staff, and students involved in any employment or academic relationship, or both, at the University. Employees covered by collective bargaining agreements are subject to their own policies and procedures related to the handling of sexual offenses. This policy is supported through an educational prevention program, psychological support services and a referral network of off-campus medical and advocacy services. It is enforced through internal disciplinary procedures with sanctions up to and including termination for employees or expulsion for students.
3. Sexual offense, for purposes of this policy, is nonconsensual sexual conduct including but not limited to rape, sodomy, oral copulation, sexual battery, or sexual penetration with a foreign object. In interpreting this policy, the University will refer to the law of the state of California. Sexual conduct not covered by these provisions (e.g., sexual harassment) may nevertheless subject a student or employee to discipline if he or she violates the standards of conduct for his or her constituent group. Students should refer to the Student Conduct Code and Disciplinary Procedures. Employees should refer to the chapter dealing with employee conduct in the Administrative Staff Handbook.
4. The University encourages victims of a sexual offense to immediately receive medical aid and contact SF-WAR (415-647-7273) for advocacy during the medical exam. The Rape Treatment Center at San Francisco General Hospital is equipped to collect evidence through a sexual assault examination. Upon request by the victim of a sexual offense occurring on campus, Public Safety will provide transportation to the Rape Treatment Center. The examination must be conducted within 72 hours of the incident in order to collect evidence for prosecution purposes. Although the victim is not required to report the incident to the San Francisco Police, the hospital is required by law to report an incident of a sexual offense to the Police.
5. Students are strongly encouraged to promptly report all incidents of sexual offense occurring on campus to Public Safety. (Call 422-2911, 24 hours per day.) An officer will write an incident report and the University will investigate the facts. Personal information about the victim and alleged perpetrator will remain confidential, insofar as it does not interfere with the University's right to investigate allegations of inappropriate conduct and to take corrective action where necessary.
6. Public Safety Officers are required to contact the San Francisco Police Department for further investigation. A decision by the victim to press formal charges with the police does not have to be made at this time. If the victim decides not to file an official report with the San Francisco Police Department, the victim may advise the San Francisco Police Department of this decision.
7. In addition to seeking immediate medical aid, the University encourages victims of sexual offenses to obtain psychological support and discuss options for reporting sexual offenses. Confidential resources for anyone wishing to discuss a sexual offense include counselors in

Counseling and Psychological Services (CAPS) or clergy acting in their official capacity. CAPS is located in the lower level of Gillson Hall and may be reached by calling 422-6352. CAPS staff, through its director, is responsible for making regular reports to the Vice President for University Life and Director of Public Safety regarding any known cases of a sexual offense occurring on campus. The name(s) of the alleged victim will not be used unless prior written consent has been obtained. In addition to on-campus resources, the San Francisco Rape Treatment Center (821-3222) and SF Women Against Rape (647-7273) make confidential referrals for medical treatment, legal aid, advocacy services, and private therapy.

8. Once an incident of a sexual offense becomes known to any University employee, that employee, with the exception of CAPS staff or clergy acting in their official capacity, should report that incident to the Department of Public Safety. Upon receiving the report, an officer will be assigned to investigate the incident.
9. In addition to filing an incident report with Public Safety, a victim is encouraged to file a complaint through the University disciplinary process. It remains at all times the decision of the victim whether or not to file such a complaint. If a victim elects to initiate a formal complaint against the alleged perpetrator of a sexual offense - and the alleged perpetrator is a student at USF - the victim should contact the Assistant Dean of Students (University Center 409). Such a complaint will be handled in accordance with the University Conduct and Disciplinary Procedures, as described in the Fogcutter Student Handbook.
10. Personal information about the victim and accused student will remain confidential, insofar as it does not interfere with the University's right to investigate allegations of misconduct and take corrective action where necessary. However, the University may disclose the final results of campus disciplinary proceedings regarding specified crimes of violence or non-forcible sex offenses, as provided for in the Family Education Rights & Privacy Act (FERPA). The information that may be released is limited to the name of the accused student, the violation committed, and any sanction imposed by the University against the student.
11. Possible sanctions for persons found in violation of the Sexual Offense Policy range up to and include suspension or expulsion from the University (for students) and termination from employment (for employees). Lesser sanctions, such as community service, gender-communication education, and psychological counseling, may be granted for students found in violation of the Sexual Offense Policy. A victim of sexual offense has legal recourse outside the campus disciplinary system.
12. Upon request by the victim of a sexual offense, the appropriate University office(s) will provide assistance with adjusting on-campus living arrangements and/or class schedule to the extent these changes are reasonably available at USF. If modifications are made, there is no presumption that the accused student is responsible.

Smoking Control Policy

Policy Statement

Effective Beginning Fall 2008

Smoking is no longer permitted anywhere within the boundaries of University-owned or leased property and vehicles with the exception of two designated smoking areas, one on main campus and one on Lone Mountain. After a transition period of two years, these two designated areas will be evaluated as the campus completes the transition toward a smoke-free environment.

The existing prohibition on the sale and promotion of tobacco products on the campus will continue. The University will make available smoking cessation programs to students, staff, and faculty to facilitate the transition to a smoke-free life.

Smoking Cessation Resources

- Students - Provided by the Health Promotion Services
- Staff/Faculty - Provided by Well Life Program

[View full text of the campus smoking policy](#)

Statement of Responsibilities and Standards of Conduct

In developing responsible student conduct, disciplinary proceedings play a role secondary to counseling, guidance and admonition. At the same time, the University of San Francisco has a duty and the corollary disciplinary powers to protect its educational purpose through the setting of standards of scholarship and of conduct for the students who attend the University and through the regulation of the use of institutional facilities. Consistent with that purpose, reasonable efforts will be made to foster the personal, educational, and social development of those students who are held accountable for violations of University regulations. As a Jesuit institution, USF is committed to being a community that facilitates the holistic development of its members.

This commitment encourages the freedom for individual choice and expression with the expectation that individual members of the community will BE HONEST, DEMONSTRATE RESPECT FOR SELF, DEMONSTRATE RESPECT FOR OTHERS, and DEMONSTRATE RESPECT FOR THE LAW AND UNIVERSITY POLICIES AND PROCEDURES. In keeping with this commitment, this Statement of Responsibilities and Student Conduct Code and related policies and procedures have been created to guarantee each student's freedom to learn and to protect the fundamental rights of others. The University has established standards, policies and procedures that are necessary to achieve its objectives as a Catholic, Jesuit University. These standards, policies and procedures are inclusive of the laws of the nation, the state of California, and the local community.

All members of the USF community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self, others, and their property. Students living off campus are members of this community and, as such, are representatives of USF to the community at large. In this regard, students living off campus maintain an equal measure of accountability to the values and expectations of all members of this community as identified in the Student Conduct Code.

Whether living in or passing through the campus neighborhoods, or parking in the streets around campus, students are expected to adhere to the same high standards of conduct and behavior that are consistent with the students' developing role as responsible and accountable citizens and reflect well upon the USF community.

University Conduct and Disciplinary System

The President delegates general supervision for matters of student conduct and disciplinary procedures to the Vice President for University Life. Specific responsibility and authority for the University Conduct and Disciplinary System is assigned to the Assistant Dean of Students. A conduct officer or the appropriate conduct board can review student disciplinary matters. The Assistant Dean of Students or designee determines which course of action will be taken based on the nature of the incident.

Disciplinary procedures are not identical to the rights afforded the accused in a civil or criminal proceeding. Formal rules of evidence will not apply, and deviations from the prescribed procedures, or errors in their application, will not in themselves invalidate a decision or proceeding, or constitute grounds to withhold disciplinary action unless significant prejudice to the accused may result, or the errors were such as to have prevented a fair and just determination of the issues.

The communication of disciplinary procedures will occur via the student's USF student email account and/or campus or U.S. mail. Students will be held accountable for retrieving their mail from their email account or campus mailbox in a timely manner. Failure to do so is not an acceptable excuse for delaying the disciplinary process and may result in a decision being made in the student's absence.

Disciplinary and Conduct Procedures

Conduct Meeting

1. Incident Report. Members of the University community and nonaffiliated persons may file a report regarding the behavior of a student. If the reported information constitutes a potential violation of the Student Conduct Code and/or University standards, policies, or procedures, the University will pursue the matter through the University Conduct System, beginning with either an initial review or a conduct meeting.
2. Initial Review. The assigned conduct officer/board reviews the report, notifies the student(s) of the report, gathers relevant information, and interviews any witnesses. The conduct officer/board may elect not to interview a witness who does not have first-hand knowledge of the incident, presents information that is deemed to be unnecessary for the deliberation process, or presents information about the involved student's character. After the conduct officer/board has gathered all relevant information, the conduct officer/board conducts a meeting or refers the case to another conduct officer/board.
3. Conduct Meeting. The assigned conduct officer/board will notify the student in writing at least three (3) business days in advance and will provide notification of the alleged violations, and a time, place and location for the conduct meeting. The conduct meeting is closed to the public and only the student and the conduct officer/board may be present. The purpose of the meeting is to provide the student an opportunity to respond to the allegations. The student will be given the opportunity to accept responsibility for the violations or to challenge the information presented and provide new information in response thereto. The conduct officer/board shall determine whether sufficient information has been obtained or if there will be the need for follow-up meetings with the student or other witnesses.
4. Burden and Standard of Proof. The student responding to the reported allegation is presumed not to have violated the Student Conduct Code. The standard for determining a violation of the Student Conduct Code is "more likely than not".
5. Deliberation. The conduct officer/board shall deliberate in private. Sanctioning for a Student Conduct Code violation is based upon the nature of the determined violation and any previous violations of the Student Conduct Code.
6. Notice of Outcome. The conduct officer/board shall notify the student of the conduct meeting outcome in writing no later than five (5) business days after the meeting. If the student is found responsible, the conduct officer/board must notify the student of the option to file a request for appeal. (See "Appeal Process" for further explanation.)

University Policies

- [Administrative Guidelines on HIV Disease](#)
- [Appeal Process for Change of Course Grade](#)
- [Drug-Free Policy](#)
- [Equal Opportunity and Non-Discrimination Policy](#)
- [Institutional Policy on Freedom of Expression](#)
- [Policy, Process and Procedures for Obtaining Approval to Conduct Research at the University of San Francisco that Involves Human Subjects](#)
- [Prevention of Sexual and Other Unlawful Harassment Policy](#)
- [Privacy of Student Records](#)
- [Recognition of Degrees and Acceptance of Transfer Credit](#)
- [Sexual Offense Policy](#)
- [Smoking Control Policy](#)
- [Statement of Responsibilities and Standards of Conduct](#)

- [Honor Code](#)

Institutes, Centers and Enrichment Programs

4 + 3 B.A.-B.S/J.D. Program

The 4+3 BA/BS - JD program is a joint program offering of the College of Arts and Sciences, the School of Business and Management, and the School of Law that provides USF undergraduate students with the necessary background for a successful law school program and admission into the USF School of Law for qualified students. Graduates of this joint degree program will have mastered an intellectually demanding curriculum that prepares them for the legal profession. The program also provides excellent preparation for careers in government, business and education.

Administrative Office
Kalmanovitz Hall 232
Phone: (415) 422-2910 or (415) 422-6349
Robert Elias, Director

Specifically, under this program, undergraduate students majoring in the arts, sciences or business will be assured admission to USF's Law School if they enroll in the program, maintain a minimum GPA of 3.2, earn at least a 70th percentile score on the LSAT, and complete either the Legal Studies or Criminal Justice Minor.

Sharon Li, Director, Center for Global Education Academic Learning Communities

Martín-Baró Scholars

Students in the Martín Baró Scholars explore social justice in contemporary urban life by participating in an integrated curriculum that meets the academic needs of most incoming first-year students. Martín Baró Scholars enroll in common courses (two courses each semester) during their first year. By living in specially designated space in the residence hall, students develop and grow as a community of learners.

Administrative Office
Kalmanovitz Hall, Room 333
Phone: (415) 422-5541
Email: living-learning@usfca.edu
Website: www.usfca.edu/living-learning
Lorrie Ranck, M.Ed., Director of Living/Learning Communities

The central theme of the Martín-Baró Scholars community is the study of poverty. With a creative comprehensive curriculum and a focus on diversity and service in the multicultural urban environment of San Francisco, this unique living-learning community provides opportunities for first-year students to build strong relationships early in their college career and actively engage in social justice, academic study, and service.

Students who successfully complete both semesters (fall and spring) in the Martín-Baró Scholars Community, earn the following credits:

- Writing and Public Speaking (Core A1 and A2)
- Literature (Core D)
- Service Learning (SL)
- Cultural Diversity (CD)
- Elective credit (4 units)

The Garden Project

The Garden Project is an innovative living-learning community for first-year, junior and senior students of any major, no previous gardening experience necessary. Established in response to student interest in how to cope with rapidly changing and interconnected global conditions, the Garden Project creates an opportunity for students to learn about climate change, water rights, food security, and social and economic justice as they relate to food production and form a tight-knit community in the process.

The Garden Project community offers a rare opportunity for students to engage in community design and gardening through the active cultivation of the university's 1/4 acre organic garden nestled in the heart of campus. The study of community-supported agriculture, through historical research, analysis of organic garden strategies, hand-on experiments, and field trips will assist students as they take the lead in the designing, cultivating, managing and harvesting of USF's community organic garden.

Garden Project students participate in these events:

- Weekly community garden meetings
- Regional field trips and overnights
- 100-mile radius potlucks
- Facilitation of University-Wide Garden Forums

Upon successful completion of the year, Garden Project students fulfill these University requirements:

- Social Science (Core E)

- Service Learning (SL)
- eight (8) units elective credits

Esther Madriz Diversity Scholars

Named after the late Esther Madriz, beloved professor of sociology who embodied the Ignatian ideals of education of the whole person as a means toward social justice, this living-learning community explores the idea of "crossing borders and discovering home." Here, borders refer to real and imagined boundaries placed around us as individuals and as members of various communities.

Esther Madriz Diversity Scholars explore and explode these boundaries to understand the social and political impact upon both those inside and outside, as well as our own place within these structured systems.

Esther Madriz Diversity Scholars participate in these events:

- Fall weekend retreat
- Weekly karamus (community gatherings)
- Various fieldwork experiences
- Transborder cultural experience

Upon successful completion of the year, Esther Madriz Diversity Scholars fulfill these Core requirements:

- Social Science (Core E)
- Cultural Diversity (CD)
- Service Learning (SL)

This year-long living-learning community is a collaborative effort between the Sociology Department and the Office of Multicultural Student Services.

Erasmus

Erasmus is designed to bring together second and third year students from the various undergraduate colleges at USF in a shared learning environment with the option for community living. During both fall and spring semesters, students engage in coursework, involvement at a number of organizations, and community building.

Erasmus students learn theoretical information from the classroom experience, discuss the material as a community and directly apply information and ideas through various community-based research projects. Over the course of a year, students in the community delve deeper into their understanding of the intertextuality of ethics, service, and justice at local and global levels.

The program culminates with a two-week experience in a marginalized community which offers students the opportunity to dialogue with people working in direct service roles and reflect on their own evolving understanding of justice, and their role in creating change.

Upon successful completion of both semesters in the Erasmus program, students earn credit towards the following Core requirements as well as four units of elective credit:

- Ethics (Core D)
- Service Learning (SL)

Air Force Science Program

Air Force ROTC is offered through the Aerospace Studies department at U.C. Berkeley. Scholarships (including tuition, book allowance, and stipend) are available for qualified students. Students may enroll and attend one course per semester at the U.C. Berkeley campus at no cost.

Topics covered in AFROTC courses include Basic Military knowledge (1 credit), Military History (1 credit), Leadership Training (3 credits), and U.S. National Security Affairs and Preparation for Active Duty (3 credits). Additional components of the ROTC program include 3 hours per week of fitness activities, 2 hours per week of Leadership Lab, and a 4-week Summer Field Training. Upon completion of the program and granting of 4-year degree, students will be commissioned as Second Lieutenants in the United States Air Force.

To be eligible for AFROTC, applicants should be full-time students and meet additional fitness, GPA, testing, and other requirements. Interested students should visit the department website at <http://airforcerotc.berkeley.edu>, call 510-642-3572, or email airforce@berkeley.edu

Administrative Office
Hearst Gymnasium, UC Berkeley, Room 176
Phone: 510-642-3572
Fax: 510-642-9071
Email: airforce@berkeley.edu
Website: <http://airforcerotc.berkeley.edu/>

BA/BS-Master of Arts in Asia Pacific Studies Program

The BA/BS-Master of Arts in Asia Pacific Studies (BA/BS MAPS) Program gives undergraduates the opportunity to satisfy up to 20 of the 36 units required for the Master's in Asia Pacific Studies (MAPS) degree while pursuing their Bachelor's degree at USF. Students who take full advantage of the unique opportunities offered by the BA-MAPS Program can save at

Administrative Office
Kalmanovitz Hall, Room 185
Phone: (415) 422-2229
Email: kopp@usfca.edu
Ken Kopp, Associate Director, Center for the Pacific Rim

least a year's time and tuition while earning both a BA and the MA in Asia Pacific Studies.

BA-MAPS students can get both graduate AND undergraduate credit for up to 12 units of Asian language (Chinese or Japanese) courses taken at USF. When BA-MAPS students enter their senior year in good standing, and with at least a 3.0 cumulative grade point average, they may enroll in one MAPS graduate seminar (which also counts as upper division credit) in each of their last two semesters. If the student earns a grade of at least "B" in these seminars, they will also be accepted for credit towards the 36-unit MAPS degree.

Eligible undergraduate Chinese and Japanese units include all but literature in translation courses. The two graduate seminars taken in the BA-MAPS student's senior year are 0185-601, Comparative Modernization of East Asia (4 units, History; Fall), and 0185-605, Cultures of East Asia (4 units, Philosophy/Religion; Spring).

Business Minors

The McLaren School of Management offers Minors in General Business (20 credits) and Hospitality Management (20 credits), for students declaring majors other than business.

The General Business Minor provides the non-business major with a background in business to complement their current field and future careers. The Hospitality Management Minor offers an intensified concentration in business and hospitality management classes in order to provide a basic foundation and knowledge of the industry, thus enhancing a student's competitive "positioning" in this field.

The Minors are reflected on students' transcripts, and require a letter grade and a minimum GPA of "C" (2.0) in the Minor. Students interested in a Business Minor should consult with their advisor in to declare the Minor and to review the specific course requirements and necessary prerequisites for the courses.

General Business Minor Courses (20 credits)

Required (12 credits) — Minor courses may be taken in any order after or concurrently with BUS 201.

- BUS 201 - Principles of Financial Accounting I
- BUS 302 – Marketing Management
- BUS 304- Management and Organizational Dynamics

Elective — Select 8 credits from a wide range of undergraduate 200-400 level Business courses, so long as prerequisites are met.

Hospitality Management Minor (20 credits)

A minimum of 400 hours of professional work experience related to the hospitality field must be completed prior to the student's senior year and is a requirement for the minor. Required

8 business credits:

- BUS 201 - Principles of Accounting I
- BUS 304 - Management and Organizational Dynamics

12 required Hospitality Management Credits:

- BUS 181 - Hospitality Professional Development
- BUS 283 - Introduction to the Hospitality Industry

Electives — Select 8 credits from the Hospitality Management Curriculum

- BUS 284 - Conference and Events Planning
- BUS 381 - Restaurant Management and Culinary Arts
- BUS 382 - Restaurant Entrepreneurship and Culinary Arts
- BUS 383 - Greening the Hospitality Industry
- BUS 384 - Hotel Operations
- BUS 387 - Beverage Management
- BUS 389 - Advanced Culinary Skills
- BUS 482 - Hospitality Law and Human Resource Issues
- BUS 483 - Hospitality Marketing and Service Management
- BUS 487 - Catering and Fine Dining Management

Center for Child and Family Development

The Center for Child and Family Development was developed to promote academic and personal success in at-risk school children by providing school-based family counseling programs for parents and their children. The Center serves as a valuable educational setting for graduate students to receive training and supervision and to assist in providing services. In addition to providing an important community service for the residents of San Francisco's Mission district, this Center provides low-fee counseling services and valuable fieldwork opportunities to USF students.

Administrative Office
Phone: (415) 422-2137

Center for Latino Studies in the Americas

The Center for Latino Studies in the Americas contributes to the understanding of Latino/a communities in the United States and throughout Latin America and promotes scholarly communication across national boundaries. CELASA fosters the interdisciplinary analysis of the social, economic, political and cultural realities of Latin Americans and of Latina/as in the United States.

CELASA bridges USF's academic, community, and international programs focused on Latin America and Latino/as in the United States. It supports research, teaching, and service opportunities for faculty, students, community members, and visiting scholars. It functions as a central coordinating unit for academic majors and minors, study abroad and international exchanges, a visiting scholars program, student organizations, faculty research initiatives, and the Pan-American Society. CELASA connects USF to the San Francisco Bay Area community and to Jesuit networks throughout Latin America.

CELASA embodies USF's Jesuit tradition as an academic, service, and research center to advance the understanding of Latino/a communities in the United States and Latin America. It promotes open dialogue across community and national boundaries to create scholarly work that includes the multiple experiences of people in the Americas. The Center fosters an interdisciplinary analysis of the social, political, cultural, and educational realities of Latin Americans and of Latino/as in the Americas as the product of historical events, migration, and globalization. CELASA encourages scholarship and service to create a more humane and just world.

Activities

Jesuit Migration Research Network

CELASA is part of the Jesuit Migration Services - Central and North America - a group of researchers from Jesuit universities in Canada, the United States, Mexico and Central America. The network meets once a year to share research and plan cross-border collaborative projects.

CELASA is currently conducting immigration studies with researchers from the Universidad Iberoamericana in Santa Fe, Mexico, Loyola University Chicago, Rafael Landivar University in Guatemala, and the Central American University in Managua, Nicaragua.

Globalization Working Group

A research, reading and writing group of USF faculty who approach the phenomenon of globalization from a variety of disciplinary perspectives. Issues addressed by USF faculty include human rights, international law, media, religion and identity, the role of the state, and business and diplomacy.

The Social Identities Reading Group

A research and reading group of USF faculty who address issues of identity, including Latino/a and Chicano/a identity. Explores how race, gender, ethnicity, and sexualities influence the experience of Latino/as in the United States.

Center for Law and Ethics

The objective of the USF School of Law's Center for Law and Ethics is to teach students to become ethical lawyers. Through various projects, it engages practicing attorneys in discussions about ethics. In addition, it examines the structure of the legal profession and the legal system, exploring possibilities for reform and improvement.

Administrative Office
Kendrick Hall, Room 300
Phone: (415) 422-5448
Website: www.usfca.edu/law/le

To meet the Center's objectives, law school faculty members teach legal ethics, primarily in seminars limited to an enrollment of 20. In these seminars, professors address students' individual moral and ethical commitments and discuss how those should and should not change as students become lawyers. In addition, professors explore unorthodox approaches to helping students be happy, healthy, and ethical attorneys—from teaching classes on interpersonal dynamics to holding meditation sessions.

The Center also hosts a variety of events each year, including academic symposia examining critical legal ethics issues, guest speakers, and continuing legal education conferences in association with state and local Bar Associations.

Center for Law and Global Justice

The Center for Law and Global Justice is a focal point for USF School of Law's commitment to international justice and legal education with a global perspective. Founded in 1999, the Center's work focuses on human rights protection, peace and democracy building, and economic development, with an emphasis on corporate responsibility.

Administrative Office
Kendrick Hall, Room 328
Phone: (415) 422-6304
Email: globaljustice@usfca.edu
Website: <http://www.usfca.edu/law/clgj/>

The Center generates student externships around the globe, protects and enforces human rights through litigation and advocacy, manages and participates in international rule of law programs in developing nations, develops partnerships with world-class foreign law schools, provides a forum for student scholarship, and nurtures an environment where student-organized conferences and international speakers explore topics relating to global justice.

The Center's global justice projects have included assisting schools in developing nations, ending juvenile death penalty sentences, defending death row inmates in the American South, and addressing the underlying issues of migration caused by climate change. Students contribute to global justice initiatives by participating in focused internships and research projects.

Founded in 1999, the Center is interdisciplinary in nature, often embarking on initiatives that meld law and anthropology, business, economics, or political science.

Center for the Pacific Rim

The [Center for the Pacific Rim](#) plays a vital role on the West Coast in strengthening the San Francisco Bay Area as one of America's foremost "gateways to the Pacific Rim." Established in 1988, the Center promotes understanding, communication, and cooperation among the cultures and economies of the Pacific Rim. The Center administers an interdisciplinary graduate program in Asia Pacific Studies, presents international conferences, special lectures, seminars and outreach activities for the San Francisco Bay Area urban community, and sponsors research, online and print publications, and a Visiting Fellows program.

Administrative Office
Main Campus, Room KA-185
Phone: (415) 422-6357
Fax: (415) 422-5933
Email: pacrim@usfca.edu
Melissa Dale, Executive Director
Ken Kopp, Associate Director of the Center and the Administrative Director, M.A. in Asia Pacific Studies (MAPS)
Stephen Roddy, Academic Director for M.A. in Asia Pacific Studies

The Center includes two institutes: a unique interdisciplinary research institute, the Ricci Institute for Chinese-Western Cultural History, and the Japan Policy Research Institute. The center is also home to the headquarters of the Nautilus Institute for Security and Sustainable Development, an international non-profit organization devoted to policy research and outreach related to Northeast Asia energy and nuclear issues. In addition, the Center exercises administrative oversight for the College of Arts and Sciences interdisciplinary undergraduate and graduate degree programs in Asian Studies.

The Center serves as a forum where international educators, students, lawyers, government officials, and business people meet to network, exchange ideas, and gain a greater understanding of the changing dynamics of the Pacific Rim today.

Centers

- [Center for Child and Family Development](#)
- [Center for Latino Studies in the Americas](#)
- [Center for Law and Ethics](#)
- [Center for Law and Global Justice](#)
- [Center for the Pacific Rim](#)
- [Joan and Ralph Lane Center for Catholic Studies and Social Thought](#)
- [Leo T. McCarthy Center for Public Service and the Common Good](#)
- [Study Abroad Programs - Center for Global Education](#)

Davies Forum

The Davies Forum was established by Mrs. Louise M. Davies of San Francisco to enhance the University's efforts to produce future leaders dedicated to public service and committed to ethical leadership. The continuing theme of the Forum, "The Search for Values in Contemporary America," provides an opportunity for all participants to examine anew, and from different points of view, the turbulent state of American society in the last half of the 20th century and into the 21st century.

Administrative Office
Harney, Room 240
Phone: (415) 422-6147

Each semester a different group of selected students called Davies Scholars participates in the interdisciplinary Davies Seminar under the direction of that semester's Davies Professor. Thus far the focus of these seminars has ranged from nuclear disarmament, leadership and the American presidency, and American values in international business, to lying and secrecy, ethics in sports, genetic engineering, gender and family, and the environment.

A public lecture or series of lectures is presented by eminent national and international leaders in government, religion, education, business, and philosophy who address the issue of Christian/Jesuit thought as applied to current social situations. The lecturers, known as Davies Fellows, also take part in faculty colloquia, classroom discussion, and University-wide presentations.. Recent Davies Fellows have included Archbishop John R. Quinn, Mr. McGeorge Bundy, Mr. Pierre Salinger, Dr. Sissela Bok, Ms. Betty Freidan, Dr. Douglas Hofstadter, Dr. Amitai Etzioni, Rev. Jesse Jackson, Mr. Ralph Nader, and Ms. Isabel Allende.

Information on the Davies Forum, its scholars, seminars, guest speakers, and upcoming calendar of events, is available in the administrative office.

Education, Dual Degree in Teacher Preparation Program

The Dual Degree in Teacher Preparation Program (DDTP) has been designed specifically to serve students who have an interest in teaching as a career. As an accelerated program it offers one of the most efficient and economical paths to becoming a teacher.

Administrative Office
School of Education, Room 246
Phone: (415) 422-6321

This program prepares students to teach in California's schools. The DDTP is a blended (graduate/undergraduate) program through which students earn a Bachelor's degree in the major of their choice and a Master of Arts in Teaching. DDTP students will also complete the requirements to be recommended for a California Teaching Credential.

Jeff Buckwalter, Director
Mary Coen, Associate Director

Students planning to enter this program as a freshman must have at least a 3.0 high school Grade Point Average (GPA) to qualify to enroll in the program. To maintain good standing in the program, Dual Degree students must maintain at least a 2.75 cumulative GPA in their college coursework, as well as a 3.0 cumulative GPA in their chosen major. To successfully complete the program, students will:

- Complete the bachelor's degree program.
- Pass the CBEST (California Basic Educational Skills Test) or equivalent.
- Pass the comprehensive Subject Matter Examination for Teachers (CSET).
- Complete School of Education coursework, including student teaching, to qualify for a preliminary credential from the State of California.
- Complete coursework for the Master of Arts in Teaching.

The program involves following a rigorous course schedule, often 17-18 units a semester, in order to complete the requirements for the Bachelor's degree, the credential, and the Master's degree in five (5) years. Without the Dual Degree program, the preliminary credential would normally take one and a half to two years to complete, beyond the Bachelor's degree, with additional time to earn a Master's.

Students intending to teach in elementary schools will complete all applicable University requirements, with the exception of the language requirement, plus various courses designed to help them to acquire proficiency in the subjects covered by the Multiple Subject CSET exams. Students intending to teach high school also complete all the applicable University requirements (including the language requirement) and will take subject matter preparation courses in English, Mathematics, Science, or Social Science in preparation for the CBEST and CSET exams.

Ideally, the program begins in the first semester of freshman year. However, continuing USF students and transfer students are welcome to apply. For these students, the program may require modifications and, in some cases, more time.

For more information about the DDTP program, contact the DDTP office at (415)422-6321, dualdegree@usfca.edu, or <http://www.usfca.edu/dualdegree>.

English as a Second Language

The Department of Rhetoric and Language at USF provides programs of instruction to students for whom English is not their first language and who wish to improve their English skills.

Administrative Office
Kalmanovitz Hall, Room 203
Phone: (415) 422-6862
Email: esl@usfca.edu
Website: <http://www.usfca.edu/esl>

Courses

Enrichment Programs

- [4 3 B.A.-B.S/J.D. Program](#)
- [Academic Learning Communities](#)
- [Air Force Science Program](#)
- [BA/BS-Master of Arts in Asia Pacific Studies Program](#)
- [Business Minors](#)
- [Davies Forum](#)
- [Education, Dual Degree in Teacher Preparation Program](#)
- [English as a Second Language/Intensive English Program](#)
- [First Year Seminar Program](#)
- [Honors Program in the Humanities](#)
- [Military Science Program](#)
- [Pre-Law Advising Program](#)
- [Pre-Medical and Other Pre-Health Science Advising Program](#)
- [Upward Bound Program](#)
- [USF in Sacramento Program](#)
- [USF in Washington D.C. Program](#)
- [Health Studies Interdisciplinary Minor](#)

First-Year Seminar Program

First-Year Seminars are designed to add a unique and challenging dimension to the freshman experience at USF. The seminar format allows freshmen to participate in the kind of class setting generally recognized to be one of the most educationally effective of instructional models.

Administrative Office
Harney, Room 240
Phone: (415) 422-6373
Vincent Pizzuto, Director

Freshmen from any School or College may enroll in a seminar which is included in their full-time course load for a given semester.

Seminars cover a wide variety of topics.

Enrollment in each seminar is limited to 16 students, which enables students to have a close working relationship with the faculty member. The faculty member will assist seminar students in career planning, academic advising, and curriculum planning. The context of the seminars will facilitate conversation between freshmen and faculty. In each seminar, freshmen will be provided with opportunities to learn skills crucial to learning: analysis, synthesis, and communication skills (listening, speaking, writing, group discussion skills, and the sharing of abstract ideas). The First-Year Seminars have three • Prerequisites: a lively curiosity, a willingness to learn, and an eagerness to participate in the pursuit of knowledge and understanding.

For more information, please contact the Administrative Office.

Fromm Institute for Lifelong Learning

The Fromm Institute for Lifelong Learning is a university within a university, offering daytime liberal arts courses for retired adults over 50 years of age. Founded by Alfred and Hanna Fromm in 1976, the Institute offers intellectual stimulation and introduces its members to a wide range of learning opportunities with full access to the facilities and services of USF.

Administrative Office
Fromm Hall, Room 102
Phone: (415) 422-6805
Robert Fordham, Executive Director

The Institute has a firm commitment to learning and believes that older students should be able to learn within a peer setting and be taught by professors of their own age (professors emeriti).

The Institute presents eight-week, non-credit academic courses three times each year. Courses span such areas as psychology, literature, philosophy, science, economics, history, art, music, and creative writing.

Self-governance gives the Fromm Institute a unique identity at USF while remaining an integral part of the campus life. Students set their own pace, but do take part in other campus activities. The Institute has a student council with a president and vice-president who handle students' concerns and communications and plan special visits and field trips.

Honors Program in the Humanities

The Honors Program in the Humanities is designed for high-achieving students seeking an integrated program of intellectual challenge.

Appreciation of the classical expressions of Western civilization and skill in analysis and critical thinking are developed through the examination and discussion of major figures, works and ideas from antiquity to the present. Students who complete the program with at least a 3.30 USF grade point average and a 3.00 average in Honors seminars will be graduated from the University "In Honors."

Administrative Office
Kalmanovitz Hall, Room 487
Phone: (415) 422-6457
Alan Heineman, Professor of English, Director

Students normally enroll during their freshman year, or at the beginning of their sophomore year. Admission to the Honors Program is selective, and occurs only with the permission of the Director. Students not enrolled in the Honors Program may not enroll in Honors seminars without permission of both the Director and the seminar instructor. Information is available at the Honors Program office.

Honors Seminars

Students are required to take two seminars from any two of these groups and one seminar from the remaining group for a total of five seminars.

Group 1

- HON - 312 Ancient Greece and Rome
- HON - 314 The Origins of Judaism and Christianity
- HON - 316 Late Antiquity and the Dawn of the Middle Ages
- HON - 318 The Middle Ages: The Age of Chivalry

Group 2

- HON - 322 Renaissance Culture
- HON - 324 Renaissance in England and Its Roots
- HON - 326 From Baroque to the Enlightenment
- HON - 328 The Social Implications of Scientific Rationality

Group 3

- HON - 332 The American Experience
- HON - 334 Romanticism and Revolution: 19th Century Europe
- HON - 336 The Socialist Tradition
- HON - 338 The Modern Period

- HON - 339 Late Modern Intellectual History; Existentialism and Humanism

Independent Research Project

- HON - 498 Directed Research

Must be arranged by the student with an Honors faculty member. May be used to satisfy a Group I, Group II or Group III requirement, depending on the topic.

Honors Seminars Course Descriptions

Institute for Catholic Educational Leadership (ICEL)

Founded in 1976, the Institute for Catholic Educational Leadership is recognized nationally as a prototype of collaboration and cooperation between Church schools and Catholic universities. The Institute provides outreach to the Catholic school community by providing consultation, conferences, workshops, an ERIC-like website for Catholic schools, publications, and research forums. Today, because of the expanded need for its services, the Institute focuses on services to schools and provides the community component to the Catholic Educational Leadership Program (CEL). It ensures that degree students study, pray, and form community together.

Administrative Office
Education Building, Room 210, 221, 227-233
Phone: (415) 422-6226
Website: <http://www.usfca.edu/soe/ctr/institutes/icel/>
Kathleen Fletcher, Project Director

Relative to the Catholic School Leadership Program, ICEL's aims are threefold: to promote a scholarly educational environment for Catholic school personnel, to build a sense of community among the students and faculty, and to prepare a corps of highly competent, dedicated, and ethical educators for Catholic schools. The Institute attempts to recruit a geographical mix of students - male and female, religious, clergy, and lay - from Catholic elementary and secondary schools, colleges and universities, diocesan offices, and religious community leadership. The Institute enables them to work together to meet the aims of the program and to make the degree "one with a difference."

ICEL's service constitutes a visionary outreach to the Catholic school community, exercising leadership in the arena of ideas and intellectual achievement. ICEL provides a model of Catholic scholarship for schools and their personnel in the field. The Institute sponsors conferences, workshops and seminars for all levels of Catholic school personnel; it publishes proceedings, summary statements, and undertakes strategic planning and instructional designing at the invitation of Catholic schools.

Institute of Nonprofit Organization Management

Institutes

- [Fromm Institute for Lifelong Learning](#)
- [Institute for Catholic Educational Leadership \(ICEL\)](#)
- [International Institute of Criminal Justice Leadership](#)
- [J. Thomas McCarthy Institute for Intellectual Property and Technology Law](#)
- [McCarthy Public Service Certificate Program](#)
- [Public Service Honors Minor](#)
- [Ricci Institute for Chinese-Western Cultural History](#)
- [St. Ignatius Institute](#)

Institutes, Centers and Enrichment Programs

Institutes

- [Fromm Institute for Lifelong Learning](#)
- [Institute for Catholic Educational Leadership \(ICEL\)](#)
- [International Institute of Criminal Justice Leadership](#)
- [J. Thomas McCarthy Institute for Intellectual Property and Technology Law](#)
- [McCarthy Public Service Certificate Program](#)
- [Public Service Honors Minor](#)
- [Ricci Institute for Chinese-Western Cultural History](#)
- [St. Ignatius Institute](#)

Centers

- [Center for Child and Family Development](#)
- [Center for Latino Studies in the Americas](#)
- [Center for Law and Ethics](#)
- [Center for Law and Global Justice](#)
- [Center for the Pacific Rim](#)

- [Joan and Ralph Lane Center for Catholic Studies and Social Thought](#)
- [Leo T. McCarthy Center for Public Service and the Common Good](#)
- [Study Abroad Programs - Center for Global Education](#)

Enrichment Programs

- [4 3 B.A.-B.S/J.D. Program](#)
- [Academic Learning Communities](#)
- [Air Force Science Program](#)
- [BA/BS-Master of Arts in Asia Pacific Studies Program](#)
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- [Pre-Law Advising Program](#)
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- [Upward Bound Program](#)
- [USF in Sacramento Program](#)
- [USF in Washington D.C. Program](#)
- [Health Studies Interdisciplinary Minor](#)

Intensive English Program

The Intensive English Program offers a serious intensive English language training program that stresses academic English and university preparation. IEP courses are taught by USF faculty in the Department of Rhetoric & Language.

Center for Global Education
 UC 5th Floor
 Phone: (415) 422-2601
 Email: iep@usfca.edu
 Website: www.usfca.edu/IEP

IEP curriculum features:

- 20-26 hours of instruction per week instruction in academic reading and writing, listening and speaking, grammar, pronunciation, U.S. vocabulary and idioms
- Elective Special Topics courses each semester such as Business and Computers, English Through Photography, U.S. Culture Through Film
- Courses offered at the intermediate and advanced levels
- TOEFL preparation course (for advanced level students)

Note: The IEP does not offer a beginning level program. Students who do not have a TOEFL score at the time of applying will be given an English placement test upon arrival to the IEP. Students who do not test into the intermediate level will be counseled to seek another language program in San Francisco that offers beginning level courses.

Courses

International Institute of Criminal Justice Leadership

The International Institute of Criminal Justice Leadership was established in April 2001. The Institute formalized and expanded the law enforcement leadership training that the University had been involved in for over 50 years. The broader mission of the Institute is to facilitate training and research for leaders in the various disciplines of the criminal justice system, and to focus on ethical leadership strategies which will result in the humane and effective delivery of services to the community.

Administrative Office
 Professional Studies Building, Room 220
 Phone: (415) 422-2884
 Tony Ribera, Director

The Institute currently co-sponsors an annual symposium on "Visionary Management in Law Enforcement" with the San Francisco Police Department. The symposium draws approximately 150 law enforcement leaders from the western United States. The Institute also presents law enforcement management training and workshops on contemporary issues such as human trafficking and juvenile justice.

The Institute has the benefit of an advisory board made up of distinguished leaders from law enforcement and the academic community. The Institute is expanding its programs and participation to a more international audience.

J. Thomas McCarthy Institute for Intellectual Property and Technology Law

The J. Thomas McCarthy Institute for Intellectual Property and Technology Law honors USF School of Law Senior Professor J. Thomas McCarthy, a pioneer in shaping and defining intellectual property law. Professor McCarthy is a prolific writer, a skilled lawyer, and a revered teacher. His treatises have become indispensable references for scholars and judges around the world.

Administrative Office
Kendrick Hall, Room 300
Phone: (415) 422-6229
Email: franklyn@usfca.edu
Website: <http://www.usfca.edu/law/mccarthy>

The McCarthy Institute is dedicated to advancing the body of knowledge related to intellectual property law, with a particular emphasis on the relationship between IP law, cyberspace law, emerging technologies and globalization. Because law is both a culture to be studied and a practice to be pursued, the Institute focuses on the intersection between theory and practice. It examines and facilitates public dialogue regarding a variety of practical problems that have arisen and will continue to arise in the IP and cyberspace law areas.

The Institute hosts periodic scholarly conferences and symposia, and it sponsors scholar in residence programs, student externships and a number of events dedicated to bringing together IP practitioners, teachers and other interested members of the legal and scholarly communities.

Jackson State University Exchange Program (Domestic)

Joan and Ralph Lane Center for Catholic Studies and Social Thought

The Joan and Ralph Lane Center for Catholic Studies and Social Thought is devoted to research, education and the promotion of the Catholic intellectual heritage with a particular focus on the social teachings of the Catholic tradition.

Among its programs, the Joan and Ralph Lane Center houses the administration of the Catholic Studies and Social Thought Interdisciplinary Minor.

Administrative Office
Kalmanovitz Hall, Room 227-229
Phone: (415) 422-5200
Fax: (415) 422-2206
Email: lanecenter@usfca.edu
Website: <http://www.usfca.edu/artsci/cath/>
Michael Duffy, Director
James Storms, S.J., Lo Schiavo Chair
Julia Dowd, Associate Director

Leo T. McCarthy Center for Public Service and the Common Good

About Leo T. McCarthy and the Leo T. McCarthy Center for Public Service and the Common Good:

Leo T. McCarthy served as a San Francisco County Supervisor, a member and Speaker of the Assembly, and three terms as Lieutenant Governor for the state of California. His public life was characterized by passion, integrity, and a commitment to social justice. He was particularly attuned to the voices of those marginalized by the political process with specific attention to the poor, elderly, and farm workers. An alumnus of USF, he worked to establish the Leo T. McCarthy Center for Public Service and the Common Good in 2002. The Center seeks to inspire and equip students for lives of ethical public service, sponsoring a variety of academic programs, lectures, and projects.

Administrative Office
University Center, Room 300
Phone: (415) 422-5469
Fax: (415) 422-5641
Corey Cook, Director
Website: www.usfca.edu/centers/mccarthy

Mission Statement:

The Leo T. McCarthy Center for Public Service and the Common Good seeks to inspire and equip students for lives and careers of ethical public service and serving others.

Vision Statement:

Public Service is viewed as activities that directly contribute to the achievement of a common objective or value, on a public policy level, in areas such as government, business, the environment, healthcare, and education, particularly policies that may affect the poor and disenfranchised. Thus, public service can be performed in the public, nonprofit or private sectors.

The Center will be a national model for interdisciplinary education, research and action that promotes effective, principled civic engagement. Students and faculty who participate in Center programs will contribute to the forging of sound public policies and programs. Goals for the Center include promoting the common good for all and contributing to the creation of just social and economic structures that respect and incorporate the needs of all, including the poor and disenfranchised.

The Center is dedicated to sponsoring academic programs, public events, service learning opportunities, conferences and faculty and student research that encourage civic engagement and ethical public leadership. The Center will embody the mission of USF which is "to educate leaders who will fashion a more humane and just world."

Supporting Educational Excellence at USF:

The McCarthy Center is located within the College of Arts and Sciences at USF, and as such it supports the multiple facets of academic excellence that comprise the USF experience. In addition to supporting the mission USF "to educate leaders who will fashion a more humane and just world," the McCarthy Center's mission and vision is clearly intertwined with the USF 2028 Planning Document. As the USF 2028 Planning Document states,

"USF offers students a demanding, integrated and holistic education that is the product of our Jesuit Catholic tradition, our San Francisco location, a global perspective and the diverse experiences, perspectives and opinions within the University community and the Bay Area. These qualifiers are not discreet attributes that may be easily separated from one another, but five closely interwoven strands that together, and only together, are the "whole cloth" of educational excellence in our distinctive Jesuit tradition."

As San Francisco's first university, the history of USF and the history of San Francisco are interwoven. As an urban university, USF has a unique opportunity, and responsibility, to serve the citizens of San Francisco and the world. McCarthy Center programs are a key part of the demanding, integrated and holistic education that USF students receive.

McCarthy Center Programs

The McCarthy Center offers support for the development of service-learning courses, and directs the following programs: academic internship opportunities (both domestic and international), an undergraduate certificate and minor, and a graduate degree program. For more information on each of our programs, please visit our website at www.usfca.edu/centers/mccarthy

Service- Learning

Service-learning courses are an integral component of the University of San Francisco's undergraduate curriculum, providing students with community-based lessons about social justice issues and their own potential to be agents of change. The Service-Learning program includes Faculty Development, Advocates for Community Engagement and Community Partner Development.

Service-Learning Seminar for Faculty

The McCarthy Center invites USF faculty of all disciplines to participate in six seminar sessions designed to enhance understanding of service-learning theory and practice, guide development or revision of a service-learning course syllabus, and nurture equitable sustained partnerships with community organizations. Faculty Service-Learning Seminars are generally offered each semester. Participants receive a stipend upon completion of the seminar and submission of a syllabus to their college's curriculum committee.

Faculty Consultations

McCarthy Center staff are available to meet with faculty regarding their community-based learning course development, planning, implementation, and debriefing. Assistance is provided with identification of potential community collaborators, partnership dynamics, syllabus construction, and pedagogical components such as reflection and assessment.

ACE Program

In this paid position, an Advocate for Community Engagement (ACE) makes a one-year commitment to work on site at a Bay Area non-profit organization or in partnership with a service-learning course to facilitate meaningful service-learning experiences for USF students.

Service-Learning Seminar for Community Partners

The Community Partner Service-Learning Seminar welcomes nonprofit staff interested in fostering sustainable, reciprocal service-learning partnerships with USF faculty and students. Community Partner Service-Learning Seminars are generally offered twice a year. Participants receive a stipend upon completion of the seminar.

Partnership Assistance

The McCarthy Center coordinates relationships between faculty and community partners, helping to cultivate partnerships in which course objective and organizational goals are reciprocally met. We also offer consultations in which we work with partners to develop service project ideas and identify compatible USF courses.

International Academic Internships

Global Service Learning: Latin America and Africa

Since 2008 the McCarthy Center, in partnership with the Sarlo Family Foundation and the Foundation for Sustainable Development, has offered a global service-learning program that begins with a preparatory course in the spring semester, extends through the summer with a ten-week sustainable development internship abroad, and culminates with an intensive reflection and research-focused course in the fall.

Public Policy Academic Internships

USF in DC

A semester-long program in conjunction with American University (AU) in Washington D.C., USF in DC combines voluntary service as an intern with relevant coursework. Students divide their time between working at their internship placement and taking courses taught by AU faculty. Participating students concentrate in one of 10 program areas: American Politics, Global Economics & Business, Foreign Policy, Islam & World Affairs, International Law & Organizations, International Environment and Development, Journalism, Justice of Law, Peace and Conflict Resolution, Transforming Communities. In the past, Environment and Development students have visited Brazil and South Africa. Peace and Conflict Resolution students have traveled to Northern Ireland and Bosnia/Kosovo.

McCarthy Fellows Summer in Sacramento

This is a summer program that combines service in a government internship and participation in a California politics seminar class. Students are placed in an internship position in a state legislative or executive office during the 12-week USF summer session. Opportunities include placements with the state auditor's office, assembly and senate offices, and caucuses. Concurrently, students attend a seminar class once a week on California politics. The program includes housing, a stipend to help offset the student's expenses and 4-8 credit units.

Sarlo Scholars Global Service-Learning Program

The Sarlo Scholars Program is a series of three interconnected interdisciplinary courses that provides transformative educational opportunities for students by combining community-based sustainable development summer projects abroad with intensive educational programming on campus in spring and fall semesters. Sarlo Scholars gain appreciation for their responsibilities as global citizens, build knowledge of sustainable development practices, and cultivate personal and professional skills and values consistent with USF's mission.

Masters in Public Affairs (MoPA)

The McCarthy Center graduate program in Public Affairs and Practical Politics (MoPA) provides students with the knowledge and skills necessary for effective political action by merging hands-on experiences with rigorous graduate seminars and internship experiences. This 16 month program taught by practitioners in the field of politics and community advocacy culminates with a full-time graduate-level internship that allows students to put their coursework into practice. Graduates are prepared to pursue careers that make a difference in nonprofits, governmental offices, political entities and the private sector.

Undergraduate Courses of Study

Public Service Certificate

The Public Service Certificate Program is an interdisciplinary program for students in any major interested in acquiring some background and skills for public service. Students take three courses designated as McCarthy Courses offered through various departments on campus.

Public Service Minor

The Public Service Minor is an innovative, intense, interdisciplinary program open to all USF students regardless of their major. The Minor provides the analytical, organizational and advocacy skills and preparation needed for sophisticated public service. The three-year, 24-credit selective program includes internships, mentoring, service learning, the study of public service ethics, research, and a senior thesis. Scholarships are available to outstanding students. Graduates of the program will be honored as "McCarthy Scholars" at commencement.

Master of Arts in Public Affairs and Practical Politics

The graduate program in Public Affairs and Practical Politics provides students with the knowledge and skills necessary for effective political action by merging hands-on experiences with rigorous graduate seminars to bridge theory and praxis. It allows students to apply their skills outside of the traditional classroom setting to create positive change in their communities and in the political system.

The Master of Public Affairs program is ideal for people interested in translating an interest in public affairs and politics into a career in public service for the common good. Graduates are enabled to pursue careers that make a difference in nonprofits, governmental offices, political entities and the private sector. Career paths for the program's graduate students include grassroots and community organizing, campaign strategy and management, governmental relations and advocacy, strategic communications, journalism, and teaching.

Program Requirements

- Thirty-three units are required for the Master's degree. This includes five core courses (15 units), six elective courses (18 units), an Intensive Internship, and a Capstone Project.
- For more information about the program, contact the Leo T. McCarthy Center for Public Service and the Common good at (415) 422-5662 or mopa@usfca.edu.

McCarthy Public Service Certificate Program

The McCarthy Center offers a curriculum module designed for students interested in acquiring some grounding and skills for public service. In collaboration with faculty, department heads and the respective deans' offices, the Center has identified a number of undergraduate courses that could inspire or prepare students for public service.

In the Public Service Certificate Program a student would take a minimum of 12 credits and three such courses during his or her years at USF. One of the courses must be a service-learning course. This course is in addition to the service-learning course required in the Core Curriculum. Two of the courses must be upper division courses. Students must also meet with the Director of the McCarthy Center at least once to receive guidance on course selection. While in the Program the student would be a "McCarthy Associate" and would be able to participate in a range of special functions with outstanding public service practitioners. Prior to graduation, students should schedule an exit interview with the Director or Center staff to discuss their program. A short reflective paper may be substituted for the interview. Successful completion of the program will be noted in the student's transcripts.

The Public Service Certificate is designed for students in all majors. It is intended to complement their Major studies and afford them some insights and skills that could prove useful in whatever service they might choose to pursue.

For more information and a list of the Public Service courses contact the McCarthy Center for Public Service and the Common Good at 422-5662 or stop by UC 300 or visit the Center website: <http://www.usfca.edu/centers/mccarthy/>

Military Science Course Descriptions

MILS - 100. Leadership Lab (1)

In addition to the MSL courses, Leadership Labs provide practical experience for cadets and are scheduled during each semester. Leadership Labs meet a minimum of 1 hour per week. The Leadership Labs in the BOLC I: ROTC Curriculum are designed to build on the classroom material from the week in which they are scheduled and contain activities for all MSL levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate geographic restrictions, such as winter weather conditions.

MILS - 101. Leadership and Personal Development (3)

The purpose of this course is to introduce cadets to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. The MSL 101 course is designed to support recruiting and retention of cadets by giving them accurate insight into the Army Profession and the officer's role within the Army.

MILS - 102. Introduction to Tactical Leadership (3)

The MSL 102 course expands upon the fundamentals introduced in the previous term by focusing on communications, leadership, and problem solving. "Life skills" lessons in this semester include: problem solving, goal setting, interpersonal communication skills, and assertiveness skills. The MSL 102 course continues to support recruiting and retention of cadets by providing them with interesting lessons yielding immediately useful skills. The course also gives accurate information about life in the Army, including the organization of the Army, employment benefits, and work experiences of junior officers.

MILS - 201. Innovative Team Leadership (3)

The first semester of the MSL II year is designed to develop within cadets knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, cadets develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Offered in the Fall.

MILS - 202. Foundations of Tactical Leadership (3)

The purpose of year two is to work from the same or similar learning objectives - developed as part of years one, three and four - but to provide direct experience. The subject is leadership; so the curriculum necessarily involves understanding how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem-solving, and how to plan and organize. The curriculum also focuses on building character. Where years one, three and four focus on mastering definitions, concepts, ideas and principles, year two focuses on direct, physical experiences. Year two centers on giving cadets the opportunity to apply, practice, and experience leadership principles. Cadets are asked to reflect upon their actions and those of others.

MILS - 301. Adaptive Tactical Leadership (4)

MSL 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership qualities.

MILS - 302. Leadership in Changing Environments (4)

MSL 302 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development and Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operation orders. MSL 302 cadets are evaluated on what they know and do as leaders.

MILS - 401. Developing Adaptive Leaders (4)

MSL 401 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Cadets are challenged to analyze, evaluate, and instruct younger cadets. Both their classroom and battalion leadership experiences are designed to prepare them for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

MILS - 402. Leadership in a Complex World (4)

MSL 402 explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios, and "What Now, Lieutenant?" exercises are used to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

Military Science Program

Army ROTC (Reserve Officers Training Corps) is a program that enhances a normal college education by providing unique leadership training and management experience. It helps develop the qualities necessary for success in either a military or civilian career. Students are given valuable opportunities to build for the future by earning a college degree and an Army Officer's commission at the same time.

Army ROTC training establishes an essential difference between ROTC and other college graduates. Army ROTC cadets are taught to be leaders and are provided hands-on experience in managing physical, financial, and human resources. Cadets often possess a higher level of self-confidence than those who have not had the training to develop superior decision-making abilities. Employers value these qualities in the people they hire, and they value the experience that the Army gives to employees who are not "fresh out of college." Graduates who participated in ROTC frequently begin their civilian careers at a higher level of responsibility than other college graduates, and often achieve even higher levels of success.

Scholarship Benefits

Administrative Office
Underhill Building, Room 21
Phone: (415) 422-6405

- **Lieutenant Colonel Kevin Inglin**
Chair, Professor
- **Major Shawn Dodge**
Recruiting Operations Officer/Admissions/Scholarships

Army ROTC offers four-, three- and two-year scholarships. Currently, these scholarships pay full tuition costs as well as a flat rate of \$1,200 annually for textbooks and supplies. Each scholarship includes a stipend of \$300-\$500 for ten months per year, each year the scholarship is in effect. (\$300 per month for Freshmen, \$350 per month for Sophomores, \$450 per month for Juniors, \$500 per month for Seniors). Additionally, USF provides Room and Board grants for ROTC scholarship Cadets (value of between \$9,680 and \$11,130).

A language incentive is also available for students wishing to study the following languages: Arabic, Persian - Farsi, Persian - Dari, Chinese - Mandarin, Pashtu, Urdu, Indonesian, Swahili, Hausa, and Korean. Any scholarship Cadet that studies and passes courses in these languages will receive an incentive of \$100 per month for \$100-level courses, \$150 per month for 200-level course, \$200 per month for 300-level courses, and \$250 per month for 400-level courses.

There are different types of scholarships available: Line scholarships, Nurse Scholarships, and Language Scholarships. Students who are nursing majors apply for a Nurse Scholarship. Students who are interested in language study apply for Language Scholarships. Any other majors of study (no restrictions) fall under a Line scholarship.

National Guard and Army Reserve scholarships are also available. Included in these are the 3-yr Guaranteed Reserve Forces Duty Scholarship for either National Guard or Army Reserve. These scholarships are for those students who wish to serve their country, but want to work in the private sector on a regular basis.

Program Requirements

The standard commissioning program consists of eight semesters (four academic school years - not counting summers or intercession) of course study. Each semester consists of a Military Science course (one 90-minute class per week), a 2-hour Leadership Lab (one time per week), and 2 to 3 Physical training sessions per week. One 3-day Field Training Exercise is held each semester.

Post-Commissioning Service Obligation

Once Cadets graduate from the University and commission as 2nd Lieutenants, they serve in the Active Army, Army Reserve, or National Guard, depending on the scholarship contract they signed. The benefits of no college debt and having a job waiting for you following College cannot be underestimated.

Commissioning Program

The standard commissioning program consists of an eight-semester course of study. The student completes four semesters of lower-division courses (12 units): MILS - 101, MILS - 102, MILS - 201, MILS - 202, acquiring the basic academic and leadership skills necessary for success at the upper-division level.

Upon satisfactory completion of the lower-division requirements, or meeting requirements for the basic course, the student will enter the upper-division program, completing four semesters of upper-division course work (12 units): MILS - 301, MILS - 302, MILS - 401, MILS - 402 plus LDAC

Following successful completion of upper-division requirements, the student will be commissioned as a Second Lieutenant in the Army. Students who have at least four semesters of undergraduate or graduate work remaining may enter the upper-division program by receiving advanced placement credit for prior honorable military service in any active or reserve component of the Armed Forces, or by successful completion of LTC.

Professional Military Education Requirements

Prior to receiving a commission, the Military Science student must obtain the baccalaureate degree and complete a minimum of one course in each of three Professional Military Education (PME) areas. Other courses may be substituted for the listed courses on a case-by-case basis upon approval of the Professor of Military Science. Contact the Enrollment Officer for a current list of PME requirements.

Post-commissioning Service Obligation

When students enter the upper-division program as contracted cadets they agree to complete the ROTC program and to accept a commission as an officer, followed by assignment to the active Army, Army Reserve, or Army National Guard. The service obligation can be satisfied by a combination of active duty, reserve duty (generally one weekend per month, with an annual training period of two weeks), and individual ready reserve (non-drilling) status. Programs are available which guarantee reserve duty while the student pursues a civilian career. Service obligations vary with the student's status.

Leadership Laboratory

Each student enrolled as a cadet participates in leadership training. This weekly leadership laboratory emphasizes the application of leadership theory and principles in a variety of on- and off-campus activities, while reinforcing basic military skills instruction.

Co-curricular Activities

A variety of co-curricular activities are available to students enrolled as cadets. These activities provide students with additional leadership experience and public service.

Army ROTC Color Guard and Drill Team

Students plan, organize, and execute major social functions and public service activities while building camaraderie within the organization. Students also participate in precision marching and intricate drills with rifles and colors (national and organizational flags). This organization performs at major University functions and sporting events (to include 49er and Giants games) as well as parades and drill competitions throughout the Bay Area.

Ranger Challenge Team

Students undergo intensive military skills training with emphasis on teamwork, tactical proficiency, physical stamina, and mental toughness. Cadets also have the opportunity to compete for positions on the Ranger Challenge Team, participating in a challenging intercollegiate military skills competition with teams representing universities from Arizona, Nevada, Utah, as well as from all over California.

Additional Training Opportunities for contracted cadets include Airborne (Basic Parachutist) Qualification training, Air Assault (Helicopter movement and assault) Qualification training, Mountain Warfare (military mountaineering) Qualification training, Winter Warfare (cold weather operations) Qualification training, United Kingdom Officer Training Corps Exchange Program (selected cadets go to Cambridge or London officer training program during the summer), Cadet Troop Leadership Training Program (cadets are assigned to regular Army units as officers to get first hand experience following LDAC), Nurse Summer Training program (nursing cadets are assigned to Army hospitals and Medical Centers to work under the supervision of a registered nurse and gain first hand experience following LDAC).

Pre-Law Advising Program

The Pre-Law Committee, made up of professors from various University departments, is designed primarily to aid undergraduates either considering a career in law or seeking information about such a career. The Committee provides up-to-date information about the legal profession and its educational requirements through personal counseling by faculty in, or acquainted with, the legal profession. Undergraduates are assisted in preparing for the Law School Admission Test (LSAT). The Committee works in close conjunction with the Law School Admission Services (LSAS) and with USF's School of Law.

Administrative Office
Kalmanovitz Hall 232
Phone: (415) 422-2910 or (415) 422-6349
Robert Elias, Director

Pre-Medical and Other Pre-Health Science Advising Program

The Pre-Professional Health Committee (PPHC) serves to guide and recommend students to professional health schools, primarily medical and dental schools, but including pharmacy, optometry, veterinary medicine and podiatry. Most professional schools either prefer or require a committee recommendation. While the PPHC is optional, it is in the student's best interest to use the PPHC. A student may complete the pre-medical or other pre-health science requirements as a part of, or in addition to, the requirements of the academic major. Thus, a "pre-med" is fulfilling specific course work required or recommended by professional health schools while completing an academic major. It is important that the academic major first reflect a student's general interest and curiosity, since a student may decide not to pursue a health career. All majors in the College of Arts and Sciences have sufficient program flexibility for students to fulfill course requirements for pre-professional health programs. The following courses are normally the minimal program requirements. However, it is important that each student study the catalogs of professional health science schools for any variance in requirements.

Administrative Office
Harney, Room 359
Phone: (415) 422-2354
Mary Jane Niles, Chair, Pre-Professional Health Committee

The science course requirements for medical (including podiatry), dental, pharmacy, and veterinary schools, and almost all allied health programs vary little for the lower division courses:

- General Biology, two semesters, lecture/lab
- General Chemistry, two semesters, lecture/lab
- General Physics, two semesters, lecture/lab (may be non-Calculus based courses)
- Organic Chemistry, two semesters, lecture/lab
- Biochemistry, 3 units, lecture

Other highly recommended courses include: Analytical Chemistry (required for pharmacy schools), Calculus (at least one semester strongly recommended by most schools), Genetics, Cell Physiology, Human Anatomy and Physiology.

Public Service Honors Minor

The Public Service Honors Minor Program is co-sponsored by the McCarthy Center for Public Service and the Common Good and offered by the Politics Department. It is a three-year, 24-credit, interdisciplinary program to prepare students for sophisticated, ethical public service in either the public or private sectors. It is open to and structured for students in all majors. In addition to the required courses below, the program includes internships, mentoring, service learning, the study of public service ethics, research and a senior thesis.

Requirements:

[Download the Public Service Honors Minor Requirements Checklist](#)

- POLS - 218 Public Policy and Administration or
- POLS - 396 Public Administration Internship

One course from among the "government institutions" series:

- POLS - 323 Lawmaking
- POLS - 320 Urban Politics
- POLS - 364 California Politics

One course from among the "public policy" series:

- POLS - 362 Public Policy
- POLS - 363 Housing and Homeless Policy
- POLS - 365 Applied Policy Analysis

- POLS - 366 Environmental Policy
- POLS - 367 Public Policy: Drug Policy
- POLS - 368 Public Policy: Punishment

One "McCarthy Course" in any USF college or school

One public ethics course

- POLS - 494 Senior Public Service Honors Seminar or
- Another course for an honors thesis in other departments, subject to approval

Note: Two of the above required courses must entail service learning.

For further information on admission and other requirements and details of the Public Service Honors Minor Program, please contact the McCarthy Center at 422-5662 or visit our website: <http://www.usfca.edu/centers/mccarthy/>

Ricci Institute for Chinese-Western Cultural History

The research arm of the Center for the Pacific Rim, the Ricci Institute for Chinese-Western Cultural History (RI), is a unique interdisciplinary resource founded by the Society of Jesus in 1984. The mission of the USF Ricci Institute is to promote the study of historical cross-cultural encounters and dialogues between China and the West through cutting-edge research programs, publications, meetings, and other scholarly and educational activities. In the spirit of the famous Jesuit, Matteo Ricci, the USF Institute engages in international ecumenical, collaborative efforts, intellectual exchanges, and scholarship. The USF Ricci Institute also houses a prominent 80,000 volume Chinese library, ranked among the top twenty in North America. Its distinguished internet-based library catalogue is among the very few online catalogues throughout the world that offers combined multi-lingual display and search capacity.

Administrative Office
Lone Mountain, Room 280
Phone: (415) 422-6401
Fax: (415) 422-2291
Email: ricci@usfca.edu
Website: <http://www.usfca.edu/ricci>
Xiaoxin Wu, Director

St. Ignatius Institute

The St. Ignatius Institute (SII) offers an integrated liberal arts curriculum in which the primary curricular threads - history, literature, philosophy and theology - are organized to follow an historical sequence. The Institute is designed for those who want the solid foundation of a Catholic liberal arts education in the Jesuit tradition.

Administrative Office
Kalmanovitz Hall, Room 144
Phone: (415) 422-6174
Email: sii@usfca.edu
Sean Michaelson, S.J., Director

The Institute's program does not comprise a "major." Instead, it is an alternative core curriculum substituting SII classes for the University's core in all areas except mathematics and science. To complete requirements for the baccalaureate degree, each Institute student must also complete one of the majors offered by the University, as well as any additional courses required by specific undergraduate colleges. Institute students are enrolled in majors from all sections of the University: science, business, nursing, humanities, and social sciences. With few exceptions, students are able to complete the SII program and a major within four years.

The SII curriculum, based largely on the great books and authors of Western civilization, grounds the student in the rich tradition of Christian humanism.

A unique feature of this program is the seminar/lecture combination. Each semester, a seminar deals with a specific curricular area and time frame through the discussion of pertinent great books and their authors. Concurrently, the same area is systematically treated in a lecture course. All SII courses incorporate primary sources as much as possible. This is an academically challenging course of study geared towards students who want a rigorous academic college experience while living and studying in a community. The Institute also sponsors lectures for the wider University community on topics of contemporary importance.

Additionally, SII students are encouraged to participate in the Institute's Junior Year Abroad programs in Rome, Budapest, and Oxford, England. Approximately 40% of the Institute students avail themselves of this opportunity.

In addition to SII being a particular academic course of study, it is a residential learning community within the University. Students enrolled in the SII are invited to live on the SII floor in one of the residence halls. In addition to the advantage of living with students who are taking the same classes as oneself, this community comes together once a week for an evening of reflection, dinner, and fun. Other aspects of the residential living community include the students performing community service activities together, attending social events and outings, and having opportunities for prayer and reflection. All aspects of the residential living community of SII are optional but are encouraged as ways to integrate the academic and social aspects of the collegiate experience.

St. Ignatius Institute Curriculum Outline

The Institute curriculum is based primarily on the great works of Western civilization. Students take 4-credit SII courses in addition to fulfilling other university requirements. Most SII courses fulfill the university's core requirements.

The Institute curriculum allows a student to complete most major programs in four years. The normal course load is 16-18 credits per semester: some credits taken in the Institute curriculum and the remaining credits in the student's major or electives. The requirement for graduation is the successful completion of the Institute curriculum, the fulfillment of major and college requirements, and sufficient electives for a total of 128 credits.

First Semester

- SII - 100 Greek and Roman Culture and Literature
- SII - 110 Writing Practicum
- SII - 210 Ancient Philosophy

Second Semester

- SII - 120 Advanced Writing Practicum
- SII - 215 Ethical Theory and Practice
- SII - 106 Sacred Scripture or
- SII - 201 Catholic Thought or
- SII - 203 Religion and Culture in Late Antiquity

Third Semester

- SII - 270 The Social Animal
- SII - 302 Music and Art

Fourth Semester

- SII - 204 Medieval and Renaissance Literature or
- SII - 211 Medieval Thought
- SII - 302 Music and Art
- SII - 304 Modern Literature

Fifth Semester

- SII - 312 Modern Philosophy

Sixth Semester

Completion of any remaining requirements (i.e. History, Math, or Science)

Seventh Semester or Eighth Semester

SII Senior Seminar Requirement (must take one)

- SII - 400 Great Texts of World Literature or
- SII - 410 Topics in the Humanities or
- SII - 420 Interdisciplinary Topics

St. Ignatius Institute Course Descriptions**Study Abroad Programs - Center for Global Education**

The Center for Global Education at the University of San Francisco provides students the opportunity to study abroad for one or two semesters as well as for shorter periods during the January Intersession or Summer terms. The programs have been specially selected to further the Mission of the University by providing a global perspective to our students, who as leaders will be able to fashion a more humane and just world.

Administrative Office
University Center, 5th Floor
Phone: (415) 422-6848
Email: studyabroad@usfca.edu
Website: <http://www.usfca.edu/studyabroad>

The programs offered by the Center for Global Education at USF allow you to gain a critical sensitivity to the difficult issues facing an increasingly interrelated world. All programs offer a high quality education, in exciting cities, and at a cost that is similar to that of studying in San Francisco.

USF-Sponsored Program Characteristics

- USF financial aid applies to University-sponsored programs. This includes grants and scholarships, federal, state aid and loans (except work study).
- Academic credits and grades earned in these programs count toward USF graduation.
- Programs are generally open to Sophomores, Juniors, and Seniors in good academic and judicial standing.
- In general, tuition costs are the same as USF's tuition. Room and board is normally paid separately and directly to the host program/institution.
- Applications for these programs must be made through the USF Center for Global Education on the 5th floor of the University Center. Office hours are Monday - Friday, 9:00 a.m. - 5:00 p.m.

Many of the programs sponsored by the Center for Global Education offer courses in English as well as in the language of the country. USF-Sponsored programs are located in

Australia (Fremantle, Sydney)
 Belgium (Leuven)
 Boston University Internships (Dublin, Paris, London, Sydney)
 Burkina Faso (Fall semester only)
 Brazil (Rio de Janeiro)

Chile (Santiago)
 China (Beijing)
 Colombia (Bogota, Cali)

Costa Rica (Alajuela, San Luis) (Fall semester only)

Egypt (Cairo)

El Salvador (San Salvador)
 England (London and Newcastle. Oxford for SII students only)
 Finland (Helsinki)
 France (Lille, Paris)
 Germany (Berlin)
 HECUA (Internship Programs: Ecuador, Northern Ireland, Scandinavia, Eastern Europe)
 Hong Kong

Hungary (Budapest)
 Ireland (Dublin & Kildare)
 Italy (Milan, Rome)
 Japan (Kyoto, Tokyo)
 Korea (Seoul)
 Mexico (Guadalajara, León, Mexico City, Puebla)
 Morocco (Rabat)
 New Zealand (Wellington)
 Nicaragua (Managua)
 Philippines (Manila)
 Poland (Krakow)
 Scotland (St Andrews)
 Singapore
 South Africa (Cape Town)
 Spain (Barcelona, Bilbao, Madrid)
 Taiwan (Taipei)
 Uruguay (Montevideo)
 Vietnam (Ho Chi Minh)

The University of San Francisco offers a number of short-term programs (2-6 weeks) for undergraduate students during Intercession (January) or Summer. These programs carry academic credit or are immersion/volunteer programs. Listed below is a representative list of programs often offered. Please check with the Center for Global Education for an up-to-date list (www.usfca.edu/studyabroad).

The Culture of Northern Spain: Bilbao, Spain
 International Leadership Seminar: Sydney, Australia
 USF in Zambia
 USF in Philippines
 Intensive Spanish: Madrid
 Intensive Spanish: Puebla
 Building Bridges: The Balkans
 Building Bridges: Israel-Palestine
 Service-Learning Internships: Nicaragua and Uganda
 Global Issues and Community Health: Guatemala (Nursing only)
 International Leadership Seminar: Salzburg, Austria
 Community Connections: Tacna, Peru
 Korea Immersion (Dual Degree students only)
 Project Learn Belize
 USF in Central America: El Salvador and Guatemala
 USF in South Africa
 Architecture and Community Design: Cali, Colombia
 USF in Budapest, Hungary

External Programs

Additionally, the Center for Global Education can help students identify external study abroad programs that are not sponsored by USF but where students can gain some of the benefits that study abroad provides. Students participating in external programs cannot transfer grades to USF. Pre-approved credit hours will transfer back to USF to count towards degree requirements, but courses will not be listed on the USF transcript. For external programs, tuition, housing costs, and fees are paid directly to the host providers. Students are required to complete a Leave of Absence form, which must be filed through the Center for Global Education. USF will not sign a consortium agreement and will not award Federal, State, or USF financial aid for the period while a student is on leave, but alternative study abroad funding may be available. For financial aid questions regarding external programs, please meet with a USF Financial Aid counselor.

Students who seek a successful study abroad experience should begin planning at least a year in advance of departure and should consult with a Study Abroad Counselor in the Center for Global Education as well as with a faculty advisor.

The University of San Francisco is continuously assessing study abroad programs offered by various institutions. Please contact the Center for Global Education for details about new study abroad opportunities, procedures, and any other information on study abroad.

Andrew Heinze, Director

Upward Bound Program

The Upward Bound Program is a federally funded TRIO program designed to prepare economically disadvantaged high school students for the successful completion of a post secondary education.

Administrative Office
Lone Mountain, Underhill Building, Room 29
Phone: (415) 422-2491
Janice Cook, Director

The program offers comprehensive academic instruction, advising, tutoring, career exploration, and a residential summer school. The following courses are limited to program students:

- Upward Bound 81, English
- Upward Bound 91, English

USF in Sacramento Program

This summer program offers students the opportunity to study and intern in state legislative and executive offices for 10 weeks in Sacramento. The McCarthy Center places students at internship sites and supports students throughout the summer with internship placement, mentorship opportunities, and an orientation. Additionally, students can earn up to 8 units for participating in the program. Units and housing are fully funded by the McCarthy Center.

USF in Washington D.C. Program

Administrative Office

McCarthy Center for Public Service and the Common , Room UC 300

Phone: (415) 422-5662

Email: mccarthycenter@usfca.edu

The USF in Washington D.C. program is a semester-long program offered in conjunction with American University (AU) in Washington D.C. and sponsored by the McCarthy Center for Public Service and the Common Good. This program offers students an opportunity to learn and serve in the nation's capital.

Participating students will intern with an organization in Washington - e.g., the Congress, federal agencies, or an NGO national headquarters -- while taking classes at American University. Coursework includes: a policy seminar (8 units), an internship (4 units), and a research project or elective (4 units). Students concentrate in one of 12 program areas including: American Politics, Contemporary Islam, Economic Policy, Foreign Policy, International Business and Trade, International Environment and Development, International Law and Organizations, Journalism, Print and Broadcast Media, Justice, Peace and Conflict Resolution, Public Law, and Transforming Communities.

The program is open to all USF students with at least sophomore standing and 3.0 cumulative GPA. Students complete an application to be accepted into the program and are required to have completed at least an introductory course relevant to their area of concentration before they leave for Washington. Students register for the coursework taken at AU through USF, so the units and grades completed apply fully to their USF degree requirements. Housing and meal plans are available through AU.

Interested students can get more information from the McCarthy Center, (415) 422-5662, and also by visiting the McCarthy Center website:

<http://www.usfca.edu/centers/mccarthy/> or American University's website: <http://www.washingtonsemester.com>.

Suzette DeGrange, Senior Associate Director for Multicultural Recruitment and Retention

Xavier University of Louisiana Exchange Program

Arts and Sciences

3/2 Engineering-Physics Dual Degree Program

An undergraduate student in the 3/2 engineering-physics dual degree program will attend the University of San Francisco for approximately three (3) academic years and the University of Southern California for approximately two (2) academic years. After satisfying the academic requirements of these two institutions, the student will be awarded a bachelor of science degree in physics from the University of San Francisco and one of the several designated bachelor of science degrees awarded by the University of Southern California.

Under this program dual degree candidates are eligible to seek any of the following degrees from the University of Southern California (which are compatible with the University of San Francisco's educational offerings):

- Bachelor of Science in Aerospace Engineering

- Bachelor of Science in Chemical Engineering
- Bachelor of Science in Civil Engineering
- Bachelor of Science in Computer Engineering
- Bachelor of Science in Electrical Engineering
- Bachelor of Science in Industrial and Systems Engineering
- Bachelor of Science in Mechanical Engineering

Students satisfy the University of San Francisco's 3/2 engineering/physics requirements for the Bachelor of Science degree in physics by successfully completing all the requirements for the Major in Physics.

Additional courses required for the successful continuation of the dual degree program at USC are:

Chemical Engineering:

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II
- CHEM - 236 Fundamentals of Organic Chemistry

Computer Engineering:

- MATH - 130 Elementary Linear Algebra
- MATH - 370 Probability and Statistics

All other engineering majors:

- CHEM - 111 General Chemistry I

Students following the chemical engineering track do not need to take:

- PHYS - 301 Computational Physics
- PHYS - 312 Statistical and Thermal Physics and
- PHYS - 330 Quantum Mechanics

However, their B.S. degree in physics from USF will be conditional on the successful completion at USC of the courses Fundamentals of Computer Programming (CSCI 101), Physical Chemistry a (CHEM 430a), and Physical Chemistry b (CHEM 430b).

Under this program, students who have completed the University of San Francisco's general education requirements will be considered as having completed the University of Southern California's general education requirements as well. A specified set of supporting mathematics and sciences courses required for the University of Southern California's degree should be taken at the University of San Francisco. Once the proper equivalences are considered, the remaining engineering courses at USC can be completed in two additional academic years.

4 + 1 Combined Undergraduate Program in Biology/Graduate Program in Biotechnology

4 + 1 Combined Undergraduate Program in Biology/Graduate Program in Biotechnology.

Undergraduate students majoring in Biology at USF have the option to earn the PSM in Biotechnology in addition to the BS in Biology.

The combined BS/PSM program can be completed in five years. Students electing this option must complete all requirements for both the BS in Biology and PSM in Biotechnology. Requirements for the Biology BS must be completed by the end of the fourth year at USF, after which time students will be awarded the BS and advance to graduate student status. Coursework completed prior to the end of the fourth year may be applied to requirements for the PSM degree; however, no more than 12 credits of Biology coursework used to satisfy requirements for the BS in Biology may also be applied the PSM in Biotechnology. Students can apply for the combined BS/PSM program during Fall Semester of their third year at USF, and must have a minimum GPA of 3.0 in the Biology major to be eligible for the program. This is a terminal degree for those who want to go straight into an industry position (not for the Ph.D. or medical school track).

Degree Requirements

Students in the combined BS/MPS program must complete all requirements for both the BS in Biology and PSM in Biotechnology (click on the links below for degree requirements). Students must complete requirements for the BS by the end of the fourth year, after which they will be awarded the BS in Biology and advance to graduate status. Up to 14 credits of Biology coursework applied to the BS may also apply to the PSM. It is recommended that students complete Molecular Biology, BIOL 485/486-Molecular Genetics and Biotechnology/Lab, and an Upper Division Biotech Elective. Students may apply these courses toward the BS degree and MSP degree. At least 23 credits of credit toward the PSM degree must be earned after the student is awarded the BS in Biology.

- Degree Requirements for [BS in Biology](#)
- Degree Requirements for [PSM in Biotechnology](#)

Sample Curriculum

Below is a sample program of study for students in the combined BS in Biology/PSM in Biotechnology program. Some courses in the programs can also be taken during summer sessions at USF.

Fall Year 1 (16 credits):

BIOL 105-General Biology I
 CHEM 111-General Chemistry I
 RHET 110-Written Communication I
 RHET 103-Public Speaking

Fall Year 2 (16 credits):

BIOL 212-Cell Physiology
 CHEM 230/232-Organic Chemistry I/Lab
 CORE
 LANGUAGE

Fall Year 3 (16 credits):

BIOL Elective/Lab* (from PSM elective list)
 PHYS 100-Intro Physics I
 CORE
 CORE

Fall Year 4 (16 credits):

BIOL 414-Evolution
 BIOL 420-Molecular Biology
 CORE
 General Electives (4 credits)

Fall Year 5 (10 credits):

MSIS 664-Global Biotechnology
 MSIS 662-Information of Biotech
 BIOL 688-Advanced Research Methods
 BIOL 600-Molecular Biology Seminar
 BIOL 697-Internship in Biotechnology

Spring Year 1 (16 credits):

BIOL 106-General Biology II
 CHEM 113-General Chemistry II
 RHET 220-Written Communication II
 MATH 102-Biostatistics

Spring Year 2 (16 credits):

BIOL 310-Genetics
 CHEM 231-Organic Chemistry II
 CORE
 LANGUAGE

Spring Year 3 (16 credits):

BIOL Field Course
 Upper Division Elective
 PHYS 101-Intro Physics II
 CORE

Spring Year 4 (16 credits):

BIOL 485/486-Molec Gen Biotech/Lab
 Upper Division Elective
 CORE
 MSIS 661-Local & National Biotech*
 General Electives (2 credits)

Spring Year 5 (9 credits):

CS 686-Bioinformatics
 MBA 6103-Leadership & Organization
 MSIS 663 Legal, Social & Ethical Implications

*Course fulfills requirement for BS in Biology and PSM in Biotechnology

Course Descriptions

Descriptions of courses in the BS in Biology and PSM in Biotechnology programs can be found at the links below.

- BS in Biology—[Course Descriptions](#)
- PSM in Biotechnology—[Course Descriptions](#)

Admission Requirements

Applicants who hold a 4-year Bachelor's degree from an accredited U.S. institution or equivalent in any field and have fulfilled the foundation requirements for the particular program will be considered for admission as a graduate student with regular status. Those who have not fulfilled the foundation requirements will be considered for admission as a graduate student with conditional status. Foundation requirements may be fulfilled by previous coursework at a university-level institution, or through work experience or self study.

Advanced Certificate in French Studies

The 30-credit Advanced Certificate is designed for students who would like to pursue their French studies beyond a Minor but whose other commitments make it difficult for them to declare a second major.

Requirements for French Studies Advanced Certificate

Download the French Studies Advanced Certificate Requirements Checklist

This program requires completion of thirty (30) credits:

Culture Course in English (4 credits)

- FREN 195 French Culture through Cuisine
- FREN 195 A Season in the Congo
- FREN 250 Africa Films Africa
- FREN 260 a.k.a. Africa: Mapping Identities in African Literature and Film
- FREN 340 French Cinema and Literature
- FREN 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century

Three 200 level courses (12 credits)

- FREN 202 Fourth Semester French (required)
- FREN 255 Diplomatie sans frontières
- FREN 265 Les Enfants terribles
- FREN 275 Cultures de France

Two 300 level courses (8 credits)

- FREN 315 Paris: Biographie d'une ville
- FREN 320 Le plaisir du texte
- FREN 322 Le bon sens et la folie
- FREN 324 Guerre et paix
- FREN 330 Rencontres: L'Afrique francophone
- FREN 332 Rencontres: Le monde francophone

Elective credits (4 credits)

- FREN 133 Intermediate French conversation (2)
- FREN 312 Finesses de la langue (2)

One 400 level course (4 credits)

- FREN 440 Seminar: Special Topics in French Literature and Culture French
- FREN 450 Seminar: Special Topics in Francophone Literature and Culture

Advanced Certificate in Japanese Studies

As the Bay Area is more deeply integrated into the economy and culture of the Pacific Rim, it becomes ever more desirable for Americans involved in business, scientific, and artistic activities to become more familiar with Japanese language, customs and culture. The Japanese minor and advanced certificate program at USF provide an exceptional opportunity to develop such expertise in a city alive with opportunities to apply what students have learned.

Students can pursue the Japanese minor or advanced certificate concurrently with a major in business, pre-law, education, or other professional degree. The Bay Area provides excellent opportunities for professional internships at the Japanese Consulate, the Asia Foundation, the Japan Society, and other nonprofit entities and businesses. USF also supports an exchange program at Sophia University in Tokyo, a Jesuit school, which is also one of the premier institutions of higher learning in Japan.

The Japan Club at USF offers exciting opportunities for students to expand their knowledge about Japanese culture, art, society, and business, including hands-on tutorials on Japanese calligraphy, the tea ceremony, and on making and eating sushi.

Requirements

The Advanced Certificate requires completion of thirty-two (32) credits in Japanese, as follows:

Required courses (24 credits):

- JAPN - 101 First Semester Japanese
- JAPN - 102 Second Semester Japanese
- JAPN - 201 Third Semester Japanese
- JAPN - 202 Fourth Semester Japanese
- JAPN - 301 Intermediate Japanese
- JAPN - 410 Introduction to Japanese Linguistics

Choose two from the following (8 credits):

- JAPN - 195 Reading Osaka from San Francisco
- JAPN - 302 Advanced Japanese
- JAPN - 310 Zen and the Art of Japanese Calligraphy
- JAPN - 350 Japanese Culture
- JAPN - 351 Contemporary Japanese Culture
- JAPN - 355 Japanese Literature in Translation
- JAPN - 357 Naturalism in Japanese Literature
- JAPN - 360 Japanese Calligraphy and Ink Painting

- JAPN - 401 Edo Culture (Fourth Year Japanese)

One course among the following can be counted toward the 8 credits:

- HIST - 383 Modern Japan Since Perry
- HIST - 387 History of U.S.-Japan Relations
- THRS - 368 Japanese Religion and Society
- THRS - 370 Zen Buddhism
- THRS - 379 Buddhist Paths
- BUS - 397 Japanese Study Tour

Advertising

A pioneer of modern advertising, David Ogilvy, believed that one principle for creating breakthrough advertising is something he called the "Big Idea." Well, here's a Big Idea: in advertising, broader is better, and a USF education provides you with that breadth. Beyond your interdisciplinary advertising curriculum, Arts & Sciences core courses will fine tune your writing skills, will prepare you to make more powerfully persuasive presentations and lead you to more deeply understand our diverse and globalizing world - all important "tools" for launching a successful advertising career.

African American Studies Interdisciplinary Minor

The African American Studies Minor exposes students to the interdisciplinary study of the history, politics, arts, experiences, and intellectual traditions of African Americans. This Minor draws broadly on history, sociology, literature, philosophy, psychology, politics, theology, and the arts. The courses explore the rich cultural and intellectual traditions of the evolving Black American life. Through the core course students are grounded in the fundamentals of African American history, and in the electives the students learn that the African American

experience is at the heart of not only the United States experience but also the experience of the Americas and the world.

USF's vision to educate students who will fashion a more just and humane world is central to the mission of African American Studies. The Minor provides opportunities for students to engage in rigorous examinations of social inequality, change, and justice. These conversations are made especially challenging by confronting students with the moral and political demands of social diversity, which include class, culture, ethnicity, gender, race, and sexuality. This educational experience prepares students to responsibly and respectfully engage in our common pursuit of justice.

Administrative Office
Kalmanovitz 248
Stephanie Sears, Director
Phone: (415) 422-5706
email: african.american.studies@usfca.edu

African American Studies Minor Requirements

[Download the African American Studies Minor Requirements Checklist](#)

The Minor requires the completion of twenty (20) credits. Students are required to take one foundational course and two distribution courses. An internship is recommended but not required. Additionally, two electives dedicated to African American topics or issues are required. The electives are drawn from a variety of departments. These courses may be double-counted and triple-counted for major and USF Core Curriculum requirements.

Activities

Extracurricular events and activities will be used to supplement course work in the Minor. The African American Studies Minor committee plans and sponsors a variety of events and activities, including films, speakers, conferences, and off-campus volunteer projects.

African Studies Interdisciplinary Minor

The African Studies Minor is an interdisciplinary program that complements all of the majors offered at USF. It seeks to expose students to courses with a rich African content so as to deepen their knowledge and enrich their understanding of the history and culture of African peoples in Africa and the peoples of the African diaspora. The Minor spans the Humanities, the Social Sciences, and African and African-American Literature.

Administrative Office
Kalmanovitz Hall 336
Phone: (415) 422-6262 or 5031
Lilian Dube, Director

Although Africa faces enormous challenges in the new millennium--globalization, democratization, poverty, environmental degradation, AIDS, conflict--the continent has frequently been neglected. While you will explore some of these issues, you will also be given the opportunity to discover the diversity of ethnic, linguistic, religious and social traditions that have informed the rich cultural heritage of contemporary Africa.

African Studies Minor Requirements

[Download the African Studies Minor Requirements Checklist](#)

The African Studies Minor requires the completion of 20 credits. Students are required to take three core courses with full coverage of Africa and two elective courses. The flexibility of the program allows students to pursue their interest in Africa in disciplines of their choice.

Core Courses (12 credits)

- [HIST - 150](#) Modern African History or

- [POLS - 348](#) Politics and Development in Africa
- Two courses offering full coverage of Africa (8 credits)

Elective courses (8 credits)

- At least one course must offer full or partial coverage of Africa.

Courses offering full coverage of Africa

- [ART - 308](#) African Art
- [ECON - 285](#) Economies of Modern Africa
- [FREN - 195](#) Freshman Seminar: A Season in the Congo
- [FREN - 260](#) a.k.a. Africa: Mapping Identities in African Literature and Film
- [FREN - 250](#) Africa Films Africa
- [FREN - 330](#) Francophone Literature I
- [THRS - 306](#) Theology in HIV/AIDS Contexts
- [HIST - 150](#) Modern African History
- [HIST - 340](#) History of South Africa
- [HIST - 342](#) Environmental History of Africa
- [HIST - 343](#) Pre-Colonial Africa
- [INTD - 330](#) South Africa Today
- [INTD - 331](#) Zambia Today
- [INTD - 340](#) African Literature: Islamic Perspectives
- [LAS - 312](#) Sarlo Scholars: Global Service Learning
- [MUS - 212](#) Survey of African Music
- [POLS - 348](#) Politics and Development in Africa
- [POLS - 392](#) Special Subjects in Politics (Focus on Africa)
- [THRS - 270](#) African Theologies and Cosmologies

Courses offering partial coverage of Africa

- [ECON - 372](#) Economic Development
- [ECON - 280](#) The Global Economy*
- [ECON - 473](#) Development Microeconomics
- [PASJ - 305](#) Theater and Culture
- [FREN - 450](#) Seminar: Special Topics in Francophone Literature and Culture
- [HIST - 341](#) Feast and Famine: A History of Food
- [HIST - 310](#) The Ancient Near East
- [MS - 407](#) Alternative Media and Social Change
- [POLS - 113](#) Introduction to International Politics*
- [POLS - 315](#) Global Politics of Race, Ethnicity and Nationalism
- [POLS - 332](#) Political Thought of Developing countries
- [POLS - 345](#) Global Economic Justice
- [POLS - 352](#) Human Rights and Global Change
- [POLS - 360](#) International Environmental Politics/
- [ENVA - 360](#) International Environmental Politics
- [POLS - 382](#) Politics of International Aid and Development
- [POLS - 450](#) Political Economy of Developing Nations
- [SOC - 231](#) Introduction to Globalization
- [SOC - 233](#) Gender, Development and Globalization
- [SOC - 322](#) Globalization and Resistance
- [SOC - 333](#) Nationalism and Citizenship
- [SOC - 352](#) Politics and Society
- [SOC - 360](#) Urbanization and Development/
- [ENVA - 364](#) Urbanization and Development
- [THRS - 305](#) Feminist Theology from the Third World

Courses offering coverage of African-American Issues

- [ENGL - 203](#) African American Literature Survey I
- [ENGL - 204](#) African American Literature Survey II
- [ENGL - 401](#) African American Women Novelists
- [HIST - 125](#) African American History
- [POLS - 324](#) African-American Politics
- [PHIL - 343](#) African American Philosophy
- [PASJ - 325](#) The Harlem Renaissance
- [SOC - 238](#) African American Culture and Society
- [SOC - 240](#) People of Mixed Descent
- [HIST - 363](#) Race and Ethnicity in United States History
- [MS - 204](#) Media, Stereotyping and Violence
- [MS - 303](#) Race, Ethnicity and Media
- [POLS - 336](#) Race, Equality and the Law
- [PSYC - 305](#) Psychology of Ethnic groups in the United States
- [SOC - 325](#) Critical Approaches to Race and Ethnicity

*Only counts for non-International Studies majors.

Analytics Courses (old)**Analytics Boot Camp** (6) (Summer I – late July and August)

A month-long intensive in three boot camps (computational, applied math and economics) with exposure to modern statistical packages, SQL, R and Python, review of probability and statistics, linear algebra, linear regression, and review of basic micro and macroeconomics, including pricing and demand, uncertainty and consumer modeling.

Analytical Methods I (2)

Mathematical techniques for analytics, including time series analysis, regression methods, problem-solving.

Computational Analytics I (2)

Data mining, including classification and association. Rules, trees, and classifiers. Clustering. Data cleaning. Use of relational and non-relational (NoSQL) data stores.

Business Analytics I (2)

Application of basic analytical methods to business problems. Topics include market basket analysis, management science, optimization and satisficing techniques, survey design.

Economic Analysis I (2)

Application of analytical techniques to economic models. Topics include econometrics, risk analysis, forecasting, and portfolio theory.

Practicum I (4)

Provides both skills and experience in working with clients and opportunities to practice the professional skills required by business. The course features frequent presentations by program partners about real analytical problems and how they are addressed. The course features significant one-on-one mentoring and integration of topics presented in program's courses.

Intensive Project (2). During winter intersession (January), students work in small teams on a real-world project for a client. The team project takes a real-world data set and a set of client concerns, performs a comprehensive analysis, and prepares a business report, presentation and plan for the client.

Computational Analytics II (2)

Topics include: advanced data mining, text mining, modeling of problems for hadoop/MapReduce, network analysis, managing large data sets.

Information Visualization (2)

Presentation of complex visual data, including multivariate data, geospatial data, textual data, networks and graphs, and design principles.

Analytical Methods II (2)

Topics include: advanced regression methods, nonparametric and order statistics, and error analysis. Heavy emphasis on problem solving and application of techniques to real data sets in a specific domain.

Business Analytics II (2)

Topics include: survival analysis, longitudinal data analysis, simulation, anomaly detection. These topics will be applied to specific real-world problems using marketing data.

Practicum II (4)

Students are placed with a client as part of a semester-long project with weekly deliverables and meetings. Continued mentoring and development of professional business skills are also provided.

Applications of Analytics (2)

Topics include GIS, sports analytics, web mining, log mining, social networks, data integration.

Practicum III (4)

Continuation of Practicum. Students also receive "soft skills" training in creating their CV, interviewing and networking, and study of the venture capital and startup process.

Arts and Sciences Undergraduate Courses**Asia Pacific Studies Curriculum**

The nine courses in the Master's program in Asia Pacific Studies provide a broad-based curriculum combining:

- research and writing
- small group/team work
- an integrated Asian language component
- several options for those with existing language competence

Semester I

- APS - 601 Comparative Modernization of East Asia
- APS - 610 Core Asian Language I (Japanese) or
- APS - 621 Core Asian Language I (Mandarin Chinese)

Semester II

- APS - 605 Cultures of East Asia
- APS - 611 Core Asian Language 2 (Japanese) or
- APS - 622 Core Asian Language 2 (Mandarin Chinese)

Summer Session

- APS - 612 Asian Language Intensive Summer Session (Japanese) or
- APS - 623 Asian Language Intensive Summer Session (Mandarin Chinese)

Semester III

- APS - 635 Literature of East Asia
- APS - 636 Society and Culture in the Contemporary Asia Pacific

Semester IV

- APS - 620 International Politics of the Asia Pacific
- APS - 640 Economies of East Asia

Elective Courses

Prospective students with demonstrable competence in an acceptable Asian language have some flexibility in how they may complete the 12 units normally devoted to Asian language study. Qualified students may pursue one or more of the following options as appropriate:

- Continued study of their target language beyond their current level.
- Study of another Asian language at the beginning level.
- Transfer up to nine units credit of acceptable Asian language study at a recognized degree-granting institution for which the student received a grade of "B" or better.
- Asia Pacific Internship
- Directed Research

The BA/BS-Master of Arts in Asia Pacific Studies (BA-MAPS) Program

The BA/BS-Master of Arts in Asia Pacific Studies (BA-MAPS) Program gives undergraduates the opportunity to satisfy up to 20 of the 36 units required for the Master's in Asia Pacific Studies (MAPS) degree while pursuing their Bachelor's degree at USF. Students who take full advantage of the unique opportunities offered by the BA-MAPS Program can save at least a year's time and tuition while earning both a BA and the MA in Asia Pacific Studies.

Learning Goals/Outcomes for the M.A. in Asia Pacific Studies

Graduates of the USF Master of Arts in Asia Pacific Studies Program should be able to demonstrate:

- An understanding of the East Asian region from a multi-disciplinary perspective

- An understanding of the interrelationships among the countries and cultures of East Asia in the context of the greater Pacific Rim
- The ability to articulate the differences and similarities in individual national and cultural approaches to human rights and social justice, gender and class issues, the challenges of modernization, and the stresses of economic inter-penetration/globalization
- A low-intermediate competence in Chinese, Japanese, or Korean (or other Asia language as appropriate)

Asian Pacific American Studies Interdisciplinary Minor

The undergraduate Minor in Asian Pacific American Studies is an interdisciplinary program concerned with significant concepts and realities that bear on Asian Pacific American identity and culture. Special attention is focused on social and political advocacy of people of Asian and Pacific Islander descent in the United States. The program highlights their legacy of struggle and their ongoing contributions to American culture and democracy. It also strives to broaden perspectives on class, gender, sexual, religious, and other differences that comprise Asian Pacific America.

Administrative Office
Kalmanovitz Hall, Room 248
Phone: (415) 422-6112 or (415) 422-5706
Evelyn Rodriguez, Director

This program enables students to diversify their educational experience and develop skills that address new cultural realities in the United States. Specific goals of the Asian Pacific American Studies Minor include the following:

- Enhance a student's major through a concentrated study of diversity issues
- Prepare and support students who apply to graduate schools in Asian Pacific American studies, Ethnic Studies, and other related fields
- Offer special knowledge, skills, and invaluable contacts to students seeking employment in Asian Pacific American communities
- Foster a passion for social justice, which is essential to a Jesuit education and relevant to any career path

The disciplines represented include psychology, sociology, literature, philosophy, and religious studies, among others. The program also administers internships and requires service-learning courses that will provide access to numerous Asian Pacific American organizations in the region.

The program thus offers students "the knowledge and skills necessary to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others" as stated in the University Mission.

By integrating knowledge and service, the program seeks to contribute to the University's mission of raising leaders competent to face the changing realities of the Bay Area and beyond.

The Minor requires the completion of 20 credits of Core and Elective courses. Many of these courses fulfill both Core and major requirements. For more information on such courses along with current updates to the course list below, please contact the Faculty Coordinator.

Asian Pacific American Studies Minor Requirements

[Download the Asian Pacific American Studies Minor Requirements Checklist](#)

Students are required to take these two core courses in sequence:

- [SOC - 228](#) Asians and Pacific Islanders in U.S. Society
- [ENGL - 405](#) Capstone Seminar; Asian American Studies or
- [COMS - 405](#) Capstone Seminar: Asian American Studies

Electives

Students are required to take three elective courses. Courses in Ethnic Studies or Asian Studies that have an Asian Pacific American Studies component may fulfill (1) elective course requirement with permission of the Faculty Coordinator.

- [COM - 315](#) Asian American Culture and Communications
- [ENGL - 195](#) FYS - Chinese American Literature in San Francisco
- ENGL - 211 Asian American Literature Survey
- PHIL - 275 Asian American Philosophy
- POLS - 369 Asian Politics, Activism, and Justice
- [PSYC - 317](#) Asian American Psychology
- RHET - 195 FYS - Language and Power: The Rhetoric of Nationalism and Social Justice
- SOC - 195 FYS - Gangsters, Geeks and Geishas
- SOC - 240 People of Mixed Descent
- SOC - 375 Contemporary Asian American Issues
- THTR - 312 Asian American Performance and Culture
- [YPSP - 325](#) Filipino Culture and Society

Asian Studies

The major in Asian Studies prepares students to meet the opportunities and challenges of the 21st century in the Pacific Rim region. In an era when new forms of global encounter create complex links between places, regions, and peoples, it is vital to understand the interactivity and interdependence between Asia, the Bay Area, and the University.

The Asian Studies degree program, administered by the USF Center for the Pacific Rim, is offered in the College of Arts and Sciences to all students. The degree advances understanding of the increasingly powerful countries of Asia by focusing not only on the structures of society—its histories, laws, economies, and governments—but also on the religious, philosophical, artistic, and intellectual foundations for these structures. The program also emphasizes the relationship between natural and man-made environments, as well as the University's commitment to social justice, ethics, and human rights.

The major's interdisciplinary emphasis provides a broad overview of Asia as well as an in-depth investigation in themes and topics that extend across a range of Asian societies. Aided by language study, the primary emphasis of the Asian Studies major is on a combination of courses that comprise an in-depth, integrated, and interdisciplinary program. Students may select from courses in Asian Languages and Cultures, Comparative Literature, Economics, Environmental Studies, History, Linguistics, Philosophy, Political Science, Religious Studies, Sociology, Women's Studies, and courses offered in the School of Business and Management

Graduates with a degree in Asian Studies will be in demand in such fields as international business, education, media and communications, government services, law, nongovernmental organizations, international development organizations, and international consulting.

Asian Studies Interdisciplinary Minor

The Minor in Asian Studies provides interdisciplinary study of the cultures, development, and relations among the societies of the Asia Pacific region. The program is offered in the College of Arts and Sciences to all students in the University, enabling them to combine study of a major field with a focused study of Asian history, culture, and contemporary affairs.

Administrative Office
Lone Mountain, Room 202
Phone: (415) 422-6300
Email: kruzeu@usfca.edu
Uldis Kruze, Director

Students who complete the Minor in Asian Studies, along with a Major of their choice, will be well-positioned for graduate study, work abroad with private sector or non-governmental organizations, or employment with American firms doing business in the Asia Pacific region. In order to enhance the career value of the Minor, students are strongly encouraged to also pursue the study of one of the Asian languages offered by the College. The Minor can be completed in two years; however, it will not be awarded until the student has completed the Bachelor's degree program.

Undergraduates enrolled in the BA/BS-Master of Arts in Asia Pacific Studies (BA-MAPS) program may substitute the appropriate MAPS graduate seminar courses for Asia Pacific Studies Minor requirements with the permission of the Faculty Coordinator.

Asian Studies Minor Requirements

[Download the Asian Studies Minor Requirements Checklist](#)

The Asian Studies Minor requires completion of five 4-credit courses (20 credits).

Gateway Courses

One Gateway course is required of ALL students pursuing the Minor.

- [HIST - 130](#) East Asian Civilizations or
- [THRS - 366](#) Religion and Spirituality in Asia

Electives

For the remaining twelve (12) credits students must select three courses from the following three groups. Students must choose one course from each of the three groups (for a total of 12 credits).

Group I. East Asia: History and Politics

- [HIST - 380](#) Traditional China to 1839
- [HIST - 381](#) Modern China: Revolution and Modernization
- [HIST - 383](#) Modern Japan Since Perry
- [HIST - 386](#) History of U.S.-China Relations
- [HIST - 387](#) History of U.S.-Japan Relations
- [POLS - 347](#) Government and Politics of China and East Asia

Group II. South and Southeast Asia: History and Politics

- [POLS - 346](#) Government & Politics of India & Southeast Asia
- [POLS - 358](#) International Relations of India and Southeast Asia
- [POLS - 359](#) International Politics of the Asia Pacific Rim
- [HIST - 135](#) Indian Civilizations
- [YPSP - 301](#) Philippine History from Pre-Spanish Times to 1900

- [YPSF - 325](#) Filipino Culture and Society

Group III. Humanities, Arts, and Cultures of Asia

- [ART - 307](#) Asian Art
- [PHIL - 220](#) Asian Philosophy
- [THRS - 361](#) Religion and the Environment
- [THRS - 366](#) Religion and Spirituality in Asia
- [THRS - 371](#) Hinduism
- [THRS - 373](#) Introduction to Islam
- [THRS - 379](#) Buddhist Paths in Asia and North America
- [THRS - 384](#) Religion and Nonviolence
- [JAPN - 350](#) Japanese Culture
- [JAPN - 351](#) Contemporary Japanese Culture
- [JAPN - 355](#) Japanese Literature in Translation
- [CHIN - 355](#) Chinese Literature in Translation
- [JAPN - 310](#) Zen and the Art of Japanese Calligraphy
- [APS - 390](#) Special Topics

Other courses at USF may qualify for credit towards the minor. Please consult with the Faculty Coordinator for approval before enrolling.

Biochemistry Concentration

This program requires completion of forty-two to forty-four (42-44) credits in Chemistry, as follows:

[Download the Chemistry Major with a Concentration in Biochemistry Requirements Checklist](#)

Lower-division courses (20 credits):

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II
- CHEM - 230 Organic Chemistry I
- CHEM - 232 Organic Chemistry Laboratory I
- CHEM - 231 Organic Chemistry II
- CHEM - 260 Analytical Chemistry

Upper-division courses (22-24 credits):

- CHEM - 340 Physical Chemistry I
- CHEM - 350 Biochemistry I
- CHEM - 351 Biochemistry II
- CHEM - 352 Experimental Biochemistry
- CHEM - 420 Inorganic Chemistry
- CHEM - 450 Biochemical Genetics **OR** BIOL - 310 Genetics

Required supporting courses (24 credits):

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II
- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- BIOL - 105 General Biology I
- Biol - 106 General Biology II

ACS certification requires these additional courses:

CHEM - 341 Physical Chemistry II

CHEM - 410 Integrated Lab

For students who have already taken General Chemistry I & II prior to June 2010, speak to your adviser about requirements.

Students intending to apply for medical, dental, veterinary, or pharmacy school should contact USF's Pre-Professional Health Committee for recommendations or additional courses: http://www.usfca.edu/Biology/Pre-Health_Information/.

Recommendations for Chemistry Majors

Students intending to pursue graduate work are strongly advised to obtain research experience through CHEM 397. Students should consult with faculty in the area of their interest.

All chemistry students should have practical experience with a variety of chemistry instruments and be able to interpret data obtained from them. Regarded as basic are the apparatus associated with visible, UV, IR, and NMR spectroscopy, and gas and liquid chromatography.

Biochemistry Courses

Biology Honors Program

The Department of Biology offers a Bachelor of Science degree with Honors. This degree requires a research thesis in an area of Biology. The program is designed to provide superior undergraduate students with opportunities to carry out original research in preparation for graduate school, professional training, or a position in an industrial or government research laboratory.

Students with an overall grade point average of 3.2, plus a grade point average of 3.4 or above in Biology and supporting science courses (Chemistry, Math and Physics) are eligible for acceptance into the program. Applications are to be made to the Honors Thesis Program Committee during the student's junior year. Depending on the area of research interest, students are assigned a thesis committee consisting of a research advisor and one additional faculty member. Research credit is earned through enrollment in:

Note: A maximum of four Honors credits can be counted as upper division course credit.

Each project must be evaluated by the Thesis Committee before submission to the chair for final approval. Honors students are required to present a departmental seminar on their research. Successful completion of the Biology Honors Program is recorded on the student's transcript.

Biology Major

Students majoring in Biology are required to complete sixty-seven (65-68) credits of science as follows. Courses required for the Biology major can be repeated no more than one time.

Required Biology Courses (40 credits)

[Download the Biology Major Requirements Checklist](#)

Lower Division (12 credits):

- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- BIOL - 212 Cell Physiology

Upper Division (28 credits)

- BIOL - 310 Genetics
- BIOL - 414 Evolution
- A field course selected from one of the following:
 - BIOL - 332 Herpetology Lab
 - BIOL - 380 Conservation Biology Lab
 - BIOL - 382 Laboratory in California Wildlife
 - BIOL - 383 Biology of Insects Laboratory
 - BIOL - 391 Laboratory in Marine Biology
 - BIOL - 393 Laboratory in Oceanography
- Plus an additional 16 credits of upper division biology courses that must include at least two field or laboratory courses.

Note: A maximum total of four credits from directed study courses (0201-398, 0201-498, 0201-598, and 0201-599) and a maximum of two credits of seminar (0201-490) may be counted toward upper division Biology credit.

Supporting Courses (25-28 credits)

Chemistry (13-16 credits)

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II
- CHEM - 236 Fundamentals of Organic Chemistry (or 0202-230 Organic Chemistry I and 0202-231 Organic Chemistry II)
- CHEM - 232 Organic Chemistry Laboratory I

Mathematics (4 credits)

- MATH - 102 Biostatistics

Physics (8 credits)

- PHYS - 100 Introductory Physics I (or PHYS-110, General Physics I)
- PHYS - 101 Introductory Physics II (or PHYS-210, General Physics II)

Learning Goals/Outcomes for the B.S. in Biology

At the completion of the Bachelor of Science degree in the Department of Biology, it is the intention that a graduate will have a strong foundation for lifelong learning and career development by having acquired:

- An understanding of major biological concepts and an awareness of how these concepts are connected within various areas of the biological and physical sciences; and
- problem solving, analytical, and communication skills that provide the basis for a career in the biological sciences.
- a strong appreciation of science as an integral part of society and everyday life, particularly so that they can develop an informed scholarly personal position on contemporary social and ethical issues (e.g., environment and medicine).

Biology Minor

[Download the Biology Minor Requirements Checklist](#)

The minor in Biology requires completion of the following (33-36 credits):

- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- BIOL - 212 Cell Physiology
- BIOL - 310 Genetics
- One upper-division Biology course
- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II
- CHEM - 236 Fundamentals of Organic Chemistry or 0202-239 Organic Chemistry I and 0202-231- Organic Chemistry II
- CHEM - 232 Organic Chemistry Laboratory I

Catholic Studies and Social Thought Interdisciplinary Minor

The Minor in Catholic Studies and Social Thought is conceived as a Catholic interdisciplinary engagement between/among forms of Catholic social thought as expressed in social theory, the Catholic socio-cultural imaginary, and the Roman Catholic magisterial discourse on society. In disciplinary terms, the curriculum is divided into three areas of study: 1) History and Society; 2) Theology and Philosophy; 3) Culture and Aesthetics.

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Website:
[Catholic Studies & Social Thought](#)
Vincent Pizzuto, Director

Catholic Studies and Social Thought Minor Requirements

[Download the Catholic Studies and Social Thought Interdisciplinary Studies Minor Requirements Checklist](#)

The Minor in Catholic Studies and Social Thought requires 20 credits of coursework, as follows:

Required Core Course:

All minors without exception must take the core course:

- [THRS - 220](#) Catholic Social Thought

Electives

The Minor requires 12 credits of electives as listed below. Ordinarily, students will complete one course in each of the three areas of study. This area-coverage requirement may be waived by the student's Capstone adviser, in consultation with the Catholic Studies faculty director, where students show interest and capacity for profitable research on a particular theme with an eye to the Capstone.

The Capstone

All students in the Minor must successfully complete a Capstone course (4 credits), including a Capstone thesis project, ordinarily a 25-40 page paper. In preparing for the Capstone, the student selects a course that will be the "wrapper" for her/his Capstone project. The course must come from one of the electives.

Requirements

Catholic Social Thought

- [THRS - 220](#) Catholic Social Thought

History and Society

- [HIST - 316](#) The Reformation
- [HIST - 317](#) The Expansion of Europe, 1450-1715
- [HIST - 318](#) Early Modern European Civilization
- [HIST - 324](#) History of the Early Church
- [HIST - 370](#) Colonial Latin America

- [HIST - 372](#) Indigenous and Colonial Mexico
- [POLS - 317](#) Religion and Politics
- [POLS - 341](#) Nonviolence in Theory and Practice
- [POLS - 344](#) Revolution and Reaction in Latin America
- [POLS - 356](#) The Vatican in Global Politics
- THRS - 306 Theology in HIV/ AIDS Contexts
- [THRS - 345](#) Religion of U.S. Latinos
- THRS - 355 Philippine Theology and the Revolutions
- [THRS - 363](#) Religion in Latin America
- [THRS - 384](#) Religion and Nonviolence

Theology and Philosophy

- [PHIL - 404](#) Contemporary Thomism
- [SII - 201](#) Catholic Thought
- [SII - 203](#) Religion and Culture in Late Antiquity
- [SII - 405](#) Catholic Moral Tradition
- [THRS - 100](#) The Christian Village
- [THRS - 104](#) Mystery of God/Mystery of the Human Person
- [THRS - 106](#) Introduction to Sacred Scripture
- [THRS - 200](#) Christian Feminist Theology
- [THRS - 202](#) Portraits of Christ: An Introduction to the Four Gospels.
- [THRS - 260](#) Sexuality and Scripture
- [THRS - 262](#) Homosexuality and the Bible
- [THRS - 280](#) Migrant and Diaspora Religions
- [THRS - 308](#) Who is Jesus? An Introduction to Christology
- [THRS - 312](#) Christian Marriage
- [THRS - 322](#) Liberation Theology
- [THRS - 361](#) Religion and the Environment or
- [ENVA - 361](#) Religion and the Environment
- [THRS - 305](#) Feminist Theology from the Third World(s)
- [THRS - 405](#) Catholic Moral Tradition
- [THRS - 470](#) Contemporary Moral Issues

Culture and Aesthetics

- [ENGL - 311](#) Writing Faith: Exploring Poetics and the Politics of Spirituality in Medieval Literature
- [MS - 350](#) Human Rights and Film
- [SII - 204](#) Medieval and Renaissance Literature
- [SII - 302](#) Music and Art
- [SII - 413](#) Dante's <I>Divine Commedia</I> or
- [SPAN - 413](#) Dante's Divina Commedia
- [THRS - 330](#) Biblical and Spiritual Drama or
- [PASJ - 315](#) Biblical and Spiritual Drama
- [THRS - 340](#) Panamerican Saints: Hagiography and Politics

Certificate in Asia Pacific Graduate Studies (CAPS)

The 12-credit Certificate in Asia Pacific Graduate Studies is designed for academics, professionals, and others who have a need or desire for academic recognition of their efforts to gain graduate-level knowledge of the Asia Pacific. CAPS offers an inexpensive and potentially rapid opportunity for professional and personal development.

The Certificate consists of three 4-credit seminars chosen from the six substantive seminars in the MAPS curriculum listed above, plus a culminating research paper demonstrating intellectual integration of the disciplines studied. Each CAPS student may select just those seminars which suit their needs or interests and take them in any order they find convenient over a two-year time span. There is no Asian language prerequisite or requirement for the Certificate.

Certificate in Bioinformatics

A two-semester Bioinformatics certificate that teaches students the techniques and mathematics for analyzing biological and biomedical data.

This nondegree certificate program appeals to working professionals or others with undergraduates degrees in computer science, mathematics, engineering or other related disciplines. Applicants must have a solid foundation in programming in order to successfully complete either certificate.

A student must complete a total of four courses.

The following course is required:

- Bioinformatics (CS 640) (required)

Students then choose 3 of the following:

- Bioinformatics Research (CS 642)
- Artificial Intelligence (CS 662)
- Biostats (Math 102)
- Genetics (Biol 310)
- Topics in Biophysics (PHYS 386)

What are the pre-requisites for the Certificate Programs?

An applicant must have an undergraduate degree as well as foundation courses in computer programming (such as Java, C++, C# or Python), data structures, and analysis of algorithms to qualify for entry into these certificate programs. For example, the following USF courses provide a minimum background: CS212 Software development, CS245 Data structures and algorithms.

When and where are classes held?

All classes typically meet in the afternoon or evening in San Francisco, CA on the University of San Francisco's main campus. Courses meet either three times a week for 1:05min or twice a week for 1:35min.

How many courses do I take at a time?

This is a nine month certificate program that has course offerings from August until May each year. Students will be taking two courses for the Fall 15 week semester and two courses in the Spring semester.

How to apply:

To apply for any of the Certificate Programs, please submit your resume, computer science background essay, and transcripts from any university level programs along with a paper application and a \$55 application fee.

Mail all application documents to:

Office of Graduate Programs
College of Arts and Sciences, HR240
2130 Fulton St.
San Francisco, CA 94117

For more information, please contact Professor Terence Parr at advisor@cs.usfca.edu

Certificate in Computer Security

A two-semester computer security certificate that teaches students how to create secure computer infrastructures and applications, evaluate security risks, and protect electronic assets and privacy.

This nondegree certificate program appeals to working professionals or others with undergraduates degrees in computer science, mathematics, engineering or other related disciplines. Applicants must have a solid foundation in programming in order to successfully complete either certificate.

A student must complete the following four courses:

- Foundations of Security and Privacy (CS 684)
- Applied computer security and privacy (CS 683)
- Web systems and algorithms(CS 680)
- Network programming (CS 621)

What are the pre-requisites for the Certificate Programs?

An applicant must have an undergraduate degree as well as foundation courses in computer programming (such as Java, C++, C# or Python), data structures, and analysis of algorithms to qualify for entry into these certificate programs. For example, the following USF courses provide a minimum background: CS212 Software development, CS245 Data structures and algorithms.

When and where are classes held?

All classes typically meet in the afternoon or evening in San Francisco, CA on the University of San Francisco's main campus. Courses meet either three times a week for 1:05min or twice a week for 1:35min.

How many courses do I take at a time?

This is a nine month certificate program that has course offerings from August until May each year. Students will be taking two courses for the Fall 15 week semester and two courses in the Spring semester.

How to apply:

To apply for any of the Certificate Programs, please submit your resume, computer science background essay, and transcripts from any university level programs along with a paper application and a \$55 application fee.

Mail all application documents to:

Office of Graduate Programs
College of Arts and Sciences, HR240
2130 Fulton St.
San Francisco, CA 94117

For more information, please contact Professor Terence Parr at advisor@cs.usfca.edu

Certificate in Writing and Rhetoric

Beginning in Fall 2007, the USF College of Arts and Sciences will offer a Certificate in Writing and Rhetoric. The certificate requires that students complete at least three courses (12 credits) of upper-division courses designated as "writing intensive" (WI). Students may count the writing of a thesis as one of these three courses. No more than two courses (8 credits) counting toward the certificate can be from the same program or department. Students must receive a minimum of B- in each of these courses for them to count toward the certificate.

Learning Outcomes

Students will be able to:

- write 5000 or more words of substantial, revised, academic prose at an advanced level meeting standards and applying conventions defined by a specific subject area or discipline.
- define, identify, and apply the rhetorical conventions and strategies appropriate to particular subject areas or disciplines.
- revise formal prose based on instructor's written (or combination of written and verbal) feedback.

Chemistry Major

This program requires completion of a minimum of forty (40) credits in Chemistry, as follows:

[Download the Chemistry Major Requirements Checklist](#)

Lower Division Courses (22 credits):

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II
- CHEM - 230 Organic Chemistry I
- CHEM - 231 Organic Chemistry II
- CHEM - 232 Organic Chemistry Laboratory I
- CHEM - 233 Organic Chemistry Lab II for Majors
- CHEM - 260 Analytical Chemistry

Upper-division courses (16 credits):

- CHEM - 340 Physical Chemistry I
- CHEM - 341 Physical Chemistry II
- CHEM - 350 Biochemistry I or CHEM - 356 Fundamentals of Biochemistry
- CHEM - 420 Inorganic Chemistry

Required supporting courses (16 credits):

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II
- PHYS - 110 General Physics I
- PHYS - 210 General Physics II

Additional courses (2 credits minimum)

- CHEM - 397 Research Methods and Practice
- CHEM - 410 Integrated Laboratory
- Chemistry Elective

ACS certification requires these additional courses:

- CHEM - 410 Integrated Lab
- CHEM - 397 Research Methods and Practice

For students who have already taken General Chemistry I & II prior to June 2010, speak to your adviser about requirements.

Program Goals/Learning Outcomes for the B.S. in Chemistry**Students will**

- have a rigorous understanding of fundamental chemical concepts and techniques.
- gain practical experience with a wide variety of chemistry instruments and learn how to interpret data obtained from them.
- Develop abilities to communicate ideas in chemistry to general audiences and to specialists.
- have programs of instruction which lead to the B.S. degree and which enable students to begin either a career in science or to continue with study for a higher degree.

Program Learning Outcomes

When USF students graduate from the chemistry program, they should:

- Understand a broad range of chemical principles and knowledge in analytical, biochemical, inorganic, organic and physical chemistry.
- Apply their chemical knowledge and critical thinking skills to the solution of theoretical and practical problems in chemistry.
- Demonstrate laboratory skills appropriate to the study of chemistry: the ability to acquire, interpret and analyze data using manual and instrumental methods, to carry out basic synthetic reactions, to maintain a laboratory notebook, to work confidently and safely in a laboratory.
- Organize and present scientific information in written and oral form assisted by the use of computer technology (word processing, spreadsheets, chemical structure drawing programs and chemical information retrieval services).
- Understand the importance of chemistry in an industrial, economic, environmental and social context.
- Be successful in pursuing further studies or employment in chemistry or multi-disciplinary areas involving chemistry.

Child and Youth Studies Interdisciplinary Minor

Child and Youth Studies is an interdisciplinary program that will provide the undergraduate student with a scholarly and experiential understanding of childhood and adolescence. The minor, which is open to all majors, educates students about the physical, psychological, spiritual, social, and cultural aspects of human development during the first 18 years of life. It integrates the many child- and youth-focused courses and service learning experiences across disciplines within the schools and colleges at USF to provide a structured course of study for the undergraduate student interested in learning about children.

Requirements

[Download the Child and Youth Studies Minor Requirements Checklist](#)

The Interdisciplinary Minor in Child and Youth Studies requires a minimum of twenty-four (24) credits, as follows:

*Students must obtain a "C" grade or better in all courses for the minor.

*At least 12 credits of the CYS Minor must come from courses outside of the student's major department(s) and other academic programs (e.g., Dual Degree Program and minors).

*Students must meet with the Director of the CYS minor before starting the program.

Three (3) core courses (12 credits)**Required (4 credits)**

- [PSYC - 101](#) General Psychology

One course in Psychology (4 credits)

- [PSYC - 312](#) Child Development

One course in Sociology (4 credits)

- [SOC - 329](#) Social Worlds of Children OR
- [SOC - 229](#) Diversity of American Families

Two Elective Courses (8 credits)

- [COMS - 302](#) Dark Side of Interpersonal/Family Communication
- COMS - 306 Family Communication

- [ESS - 220](#) Motor Development
- [ESS - 360](#) Exercise and Healthy Kids
- [NURS - 331/420](#) Family Health I - NURSING ONLY
- [NURS - 341/421](#) Family Health II - NURSING ONLY
- [PSYC - 328](#) Child Psychopathology
- [PSYC - 350](#) Perspectives in Psychology (Family Psychology)
- [PSYC - 369](#) Child Maltreatment
- [SOC - 229](#) Diversity of American Families
- [SOC - 329](#) Social Worlds of Children
- [SOC - 338](#) Sociology of Education
- [SOC - 356](#) Juvenile Justice
- [SOC - 390](#) Sociology of Adolescence
- [TEC - 611](#) Education of Bilingual Children: Theory and Practice
- [TEC - 643](#) Education of Exceptional Children

Four credits of Departmental Practicum and Internship Experience (s)

- [COMS - 496](#) Communication Studies Internship
- [DANC - 360](#) Dance in the Community
- [ESS - 398](#) Professional Practicum
- [INTD - 385](#) DDTP Fieldwork
- [NURS - 351/425](#) Clinical Lab IV-A - NURSING ONLY
- [NURS - 352/426](#) Clinical Lab IV-B - NURSING ONLY
- [PSYC - 396](#) Psychology Practicum
- [SOC - 395](#) Fieldwork in Sociology
- [TEC - 401](#) America Reads I A
- [TEC - 402](#) America Reads I B

Questions about the Child and Youth Studies Minor should be directed to Professor Diana Lattimore in the Department of Psychology (dlattimore@usfca.edu); students interested in enrolling in the minor should meet with her during her regularly scheduled office hours.

Classical Studies Interdisciplinary Minor

The Minor in Classical Studies

- is a 20-credit program with one required course and four electives from history, philosophy, performing arts, and classical languages;
- is a new cohesive classical studies program at USF;
- is an interdisciplinary program with a focus on the interplay between the history, literature, philosophy, and culture of ancient Greece and Rome;
- studies the cultural achievements of classical Greece and Rome and connects them to our time;
- is designed for students from all majors and specialties;
- does not require a reading fluency in Greek or Latin.

[Download the Classical Studies Minor Requirements Checklist](#)

Please contact the Administrative Office for a list of required courses and course options.

Administrative Office
UC, Room 538
Phone: (415) 422-5983
Email: hieber@usfca.edu or deistr@usfca.edu
Rosemarie Deist, Director

College of Arts and Sciences

The College of Arts and Sciences offers its students the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to prepare leaders who will fashion a more humane and just world.

Majors»
Minors»
Interdisciplinary Minors»

Within the framework of the Jesuit and Catholic tradition, the College offers both undergraduate and graduate students the knowledge and skill needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

Coming from a variety of traditions, the faculty of the College offer a diversity of perspectives, experiences and traditions as essential components of a quality education in our global context. They model excellence as the standard for teaching, scholarship, creative expression and service to the community.

Students and faculty of the College experience learning as a humanizing, social activity and benefit from a culture of service that respects and promotes the dignity of every person. Faculty and students alike share the freedom and responsibility to pursue truth and follow evidence to its conclusions, to reflect on the moral dimension of every significant human choice. The students and faculty of the College together form a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.

Majors

Advertising	Fine Arts
Architecture and Community Design	French Studies
Art History/Arts Management	History
Asian Studies	International Studies
Biology	Japanese Studies
Chemistry	Latin American Studies
Communication Studies	Mathematics
Comparative Literature and Culture	Media Studies
Computer Science	Performing Arts and Social Justice
Design	Philosophy
Economics	Physics and Astronomy
English with Literature Emphasis	Politics
English with Writing Emphasis	Psychology
Environmental Science	Sociology
Environmental Studies	Spanish Studies
Exercise and Sport Science	Theology and Religious Studies

Minors

Advertising	Film Studies
Architecture and Community Design	Fine Arts
Architectural Engineering	French Studies
Art History/Arts Management	German Studies
Astronomy	History
Astrophysics	Japanese Studies
Biochemistry	Journalism
Biology	Latin American Studies
Chemistry	Mathematics
Chemical Physics	Media Studies
Chinese Studies	Music
Communication Studies	Natural Science
Comparative Literature and Culture	Philosophy
Computer Science	Physics
Dance	Politics
Design	Psychology
Economics	Public Relations
English Minor in Literature	Sociology
English Minor in Writing	Spanish
Environmental Science	Theater
Environmental Studies	Theology and Religious Studies

Interdisciplinary Minors

African Studies	Gender and Sexualities Studies
African American Studies	Gerontology
Asian American Studies	Health Studies
Asian Studies	Jewish Studies and Social Justice
Catholic Studies and Social Thought	Latin American Studies
Chican@-Latin@ Studies	Legal Studies
Child and Youth Studies	Middle Eastern Studies
Classical Studies	Neuroscience
Criminal Justice Studies	Peace and Justice Studies
Cultural Anthropology	Philippine Studies
Ethnic Studies	Public Service Honors
European Studies	Urban Agriculture Interdisciplinary Minor

Communication Studies

Communication is an individual's most distinct and significant behavior and is the building block of literacy; the ability to speak and write clearly, eloquently, and effectively has been recognized as the hallmark of an educated person since the beginning of recorded history.

The Communication Studies Department views communicative behavior as central to human activity: to individual development, to interpersonal relationships, and to the functioning of political, economic, cultural, and social institutions.

Comparative Literature and Culture Courses

Concentration in Ecology

This area of concentration within the Biology major is designed to prepare students for careers in academic, governmental, non-profit and private sector research, consulting or outreach programs focused on ecology and the environment. It also prepares students for graduate study in marine and terrestrial ecology, astrobiology, environmental science, and other fields of life and environmental sciences (including medical school)

In addition to the lower division Biology requirements (BIOL 105, BIOL 106, and BIOL 212) and the required supporting courses in Chemistry, Math and Physics, the following courses constitute the Ecology Concentration:

- BIOL - 310 Genetics
- BIOL - 346 General Microbiology and
- BIOL - 347 Laboratory in General Microbiology
- BIOL - 414 Evolution

Plus sixteen (16) credits of upper division electives chosen from the list below. These credits must include at least two Biology field courses (indicated with an asterisk), and can include one approved Environmental Science course.

- BIOL - 331 Herpetology and
- BIOL - 332 Herpetology Lab *
- BIOL - 379 Conservation Biology and
- BIOL - 380 Conservation Biology Lab *
- BIOL - 381 California Wildlife and
- BIOL - 382 Laboratory in California Wildlife *
- BIOL - 383 Biology of Insects
- BIOL - 384 Biology of Insects Lab *
- BIOL - 390 Marine Biology and
- BIOL - 391 Laboratory in Marine Biology *
- BIOL - 392 Oceanography and
- BIOL - 393 Laboratory in Oceanography *
- BIOL - 395 Special Topics in Biology (ecology topics)
- BIOL - 398 Readings for Advanced Undergraduates
- BIOL - 470 Environmental Animal Physiology
- BIOL - 490 Undergraduate Seminar in Biology
- BIOL - 498 Research for Advanced Undergraduates
- BIOL - 598 Thesis Research for Biology Honors Program
- BIOL - 599 Thesis Writing for Biology Honors Program

Students must declare the Ecology Concentration by the end of the junior year.

Concentration Options

Concentration options provide a framework by which graduate students may organize their program to achieve individual goals. The following concentration options are available:

1. General Economics

Students have the option to design (in conjunction with the Graduate Advisor) their own elective course work. Some students use this option to prepare for a Ph.D. program at a highly ranked graduate Economics department. Others prepare for careers as economists in government or the private sector. Students must choose a minimum of twelve (12) graduate credits from graduate Economics offerings over and above the core courses. Other credits may be chosen from related areas such as mathematics or business administration. Additional opportunities also include directed research, a master's thesis, study abroad, internships, or a combination of the above. All students must also complete a research project in which they demonstrate mastery of economic analysis.

2. Financial Economics

This concentration option provides students with the opportunity to study domestic and international financial markets, as well as the principles for financial decisions by bankers, investment managers, and corporate financial managers. The required courses in the area are:

- ECON - 650 Money, Banking, and Financial Institutions
- ECON - 651 Monetary Economics

Students must choose three additional graduate Economics courses. We recommend, but do not require, that a student choose from the following:

- ECON - 616 Special Topics in Mathematics for Economists
- ECON - 655 Options and Futures

- ECON - 660 Industrial Organization
- ECON - 671 International Finance

A maximum of two of these courses may be met by M.B.A. courses when approved by the Economics Graduate Advisor. Students must also complete a research project in the field of financial economics (ECON 690).

3. International Economics

To specialize in international economics students must take the required courses:

- ECON - 670 International Trade
- ECON - 671 International Finance

Students must choose three additional graduate Economics courses. We recommend, but do not require, that a student choose from the following:

- ECON - 651 Monetary Economics
- ECON - 672 Economic Development
- ECON - 673 Development Microeconomics
- ECON - 674 Development Macroeconomics
- ECON - 676 Natural Resource Economics and Development Policy
- ECON - 677 International Political Economy

Students must also complete a research project in the field of international economics (ECON 690).

4. Telecommunications Economics and Policy

The growth of the information sector, the convergence of computers and telecommunication, and the globalization of the economy are resulting in a growing dependence on telecommunications.

The Telecommunications Economics and Policy program is designed to prepare graduates for Information Age careers in telecommunications planning, analysis, and policy. Internships, guest speakers and site visits are included in the program.

The University of San Francisco is located near the heart of some of the world's leading centers for the development of new information technologies and services. In addition, USF is located on the Pacific Rim and has strong ties with Asia and the Pacific. Students must choose (in conjunction with their faculty advisor) a minimum of five (5) courses from the following set. Please note that a minimum of 24 credits must be taken among graduate economics courses.

- ECON - 670 International Trade
- ECON - 674 Development Macroeconomics
- MBA - 616 Systems in Organizations
- MBA - 651 Telecommunications Technology and Management
- MBA - 652 Telecommunications System Planning
- MBA - 653 International Telecommunications
- MBA - 654 Telecommunications Policy
- MBA - 659 Special Topics in Telecommunications

Students must also complete an interdisciplinary research project in the area of telecommunications applications, economics, or policy:

- ECON - 698 Directed Readings and Research
- MBA - 698 Directed Study

In addition, students decide (in conjunction with their faculty advisor) their remaining elective course work, depending on individual interests. Students are also encouraged to seek an internship.

Cultural Anthropology Interdisciplinary Minor

[Download the Cultural Anthropology Minor Requirements Checklist](#)

Curriculum

The minor consists of three required courses (an introduction, which surveys the four fields of anthropology before focusing specifically on the concept of culture, and two classes on methodology that emphasize fieldwork and participant observation) and two electives chosen from the list below.

Required Courses (12 credits)

- [ANTH - 200](#) Cultural Anthropology
- [COMS - 204](#) Communication and Culture
- [COMS - 366](#) The Ethnography of Communication

Electives (8 credits)

- [ANTH - 210](#) Cultures through Film
- ANTH - 215 Women's Lives across Cultures
- [ANTH - 225](#) The Museum, Society and Culture
- [ANTH - 240](#) Sport, Culture and Society
- ANTH - 280/ENVA - 280 Alaska: Culture, Environment and Tourism
- [ANTH - 305](#) Anthropology of Music
- [COMS - 314](#) Intercultural Communication
- [COMS - 364](#) Communication for Justice and Social Change
- [COMS - 365](#) Geographies of Communication
- [HIST - 150](#) Modern African History
- [HIST - 342](#) Environmental History of Africa
- [HIST - 379](#) Latinos in the U.S.
- [MS - 303](#) Race, Ethnicity, and Media
- [MS - 312](#) The Popular Arts
- [SPAN - 385](#) Language and Culture in Latin America (Spanish)
- [SOC - 395](#) Fieldwork in Sociology
- [THRS - 360](#) Sacred Places, Sacred Times
- [THRS - 366](#) Religion and Spirituality in Asia
- [THRS - 379](#) Buddhist Paths in Asia and North America

Economic Development Concentration

Within this concentration, students are prepared for a variety of careers working with international development agencies or governments in the developing world. This may be as an applied economist doing research and forecasting in agricultural production, population changes, trade patterns, market structures, etc., or in managing a development agency implementing, analyzing, and supervising development projects. A regional emphasis in Latin America, Asia, or Africa may be pursued. In the course of their training, students become acquainted with the principal concerns and issues faced by developing countries-what are the goals, appropriate strategies, and technologies that best fit their unique circumstances and needs? Research and field internships will be arranged with development agencies to give students work experience and exposure to job opportunities.

Required Courses

ECON - 372 Economic Development and one of

ECON - 473 Development Microeconomics or

ECON - 474 Development Macroeconomics

In addition, students are required to take eight credits from the following electives:

Elective Courses

ECON - 280 The Global Economy

ECON - 282 Economies of Modern Europe

ECON - 283 Economies of Southeast and East Asia

ECON - 285 Economies of Modern Africa

ECON - 286 Economies of Latin America

ECON - 370 International Economics

ECON - 471 International Finance

ECON - 476 Natural Resource Economics and Development Policy

ECON - 477 International Political Economy

Depending on their interests, students may select additional courses from related fields such as statistics, sociology, regional politics and history, environmental studies, or the McLaren School of Business. Students may undertake an internship (ECON 396) or complete a research project (ECON 398) in which they demonstrate mastery of development economics.

Economics Home

An undergraduate degree in Economics at the University of San Francisco teaches students to understand the larger picture of how society's resources are allocated among competing needs.

The Economics Department at the University of San Francisco boasts a tradition of outstanding alumni, such as Alejandro Toledo, a former president of Peru, and Paul Ottellini, Chief Operating Officer of Intel. The department attracts and trains outstanding students, preparing them both for careers in finance and international business in places such as San Francisco's financial district, as well as preparing many for top-ranked law schools, MBA schools, and Ph.D. programs. Our program provides students the opportunity for study abroad, internships, and the completion of a research project if desired.

Economics Major Foundation Program

The Foundation program represents the basic body of economic knowledge necessary for an Economics degree. The Foundation program is constructed to provide students a rigorous exposure to the core disciplines of microeconomics, macroeconomics, and econometrics.

Required Economics Courses

[Download the Economics Major Requirements Checklist](#)

Students majoring in the General B.A. Program are required to complete the following curriculum

Forty-four (44) credits total in Economics courses

Required courses (24 credits)

ECON - 111 Principles of Microeconomics
 ECON - 112 Principles of Macroeconomics
 ECON - 120 Economic Methods
 ECON - 311 Intermediate Microeconomics
 ECON - 312 Intermediate Macroeconomics
 ECON - 320 Econometrics

Economics Minor Program

[Download the Economics Minor Requirements Checklist](#)

The Minor program in Economics is structured to provide a student with a thorough grounding in economic analysis. The Economics Minor is ideal for students in the McLaren School of Business following an International Business or Finance concentration. The majority of the courses in the Economics Minor program fulfill requirements or electives in these Business programs. Please see the McLaren School of Business Advisor or the Chair of Economics for more details.

The Department requires the following 18-20 credit course of study for a Minor in Economics:

Required Courses

ECON - 101 Principles of Microeconomics or

ECON - 111 Principles of Microeconomics

ECON - 102 Principles of Macroeconomics or

ECON - 112 Principles of Macroeconomics

Elective Courses

Twelve (12) credits additional upper-division (300-level or higher) Economics courses. We strongly advise that students take at least one of the following two courses:

ECON - 311 Intermediate Microeconomics

ECON - 312 Intermediate Macroeconomics

Education, Dual Degree in Teacher Preparation Program

Administrative Office

School of Education, Room 246

Phone: (415) 422-6321

Jeff Buckwalter, Director

Mary Coen, Associate Director

The Dual Degree in Teacher Preparation Program (DDTP) has been designed specifically to serve students who have an interest in teaching as a career. As an accelerated program it offers one of the most efficient and economical paths to becoming a teacher.

This program prepares students to teach in California's schools. The DDTP is a blended (graduate/undergraduate) program through which students earn a Bachelor's degree in the major of their choice and a Master of Arts in Teaching. DDTP students will also complete the requirements to be recommended for a California Teaching Credential.

Students planning to enter this program as a freshman must have at least a 3.0 high school Grade Point Average (GPA) to qualify to enroll in the program. To maintain good standing in the program, Dual Degree students must maintain at least a 2.75 cumulative GPA in their college coursework, as well as a 3.0 cumulative GPA in their chosen major. To successfully complete the program, students will:

- Complete the bachelor's degree program.
- Pass the CBEST (California Basic Educational Skills Test) or equivalent.
- Pass the comprehensive Subject Matter Examination for Teachers (CSET).
- Complete School of Education coursework, including student teaching, to qualify for a preliminary credential from the State of California.
- Complete coursework for the Master of Arts in Teaching.

The program involves following a rigorous course schedule, often 17-18 units a semester, in order to complete the requirements for the Bachelor's degree, the credential, and the Master's degree in five (5) years. Without the Dual Degree program, the preliminary credential would normally take one and a half to two years to complete, beyond the Bachelor's degree, with additional time to earn a Master's.

Students intending to teach in elementary schools will complete all applicable University requirements, with the exception of the language requirement, plus various courses designed to help them to acquire proficiency in the subjects covered by the Multiple Subject CSET exams. Students intending to teach high school also complete all the applicable University requirements (including the language requirement) and will take subject matter preparation courses in English, Mathematics, Science, or Social Science in preparation for the CBEST and CSET exams.

Ideally, the program begins in the first semester of freshman year. However, continuing USF students and transfer students are welcome to apply. For these students, the program may require modifications and, in some cases, more time.

For more information about the DDTP program, contact the DDTP office at (415)422-6321, dualdegree@usfca.edu, or <http://www.usfca.edu/dualdegree>.

Emphases in the Major in Sociology

Requirements for optional Emphasis Designation

To receive an optional emphasis designation which would appear on university transcripts (e.g., Major: Sociology, with emphasis in Race and Ethnicity), students are required to take at least four courses (16 credits) in one of the following clusters. At least three (3) courses must be upper division. If a student wishes, the fourth course could be Fieldwork (SOC 395) as long as the student's project is relevant to her/his chosen emphasis. Students counting SOC 302 or SOC 304 towards their emphasis may not also count it towards the major requirement.

Emphasis in Criminology, Law, and Society

- SOC - 226 Social Problems
- SOC - 227 Violence in Society
- SOC - 354 Sociology of Law
- SOC - 355 Deviance and Social Control
- SOC - 356 Juvenile Delinquency
- SOC - 357 Criminology

This emphasis could be done in conjunction with a Minor in Legal Studies, Criminal Justice, or Peace and Justice Studies.

This emphasis could be done in conjunction with a Minor in Media Studies or Ethnic Studies.

Emphasis in Urbanization and Environment

- SOC - 226 Social Problems
- SOC - 230 Cities and Society
- SOC - 319 Health and Environment
- SOC - 320 Global Environments and Societies
- SOC - 320 Global Environments and Societies
- SOC - 109 Humans and Environmental Change
- ENVA - 360 International Environmental Politics

This emphasis could be done in conjunction with a Minor or a double major in Environmental Studies.

Emphasis in Globalization and Development

- SOC - 230 Cities and Society
- SOC - 233 Gender, Development and Globalization
- SOC - 302 Global Inequalities and Social Justice
- SOC - 320 Global Environments and Societies
- SOC - 322 Globalization and Resistance

- SOC - 333 Nationalism and Citizenship
- SOC - 350 Social Movements
- SOC - 351 Revolution and Reaction
- SOC - 352 Politics and Society
- SOC - 360 Urbanization and Development

This emphasis could be done in conjunction with a double Major in International Studies, or a Minor in Peace and Justice Studies, Latin American Studies, or African Area Studies.

Emphasis in Feminism, Gender, and Sexualities

- SOC - 229 Diversity of American Families
- SOC - 233 Gender, Development and Globalization
- SOC - 260 Sociology of Gender
- SOC - 304 U.S. Inequalities and Social Justice
- SOC - 345 Feminism, Gender, and the Body
- SOC - 347 Sex and Sexualities

This emphasis could be done in conjunction with a Minor in Gender and Sexualities Studies.

Emphasis in Race and Ethnicity

- SOC - 228 Asians and Pacific Islanders in U.S. Society
- SOC - 233 Gender, Development and Globalization
- SOC - 238 African American Culture and Society
- SOC - 240 People of Mixed Descent
- SOC - 302 Global Inequalities and Social Justice
- SOC - 304 U.S. Inequalities and Social Justice
- SOC - 326 Sociology of Culture
- SOC - 325 Critical Approaches to Race and Ethnicity

This emphasis could be done in conjunction with a Minor in African American Studies, African Area Studies, Asian American Studies, Ethnic Studies, or Latin American Studies.

Emphasis in Education

- SOC - 229 Diversity of American Families
- SOC - 323 Urban Education
- SOC - 326 Sociology of Popular Culture
- SOC - 329 Social Worlds of Children
- SOC - 338 Sociology of Education
- SOC - 356 Juvenile Justice
- SOC - 390 Sociology of Adolescence

Students have the option to count the following course towards the emphasis as long as their research project focuses on education: SOC 395.

English Major with Literature Concentration

[Download the English Major with Literature Concentration Major Requirements Checklist](#)

This program requires the completion of forty-eight (48 credits), as follows:

Level One (8 credits):

- ENGL - 192 Introduction to Literary Study
- ENGL - 299 Critical Analysis

Level Two (16 credits)

- ENGL 310-329 Literature Area A (4)
- ENGL 330-349 Literature Area B (4)
- ENGL 350-369 Literature Area C (4)
- ENGL 3xx Literature Elective (4)

Level Three (20 credits)

- Five 400-level Literature Courses (4 credits each)
- Note: One course at the 300 or 400 level must be a Minority Literature course.

Level Four (4 credits)

- ENGL - 490 Senior Seminar in Literature

Learning Goals/Outcomes for the B.A. in English

- Students will have acquired a basic understanding of the literary, historical, social, or cultural influences that inform literary works.
- Regardless of the language of the texts or the language of instruction, students will have articulated in writing and discussion their responses to literary texts.
- Students will have developed a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts.
- Students will have developed a sensitivity to the plurality of meanings within a literary text.

English Major with Writing Concentration

- [Download the English Major with Writing Concentration Studies Major Requirements Checklist](#)

This program requires the completion of forty-eight (48 credits), as follows:

Level One (4 credits)

- ENGL - 192 Introduction to Literary Study

Level Two, Literature (16 credits)

- ENGL 310-329 Literature Area A (4)
- ENGL 330-349 Literature Area B (4)
- ENGL 350-369 Literature Area C (4)
- ENGL 3xx/4xx Literature Elective
- Note: One of the courses must be a Minority Literature course.

Level Two, Writing (8 credits)

Students must complete two courses at the 300 level, choosing from Studies in Fiction; Studies in Non-Fiction; Studies in Poetry; Studies in Drama.

- ENGL 3xx Studies in Fiction/Non-Fiction/Poetry/Drama (4)
- ENGL 3xx Studies in Fiction/Non-Fiction/Poetry/Drama (4)

Level Three (16 credits)

Students must complete four 400-level writing courses, two of which must be Advanced Writing Workshops.

- ENGL 4xx Advanced Writing Workshop (4)
- ENGL 4xx Advanced Writing Workshop (4)
- ENGL 4xx Special Topic in Writing (4)
- ENGL 4xx Special Topic in Writing (4)

Level Four (4 credits)

- ENGL 491: Senior Seminar in Writing

Learning Goals/Outcomes for the B.A. in English

- Students will have acquired a basic understanding of the literary, historical, social, or cultural influences that inform literary works.
- Regardless of the language of the texts or the language of instruction, students will have articulated in writing and discussion their responses to literary texts.
- Students will have developed a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts.
- Students will have developed a sensitivity to the plurality of meanings within a literary text.

English Minor in Literature

[Download the Literature Emphasis Minor Requirements Checklist](#)

This program requires completion of twenty (20) credits of English other than Core literature or Rhetoric and Composition, as follows (the core literature requirement may be taken as an upper division literature course):

Level One (4 credits)

- ENGL - 192 Introduction to Literary Study

Level Two (16 credits)

- Four 4-credit Literature courses at the 300 or 400 level

English Minor in Writing

[Download the Writing Emphasis Minor Requirements Checklist](#)

This program requires completion of twenty (20) credits of English courses, as follows:

Level One (4 credits)

- ENGL - 192 Introduction to Literary Study

Level Two (8 credits)

Students must complete one 300 or 400 level literature course and one 300 level writing course.

- ENGL 3xx/4xx Literature course (4)
- ENGL 3xx Writing course

Level Three (8 credits)

Students must complete two advanced writing courses, one of which must be an Advanced Writing Workshop.

- ENGL 4xx Advanced Writing Workshop
- ENGL 4xx Special Topic in Writing

Environmental Management Program**Program Requirements**

- The program consists of 30 graduate units. Twenty-six of these units are completed through 13 courses (2 units each). The master's project is an additional four graduate units.
- Students select an appropriate course of study in consultation with a faculty advisor.
- Students develop their Master's Project as an in-depth study of an environmental issue in their area of interest. The project hones the skills essential to environmental management: problem identification and definition; review, organization and analysis of relevant literature and research; and presentation of justifiable recommendations.

Admission Requirements

- A Bachelor's degree from an accredited college or university
- A minimum overall Grade Point Average of 2.7 and a 3.0 GPA in an applicant's major.
- Two letters of recommendation
- Letter of intent - A two-page statement in which an applicant describes their educational and professional goals and interests in the environmental field.
- Résumé
- One semester of college chemistry is required.
- Additional background in the physical and biological sciences and mathematics is recommended.
- International students must also submit a Certificate of Finance or other evidence of financial support, and TOEFL score. TOEFL score must be a minimum of 550 for the paper test.

The Curriculum

Each course in the curriculum is 2 units. Students meet with a faculty advisor to select the 13 courses required for the program from the course offerings.

[Please visit our website for the most recent information.](#)

Ethnic Studies Interdisciplinary Minor

The Ethnic Studies Minor at the University of San Francisco provides a comparative and multidisciplinary approach to the study of the human experiences, cultures, scholarship, and intellectual and artistic contributions of racial and ethnic populations in the United States. Particular attention is paid to American Indians, African Americans, Hispanics/Latinos/Latinas, and Asian Americans.

Administrative Office
Kalmanovitz, Room 248
Phone: (415) 422-5983 or 422-5706
Kevin Chun, Director
Email: ethnic.studies@usfca.edu

The Minor seeks to acquaint students with the commonalities and tensions that accompany diverse expressions of racial and ethnic life in the United States, while concomitantly recognizing that the voices and experiences of each community have a uniqueness and an integrity of their own.

The Minor is offered in the College of Arts and Sciences to all students in the University allowing them to combine study in a major field with a focused study of these racial and ethnic groups. Ethnoracial concerns, however, are not unique to the United States. Therefore, elective courses include those which focus on issues of race and ethnicity in an international context or which supply valuable international context for understanding the experiences of ethnic minorities in the United States. An internship is not required, but highly recommended and may be taken as one of the electives.

[Download the Ethnic Studies Minor Requirements Checklist](#)

The Ethnic Studies Minor requires completion of five 4-credit courses (20 credits). Please see the program office for an updated list of Core and Elective courses.

European Studies Interdisciplinary Minor

The European Studies Minor is a 20-credit program that offers interdisciplinary perspectives on twentieth-century Western and Eastern European politics and society. The program combines a European language requirement with courses from Politics, History and other departments. Apart from the coursework, the program encourages - though does not require - students to enroll in a semester abroad program, study tour, or internship program in Europe to acquire experience and knowledge of European society.

Administrative Office
Kalmanovitz Hall 336
Phone: (415) 422-6562 or 422-4734
John Zarobell, Director

European Studies is a rapidly developing field of inquiry. In little more than a decade and a half, Europe has seen the collapse of the communist systems in its eastern half along with the dismemberment of the Soviet Union. Europe has moved towards increasing economic, military and even political unity with the growing integration of the European Union and the expansion of NATO; but Europe, nonetheless, continues to contend with divisive issues such as resurgent nationalisms and controversial immigration policies as well as ambivalent attitudes towards the United States and the new Russia.

European Studies Minor Requirements

[Download the European Studies Minor Requirements Checklist](#)

The European Studies Minor requires completion of five 4-credit courses (20 credits).

Required Course (4 units):

- POLS 357 Politics and Society in Europe OR
- BAIS 370 European Lives

Elective Courses (12 units)

Students must complete three courses in Europe-related topics.

Choose four of the following:

- ART - 101 Survey of Western Art History I OR
- ART - 102 Survey of Western Art History II
- ART - 302 Renaissance Art
- ART - 303 Baroque Art
- ART - 305 Modern and Contemporary Art
- ART - 306 Women and Art
- ECON - 306 Economies of Modern Europe
- ENGL - 290 Survey of British Literature and Methods
- FREN - 315 Paris: Biographie d'une ville
- FREN - 322 Le bon sens et la folie
- FREN - 324 Guerre et paix
- FREN - 340 French Cinema and Literature
- FREN/GERM - 350 Paris-Berlin
- GERM - 318 Jewish Literature and Culture in 20th Century Europe
- GERM - 320 German Literature and Culture from 1945 to Today
- [HIST - 110](#) European Civilization
- [HIST - 317](#) Transatlantic Encounters: Europe in the Americas, 1492-1700
- [HIST - 318](#) From Plague to Revolution: Early Modern Europe
- HIST - 319 Christians, Muslims, and Jews in Medieval Europe
- HIST - 322 The Holocaust
- HIST - 327 Modern European Intellectual History

- HIST - 335 History of Modern Germany
- HIST - 338 History of Russia and the Soviet Union
- POLS - 340 Politics and Change in Russia/Neighboring States
- POLS - 343 Politics and Change in East-Central Europe
- POLS - 356 The Vatican in Global Politics
- POLS - 357 Integration of Europe
- SPAN - 338 Love and Sex, Vengeance and Death: Honor in Early Spain
- SPAN - 355 Cultural Studies of Spain
- SPAN - 455 Cultures in Contact and Conflict: Christian, Muslims and Jews in Early Modern Spain

Language Selected (4 units)

Students must demonstrate competence in a modern European language equivalent to four semesters of study at USF.

Exercise and Sport Science Courses

Financial Economics Concentration

Financial markets in the United States and abroad have become increasingly complex and interdependent. They have major impacts on the economic decisions of both individuals and business, and they are a central concern of governments in the conduct of domestic and international economic policies. The concentration in financial economics provides students with the opportunity to analyze financial markets in the context of domestic and international economic concerns. Internships will be arranged where possible with banks and other financial companies to give students work experience and exposure to job opportunities.

Required Courses

ECON - 350 Money, Banking, and Financial Institutions

ECON - 451 Monetary Economics

Other courses can be chosen depending on the student's area of interest. In addition to the two courses above, the student is required to take eight credits from the following electives:

Elective Courses

ECON - 318 Game Theory

ECON - 390 Experimental Courses

ECON - 471 International Finance

ECON - 455 Options and Futures

BUS - 202 Principles of Accounting II

BUS - 305 Financial Management

BUS - 330 Investment Analysis

Other credits may be chosen from related areas such as mathematics and statistics, or from the McLaren School of Business. Students may do an internship (ECON 396) or complete a research project (ECON 398) in which they demonstrate mastery of a topic in financial analysis. Given the wide range of options available to students in this area, a consultation with a faculty advisor as to the best choice of courses for a particular area of interest is recommended.

Learning Outcomes for the M.S. in Financial Analysis

Students who complete the M.S. in Financial Analysis will be able to:

Demonstrate a thorough understanding of the tools and inputs involved in asset valuation and portfolio management.

Demonstrate an ability to apply the principles and concepts of economics, financial statement analysis, and quantitative methods to practical problems in asset valuation.

Demonstrate an appreciation and mastery of the strategies for applying tools and inputs in managing portfolios of equities, fixed-income, and derivative assets.

demonstrate an understanding and appreciation for the ethical and regulatory issues involved in asset valuation and portfolio management.

Gender and Sexualities Studies Interdisciplinary Minor

The Gender and Sexualities Studies Minor offers a global, cross-cultural, and interdisciplinary approach to the study of gender and sexualities. The wide variety of courses offered by the minor enables students to analyze gender and sexualities in diverse historical eras, geographical regions, political and legal systems, and racial identities. The courses also consistently reflect the University's commitment to social justice and the diverse communities, local and global, that shape our understanding of our world, our knowledge, our labor, our arts, and our personal lives.

Administrative Office
University Center, Room 248
Phone: (415) 422-5706
Email: gender.and.sexualities.studies@usfca.edu
Sarah Burgess, Director

The Gender and Sexualities Studies minor has two important sets of goals. Conceptually, it aims to develop analytical skills that enable students to understand gender and sexuality as fundamental categories of social, political, and cultural analysis; to build a knowledge base regarding the intersections of race, class, gender, nation, age, and sexuality; and to theorize about the issues of identity and difference at the core of Gender and Sexualities Studies. Pragmatically, it aims to train students for graduate work in areas such as social work, health sciences, the arts, law and management; to position students for jobs that require a background in Gender and Sexualities Studies; and to prepare students for informed political action.

Gender and Sexualities Studies Minor Requirements

[Download the Gender and Sexualities Studies Minor Requirements Checklist](#)

The minor consists of five courses (for a total of 20 credits), two of which are required foundational courses, two of which are met through distribution requirements, and one of which is an elective. No more than two courses in the student's major will count toward the minor.

Foundational Courses (2 courses for 8 credits):

Students take two foundational courses that underpin the curriculum as a whole. These courses provide the theoretical and historical foundation for the study of gender and sexualities and lay the foundation for the electives. Students are encouraged to complete the foundational courses in the freshman and sophomore years.

Gender Courses (One required)

- COMS - 337 Rhetorics of Sex, Gender, and Sexuality
- [MS - 335](#) Feminist Thought

Sexualities Courses (One required)

- [HIST - 331](#) History of Sexuality
- [PSYC - 331](#) Psychology of Sexuality
- [SOC - 347](#) Sex and Sexualities

Electives (Three required)

Students must choose three courses in in at least two of the following categories:

- Humanities
- Social Sciences
- Natural and Physical Sciences

Humanities Courses:

- [ART - 306](#) Women and Art
- CLAS - 320 Gender and Power in Antiquity
- [ENGL - 208](#) Survey of Women's Literature I
- [ENGL - 209](#) Survey of Women's Literature II
- [ENGL - 230](#) Literature, Gender & Sexualities
- [ENGL - 335](#) Feminist Thought
- [ENGL - 410](#) Special Topics in Literature and Film
- GERM - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century
- HIST - 270 Sex and Transgression in the Islamic World
- [HIST - 358](#) Women in United States History
- [HIST - 331](#) History of Sexuality
- HIST - 358 Women in United States History
- HIST - 360 American Women and Political Activism
- MUS - 231 Gender and Music
- THRS - 262 Homosexuality and the Bible
- THRS - 327 Social Justice, Activism and Jews
- THRS - 390 Islamic Feminist Ethics

Social Science Courses:

- [MS - 335](#) Feminist Thought
- [MS - 405](#) Gender and the Media
- [POLS - 338](#) Gender and Politics in Comparative Perspective
- [POLS - 381](#) Feminist International Relations
- [PSYC - 331](#) Psychology of Sexuality
- [PSYC - 335](#) Psychology of Gender
- [SOC - 229](#) Diversity of American Families
- [SOC - 233](#) Gender, Development and Globalization
- [SOC - 260](#) Sociology of Gender
- [SOC - 304](#) U.S. Inequalities and Social Justice
- [SOC - 345](#) Feminism, Gender, and the Body
- [SOC - 347](#) Sex and Sexualities

Natural and Physical Sciences Courses:

- [BIOL - 330](#) Female Biology

General Economics Degree**Twenty (20) additional credits in Economics courses**

- No more than 8 additional credits at the 200-level, and
- No fewer than 8 credits at the 400-level.

Recommendations:

- ECON - 111 and ECON - 112 are normally taken in the freshman year and are prerequisites for ECON - 311 and ECON - 312. Economics 101 and 102 can also be taken to fulfill these requirements with additional class credit from other major courses.
- ECON - 311 and ECON - 312 are prerequisites for many upper division courses in Economics and should be taken as soon as possible.
- Students are advised to combine a Foundation Program with one of the four Areas of Emphasis as the best way to meet the upper-division course requirements.

Learning Goals/Outcomes for the B.A. in Economics

Students who complete the B.A. in Economics will be able to:

- Understand economic terminology and the fundamental theoretical approaches of the discipline.
- Employ economic reasoning and theory to analyze the structure of economic events and problems.
- Employ economic reasoning and theory to analyze important government policy responses and their impacts on the economy.

Gerontology Interdisciplinary Minor

The Minor in Gerontology provides students with an interdisciplinary understanding of the many aspects of the aging process and gives them the knowledge to pursue a career in the growing field of gerontology. The Gerontology Minor also provides opportunities for students to see the connection between learning about aging and working with older adults in the community.

Requirements

[Download the Gerontology Minor Requirements Checklist](#)

The Minor in Gerontology requires twenty (20) credits, as follows:

Required courses (12 credits):

- BIOL 108 Biology of Human Aging and
- BIOL 109 Laboratory in Biology of Human Aging

* Nursing Majors may substitute BIOL 115/116 (Survey of Human Physiology & Lab)

* ESS Majors may substitute BIOL 115/116 (Survey of Human Physiology & Lab)

* Neuroscience Minors may substitute BIOL 115/116 (Survey of Human Physiology & Lab)

*Biology Majors only may substitute 0201-320: Human Physiology.

- ESS 240 Interdisciplinary Study of Human Aging
- PSYC 339 Adulthood and Aging

Elective Courses (8 credits, choose 2 courses from below):

(Must obtain permission from the Gerontology Minor Faculty Coordinator)

- COMS 368 Communication and Aging
- DANC 360 Dance in the Community

- DANC 480 Workshop in Dance Production: Dance Generators
- ESS 325 Exercise and Disease Prevention
- HS or THRS 301 Death and Dying: Exploring New Paradigms
- NURS 222 Applied Assessment and Nursing Fundamentals across the Lifespan I: Health & Wellness
- NURS 272 Applied Assessment and Nursing Fundamentals Across the Lifespan II: Alterations in Health and Illness
- PHIL 240 Ethics (Biomedical Issues, Section 17)
- PSYC 396 Psychology Practicum, with a placement working with older adults
- PSYC 302 Psychology of Prejudice

Graduate

Master's Programs

- [Asia Pacific Studies](#)
 - [Biology](#)
 - [Chemistry](#)
 - [Computer Science](#)
 - [Economics](#)
 - [Environmental Management](#)
 - [Financial Analysis](#)
 - [International and Development Economics](#)
 - International Studies
 - Investor Relations
 - Public Affairs
 - Risk Management
 - [Sport Management](#)
 - [Web Science](#)
 - [Writing, MFA](#)
- 2 letters of recommendation
Applicant's Experience and Background Essay

Graduate Admission and Fellowship Policy

Admission to USF's Masters in Computer Science and Masters in Web Science programs is based on the following information:

- GRE general scores
- GRE subject scores (optional)
- Official undergraduate transcripts

Each of these items will be evaluated by the graduate admissions committee. The experience essay gives applicants the opportunity to describe their programming and extracurricular experience and to indicate why they want to attend graduate school at USF. This essay can be submitted online at <http://www.cs.usfca.edu/essay.shtml>.

The GRE subject test is not required and the GRE general test may be waived for candidates with exceptional professional or academic experience.

A number of research fellowships are granted each year. Recipients of fellowships will engage in research under the direction of faculty members. These fellowships are awarded to the top applicants purely on the basis of merit. To continue receiving units, awardees must earn a GPA of 3.3 or better and be involved in a research project with a faculty member after their first semester. Awards are reviewed each semester.

The admissions committee may contact recommenders, interview applicants, and request additional information to more accurately evaluate candidates for admission and fellowship awards.

Graduate College of Arts and Sciences

The College of Arts and Sciences offers its students the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to prepare leaders who will fashion a more humane and just world.

Within the framework of the Jesuit and Catholic tradition, the College offers both undergraduate and graduate students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

Coming from a variety of traditions, the faculty of the College offer a diversity of perspectives, experiences and traditions as essential components of a quality education in our global context. They model excellence as the standard for teaching, scholarship, creative expression and service to the community.

Students and faculty of the College experience learning as a humanizing, social activity and benefit from a culture of service that respects and promotes the dignity of every person. Faculty and students alike share the freedom and responsibility to pursue truth and follow evidence to its conclusions, to reflect on the moral dimension of every significant human choice. The students and faculty of the College together form a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.

College Requirements for All Majors in Arts and Sciences

In addition to the University Core Curriculum requirement, the College requires that all candidates for the baccalaureate degree in Arts and in Sciences meet the Rhetoric and Composition requirement (see the Communication Studies section for specific requirements) and the foreign language requirement described below.

Foreign Language Requirement

Why study language? Because language is the human being's distinctive characteristic, and virtually all intellectual activities and forms of social intercourse depend on it. Language links us with our culture and with one another; it mirrors and constructs our experiences; it makes possible the full spectrum of human endeavors. In the broadest sense, a primary objective of the language requirement is to promote an awareness of the essential role language plays in our daily lives. Beyond this, the language requirement:

- exposes the inner workings of both one's native language and the language studied;
- lays a foundation for course work in literature and in other disciplines;
- provides opportunities for personal experience with other languages and cultures;
- enhances professional and career training;
- promotes self awareness and sensitivity to others;

Both the University of San Francisco and the broader San Francisco/Bay Area communities provide an ideal environment for developing an understanding of a variety of cultures. The language requirement encourages students to reshape themselves as sensitive, participating members of a broader multicultural and multilingual community. This participation has many dimensions, and USF students are encouraged to explore them through course work, extracurricular and community activities, as well as study abroad.

Because language lays a foundation on which further academic education is built, another objective of the language requirement is to contextualize and integrate course work in other disciplines. Students are encouraged to approach the study of African, American, Asian, and European contributions to human civilization which are culturally and linguistically grounded, and students are encouraged to approach the study of these contributions from within the culture in question, rather than as outsiders. The language requirement provides the point of departure for the development of proficiency adequate to academic and professional needs, and promotes the multidisciplinary study of cultures and societies both outside the United States and within our increasingly multicultural communities.

Whether investigating the past, analyzing or constructing the present, or forecasting the future, knowledge of languages and cultures privileges the University of San Francisco student.

Requirements

All candidates for the Bachelor's degree in the College of Arts and Sciences whose native language is English must complete a foreign language requirement. Arts majors must complete the requirement by satisfactorily completing one of the following courses: FREN - 201, GERM - 201, GREK - 102, HEBR - 102, ITAL - 201, JAPN - 201, LATN - 102, CHIN - 201, RUSS - 201 or SPAN - 201

Science majors must complete the requirement by satisfactorily completing one of the following courses: FREN - 102, GERM - 102, GREK - 102, HEBR - 102, ITAL - 102, JAPN - 102, LATN - 102, CHIN - 102, RUSS - 102, SPAN 102

Exemption from this requirement may be obtained through establishment of equivalent proficiency as determined by results of the Foreign Language Placement Test, transfer of equivalent college-level course credit, or achievement of a minimum score of 4 on any foreign language CEEB Advanced Placement Examination.

Graduate Courses

Graduate Program Goals/Outcomes

- Encourage close interaction between students and professors, which is made possible through small class sizes and a high degree of availability of professors outside of the classroom.
- Develop student's communication skills through group projects and classroom presentations.
- Expose students to Silicon Valley researchers through the department's Special Lecture Series and frequent guest lectures and site visits.
- Provide opportunities for research with a faculty advisor.
- Allow students to apply their coursework experience in a capstone Masters project.

Graduate Program in Biotechnology

Biotechnology has important applications in a wide variety of fields including biomedical research, pharmaceuticals, agribusiness, energy, industry, biodefense, and intellectual property and patents.

The Professional Science Master's program in Biotechnology at USF provides students with a multi-disciplinary background that integrates scientific, business, and ethical aspects of biotechnology. USF is located in one of the main biotechnology hubs of the world, making it possible to partner with an array of companies and organizations to provide education and training. Students completing the PSM program in biotechnology master current techniques in biotechnology and develop management skills that will enable them to pursue a career in the growing biotechnology industry.

Degree Requirements

The MPS in Biology program consists of 36 graduate credits. The program can be completed in 21 months, or in 16 months if courses are taken during summer session.

The program has three components:

1. Core Courses (26 credits): Students complete the courses listed below:

BIOL 600—Graduate Seminar in Biology (1 credit)
 BIOL 601-- Biotech Internship Seminar (1 credit)
 BIOL 620—Molecular Biology (4 credits)
 BIOL 685/686—Molecular Genetics and Biotechnology/Lab (4 credits)
 BIOL 688—Advanced Research Methods in Biotechnology Lab (4 credits)
 BIOL 697-- Internship in Biotechnology
 CS 686—Bioinformatics (4 credits)
 MBA 6413—Business Teams and Small Group Dynamics (2 credits)
 MBA 6561/MSIS 661—Local and National Biotechnology (2 credits)
 MBA 6562/MSIS 662—Information of Biotechnology (2 credits)
 MBA 6563/MSIS 663—Legal, Social, and Ethical Implications of Biotechnology (2 credits)
 MSIS 6797—Academic Global Immersion (2 credits)

2. Elective Courses (4 credits): Students complete at least two courses from the list below.

BIOL 605—Molecular Medicine (Pharmacogenomics)
 BIOL 620 Human Physiology
 BIOL 633/634—Endocrinology/Lab
 BIOL 641/642—Medical Microbiology/Lab
 BIOL 643/644—Immunology/Lab
 BIOL 645—Virology
 BIOL 646/647—General Microbiology/Lab
 BIOL 655/656—Developmental Biology/Lab
 BIOL 664/665—Techniques in Cell Biology/Lab
 BIOL 670—Biology of Cancer
 BIOL 698—Research in Biology
 CHEM 351—Biochemistry I (4 credits)
 CHEM 352—Biochemistry II (4 credits)
 |CHEM 356—Fundamentals of Biochemistry (4 credits)

3. Internship (4 credits): Students complete an off-campus internship in biotechnology.

- BIOL 697—Internship in Biotechnology (4 credits)

Sample Curriculum

Below is a sample program of study for students in the PSM in Biotechnology program. Some courses can also be taken in the summer session at USF between the first and second years, allowing students to complete the program in a year and a half rather than two years.

Fall, Year 1:

BIOL 600—Molecular Biology Seminar (2 credits)
 BIOL 620—Molecular Biology (4 credits)
 MSIS 662—Information of Biotechnology (2 credits)
 MBA 6797--Academic Global Immersion (2 credits)

Spring, Year 1:

BIOL 685/686—Molecular Genetics and Biotechnology (4 credits)
 MSIS 662—Local and National Biotechnology (2 credits)
 MSIS 663—Legal, Social, and Ethical Implications of Biotechnology (2 credits)

Fall, Year 2:

CS 688—Advanced Research Methods in Biotechnology (4 credits)
 MBA 6103—Leadership and Organization (3 credits)
 Elective (4 credits)

Spring, Year 2:

CS 686—Bioinformatics (4 credits)
 BIOL 697—Internship in Biotechnology (4 credits)

Program Goals and Learning Outcomes

Program Goals:

1. Comprehension of the fundamentals of Molecular Biology:
 Students will develop an advanced understanding of molecular biology concepts.
2. Molecular biology skills:
 Students will display an advanced level of competency in molecular biology lab methods and biotechnology-related techniques.
3. Comprehension of biotech industry:
 Students will be able to demonstrate a familiarity with the biotechnology industry and an understanding of communication and management skills in the industry.

4. Appreciation for ethics in the biotechnology field:
Students will be able to demonstrate an understanding of the ethical and social dilemmas within biotechnology.
5. Real-world application in the biotech industry:
Students will be able to demonstrate the ability to successfully work in a real-world biotech lab facility, integrating both molecular biology skills and effective business abilities.

Learning Outcomes:

Goal 1 – Comprehension of the field of Molecular Biology:

- Describe, synthesize and apply concepts & techniques in the current literature within a specific research area.
- Give an oral presentation on current biotechnology research.
- Critically discuss and write summaries of primary research.

Goal 2 – Molecular biology skills:

- Perform laboratory techniques (such as PCR, gel electrophoresis, DNA isolation, RTPCR).
- Analyze DNA, RNA, & Protein sequence using computer software (such as BLAST, EMBOSS, Genotyper).
- Understand and demonstrate lab safety procedures.
- Maintain a lab notebook; describe correct SOPs and other documentation required in a biotech lab.

Goal 3 - Comprehension of biotech industry:

- Discuss the biotechnology industry and how trends enable innovation.
- Recognize global and local biotech leaders.
- Employ effective managerial and leadership skills.

Goal 4 - Appreciation for ethics in the biotechnology field:

- Explain the positions of various religions with respect to biotechnology.
- Describe the importance of applying ethical approaches to molecular biology applications.

Goal 5 - Real-world application in the biotech industry:

- Develop a results-oriented resume highlighting skills relevant to biotechnology positions.
- Demonstrate effective interviewing skills to obtain employment in the biotech industry.
- Understand and apply techniques to conduct a self-directed job search.
- Apply knowledge and skills to day-to-day biotech industry operations.

Graduate: Arts and Science

Asia Pacific Studies
 Biology
 Chemistry
 Computer Science
 Economics
 Environmental Management
 Financial Analysis
 International and Development Economics
 International Studies
 Investor Relations
 Public Affairs
 Risk Management
 Sport Management
 Web Science
 Writing, MFA

Health Communications

Health Studies Interdisciplinary Minor

Requirements

[Download the Health Studies Minor Requirements Checklist](#)

The Minor in Health Studies requires 20 credits. All students take courses from Groups A, B, And C, but requirements differ depending upon the major. See the notes below.

Group A

Administrative Office
 UC, Room 525
 Phone: (415) 422-6448
 Fax: (415) 422-5680
 Email: whaleyb@usfca.edu
 Bryan Whaley, Faculty Coordinator

- [COMS - 352](#) Message design in Health Interaction
- RHET - 111 Public Speaking for the Health Professions
- PSYC - 322 Health Psychology
- PSYC - 270 Biological Psychology
- SOC - 319 Health and Environment

Group B

- ESS - 315 Exercise Psychology
- ESS - 325 Exercise and Disease Prevention
- ESS - 330 Exercise and Health Promotion
- ESS - 360 Exercise and Healthy Kids

Group C

- BIOL - 100 Science of Life
- BIOL - 103 Human Biology
- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- BIOL - 113 Human Anatomy
- BIOL - 115 Survey of Human Physiology
- BIOL - 134 Microbiology

Note:

- Biology majors take two courses from Group C, and either two courses from Group A or B, and then one course from the remaining Group.
- ESS majors take two courses from Group A, two courses from Group C, and one course from Group B.
- Other majors take two courses from each of any two groups of A, B, and C, and one course from the remaining Group.
- Check all course prerequisites. Students who do not have all prerequisite for ESS courses may be able to take the courses with instructor consent.

Honors Major in Physics

This track is recommended for students choosing physics as their main professional field, or students planning to pursue graduate studies in physics or related fields. The major program requires completion of a total of sixty-six (66) credits, of which fifty-four (54) credits correspond to Physics, and 12 to Mathematics support courses, as follows:

Lower-division required courses (12 credits):

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Upper-division required courses (38 credits):

- PHYS - 301 Computational Physics
- PHYS - 310 Analytical Mechanics
- PHYS - 312 Statistical and Thermal Physics
- PHYS - 320 Electromagnetism
- PHYS - 330 Quantum Mechanics
- PHYS - 340 Optics
- PHYS - 341 Upper-Division Laboratory I
- PHYS - 342 Upper-Division Laboratory II
- PHYS - 371 Methods of Mathematical Physics
- PHYS - 299 Directed Research for Advanced Undergraduates ; or
- PHYS - 399 Directed Research for Advanced Undergraduates (Two credits are required, more are recommended.)
- PHYS - 350 Physics Colloquium (Four credits are required.)

Upper-division elective (4 credits). At least four (4) elective credits must be taken from the following offerings:

- PHYS - 332 Nuclear Physics
- PHYS - 333 Solid State Physics
- PHYS - 343 Astrophysics

- PHYS - 380 Foundations of Computational Neuroscience
- PHYS - 410 Advanced Classical Dynamics
- PHYS - 420 Advanced Electrodynamics
- PHYS - 422 General Relativity
- PHYS - 430 Advanced Quantum Mechanics
- PHYS - 450 Advanced Materials

Required Math supporting courses (12 credits):

- Three (3) courses in Calculus and Analytical Geometry

Honors Program in Psychology

Students majoring in psychology may be eligible to graduate with the designation Honors in Psychology, if both their GPA in psychology and overall GPA are 3.5 or higher. In addition to a GPA of 3.5, honors students must complete PSYC 498 (Thesis Development Seminar) and 499 (Honors Thesis Seminar), and make an oral presentation.

PSYC 498 and PSYC 499 are a two-course sequence for high achieving and highly motivated psychology majors, which will give them hands-on experience in generating, conducting, analyzing and communicating the results of empirical psychological research. The program is completed in the following sequence: PSYC 498, proposal development and IRB application (Spring, junior year); PSYC 499, data gathering and thesis writing (Fall, senior year); oral presentation (Spring, senior year).

Further information is available from the chair of the Psychology Department and should be discussed at the beginning of the student's junior year.

All Psychology students are eligible to apply for participation in the Honors Program in the Humanities.

Honors Track in English

The Honors Track is an enhancement of the two existing tracks in English. All English majors must select either the writing or literature track. Honors students draw upon courses in both tracks and complete an additional 12 credits, or 3 courses, beyond the requirements of the major. In addition, students write an Honors Thesis incorporating both creative and critical components.

Any student can opt to enroll in the Honors track, but only students who have achieved a 3.7 GPA in the major will graduate with Honors.

Requirements

The program requires the completion of fifty-six (56) credits, as follows:

Level One (12 or 16 credits):

- Core course: Rhetoric and Composition (4 credits), or
- Core course: Literature (4 credits)
- ENGL - 260 Writing Seminar I

Level Two (32 credits)

Literature courses (20 credits):

- ENGL - 310 Literature Period Courses: 1100-1700
- ENGL - 320 Literature Period Courses: 1700-1900
- ENGL - 330 Literature Period Courses: 1900-Present
- ENGL - 340 Shakespeare
- ENGL - 299 Critical Analysis

Writing Courses (12 credits), chosen from the following:

- ENGL - 350 Rhetoric and Culture
- ENGL - 370 Ethics, Writing, and Culture
- ENGL - 400 Special Topics in Writing
- ENGL - 450 Advanced Workshop in Creative Writing: Fiction
- ENGL - 460 Advanced Workshop in Creative Writing: Poetry
- ENGL - 470 Advanced Workshop in Creative Writing: Nonfiction
- ENGL - 480 Writing Internships

Level Three (12 credits):

Upper Division Electives (8 credits), one chosen from Literature and one from Writing:

- ENGL - 490 Senior Seminar in Literature or
- ENGL - 491 Senior Seminar in Writing

Individual Concentration

Students have the option to design (in conjunction with their faculty advisor) their own elective course work. Some students use this option to prepare for an M.B.A. or Ph.D. program at a highly ranked school. Other students prepare for careers in business or government. Additional opportunities include directed research with faculty members, internship programs with business and government, study abroad, or a combination of these.

Interdisciplinary Major in Advertising

Your Bachelor of Arts degree will prepare you to become an advertising professional through courses in both Advertising and in Communication Studies - and in order to prepare you to be a more complete professional in the early 21st century - you'll also study Computer Science and/or Design.

Requirements

[Download the Advertising Major Requirements Checklist](#)

Foundations (16 credits required)

- ADVT - 341 Advertising Principles and Practice
- COMS - 202 Rhetoric and the Public Sphere

Plus a combination of 8 credits from either Art or Computer Studies:

- ART - 155 Visual Communication and
- _ART - 205 Typography OR
- CS - 107 Computing, robots, and the Web and
- CS - 151 Spreadsheet Analysis: Introductory

Plus your option of

- CS - 171 Web Design and Development OR
- CS - 177 Web 2.0: Blogs, Wikis, Maps and Apps

Advanced Area Studies (24 credits required)

Once your foundations are complete, choose any six of:

- CS - 131 Creating Images: Photoshop I, PLUS
- CS - 182 Animation with Flash
- _ADVT - 322 Advertising/Public Relations Law and Ethics
- _ADVT - 340 Advertising Creative Strategy and Copy
- _ADVT - 343 Advertising Planning and Placement
- _ADVT - 342 Advertising Presentations (may be repeated for credit)
- COMS - 358 Persuasion and Social Influence
- BUS - 302 Marketing Management
- BUS - 392 Producing and Selling
- BUS - 363 Consumer Behavior
- COMS - 496 Internship (may be repeated for credit)

Interdisciplinary Minors

Interdisciplinary Minors in the College of Arts and Sciences are unique academic programs that offer students opportunities to deepen and diversify their knowledge, understanding and interaction with other cultures.

These programs draw on the expertise of top faculty from various departments such as English, history, psychology, sociology, and philosophy. The cross-disciplinary nature of these programs adds a dimension of innovation, and at the same time they broaden student perspectives by opening up traditional departmental boundaries. Like nations and cultures themselves, Interdisciplinary Minors at USF contribute to a more globally aware society.

International and Development Economics

The rapid pace of globalization has increased the demand for professionals with specialized training in international economics and the economic development process. The University of San Francisco offers a truly unique Master's degree in International and Development Economics -- one that integrates rigorous training in quantitative economics with overseas field study in a developing country.

The goal of the program is to help students understand how market forces can be harnessed to free the poor in developing countries from cycles of poverty. It also examines the importance of institutions that regulate market forces. Unlike larger institutions, USF combines an intimate classroom experience with personalized research direction from dedicated faculty committed to the success of each student.

Topics of Study include:

- Effects of globalization, international integration, and trade
- Macroeconomics of developing countries
- Evaluation of development projects
- Agricultural economics and commodity markets in developing countries
- Microenterprise finance
- Causes of poverty and famine
- Women and development
- International finance and currency stabilization
- International labor markets and migration

A World of Opportunities

Students will be equipped for a future in one or more of the following areas:

- Professional work in international agencies, international businesses, and non-governmental organizations
- Professional work as development researchers, practitioners, and policymakers for issues facing developing countries
- Further study in international and development economics in a Ph.D. program

Core Courses for M.A. in International and Development Economics

- ECON - 601 Microeconomics: Theory and Applications
- ECON - 602 Macroeconomics: Theory and Applications
- ECON - 615 Mathematics for Economists
- ECON - 620 Graduate Econometrics
- ECON - 623 Field Research Methods
- ECON - 627 Applied Econometrics for International and Development Economics
- ECON - 628 Advanced Applied Econometrics
- ECON - 690 Graduate Seminar

Four Elective Classes

- At least one (1) course from Economics 670 (International Trade) or Economics 671 (Economic Development) to be taken in the student's first year before summer field research.
- At least one (1) course from Economics 671 (International Finance) or Economics 673 (Development Microeconomics) to be taken in the student's first year before summer field research.
- Two (2) elective courses chosen from:
 - ECON - 670 International Trade
 - ECON - 671 International Finance
 - ECON - 672 Economic Development
 - ECON - 673 Development Microeconomics
 - ECON - 676 Natural Resource Economics and Development Policy
 - ECON - 677 International Political Economy
 - ECON - 678 Population and Labor Economics
 - ECON - 650 Money, Banking, and Financial Institutions
 - ECON - 651 Monetary Economics
 - ECON - 665 Law and Economics
 - ECON - 690 Graduate Seminar
 - ECON - 698 Directed Readings and Research

Subject to approval, and if the class is not offered at USF, students may be able to substitute a Ph.D.-level class in international or development economics at an approved graduate program in another university for one of the above classes.

Overseas Field Study Requirement

A key component of the Masters program in International and Development Economics is the overseas Field-Study Internship. This requirement is typically met during the summer before the student's final semester in the program, and involves a 1-3 month period of field study in a developing country, with arrangements to be worked out between the student and supervising faculty. Universities in countries such as the Philippines, El

Salvador, and others have partnered with USF for the field-study program. In most cases, research data and interviews obtained during field study will be applied toward the Masters research project.

Masters Research Project and Presentation

Masters students undertaking the M.A. degree in International and Development Economics will enroll in the graduate seminar during the latter part of their coursework at USF. Students will study and discuss a number of published empirical papers in international and development economics, which will serve as a guide for their own empirical work. In the graduate seminar, students will receive guidance and supervision in completing their own research projects. At the end of their program, M.A. students in International and Development Economics will present their research to faculty members, with the student receiving one of the following grades: pass with honors, pass, pass conditional upon revision, or fail.

Requirements for Admission to M.A. Programs

- A Bachelor's degree from an accredited college or university, letters of recommendation, and a statement of purpose.
- The GRE is not required for admission, although superior scores increase the likelihood of admission.
- International applicants whose native language is not English must submit a recent TOEFL (Test of English as a Foreign Language) score. Those who submit a score of 600 or higher may pursue their graduate studies without any additional language requirement. The minimum TOEFL score required to start the graduate program is 550. Students with a TOEFL score of 550 to 599 must enroll in and satisfactorily complete the Graduate Writing/Speaking Practicum, offered by the University's English As a Second Language Program. This course does not count toward the 33 credits required to graduate.

Learning Goals/Outcomes for the M.A. in International and Development Economics

Students who complete the M.A. in IDEC will be able to:

- **Understand the application of modern micro and macroeconomic theory to the key problems of economic development, trade and finance**, including the analysis of market failures, poverty traps, the structure of incentives, the use of game theory to model institutional behavior, and open economy models of trade, migration, foreign direct investment, financial markets, and exchange rate determination.
- **Design and carry out a fieldwork-based research project**, including formation of an original research question, planning of an effective methodology, development of field protocols/survey instruments, and data collection in a developing or transition country.
- **Conduct original quantitative empirical analysis of an international or development economics problem**. Specifically, students should be able to express an economic theory in terms of an observable model; determine the appropriate estimation method for the empirical model; utilize statistical software to conduct such estimation; and meaningfully interpret the results.
- **Effectively communicate research finding both in writing and orally**, including compilation of a professional literature review, clear presentation of theoretical and empirical models, econometric analysis, and the relevance of the study's principal findings and implications for international and/or economic development theory and policy.

International Economics Concentration

Within this concentration, students are prepared for a variety of careers working with international business and finance or international agencies. Students who select this area may specialize in international economics broadly or focus on a particular area, such as the Pacific Rim or Africa. Internships may be arranged with internationally oriented companies or government agencies to give students work experience and exposure to job opportunities.

Required Courses

ECON - 370 International Economics

ECON - 471 International Finance

Other courses can be chosen to focus on particular areas of a student's interest. In addition to the two required courses in this area, students must enroll in eight credits from the following list:

Elective Courses

ECON - 280 The Global Economy

ECON - 282 Economies of Modern Europe

ECON - 283 Economies of Southeast and East Asia

ECON - 285 Economies of Modern Africa

ECON - 286 Economies of Latin America

ECON - 455 Options and Futures

ECON - 477 International Political Economy

BUS - 350 International Business

BUS - 430 International Financial Management

Other credits may be taken from related areas such as mathematics and statistics, history, politics, or other offerings of the McLaren School of Business. Students may undertake an internship (ECON 396) or complete a research project (ECON 398) in which they demonstrate mastery of a

topic in international or development economics. Given the wide range of options available to students in this area, a consultation with a faculty advisor as to the best choice of courses for a particular area of interest is recommended.

Internship Programs

The Department administers two internship programs, one with government agencies [0110-396. Public Administration Internship (4)] and one with non-governmental agencies [0110-397. Fieldwork in Public Interest Organizations (4)]. Both Politics and other majors can pursue internships for course credit with a wide variety of organizations in the Bay Area, and thereby link the academic experience in the classroom to practical work in the field. The internships are offered every semester, and all students beyond their Freshman year are encouraged to enroll. See Professor Johnson or Professor Elias for more information.

Jewish Studies and Social Justice Interdisciplinary Minor

[Download the Jewish Studies and Social Justice Minor Requirements Checklist](#)

The Minor in Jewish Studies and Social Justice requires 20 credits of coursework, including 8 credits of core courses and 12 credits of electives that can be taken from three suggested emphases described below.

Required courses (8 credits)

- [THRS - 327](#) Social Justice, Activism, and Jews
- [THRS - 376](#) Jews, Judaisms, and Jewish Identities

Elective Courses (12 credits)

Students select 12 credits of courses from any of the following emphases, though students are encouraged to take 4 credits from each separate emphasis area.

Culture, History and Politics Emphasis

- [GERM - 318](#) Jewish Literature and Culture in 20th Century Europe
- [GERM - 350/FREN - 350](#) Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century
- HIST - 210 Historical Methods
- HIST - 310 The Ancient Near East
- [HIST - 322](#) The Holocaust
- [POLS - 349](#) Government and Politics of the Middle East
- [POLS - 354](#) International Relations of the Middle East
- [POLS - 378](#) United States Middle East Policy
- THRS - 326 Holocaust and Genocide
- THRS - 380/POLS 380 Social Justice and the Israeli-Palestine Conflict

Philosophy and Religious Studies Emphasis

- PHIL - 341 Jewish Philosophy
- THRS - 318 Religious Nonviolence and the Politics of Interpretation
- [THRS - 325](#) Modern Jewish Thought
- [THRS - 372](#) Jewish Christian Relationship
- THRS - 378 Jewish Mystical Imagination
- THRS - 398 Directed Reading and Research

Jewish Language Emphasis*

- [ARAB - 101](#) First Semester Arabic
- ARAB - 102 Second Semester Arabic
- ARAB - 398 Directed Reading and Research
- [HEBR - 101](#) First Semester Hebrew or
- [THRS - 256](#) First Semester Hebrew
- [HEBR - 102](#) Second Semester Hebrew or
- [THRS - 257](#) Second Semester Hebrew
- [HEBR - 398](#) Directed Reading and Research. or
- [THRS - 398](#) Directed Reading

*Students who take these language courses to fulfill the Arts and Sciences language requirement or who test out of ARAB 102, ARAB 398, HEBR 101/THRS 256, or HEBR 102/THRS 257 are not allowed to use these courses towards the Minor in Jewish Studies and Social Justice.

Note: For all Theology and Religious Studies Majors who choose to minor in Jewish Studies and Social Justice, a maximum of 2 Theology and Religious Studies courses will be permitted to count for this minor not including the two core courses for the minor, THRS 327 and 376.

Joint B.A./M.A. Program in Economics

Students at USF have the opportunity to enroll in a 4 + 1 program in which they obtain both a Bachelor's degree in Economics and a Master's degree within five years. Students can obtain one of two Master's degrees: an M.A. in Economics, or an M.A. in International and Development Economics (IDEF). The M.A. in Economics (ENCF) emphasizes mastery of core economic theory. The M.A. in International and Development Economics is a degree that emphasizes training in empirical research methods related to poverty and growth in developing countries.

Students in the five-year program begin to take graduate-level courses when they achieve senior-level standing at the University. Students graduate with the B.A. and officially matriculate into the M.A. program upon completion of College graduation requirements, including 128 credits within which graduate courses will substitute for undergraduate courses in satisfying the B.A. requirement. The total credits required for the Joint B.A./M.A. Program in Economics is 152 credits.

Admission to the 4 + 1 Program

Students joining USF as a freshman can apply for admission to the 4 + 1 program from any major if they fulfill the following requirements:

- sophomore standing, and
- obtain a 3.5 GPA in Principles of Microeconomics, Principles of Macroeconomics, Intermediate Microeconomics, Intermediate Macroeconomics, Calculus I and Calculus II. (Students joining USF with AP credits will be evaluated individually.)

Transfer students can apply for admission to the 4 + 1 program from any major if they fulfill the following requirements:

- obtain a 3.5 GPA in Principles of Microeconomics, Principles of Macroeconomics, Calculus I and Calculus II.
- obtain a 3.5 GPA in two 300-level or higher courses approved by the Economic Graduate Advisor and taken at USF.

Students who graduate from the M.A. in Economics program will be prepared for a number of career options, including work as an economic or public policy analyst, or in applied research in a government institution or firm. Students who graduate with an M.A. in International and Development Economics may pursue a number of careers related to policy making and research in developing countries. The BA/MS program in the Department of Economics also makes excellent preparation for a Ph.D. program in economics or a related field.

I. Required Undergraduate Economics Courses

- ECON - 111 Principles of Microeconomics
- ECON - 112 Principles of Macroeconomics
- ECON - 120 Economic Methods
- ECON - 311 Intermediate Microeconomics
- ECON - 312 Intermediate Macroeconomics
- ECON - 320 Econometrics or 620
- ECON - 318 Game Theory *
- ECON - 415 Mathematics for Economists (or 615)*
- MATH - 109 Calculus and Analytic Geometry I *
- MATH - 110 Calculus and Analytic Geometry II *, and one other advanced math course such as Math 130, 211, or 300 (ENCF)*

*These courses are normally taken as part of the undergraduate program, but may be taken after matriculation into the M.A. program. The students who elect this option must still complete 128 credits, and must substitute 20 credits of other upper-division or graduate courses in Economics in the undergraduate program.

II. Required Masters Program Economics Courses

- ECON - 601 Microeconomics: Theory and Applications
- ECON - 602 Macroeconomics: Theory and Applications
- ECON - 627 Applied Econometrics for International and Development Economics (M.A. in IDEF only)
- ECON - 623 Field Research Methods (M.A. in IDEF only)
- ECON - 690 Graduate Seminar

III. Elective Economics Courses

- For the M.A. in Economics, four classes must be taken from Economics 600-level courses. Other credits may be taken in related areas such as mathematics or administration. In addition students must successfully pass the Comprehensive Exam. The total number of credits required for the M.A. degree in Economics is 152.
- For the M.A. in International Development and Economics, four other classes must be taken from the Economics 670 series. The total number of credits required for the M.A. degree in International and Development Economics is 152.

Joint B.S. Computer Science/M.S. in Web Science (4 1 Honors Program)

This five-year program allows highly motivated students to earn both a B.S. in Computer Science along with a Master's in Web Science in just five years. Open only to students with at least a 3.3 grade point average, students begin taking graduate courses as early as their junior year.

Admission

- Students in the Computer Science B.S. program may apply after their sophomore year of college. A minimum grade point average of 3.3 is required in all lower-division Computer Science courses and a 3.0 in all courses.
- Students need not take the GRE. Admission will be based on GPA and letters of recommendation.
- Students admitted into the program must maintain a 3.0 in major courses.

Guidelines

Students may not count courses for both the Computer Science degree and the Web Science degree except for:

- The graduate course CS 601: Object-Oriented Software Development may be substituted for undergraduate requirement CS 342 Introduction to Software Engineering; and
- CS 690 Master's Project may be substituted for undergraduate requirement CS 490 Senior Project.

Other than these two exceptions, a course cannot be counted for both the M.S. in Web Science degree and an undergraduate Computer Science course.

Judaic Studies Interdisciplinary Minor

Judaism is the foundational religion of Western culture and the ancestor of both Christianity and Islam. The Judaic Studies Minor is designed to expose students to the fascinating history, thought and culture of Judaism and the Jewish people. The program embraces the disciplines of Theology, History, English, Modern and Classical Languages, and Philosophy, and it offers internships in Psychology, Sociology and Politics as well as History. Special funding for travel and study in Israel is available through an endowment of the Swig Judaic Studies Program.

Administrative Office
Cowell, Room 311
Phone: (415) 422-6302
Fax: (415) 422-6220
Email: silver@usfca.edu
Andrew Heinze, Director

[Download the Judaic Studies Minor Requirements Checklist](#)

The Judaic Studies Minor requires completion of five 4-unit courses (20 units). Please see the Program office for an updated list of Core and Elective

Latin American Studies Interdisciplinary Minor

[Download the Latin American Studies Minor Requirements Checklist](#)

The Latin American Studies minor is designed for students interested in combining an understanding and appreciation of Latin America with another discipline or major. The minor enhances students' professional training as it offers direction and coherence to undergraduate education. The minor requires 20 units. Students must complete three core courses (12 units) and 2 electives (8 units).

Core Courses (12 Units)

- LAS - 376 Latin American Perspectives
- SPAN - 202 Fourth Semester Spanish
- LAS - 301 Religion in Latin America or one of
- SPAN - 203 Latin American Literature or
- SPAN - 303 Latin American Literature I or
- SPAN - 304 Latin American Literature II

Elective Courses (8 Units)

Students may select any two other Latin American Studies courses from those listed for the major: Humanities, Literature and the Arts, the Social Sciences, including Border Issues, El Salvador Today and Semester in Latin America.

Latino-Chicano Studies Interdisciplinary Minor

The Latin@-Chican@ Studies minor exposes students to major theories and models concerning the central historical, sociocultural, political, and economic issues impacting Latin@s-Chican@s in the U.S. Immigration, transnationalism and globalization are also emphasized in the minor.

Administrative Office
Kalmanovitz Hall, Room 334
Phone: (415) 422-2940
Email: malitman@usfca.edu

[Download the Latino-Chicano Studies Minor Requirements Checklist](#)

Legal Studies Interdisciplinary Minor**Legal Studies Minor Requirements**

[Download the Legal Studies Minor Requirements Checklist](#)

A Legal Studies Minor may be earned by students in any USF major. For the Minor, students must complete five (5) courses (20 credits)(which may be double-counted for major, minor and core requirements), including the Overview course, one course in Domestic Justice, one course in Global Justice, one Field Placement, and one Elective. The elective can be satisfied preferably by choosing an additional course in either Domestic Justice or Global Justice, or by choosing a course from additional electives (see below).

Overview (One of these two are required):

- [POLS - 322](#) Politics of American Justice
- [SOC - 354](#) Sociology of Law

Domestic Justice

- [POLS - 316](#) Law, Politics and the National Pastime (Elias)
- [POLS - 323](#) Lawmaking
- [POLS - 327](#) American Reformers and Revolutionaries (Elias)
- [POLS - 335](#) Political Power and Constitutional Law (Elias)
- [POLS - 336](#) Race, Equality and the Law (Taylor)
- [POLS - 337](#) Women and the Law (Staff)
- [POLS - 339](#) Free Expression and the Constitution
- [POLS - 392](#) American Indian Politics (Kessler-Mata)
- [SOC - 227](#) Violence in Society (Richman)
- [SOC - 304](#) U.S. Inequalities and Social Justice (Raeburn)
- [SOC - 357](#) Criminology (Richman)
- [SOC - 367](#) Environmental Justice
- [HIST - 359](#) The Civil Rights Movement in History and Film (Nasstrom)
- [PHIL - 372](#) Philosophy of Law (Cavanaugh/Vargas)
- [MS - 311](#) Communication Law and Policy (Barker-Plummer)
- [BUS - 301](#) The Legal and Regulatory Environment (Scalise, et al.)

Global Justice

- [POLS - 345](#) Global Economic Justice (Zunes)
- [POLS - 350](#) International Law and Organizations (Zartner)
- [POLS - 352](#) Human Rights and Global Change (Elias)
- [POLS - 369](#) Asian Politics, Activism, and Justice (Gonzalez)
- [POLS - 380](#) Social Justice and the Israeli-Palestinian Conflict (Hahn Tapper)
- [POLS - 381](#) Feminist International Relations (Wibben)
- [POLS - 390](#) Filipino Politics and Justice (Gonzalez)
- [SOC - 233](#) Gender, Development, and Globalization
- [SOC - 302](#) Global Inequalities and Social Justice (Santos)
- [SOC - 322](#) Resistance to Corporate Globalization (Santos)
- [COMS - 364](#) Communication for Justice and Social Change (Jacquemet)

Field Placement

Students must choose between a law-related placement in a government agency (Politics 396) or in some non-governmental organization (Politics 397 or Sociology 395)

- [POLS - 396](#) Public Administration Internship (Murphy/Gonzalez/Kessler-Mata), or
- [POLS - 397](#) Fieldwork in Public Interest Organizations (Elias), or
- [SOC - 395](#) Fieldwork in Sociology (Gamson/Rodriguez)

Additional Electives

Students must choose one (1) elective by taking an additional course in either Domestic Justice or Global Justice (see above) or by taking a course from the following list (as periodically updated):

- [POLS - 315](#) Race and Ethnicity in American Politics (Taylor)
- [POLS - 323](#) Legislative Process (Murphy/Cook)
- [POLS - 330](#) Crime, Law, and the Constitution (Lutomski)
- [POLS - 363](#) Housing and Homelessness Policy (Cook)
- [POLS - 367](#) Public Policy: Drug Policy (Murphy)
- [POLS - 368](#) Public Policy: Punishment (Taylor/McBride)

- [POLS 392](#) Race, Civil Rights and American Presidency (Taylor)
- [SOC - 325](#) Critical Approaches to Race and Ethnicity (Raeburn/Shin)
- [SOC - 331](#) Social Stratification (Staff)
- [SOC - 355](#) Deviance and Social Control (Richman)
- [SOC - 356](#) Juvenile (Richman)
- [HIST - 322](#) The Holocaust (Staff)
- [HIST - 363](#) Race and Ethnicity in United States History (Fels)
- [HIST - 421](#) Native Americans in U.S. History: Seminar (Fels)
- [PHIL - 370](#) Philosophy of Action (Cavanaugh)
- [MS - 204](#) Media, Stereotyping, and Violence (Juluri)
- [COMS - 322](#) Public Relations Law and Ethics (Vannice)
- [PSYC - 350](#) Perspectives: Forensic Psychology (Staff)
- [ECON - 465](#) Law and Economics (Staff)
- [BUS - 311](#) Advanced Business Law (Scalise)
- [BUS - 313](#) Employment Law for Managers (Boedecker)
- [BUS - 314](#) Personal Law (Becker)
- [BUS - 482](#) Hospitality Law and Human Resource Issues (Abrams)
- [BUS - 491](#) Honors Section: Legal (Scalise)

Activities

While primarily an academic program, Legal Studies sponsors or supports various on-campus and off-campus activities and groups, including the Undergraduate Law Society and Phi Alpha Delta. Our speakers series has featured recent talks by Kathy Roberts from the Center of Justice and Accountability; Center for Constitutional Rights President, David Cole; maverick lawyer, Gerry Spence; former San Francisco District Attorney, Terence Hallinan; California Supreme Court Justice and USF Alumnus Ming Chin; consumer law advocate Ralph Nader; various law school deans; and many others. We have a growing relationship with the USF Human Rights Working Group and with USF's School of Law (and its Center for Law and Global Justice). We have a small library of law school materials, and through our Pre-Professional Law Committee, faculty advise students on the legal profession and on legal curricula and admissions. Our recent graduates have gone on to law and graduate schools at universities such as Georgetown, Harvard, Washington, Tulane, Columbia, NYU, Yale, American, USC, and UC Berkeley, UC San Diego, Hastings, and UC Davis.

Under our 4 + 3 Law Program, USF students (in any Major) will have the opportunity to gain automatic admission to USF's School of Law if they have a minimum 3.2 GPA, a minimum 70th percentile LSAT score, and complete either the Legal Studies Minor or the Criminal Justice Studies (see separate brochure) minor.

M.A. in Economics: Core Courses

The graduate core courses are of fundamental importance for the M.A. in Economics. Core courses are at the heart of the graduate program and are required of all students:

- ECON - 601 Microeconomics: Theory and Applications
- ECON - 602 Macroeconomics: Theory and Applications
- ECON - 615 Mathematics for Economists
- ECON - 620 Graduate Econometrics
- ECON - 690 Graduate Seminar

All students must pass the Master's Comprehensive exams in Microeconomics and Macroeconomics as part of the M.A. in Economics degree. The comprehensive exams are offered in the first weeks of both the Fall and Spring semesters.

In addition, all students must complete a research project in which they demonstrate mastery of essential elements of economic analysis. This research project must be completed as part of the Graduate Seminar (ECON 690), before taking the Graduate Seminar. Students who wish to write a Master's thesis (ECON 699) must fulfill the research requirements (ECON 690) before being allowed to begin their thesis.

Learning Goals/Outcomes for the M.A. in Economics

Students who complete the M.A. in Economics will be able to:

- **Understand modern micro and macroeconomic theories and their applications to contemporary economic problems**, including: decision-making in conditions of risk and uncertainty, and the role of information; open economy macroeconomics and its application to exchange rate movements and financial crises; efficiency wage models, real business cycles; and endogenous growth.
- **Conduct original quantitative empirical analysis of a relevant economic problem**. Specifically, students should be able to express an economic theory in terms of an observable model; formulate a strategy for collecting the data necessary to estimate a well-specified empirical model; determine the appropriate estimation method for the empirical model; utilize statistical software to conduct such estimation; and meaningfully interpret the results.

- **Carry out independent economic research**, including development of an original research question, compilation of a professional literature review, specification of a theoretical and testable empirical model; econometric analysis; and effective communication of the study's principal findings and policy implications.

Major in Architecture and Community Design

USF's Major in Architecture and Community Design combines an introduction to the disciplines of architecture, urban design and planning, and landscape design with a strong emphasis on the social sciences and humanities. The program is grounded in the University's mission and commitment to building community for a more just and humane world. This undergraduate Major draws from the University's diverse resources and faculty to form a unique interdisciplinary program of study. It seeks to engage and foster individual creative talents, informed by a breadth of approaches and strategies for understanding the complexity of the contemporary metropolis. The aim is to comprehend and influence our built environment and its relationship to the macrocosm through the discipline of design. Through this process we train students to become impassioned readers, interpreters, actors and designers of their cities, institutions, and communities. The curriculum has been carefully crafted to satisfy the entrance requirements for graduate programs in architecture and urban design at the nation's top thirty universities.

USF's interdisciplinary **Major in Architecture and Community Design** program emphasizes the critical role of design in negotiating between individual and collaborative acts of making and the larger framework of political, social, and cultural issues in the community.

Elements of the 48-credit major program include:

- Four intensive core studio courses addressing metropolitan and global urban design issues;
- The use of San Francisco and the greater Bay Area as urban laboratories to investigate design issues directly and locally;
- Training in both abstract and applied design;
- Integration of the studio core within the context of liberal arts education in social sciences, math, and physics, as a preparation for graduate programs in architecture and landscape, but also appropriate for any number of professional career tracks including government, law, history, business, journalism or the visual arts;
- An international design, history, and social science semester located in an important city in a developing or evolving nation (including Budapest, Manila, and Puebla);
- A Bay Area and International community design outreach course and a studio practicum/internship;
- A small full-time faculty augmented with adjuncts drawn from diverse areas of expertise within the university, government, and design communities;
- A small cohort model of instruction (maximum 18 students per class).

Requirements for the Major

The Major in Architecture and Community Design requires 48 credits.

[Download the Architecture and Community Design Major Requirements Checklist](#)

Required Courses

Year 1: Tools for Community Design

- ARCD - 101 History of Architecture 1
- ARCD - 102 History of Architecture 2
- ARCD - 110 Architecture Studio 1
- ARCD - 120 Architecture Studio 2
- ARCD - 150 Architectonics 1
- ARCD - 151 Architectonics 2

Year 2: Reading the Context

- ARCD - 203 History of Architecture 3
- ARCD - 204 History of Architecture 4
- ARCD - 230 Architecture Studio 3
- ARCD - 240 Architecture Studio 4 and ARCD Electives

Year 3: Broadening the Horizon

- ARCD - 330 Design in Crossroads International
- ARCD - 350 Architecture Studio 5 and ARCD Electives

Year 4: Into the Community

- ARCD - 400 Community Design Outreach
- ARCD - 430 Practicum/Internship and ARCD Electives

Free Electives

- ARCD - 200 Sustainable Design
- ARCD - 250 Computer Aided Design and Drawing
- ARCD - 290 Special Topics

- ARCD - 300 Computer Aided Design and Drawing 2
- ARCD - 310 Introduction to Construction Materials
- ARCD - 320 Introduction to Landscape Design
- ARCD - 340 International Projects
- ARCD - 360 Introduction to Structural Engineering
- ARCD - 370 Construction Innovation Lab
- ARCD - 390 Special Topics
- ARCD - 410 Portfolio Lab

Garden Project LLC (Pre-enrolled Freshmen only)

- ENVA - 130 Community Based Urban Agriculture: Design and Management
- ENVA - 140 Garden as Art: History, Design & Implementation
- ENVA - 145 Community Garden Outreach Lab

Learning Goals/Outcomes for the B.A. in Architecture and Community Design

Students who complete the B.A. in Architecture and Community Design will:

- gain a historical foundation of architecture from pre-history to recent developments in the field, through a broad and inclusive approach to the range of social and economic factors affecting the design of world cities and buildings.
- develop familiarity with social justice issues in under-served communities and developing regions of the world as well as more traditional perspectives on architectural history.
- develop critical skills and methodologies of inquiry, analysis, conceptual development, and resolution and presentation of design ideas.
- Learn to integrate aspects of site, program, space, structure and material to create designs for buildings, which also actively respond to the historical, cultural, social and political exigencies of time and place.
- develop analytical tools that give attention to the various historic and social forces that intersect to create the built environment.
- gain a solid foundation in technical and conceptual design skills, enabling them to present their architectural ideas visually, verbally and in writing to clients, associates, and communities at the grass roots and municipal levels.
- graduate with the knowledge and skills enabling them to facilitate positive change to built environments in the world.

Major in Art History/Arts Management

There are very few undergraduate programs for people who love the visual arts and want a career in the arts, but do not want to become artists. Many undergraduate schools provide art history programs that, however, do not give students the theoretical and practical skills necessary for work in an art museum, commercial gallery, or an arts non-profit organization.

USF's Art History/Arts Management Major offers students the knowledge, skills and life experience they will need to become successful professionals in the art world and to prepare those who plan to continue their studies in graduate programs in Arts Management, Museum Studies, or Art History.

In addition to courses in art history, museum studies, design, and professional practice, the program offers three required internships at a fine arts museum, a commercial gallery, and an arts non-profit organization.

Requirements for the Major (48 credits)

[Download the Art History/Arts Management Major Requirements Checklist](#)

Required Core Courses

- ART - 101 Survey of Western Art History 1
- ART - 102 Survey of Western Art History II
- ART - 120 Art Fundamentals
- ART - 155 Visual Communication
- ART - 200 Museum Studies 1

Pre-Modern Western Art History Elective (Choose at least one)

- ART - 302 Renaissance Art
- ART - 303 Baroque Art
- ART - 390 Special Topics

Modern/Contemporary Art History Elective (Choose at least one for four credits)

- ART - 363 The Triumph of Impressionism
- ART - 305 Modern and Contemporary Art
- ART - 306 Women and Art
- ART - 390 Special Topics

- ARCD - 101 History of Architecture 1 or
- ARCD - 102 History of Architecture 2 or
- ARCD - 203 History of Architecture 3 or
- ARCD - 204 History of Architecture 4

Non-Western Art History Electives (Choose at least one)

- ART - 307 Asian Art
- ART - 308 African Art
- ART - 316 Filipino American Arts

Upper-Division Arts Management (Choose at least one)

- ART - 300 Museum Studies 2
- ART - 420 Art and Business

Internships (Complete all three)

- ART - 421 Museum Internship
- ART - 422 Commercial Gallery Internship
- ART - 423 Non-Profit Arts Internship or can be replaced with
- ART - 487/488 Artist as Citizen

Learning Goals for the Major in in Arts History/Arts Management

- Students will gain solid historical knowledge of the objects of art and principal artists of all major periods, and their associated theories, analysis and criticism. This includes broad understanding of the cultural diversity of art movements from prehistoric times through contemporary culture, both locally and globally.
- Students will gain an understanding of basic visual principles, concepts, media, and formats in the various fine art disciplines, and the ability to apply them to meet a specific objective. This includes an ability to think critically and propose creative solutions to aesthetic problems.
- Students will gain a deep appreciation and knowledge of how to use their skills to work with diverse communities both locally and globally to create social change. This includes the acquisition of professional skills that will serve them as post-graduate students, professional practitioners, educators, and community leaders.
- Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to conduct advanced research or project work. This includes the mastery of bibliographic research and understanding of the digital tools and processes necessary to develop that research.

Major in Asian Studies

Requirements for the Major

This degree requires completion of forty (40) credits of course work, including 12 credits of gateway courses and 28 credits of electives. All courses used to satisfy major requirements must be taken for letter grades and passed with grades of C or better.

[Download the Asian Studies Major Requirements Checklist](#)

[Download the Asian Studies with Philippine Studies Major Requirements Checklist](#)

Gateway Courses (12 credits)

The major requires one gateway course in History, one in Philosophy or Religious Studies, and one in Politics, for a total of 12 credit hours:

- HIST - 130 East Asian Civilizations or
- HIST - 135 Indian Civilizations
- PHIL - 220 Asian Philosophy or
- THRS - 366 Religion and Spirituality in Asia
- POLS - 113 Introduction to International Politics or
- POLS - 359 International Politics of the Asia Pacific Rim

These gateway courses may "double-count" to meet the University's Core requirements.

Students are advised to take gateway courses at the very beginning of their degree program because these courses provide a comprehensive introduction to the two geographical areas (East Asia and South Asia) covered by the major. These gateway courses may "double-count" to meet the University's Core requirements.

Language Study

Four semesters of either Chinese or Japanese is required for the major. The first three semesters of language study meet the language requirement for the College of Arts and Sciences and thus are not included in the total number of credits required for the Asian Studies major. Languages must be taken for letter grades and passed with grades of C- or better.

Under special circumstances, students may demonstrate an equivalent competence in the target languages, or in other Asian languages (such as Hindi) through assessment, evaluation, and examination by language faculty or other qualified staff.

Additional Requirements for the Major (28 credits):**History (4 credits).**

One additional upper-division history course is required.

Electives (16 credits).

Four courses, chosen in consultation with an advisor, will help students focus on and develop intermediate expertise in particular regions, countries, or topics. The Major encourages a multi-disciplinary approach to the student's specific area of interest.

Regional Breadth (4 credits)

From the courses chosen as electives, at least one course must be in an area outside the student's primary focus. For example, if the primary area focus is Japan, the Regional Breadth course should deal with similar themes in China or South Asia.

Capstone Project (4 credits)

The Asian Studies major is completed through the Capstone Project in the final year of the major. Students will converge on the study of selected issues and topics, to be determined by the professor (or professors) in charge. Topics and themes providing interdisciplinary and inter-regional breadth for all majors in Asian Studies include the following: Cinema of India/China/Japan/SE Asia, Migration and Immigration, the Changing Family in Asia, Contemporary Asian Writers, Inter-Asian Political Relations, Asian Popular Culture, Asian Ways of Dying, Death, and Salvation, Rural-urban Migrations, Environmental Issues, Technological change in Asia.

Sample Curriculum**1st year**

- HIST - 130 East Asian Civilizations Gateway course
- PHIL - 220 Asian Philosophy Gateway course

2nd Year

- Intermediate Language Study: Chinese or Japanese
- POLS - 113 Introduction to International Politics

3rd Year

- JAPN - 310 Zen and the Art of Japanese Calligraphy
- MS - 409 International/Global Media
- CHIN - 355 Chinese Literature in Translation
- JAPN - 355 Japanese Literature in Translation
- Summer intensive, full semester, or academic year abroad

4th Year

- HIST - 386 History of U.S.-China Relations
- Internship (2-4)
- Capstone Project (2-4)

Undergraduate Minors

- Major in Asian Studies/Minor in Asian Studies
- Major in Japanese Studies/Minor in Japanese Studies
- BA/BS-MAPS Degree
- Minor in Chinese

Courses in Asian Studies**Business**

- BUS - 101 Introduction to Global Management (Cultural Diversity)
- BUS - 397 International Study Tour

Economics

- ECON - 677 International Political Economy

Environmental Studies

- POLS - 360 International Environmental Politics

History

- HIST - 130 East Asian Civilizations *
- HIST - 380 Traditional China to 1839
- HIST - 381 Modern China: Revolution and Modernization
- HIST - 383 Modern Japan Since Perry
- HIST - 135 Indian Civilizations *

- HIST - 386 History of U.S.-China Relations
- HIST - 387 History of U.S.-Japan Relations

Languages

- CHIN - 101 First Semester Chinese and 102, 201, and 202
- JAPN - 101 First Semester Japanese and 102, 201, and 202
- JAPN - 301 Intermediate Japanese
- JAPN - 302 Advanced Japanese
- JAPN - 410 Introduction to Japanese Linguistics

Literature and Culture

- CHIN - 350 Traditional Chinese Culture
- CHIN - 355 Chinese Literature in Translation
- JAPN - 310 Zen and the Art of Japanese Calligraphy
- JAPN - 350 Japanese Culture
- JAPN - 351 Contemporary Japanese Culture
- JAPN - 355 Japanese Literature in Translation
- JAPN - 357 Naturalism in Japanese Literature

Media Studies

- MS - 409 International/Global Media

Philippine Studies

- YPSP - 301 Philippine History from Pre-Spanish Times to 1900
- YPSP - 325 Filipino Culture and Society

Philosophy

- PHIL - 220 Asian Philosophy *

Politics

- POLS - 113 Introduction to International Politics *
- POLS - 314 Theories of Citizenship and Globalization
- POLS - 332 Political Thought of Developing Countries
- POLS - 346 Government & Politics of India & Southeast Asia
- POLS - 347 Government and Politics of China and East Asia
- POLS - 352 Human Rights and Global Change
- POLS - 359 International Politics of the Asia Pacific Rim *
- POLS - 360 International Environmental Politics
- POLS - 432 The Politics of Ethnicity and Nationalism
- POLS - 450 Political Economy of Developing Nations

Psychology

- PSYC - 307 Cross-Cultural Psychology

Religious Studies

- THRS - 361 Religion and the Environment
- THRS - 366 Religion and Spirituality in Asia *
- THRS - 370 Zen Buddhism
- THRS - 371 Hinduism
- THRS - 379 Buddhist Paths in Asia and North America
- THRS - 384 Religion and Nonviolence

Sociology

- SOC - 228 Asians and Pacific Islanders in U.S. Society

USF Center for the Pacific Rim

(Note: The following courses are part of the BA/BS-MA in Asia Pacific Studies degree, open to qualified seniors with a minimum 3.0 GPA)

- APS - 601 Comparative Modernization of East Asia
- APS - 605 Cultures of East Asia

- APS - 620 International Politics of the Asia Pacific
- APS - 635 Literature of East Asia
- APS - 636 Society and Culture in the Contemporary Asia Pacific
- APS - 640 Economies of East Asia

Visual Arts

- ART - 307 Asian Art

(Note: * indicates Gateway courses. See the specific department sections in this catalog for individual course descriptions.)

Learning Goals/Outcomes for the B.A. in Asian Studies

- Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.
- Students will be able to analyze both a specific region of Asia and an Asia-related topic using interdisciplinary perspectives and methods, including information in either Chinese, Japanese, or Tagalog.
- Students will be able to demonstrate understanding of how topics related to social justice--such as human rights, environmental sustainability, and ethical consideration--impact both people and policy within Asian societies.

Major in Communication

USF offers a unique and diverse degree completion program for transfer students at its offsite campuses that prepare students for a broad spectrum of communication-related careers. The Communication major combines social scientific and critical study of communication and media with courses that develop foundational communication knowledge and skills in areas such as public relations and organizational settings like those found in business, government, education, and non-profit sectors. The study of communication prepares students for leadership in the professions and a sound foundation for graduate or professional school in a variety of disciplines.

Requirements

The communication Major requires completion of 45 units that are subdivided into three areas: (1) Foundations (13 units); 2) Research Methods (8 units); and 3) Advanced Area Studies (24 units).

Three of the four foundations courses will be taken at a Junior College and the remaining foundational course should be completed by students during their first semester. These courses provide an introduction to the communication process, the social role of media, the fundamentals intercultural, and the social construction of messages in the public sphere.

Research Methods courses are recommended for students in their second semester in the degree completion program. These courses are tailored to engage students in the research process through the use of quantitative, qualitative, and critical methods.

Advanced Area Studies courses are recommended senior year. By carefully choosing Advanced Area Studies courses with the approval of a faculty advisor, students can fashion a constellation of courses to meet diverse educational and professional goals.

Major in Communication Studies

A degree in Communication Studies gives students tremendous flexibility in terms of career choices because effective communication is widely recognized as vital to such fields as advertising, public relations, journalism, international relations, education, arts, entertainment, health and human services, law, and government. In our program, students refine their speaking, writing, and critical thinking skills while investigating communication theories and methodologies. Students can also tailor portions of the major to meet their special needs. For example, some students focus upon interpersonal or organizational communication while others emphasize journalism or public relations. Our highly successful internship program helps our students gain valuable "real world" experience that often provides an entry into their preferred job field. Graduates of our program enjoy successful careers in such areas as publishing, marketing, corporate and non-profit public relations, advertising, education, corporate training and human development, promotions, and event planning and coordination.

Requirements for the Major in Communication Studies

[Download the Communications Studies Major Requirements Checklist](#)

The Communication Studies Major requires completion of 44 credits of course work that are subdivided into two areas: 1) Foundations (16 credits); and 2) Advanced Area Studies (28 credits).

Foundations courses are recommended for the Freshman year, as they provide an introduction to key processes in human communication and the fundamentals of reading, writing, and doing research in communication.

Advanced Area Studies courses are recommended for the Junior and Senior years. By carefully choosing Advanced Area Studies courses with the approval of a faculty advisor, students can fashion a constellation of courses to meet diverse educational and professional goals. Some students may choose to focus on the processes of human communication (interpersonal relationships), while others may emphasize corporate communication, public relations, or advertising. Other students may find that a blend of a variety of courses will best meet their needs. Regardless of their areas of emphasis, we strongly encourage our Majors to develop professional skills in the CM 496 Internship course.

Students should consult full course descriptions for specific prerequisite requirements. A summary of requirements and courses follows below.

Foundations

(12 credits required)

- COMS - 202 Rhetoric and the Public Sphere
- COMS - 203 Communication and Everyday Life
- COMS - 204 Communication and Culture (CD)

Methods

(8 credits required)

- COMS - 252 Critical and Rhetorical Methods and/or
- COMS - 253 Quantitative Research Methods and/or
- COMS - 254 Qualitative Methods

Advanced Area Studies

(24 credits required)

- COMS - 300 Interpersonal Communication
- COMS - 314 Intercultural Communication
- COMS - 320 Public Relations Principles and Practices
- COMS - Public Relations Law and Ethics
- COMS - 323 Public Relations Writing
- COMS - 326 Public Relations Campaigns
- COMS - 332 Rhetorical Criticism
- COMS - 334 Rhetoric and Citizenship
- COMS - 336 Rhetoric of Law
- COMS - 350 Nonverbal Communication
- COMS - 352 Health Communication
- COMS - 356 Organizational Communication
- COMS - 358 Persuasion and Social Influence
- COMS - 360 Language and Social Interaction
- COMS - 364 Communication for Justice and Social Change
- COMS - 365 Geographies of Communication
- COMS - 366 The Ethnography of Communication
- COMS - 368 Communication and Aging
- COMS - 373 Rhetorical History of the U.S.
- COMS - 398 Directed Study
- COMS - 490 Topics in Communication Studies
- COMS - 496 Communication Studies Internship

Communication Studies majors may only count a total of three Advertising and/or Public Relations courses toward the 28 credits of Advanced Area Studies required for the major.

Note: Students majoring or minoring in Communication Studies must maintain a "C" (or 2.0) grade point average or higher in the major/minor to graduate. Moreover, beginning with students entering USF Fall, 2006, students must earn a C- (C minus) or higher in all Communication Studies courses in order to receive credit for that course toward the major/minor.

Learning Outcomes for the Major in Communication Studies

- Students will demonstrate an understanding of how communication shapes patterns of social interaction, the expression of cultural values and norms, political practices and relations of power, and our positions as local and global citizens.
- Students will be able to use a variety of methodological tools to analyze interpersonal, intercultural, and rhetorical discourse that structures everyday interactions in both our public and private lives.
- Students will develop and hone the skills of speaking, writing, and critical thinking, and will be able to use these skills in their personal, professional and public lives.
- **Students will demonstrate an understanding of the possibilities, problems, and history of discourse and deliberation in democracy and will be prepared to use their knowledge to work for a just and more humane world.**

Major in Comparative Literature and Culture

Requirements for the Major in Comparative Literature and Culture

[Download the Language Emphasis Major Requirements Checklist](#)

[Download the Literature Emphasis Major Requirements Checklist](#)

[Download the Culture Emphasis Major Requirements Checklist](#)

The program requires completion of forty-four (44) credits, as follows:

Two Core Courses (8 credits)

- CMPL - 200 Introduction to Comparative Studies: Literature of the Body **OR**
- CMPL - 195 First Year Seminar: The Beauty of the Beast in Literature and Art
- ENGL 299 - Critical Analysis

Two Foreign Language Courses (8 credits)

(in addition to the three foreign language courses required of all students in the College of Arts and Sciences: 101, 102, and 201 or their equivalent as determined by placement tests.)

- 4th Semester of a Foreign Language (202 French, German, Spanish, Japanese)
- 5th Semester of a Foreign Language (300-level course taught in the target language)

Six 300-Level Literature and Culture Electives (24 credits)

- Students will select their elective courses at 300-level or above from the offerings of various departments and interdisciplinary programs. These courses must have a strong emphasis in one or more literatures and cultures of the world, and must be relevant to the student's area of concentration for comparative studies.
- Students must discuss their choice of electives with their advisor before registering. In addition, they will submit a petition form to demonstrate how each elective contributed to their area of concentration. (Petition forms are available at the Department of Modern languages office in KA 328).

One Capstone Seminar and Senior Thesis (4 credits)

- CMPL - 400 Capstone Seminar in Comparative Literature and Culture: Political Fictions

Upon completion of all their electives, students will register for the Capstone Seminar on Political Fictions. In this seminar they will also conclude their individual research in their area of concentration and write a Senior Thesis. Additional information about the Capstone Seminar and Guidelines for the Senior Thesis are available online.

Study Abroad

Majors in Comparative Literature and Culture are strongly encouraged to study abroad. Students should consult the Center for Global Education in UC 404 for USF Sponsored Study Abroad programs to plan their Junior year or a semester abroad.

Students may transfer up to twelve (12) credits from the study abroad program into the Comparative Literature and Culture major.

Learning Goals/Outcomes for the Major in Comparative Literature and Culture

Students will be able to

- engage in comparative analysis of literary texts and other cultural artifacts that seek to enhance our understanding of cross-national cultural commonalities and differences.
- communicate in a foreign language both orally and in writing.
- demonstrate a comprehensive understanding of, and respect toward, one or more of the many cultures of different regions of the world in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).
- bridge the divisions between national literatures and cultures instead of concentrating on a single tradition or their own.
- develop an intellectual engagement, introspection and reflective sensibility that will contribute to life-long learning.

Major in Computer Science

To major in Computer Science, a USF student should have successfully completed four years of high school mathematics, including the equivalent of two years of algebra and the basic elements of plane geometry and trigonometry. Deficiencies in a student's high school mathematics background may be fulfilled by successfully taking the equivalent mathematics prerequisites at USF.

Requirements

[Download the Computer Science Major Requirements Checklist](#)

The computer Science major includes 20 credits of lower division courses, 22 credits of upper division courses, and 8 credits of mathematics, as follows:

Lower Division (20 credits required)

- CS110 Introduction to Computer Science I (4 credits)
- CS112 Introduction to Computer Science II (4 credits)
- CS 212 Software Development (4 credits)
- One of:
 - CS 220 Introduction to Parallel Programming
 - CS 221 C and Systems Programming

- CS245 Data Structures and Algorithms (4 credits)

Upper Division (22 credits required)

- CS 326 Operating Systems (4 credits)
- One upper division course for the Systems area (4 credits)
 - CS 315 Computer Architecture
- One upper division course from the Theory and Languages area (4 credits)
 - CS 345 Programming Languages
 - CS 411 Automata Theory
 - CS 414 Compilers

One upper division course from the Applications area (4 credits)

- CS 333 Introduction to Database Systems
- CS 336 Networks
- CS 420 Game Engineering
- CS 480 Computers and Society

- All majors must take two semesters of CS 385, Special Lecture Series in Computer Science
- CS 490 Senior Project

Graduate classes can be taken to fulfill the Systems / Theory / Applications requirements with the approval of the department chair.

Math courses (8 credits required)

- Math 201 Discrete Mathematics
- Math 202 Linear Algebra and Probability Theory

Science Core requirement

Computer Science students must take one of the following classes for Core B2:

- Physics 110
- Chemistry 111
- Biology 105

The follow-on versions of these courses (Chem 113, Physics 210, etc.) are also acceptable.

Note: Students majoring in Computer Science must earn a grade of C or better in all of the mathematics and computer science courses fulfilling requirements for the major. Also no mathematics or computer science course may be taken more than two times.

Major in Design

The Design Program at the University of San Francisco integrates coursework in graphic design, digital media design, and environmental design into a dynamic interdisciplinary studio concentration. By practicing design in an expanded field, students gain comprehensive experience with a wide range of process-oriented skills, including conceptual development, visual rhetoric, formal experimentation, and critical thinking.

Courses are taught in state-of-the-art computer labs, where students gain fluency with advanced production methods and digital technologies. Though we encourage students to express their personal interests in their project work, we are equally committed to having them engage with the various demographics of the larger community by working with non-profit and other community-based groups. Advanced courses in the program provide students with opportunities for community outreach, independent research projects, and internships.

Students graduating with a Bachelor of Arts Degree in the Design Major will leave with a body of knowledge and skills that will serve them well as graduate students, design practitioners, and/or community leaders.

The Design Major includes:

- Design Process: The study of the creative practice, with a focus on conceptual development, form-making strategies, formal experimentation, and product prototyping.
- Design Research: The study of methods for gathering knowledge and data, with a focus on field research and bibliographic literacy.
- Digital Literacy: The study of digital media, with a focus on both technical and conceptual skills and processes.
- Design Production: The study of the ways and means of producing design projects, with a focus on craft, mechanical fluency, and project management.
- Design History: The study of the meanings and values that design and design technology have created for different people in different places throughout history, and how these meanings and values relate to the present.

- Design Theory/Critical Thinking: The study of design theory with a focus on the function of hypothetical, ethical and polemical content.
- Design Leadership: The study of design as a vehicle for social justice and environmental responsibility, with a focus on the development of experience with leadership, agency, and activism.

Requirements for the Major

The Major in Design requires 48 credits.

[Download the Design Major Requirements Checklist](#)

First Year

- ART - 155 Visual Communication I
- ART - 120 Art Fundamentals
- ART - 101 Survey of Western Art History 1
- ART - 175 Visual Communication II
- ART - 102 Survey of Western Art History II

Second Year

- ART - 205 Typography
- ART - 252 Publication Design
- ART - 210 Drawing 1

Third Year

- ART - 315 Digital Literacy
- Design Studio or Seminar Elective (see below)

Fourth Year

- ART - 460 Senior Design Project
- Design Studio or Seminar Elective (see below)

Design Studio Electives (choose 1)

- ART - 335 Information Visualization
- ART - 385 Interaction Design
- ART - 350 Advanced Typography
- ART - 345 Exhibition Design Practicum
- ART - 450 Design Internship

Design Seminar Electives (choose 1)

- ART - 304 Sustainable Systems in Design
- ART - 301 Design + Social Change Seminar
- Additional Special Topics - See Program Director

Minimum Grade Requirements

Students majoring or minoring in Design must obtain a minimum grade of a "C-" (C minus) in all required Design courses in order to receive credit for that course toward the major/minor. If the minimum C- grade is not achieved and the course is a prerequisite for a higher-level course, the student may not register for the higher-level course until the prerequisite course is repeated and a C- minimum grade is achieved.

Learning Goals for the Major in Design

- Students will gain solid historical knowledge of the objects of art and principal artists of all major periods, and their associated theories, analysis and criticism. This includes a broad understanding of the cultural diversity of art movements from prehistoric times through contemporary culture, both locally and globally.
- Students will gain an understanding of basic visual principles, concepts, media, and formats in the various fine art disciplines, and the ability to apply them to meet a specific objective. This includes an ability to think critically and propose creative solutions to aesthetic problems.
- Students will gain a deep appreciation and knowledge of how to use their skills to work with diverse communities both locally and globally to create social change. This includes the acquisition of professional skills that will serve them as postgraduate students, professional practitioners, educators, and community leaders.
- Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to conduct advanced research or project work. This includes the mastery of bibliographic research and understanding of the digital tools and processes necessary to develop that research.

Major in Environmental Science

Requirements

[Download the Environmental Science Studies Major Requirements Checklist](#)

This program requires completion of a minimum of 56 units, as follows:

Environmental Science Required Courses (20 units):

- ENVS - 110 Introduction to Environmental Science w/Lab or
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 250 Environmental Data Analysis
- ENVS - 410 Methods of Environmental Monitoring w/Lab

Required Support Courses (20 units)

Biology (8 units):

- BIOL - 105 General Biology I
- BIOL - 106 General Biology II

Chemistry (Minimum of 8 units):

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II

Physics (4 units):

- PHYS - 100 Introductory Physics I

Additional Science (16 units, of which at least 12 units must be chosen from ENVS 300-level courses.)

- ENVS - 311 Environmental Chemistry
- ENVS - 312 Water Resources Analysis w/Lab
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetlands Ecology w/Lab
- ENVS - 330 Environmental and Ecosystem Health
- ENVS - 335 Marine Environments: Problems and Progress
- ENVS - 350 Energy and Environment
- ENVS - 360 Climate Change: Science and Politics
- ENVS - 370 Introduction to Landscape Ecology & GIS w/Lab
- ENVS - 390 Undergraduate Special Topics
- ENVS - 498 Advanced Undergraduate Research
- ENVA - 232 Environmental Economics
- ENVA - 360 International Environmental Politics
- ENVA - 363 Environmental Law
- ENVA - 366 Introduction to Environmental policy
- ENVA - 367 Environmental Justice
- ENVA - 404 Environmental Ethics

Students may select from Undergraduate Research (ENVS 498) or from courses in the Master of Science in Environmental Management program, or the Biology, Chemistry, or Computer Science programs.

Learning Goals/Outcomes for the B.S. in Environmental Science

Graduates of the Bachelor of Science program will have a broad range of technical, analytical and communication skills combined with a solid foundation in environmental science. A degree in environmental Science will prepare students for graduate education, work in governmental agencies and environmental consulting, and many other environmentally related fields. Students who complete the degree requirement will:

- Demonstrate knowledge and integration of the natural sciences as applied to the complexities of environmental protection and sustainability.
- Critically analyze impacts, both actual and potential, of human activity on the environment with a view to their prevention and/or mitigation.
- Demonstrate a working knowledge of the scientific method to identify, evaluate and recommend solutions to environmental problems.
- Communicate scientific findings and analyses in a professional manner through written reports and oral presentations.
- Display an increased awareness of environmental conditions locally, regionally, nationally and globally so as to promote active participation and social justice considerations in future environmental decisions through science outreach and community engagement.

Major in Environmental Studies

[Download the Environmental Studies Major Requirements Checklist](#)

The Major in Environmental Studies requires 58 units, as follows:

Required Courses (42 units):

- ENVA - 109 Environment and Society
- ENVS - 110 Introduction to Environmental Science w/Lab
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 250 Environmental Data Analysis.
- ENVA - 290 Nature Immersion
- ENVA - 310 Recovering the Commons
- ENVA - 311 Cornerstone Seminar
- ENVA - 355 Methods and Approaches
- ENVA - 367 Environmental Justice
- ENVA - 450 Capstone Practicum

Pathway/Elective Courses (4 courses/16 units):

- ENVA - 130 Community Based Urban Agriculture
- ENVA - 140 Urban Agriculture: Spring
- ENVA - 145 Community Garden Outreach
- ENVA - 195 Voice, Memory and Landscape
- ENVA - 200 Computer Aided Design and Drawing (CADD) 1
- ENVA - 232 Environmental Economics
- ENVA - 235 Literature and the Environment
- ENVA - 240 Ethics: Environmental Issues
- ENVA - 300 Computer Aided Design and Drawing (CADD) 2
- ENVA - 304 Sustainable Systems Design
- ENVA - 319 Health and Environment
- ENVA - 320 Global Environments and Societies
- ENVA - 341 Feast and Famine: A History of Food
- ENVA - 342 Environmental History of Africa
- ENVA - 360 International Environmental Politics
- ENVA - 361 Religion and the Environment
- ENVA - 363 Environmental Law
- ENVA - 366 Introduction to Environmental Policy
- ENVA - 367 Environmental Justice
- ENVA - 390 Special Topics
- ENVA - 396 Community Internships
- ENVA - 404 Environmental Ethics
- ENVA - 441 UG History Seminar
- ENVA - 498 Research for Advanced Undergraduates
- ENVS - 311 Environmental Chemistry
- ENVS - 312 Water Resources Analysis
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetland Ecology
- ENVS - 330 Environmental and Ecosystem Health
- ENVS - 350 Energy and Environment
- ENVS 360 Climate Change: Science and Policy
- ENVS - 370 Introduction to Landscape Ecology and GIS w/Lab
- ENVS - 390 Special Topics
- ENVS - 410 Methods of Environmental Monitoring w/Lab
- ARCD 200 Sustainable Design
- ARCD 320 Introduction to Landscape Design

- HIST - 290 Global Environmental History
- POLS - 396 Public Administration Internship
- POLS - 397 Fieldwork in Public Interest Organizations
- SOC/ENVA - 308 Research Methods
- SOC - 360 Urbanization and Development
- SOC - 395 Fieldwork in Sociology*

**Internship placement or research project must have an environmental component.*

Learning Goals/Outcomes for the B.A. in Environmental Studies

Students who complete the B.A. in Environmental Studies will be able to:

- Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.
- Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them.
- Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems.
- Connect environmental problems to issues of social justice through study and community engagement.
- Apply scientific principles to develop solutions for environmental problems.

Major in Exercise and Sport Science

Requirements for the Major

[Download the Exercise and Sport Science Major Requirements Checklist](#)

The Exercise and Sport Science Major requires completion of a minimum of 52 credits.

Students have the option of receiving a Bachelor of Arts (B.A.) or Science (B.S. degree). Both degrees require completion of 52 credits. The B.S. degree requires an additional 20 credits of supporting science courses. All classes taken for the major require a minimum grade of "C" in order to qualify for the degree.

Course Requirements (B.A. and B.S.)

Required Lower Division (24 credits)

- ESS - 100 Motor Skill Performance and Analysis
- ESS - 120 Foundations of Exercise and Sport Science
- ESS - 200 Statistics
- ESS - 220 Motor Development
- BIOL - 113 Human Anatomy
- BIOL - 114 Laboratory in Human Anatomy
- BIOL - 115 Survey of Human Physiology
- BIOL - 116 Laboratory in Survey of Human Physiology

Note: Students who have no Chemistry knowledge should take Chemistry I (Foundations of Chemistry) before BIOL 115-116.

Required Upper Division Courses (16 credits)

- ESS - 300 Kinesiology
- ESS - 310 Exercise Physiology
- ESS - 315 Exercise Psychology
- ESS - 320 Motor Learning

Elective Upper Division ESS Courses (12 credits)

- ESS - 240 Interdisciplinary Study of Human Aging
- ESS - 325 Exercise and Disease Prevention
- ESS - 330 Exercise and Health Promotion
- ESS - 340 Neuroscience
- ESS - 350 Biomechanics
- ESS - 354 Exercise Program Design
- ESS - 356 Movement for Special Groups
- ESS - 358 Clinical Exercise Testing
- ESS - 362 Sport, Culture and Society
- ESS - 364 Curriculum and Instruction: Elementary School PE

- ESS - 366 Curriculum and Instruction: Secondary School PE
- ESS - 368 Nutrition for Exercise and Health
- ESS - 370 Social Issues in Personal and Community Health
- ESS - 372 Substance Abuse Prevention and Treatment
- ESS - 376 Teaching Sport Skills
- ESS - 390 Special Topics
- ESS - 397 Field Observation in Physical Education
- ESS - 398 Professional Practicum
- ESS - 399 Directed Study
- ESS - 410 Research Seminar

Supporting Science (20 credits) - B.S.

- CHEM - 111 and 111L General Chemistry I AND
- CHEM - 113 and 113L General Chemistry II
- EITHER
- PHYS - 100 Introductory Physics I AND
- PHYS - 101 Introductory Physics II OR
- PHYS - 110 General Physics I AND
- PHYS - PHYS 210 General Physics II
- And 4 additional credits from any of the following courses:
- BIOL - 105 and 105L General Biology I
- BIOL - 106 and 106L General Biology II
- BIOL - 134-135 Microbiology with Laboratory
- CHEM - 230 Organic Chemistry I and
- CHEM - 232 Organic Chemistry Laboratory

Learning Goals/Outcomes for the B.A. and B.S. in Exercise and Sport Science

Kinesiology Mission Statement

The mission of the Kinesiology Department at the University of San Francisco is to educate students in preparation for careers in exercise, sport, and allied health sciences. Students are introduced to a breadth of academic experiences and are encouraged to participate in providing service to the community.

To facilitate the acquisition of material identified in the learning outcomes listed below, our learning environment combines required and elective courses in addition to seminars, student advising, and career internship opportunities.

Learning Outcomes

Learning Outcome 1: Understanding Human Movement

- Scientifically measuring the human body
- Evaluating and analyzing movement
- Designing preventative and rehabilitative programs
- Teaching motor skills

Learning Outcome 2: Promoting Physical Activity, Health, and Well-Being

- Recognizing relationships between lifespan physical activity, prevention of disease, and public health
- Recognizing relationships between proper nutritional habits, prevention of disease, and public health
- Understanding contributions of physical, emotional, social, and spiritual health to overall wellness
- Contributing to community health by encouraging and participating in a variety of volunteer service activities.

Learning Outcome 3: Understanding Context

- Recognizing cultural diversity
- *Understanding* representations of the human body
- Learning the impact of social, economic, and political forces
- Experiencing exercise, sport, and allied health settings

Learning Outcome 4: Enhancing Communication

- Requiring essay and analytical writing
- Requiring scientific and technical report writing
- Presenting ideas in career-related settings

- Counseling, listening to, and advising others

Learning Outcome 5: Solving Problems

- Learning what questions to ask
- Developing analytical and critical reasoning skills
- Improving time management skills
- Thinking creatively and synthesizing information for integrative solutions

Learning Outcome 6: Managing Information

- Interacting with Internet and web-based technology
- Learning to use laboratory equipment and instrumentation
- Collecting and analyzing data
- Preparing data for presentation

Major in Fine Arts

The Fine Arts Program at USF is dedicated to providing students with both traditional and modern skills as they address established and contemporary concepts in a studio setting under the guidance and mentorship of professional artists. Our intimate class settings balance group interaction and one-on-one instruction with exposure to galleries, museums, and events in the Bay Area. The curriculum is designed to challenge young artists' imagination and creativity while providing them with the techniques and tools they will need to realize their career goals.

The focus is an integration of the progressive and "back to basics": use of environmentally safe, responsible practices and materials, and the acquisition of auxiliary practical skills such as grant writing and collaboration--with other students as well as with community-based organizations.

Course offerings include in-depth study in diverse painting and drawing media, sculpture in wood, ceramics, fiber and mixed media, indoor and outdoor installation, a variety of printmaking techniques, mural, stained glass, and a senior portfolio class. The forward-thinking full year sequence, Arts Outreach: The Artist as Citizen, exposes students to new paradigms for the artist through community-based work. Fine Arts coursework is augmented by visiting artists, field trips, and interdisciplinary study within the university.

The Fine Arts Curriculum includes

- Studio Systems (introduction to materials and practices of studio art)
- Drawing
- Painting--various genres
- Sculpture
- Printmaking
- Stained Glass
- Installation/Public Art
- Art History in a variety of contexts (Women in Art, Asian Art, African Art, and others)
- Many one-time offerings on special topics

Requirements for the Major

[Download the Fine Arts Major Requirements Checklist](#)

The Major in Fine Arts Requires 48 credits, as follows:

Required Core Courses (40 credits)

- ART - 101 Survey of Western Art History 1
- ART - 102 Survey of Western Art History II
- ART - 120 Art Fundamentals
- ART - 210 Drawing 1
- ART - 155 Visual Communication
- ART - 220 Painting 1
- ART - 230 Sculpture 1
- ART - 280 Digital Photography 1
- ART - 470 Fine Arts Senior Studio
- ART - 487/488 Artist as Citizen

Electives (8 credits)

- ART - 235 Color Theory
- ART - 240 Printmaking 1
- ART - 250 Stained Glass 1

- ART - 305 Modern and Contemporary Art
- ART - 310 Drawing 2
- ART - 320 Painting 2
- ART - 330 Sculpture 2
- ART - 340 Printmaking 2
- ART - 360 Mural Painting
- ART - 370 Installation/Public Art
- ART - 420 Art and Business
- ART - 390 Special Topics

Learning Goals for the Major in Fine Arts

- Students will gain solid historical knowledge of the objects of art and principal artists of all major periods, and their associated theories, analysis and criticism. This includes a broad understanding of the cultural diversity of art movements from prehistoric times through contemporary culture, both locally and globally.
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- Students will gain an understanding of basic visual principles, concepts, media, and formats in the various fine art disciplines, and the ability to apply them to meet a specific objective. This includes an ability to think critically and propose creative solutions to aesthetic problems.
- Students will gain a deep appreciation and knowledge of how to use their skills to work with diverse communities both locally and globally to create social change. This includes the acquisition of professional skills that will serve them as post-graduate students, professional practitioners, educators, and community leaders.
- Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to conduct advanced research or project work. This includes the mastery of bibliographic research and understanding of the digital tools and processes necessary to develop that research.

Major in French Studies

The objective of the French Studies major is to provide oral and written competence in the language and a solid background in the literature and culture of the countries of the French-speaking world.

Lower-division students are required to meet for one (1) hour a week in small group sessions with French-speaking tutors and to use the LLC computer lab.

By design, this is a flexible program that can be adapted to a variety of situations. In order to ensure the flexibility of the French major or minor, each student will discuss and prepare his or her curriculum with a French advisor and, where applicable, an advisor from the student's major field. Each program will be tailored to fit the individual needs and career goals of the student.

To further develop students' skills in French, the Department offers a French Ciné-Club, a weekly café conversation, a writing center, vidéothèque and an audiothèque and contacts with French-speaking students from several countries. A free tutoring program is also available in addition to the French tutorial sessions required in lower-division courses.

Students are encouraged to spend a summer in France or in another French speaking country, or a semester abroad at a French-speaking university.

Requirements

Lower-division courses

- FREN - 101 First Semester French
- FREN - 102 Second Semester French
- FREN - 201 Third Semester French

Note: Lower division courses 101, 102, 201 do not fulfill the credits required for the major or minor. They fulfill the language requirement and prepare the student to continue in French.

Requirements for the French Studies Major

[Download the French Major Requirements Checklist](#)

This program requires completion of forty (40) credits:

Culture Course in English (4 credits)

- FREN - 195 French Culture through Cuisine
- FREN - 195 A Season in the Congo
- FREN - 250 Africa Films Africa
- FREN - 260 a.k.a. Africa: Mapping Identities in African Literature and Film
- FREN - 340 French Cinema and Literature

- FREN - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century

Three 200-level Courses (12 credits)

- FREN - 202 Fourth Semester French (required)
- FREN - 255 Diplomatie sans frontières
- FREN - 265 Les Enfants terribles
- FREN - 275 Cultures de France

Three 300-level courses: 12 credits

- FREN - 315 Paris: Biographie d'une ville
- FREN - 320 Le plaisir du texte
- FREN - 322 Le bon sens et la folie
- FREN - 324 Guerre et paix
- FREN - 330 Rencontres: L'Afrique francophone
- FREN - 332 Rencontres: Le monde francophone

Elective credits (4 credits)

- FREN - 133 Intermediate French Conversation (2)
- FREN - 312 Finesses de la langue (2)

Two 400-level courses (8 credits)

- FREN - 440 Seminar: Special Topics in French Literature and Culture
- FREN - 450 Seminar: Special Topics in Francophone Literature and Culture

Learning Goals/Outcomes for the B.A. in French Studies

- Students will have acquired a basic understanding of the literary, historical, social, or cultural influences that inform French and Francophone literary works.
- Students will have acquired the ability to express themselves in French, and to articulate in writing and discussion their responses to literary texts.
- Students will have developed a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts authored in the French language.
- Students will have developed a sensitivity to the plurality of meanings within a literary text authored in French.

Major in History

Requirements

[Download the History Major Requirements Checklist](#)

The History Major requires 11 four-credit courses (or their equivalent) for 44 credits total.

Lower Division Courses (4 courses):

Survey Courses (Choose one):

- HIST - 110 European Civilization
- HIST - 120 History of the U.S.
- HIST - 125 African American History

Survey Courses (Choose one):

- HIST - 130 East Asian Civilizations
- HIST - 135 Indian Civilization
- HIST - 140 Latin American Perspectives
- HIST - 150 Modern African History

Required Methods Course:

- HIST - 210 Historical Methods

Elective Methods Course (Choose a second 200-level course)

Upper Division Courses (7 courses):

- Areas of Emphasis are: European, African, Asian, European, Islamic World, Latin America, and United States History.
- Students who choose area(s) of emphasis for which they have not taken the survey-level course(s) above may include the appropriate survey course(s) in the upper-division list below.

- Students may take additional 200-level classes for upper-division credit in their area(s) of emphasis.

Track One: One Area of Emphasis

1. Three courses in area of emphasis
2. Three electives (outside of area)
3. Seminar in area of emphasis

Track Two: Two Areas of Emphasis

1. Three courses in first area of emphasis
2. Three courses in second area of emphasis
3. Seminar in area of emphasis

Learning Goals/Outcomes for the B.A. in History

Students will be able to:

- demonstrate a basic understanding of a significant span of history over a wide geographic area;
- articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations;
- exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times;
- demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present;
- demonstrate a substantive understanding of human history across a number of time periods and/or geographic settings;
- become acquainted with the historical method through analyzing historical documents, evaluating historical interpretations, and understanding historiography;
- conduct and present their own historical research;
- partake in the cosmopolitan spirit of the University, striving to increase their intellectual and moral sensitivity to differences of religion, gender, sexual orientation, ethnicity, and nationality that are often misunderstood.

Major in International Studies

The Bachelor of Arts, International Studies (BAIS) is based on the assumption that just as it is beyond the ability of one nation, or even a few nations, to solve trade, political, and environmental problems that have become transnational in character, it is also beyond the power of simply one or two academic disciplines to provide students with the comprehensive knowledge and experience required to function and lead effectively and creatively in the highly complex and rapidly changing environment we inhabit. Students collaborate closely with their academic advisors to select the functional and area tracks to correspond to their own academic and career interests.

Students are strongly encouraged to complement their major with a study abroad experience in countries where they can apply and expand their foreign language competency and enrich their study of international issues.

Graduates with a degree in International Studies will be in demand in such fields as government service, education, international business, international media and communications, law, nongovernmental organizations, international development organizations, and international consulting.

Requirements for the International Studies Major

[Download the International Studies CSV Major Requirements Checklist](#)

[Download the International Studies ENV Major Requirements Checklist](#)

[Download the International Studies GPS Major Requirements Checklist](#)

[Download the International Studies IEC Major Requirements Checklist](#)

[Download the International Studies PCS Major Requirements Checklist](#)

[Download the International Studies WRS Major Requirements Checklist](#)

Basic Courses (12 credits)

- HIST 300/POLS 300 The World Since 1945
- POLS 113 Introduction to International Politics
- ECON - 280 The Global Economy
- ECON - 220 Research Methods

Functional Tracks (16 credits)

Students choose one of the following functional (disciplinary) tracks. (See below for specific courses in each track)

- Environment and Development
- Global Politics and Societies
- International Economics
- Peace and Conflict Studies
- Culture, Societies and Values

Regional Tracks (20 credits)

All International Studies majors must complete a 20-credit

regional component from among the following existing regional Minors:

- African Studies (See USF Catalog for requirements)
- Asian Studies (See USF Catalog for requirements)
- European Studies (See USF Catalog for requirements)
- Latin American Studies (See USF catalog for requirements)
- Middle Eastern Studies (See USF catalog for requirements)

Language Requirement (12 credits)

Students must fulfill the College's language requirement in a language specific to their chosen area.

Course Requirements for Functional Tracks

NOTE: Students may not "double count" elective or required courses within the International Studies major. The major requires the completion of at least nine (9) discrete courses totaling 36 credits--twelve (12) credits of Basic Courses plus sixteen (16) credits of Functional Track courses)

Functional Track: Global Politics and Societies (16 credits)

The political world today comprises nearly 200 nation-states varying greatly in size, military and economic power, and foreign policy objectives. These states, though legally sovereign, function in the context of a growing body of international norms and rules, and participate in a variety of organizations, both global and regional in scope. Adding to the complexity of international relations, the governments of these many states reflect a wide diversity of political philosophies, cultures, and leadership styles. These manifold differences pose a constant challenge to the maintenance of global peace and harmony and, therefore, to the security and well-being of the world's citizens.

The Global Politics and Societies track seeks to provide students with a deep understanding of the manifold forces at work in today's world. All students begin by learning about international history, especially since 1945. In addition, they analyze leading theories of international relations, the foreign policy behavior of states, and the roles of international law and organizations. Students also explore the influence of divergent political cultures on contemporary international relations, both globally and regionally.

This track is designed to be fully compatible with any one of the five accompanying regional track choices---Africa, Asia/Pacific, Europe, Latin America, and Middle East.

I. All students in this track are required to take the following course:

- POLS - 300 The World Since 1945 /
- HIST - 300 The World Since 1945

II. Two courses are required from the following list, all of which have a global scope:

- POLS - 314 Theories of Citizenship and Globalization
- POLS - 332 Political Thought in Developing Countries
- POLS - 338 Gender and Politics in Comparative Perspective
- POLS - 350 International Law and Organizations
- POLS - 345 Global Economic Justice
- POLS - 351 Global Conflict Resolution
- POLS - 360 International Environmental Politics
- POLS - 352 Human Rights and Global Change
- POLS - 353 Politics of Peace and War
- POLS - 381 Feminist International Relations
- POLS - 450 Political Economy of Developing Nations
- POLS - 432 The Politics of Ethnicity and Nationalism
- POLS - 315 Race and Ethnicity in Global Politics
- POLS - 382 Politics of Aid and Development
- SOC - 302 Global Inequalities and Social Justice
- SOC - 233 Gender, Development and Globalization
- SOC - 322 Globalization and Resistance
- SOC - 325 Critical Approaches to Race and Ethnicity

- SOC - 333 Nationalism and Citizenship

III. One course from the following list of courses that focuses on regional issues and global politics:

- POLS - 348 Politics and Development in Africa
- POLS - 354 International Relations of the Middle East
- POLS - 355 U.S. Foreign Policy
- POLS - 356 The Vatican in Global Politics
- POLS - 357 The Integration of Europe
- POLS - 359 International Politics of the Asia Pacific Rim
- POLS - 342 Politics and Society in Europe
- POLS - 349 Government and Politics of the Middle East
- POLS - 331 Latin American Politics

Functional Track: Environment and Development (16 credits)

Environmental concerns were, for many years, regarded as local or national issues. However, with the recognition of phenomena such as acid rain, ozone depletion, and climate change, many concerns suddenly acquired a global perspective. Whereas defining the science underpinning these issues has been relatively straightforward achieving consensus on remediation or prevention has been a different matter.

The "Environment and Development" track in the International Studies major is designed to equip students to develop a critical appreciation of global environmental issues both from the point of view of the science underpinning the issues, and with regard to the longer-term social, economic and political implications.

I. Two courses are required from the following list which focus on the environment from the scientific perspectives of biology, ecology, the biosphere, atmosphere, hydrosphere, and geosphere:

- ENVS/ENVA - 110 Introduction to Environmental Science w/Lab*
- ENVS/ENVA - 210 Ecology and Human Impacts w/Lab

*This course must be taken as a prerequisite for ENVS 210.

II. Two courses are required from the following list which focus on the interaction of the environment and other disciplines in the humanities and social sciences:

- ECON - 230 Environmental Economics
- ECON - 473 Development Microeconomics *
- ECON - 476 Natural Resource Economics and Development Policy*
- POLS - 360 International Environmental Politics/
- ENVA - 360 International Environmental Politics
- POLS - 366 Environmental Policy /
- ENVA - 366 Environmental Policy
- ENVA - 320 Global Environments and Societies /
- _SOC- 320 Global Environments and Societies
- THRS - 361 Religion and the Environment /
- ENVA - 361 Religion and the Environment
- SOC - 360 Urbanization and Development
- LAS - 310 Border Issues I
- HIST - 342 Environmental History of Africa

*ECON 311 is a prerequisite for this course

Functional Track: Culture, Societies and Values (16 credits)

The Culture, Societies and Values track enables students to understand the complex interplay between religion and economic, political and cultural realities. The track explores the ways religion is experienced and/or imagined by individuals, groups, and institutions in the context of globalization.

II. Functional Track: Culture, Societies, and Values (16 credits)

Required Courses:

- ANTH - 200 Introduction to Cultural Anthropology
- COMS - 204 Communication and Culture

Elective Courses (8 credits) Select two courses from the following list:

- ANTH - 210 Culture through Film

- ANTH - 215 Women's Lives across Cultures
- ANTH - 230 Anthropology and Global Health
- ANTH - 235 The Anthropology of Food
- ANTH - 250 Global Cities: Cultures and Communities
- ART - 305 Modern and Contemporary Art
- ART - 306 Women and Art
- ART - 307 Asian Art
- ART - 308 African Art
- COMS - 314 Intercultural Communication
- COMS - 364 Communication for Justice and Social Change
- COMS - 366 Ethnography of Communication
- FREN - 330 Francophone Literature
- GERM - 318 Jewish Literature and Culture in 20th Century Europe
- GERM - 320 German Literature and Culture from 1945 to Today
- HIST - 317 Transatlantic Encounters: Europe in the Americas 1492-1700
- HIST - 341 Feast and Famine: The History of Food
- MUS - 210 Music of the Americas
- MUS - 211 Asian Musical Cultures
- MUS - 212 Survey of African Music
- MUS 305/ANTH 305 Anthropology of Music
- PHIL - 220 Asian Philosophy
- POLS - 315 Race, Ethnicity in Global Politics
- POLS - 332 Political Thought of Developing Countries
- POLS - 338 Gender and Politics in Comparative Perspective
- PSYC - 307 Cross-Cultural Psychology
- SOC - 233 Gender, Development and Globalization
- SOC - 302 Global Inequalities and Social Justice
- SOC - 320 Global Environments and Societies
- SOC - 325 Critical Approaches to Race/Ethnicity
- SOC - 361 Brazilian Culture and Society
- SPAN - 355 Cultural Studies of Spain
- SPAN - 360 Studies in Latin American Culture
- THRS - African Theology and Cosmology
- THRS - 280 Migrant and Diaspora Religion
- THRS - 305 Feminist Theology from the Third World
- THRS - 306 Theology in HIV/AIDS Contexts
- THRS - 322 Liberation Theology
- THRS - 363 Religion in Latin America
- THRS - 365 Religion and Globalization
- THRS - 366 Religion and Spirituality in Asia
- THRS 368/JAPN 368 Japanese Religion and Society
- THRS - 37a Hinduism
- THRS - 376 Jews, Judaisms, and Jewish Identities
- THRS - 379 Buddhist Paths in Asia and North America
- THRS - 390 Religious Ethics - Islamic Feminist

Functional Track: International Economics (16 credits):

Why are some countries so rich and why have many remained so desperately poor? Has globalization helped the rich and hurt the poor? What is the effect of outsourcing? Should we restrict international trade and investments or should we embrace globalization and push for free trade, capital flows and liberalized migration? These are some of the questions which confront every person in the world. These questions are often the root causes of international conflict but they may also be resolved to mutual benefit of the contracting parties.

Students that choose the International Economics track will study these issues, look at the empirical data and learn about answers economists have to these questions. This track provides a solid foundation in the economic side of international studies.

I. The following two courses are required of all students in the International Economics track:

- ECON - 111 Principles of Microeconomics
- ECON - 112 Principles of Macroeconomics

II. Students select two (2) courses from the following list:

- ECON - 311 Intermediate Microeconomics *
- ECON - 312 Intermediate Macroeconomics *
- ECON - 318 Game Theory *
- ECON - 370 International Economics
- ECON - 372 Economic Development
- ECON - 471 International Finance
- ECON - 473 Development Microeconomics
- ECON - 476 Natural Resource Economics and Development Policy
- ECON - 477 International Political Economy
- ECON - 478 Population and Labor Economics
- ECON - 479 Advanced Topics in International Economics
- POLS - 345 Global Economic Justice
- POLS - 450 Political Economy of Developing Nations

*Of the two courses required in category II, students may take only one of these courses (ECON 311, 312, and 318). Note that some of the courses in Category II require prerequisites.

Note: By selecting three (3) Economics courses from the list, (including ECON 311 or 312) students earn an Economics minor.

Functional Track: Peace and Conflict Studies (16 credits)

This track examines the forces producing war and violence at the local and the global levels, including disputes between nations, weapons proliferation, international terrorism, economic inequality as well as criminal and domestic violence, civil war, hate crimes and ethnic conflict. Students will analyze domestic and international institutions and social, political, and economic arrangements that promote or undermine peace. Students also consider the role of social movements and revolutionary ideas and learn how ordinary people have changed the course of the world.

The approach of Peace and Conflict Studies is multidisciplinary, drawing on the humanities as well as the social and natural sciences. Students are taught to think critically, to examine and incorporate conflicting perspectives, and to debate broader principles underlying attitudes towards peace and conflict. In short, students learn the tools necessary to become engaged global citizens that can contribute, directly or indirectly, to peace and justice in the world.

I. Required of all students choosing the International Peace and Conflict Studies emphasis:

- POLS - 353 Politics of War and Peace

II. Three (3) from the following list of courses that have to do with the origins of and means for addressing conflict:

- ECON - 318 Game Theory
- HIST - 341 Feast and Famine: A History of Food
- LAS/MS - 350 Human Rights and Film
- POLS - 315 Race and Ethnicity in Global Politics
- POLS - 341 Nonviolence in Theory and Practice
- POLS - 345 Global Economic Justice
- POLS - 348 Politics and Development in Africa
- POLS - 351 Global Conflict Resolution
- POLS - 352 Human Rights and Global Change
- POLS - 354 International Relations of the Middle East
- POLS - 381 Feminist International Relations
- POLS - 432 The Politics of Ethnicity and Nationalism
- SOC - 227 Violence in Society
- SOC - 322 Globalization and Resistance
- SOC - 325 Critical Approaches to Race and Ethnicity
- SOC - 350 Social Movements
- THRS - 305 Feminist Theology in the Third World
- THRS - 384 Religion and Nonviolence
- THRS - 318 Religious Nonviolence and the Politics of Interpretation: The Case of Israel and Palestine

(NOTE: See the specific department sections in this Catalog for individual course descriptions.)

Program Goals for the B.A. in International Studies

- Students will be able to analyze complex international issues using the theories and methodologies of multiple disciplines within the social sciences, humanities, and sciences so as to better respond to the transnational problems of the 21st century.
- Students will gain the conceptual and analytical tools to understand how politics, economics, history, culture, and the environment shape global interactions and international relations.
- Students will be able to assess the impacts of globalization on world cultures, economics, human rights, and the environment from a comparative perspective.
- Students will demonstrate an understanding of the language, history, major issues, and problems facing at least one region (Africa, Asia, Europe, Latin America, or the Middle East) and be able to relate this knowledge to the broader global context.
- Students will gain the knowledge, skills, and service ethic to enable them to promote just societies, human rights, and environmentally sustainable development.

Major in Japanese Studies

The Major in Japanese Studies provides a solid grounding in Japanese language, culture, literature, and linguistics, with 32-36 credits of core courses covering each of these areas and 4-8 credits of elective courses in Japanese history, religion, philosophy, economics, politics, art, and business. The Major curriculum incorporates advanced Japanese instructional software developed at USF that is capable of analyzing and correcting student-composed sentences. Students have the option to pursue immersion study in Tokyo through our ongoing exchange program with Sophia University. The program affords opportunities for research and professional internships that are unique to the Bay Area.

Requirements for the Major

[Download the Japanese Major Requirements Checklist](#)

Core Courses

The program requires completion of forty (40) credits in Japanese. The three semesters of lower-division Japanese language courses (Japanese 101, 102, and 201) serve as a prerequisite but do not count toward the credits necessary for the major.

Required Courses (20 credits)

Students take the following four Japanese language courses and one Japanese linguistics course:

- JAPN - 202 Fourth Semester Japanese
- JAPN - 301 Intermediate Japanese
- JAPN - 302 Advanced Japanese
- JAPN - 401: Edo Culture (Fourth Year Japanese)
- JAPN - 410 Introduction to Japanese Linguistics

Choose five from the following (20 credits):

- JAPN - 195 Reading Osaka from San Francisco
- JAPN - 310 Zen and the Art of Japanese Calligraphy
- JAPN - 350 Japanese Culture
- JAPN - 351 Contemporary Japanese Culture
- JAPN - 355 Japanese Literature in Translation
- JAPN - 357 Naturalism in Japanese Literature
- JAPN - 360 Japanese Calligraphy and Ink Painting

Up to two courses among the following can be counted toward the 20 credits of electives:

- HIST - 383 Modern Japan Since Perry
- HIST - 387 History of U.S.-Japan Relations
- HIST - 390 Special Undergraduate Studies in History: Traditional Japan to 1868
- THRS - 368 Japanese Religion and Society
- THRS - 370 Zen Buddhism
- THRS - 379 Buddhist Paths
- BUS - 397 Japanese Study Tour

Learning Goals/Outcomes for the B.A. in Japanese Studies

- Students will acquire Japanese skills that will enable them to converse at an intermediate level of proficiency (according to the ACTFL, national standard OPI guidelines), to read newspaper clips, short literary works and various Internet materials with the aid of a dictionary, to comprehend the major themes of television programs and films on general-interest topics, and to write essays, speeches and short research papers.

- Students will gain a comprehensive understanding of the historical development and contemporary state of the Japanese language, literature, and selected aspects of culture, and also the competency to employ the analytical and conceptual tools relevant to their study.

Major in Media Studies

[Download the Media Studies Major Requirements Checklist](#)

The Major in Media Studies requires 40 credits.

Foundation (4 credits required)

- MS - 100 Introduction to Media Studies

Core Courses (8 credits required)

- MS - 200 Media Institutions
- MS - 205 Media Audience and Research

Production Foundations (8 credits required)

- MS - 221 Audio Production
- MS - 222 Video Production
- MS - 223 Journalism 1: Reporting
- MS - 224 Journalism II: Advanced Reporting

Advanced Area Studies (12 credits required)

Advanced Core (Choose one course, 4 units):

- MS - 311 Communication Law and Policy
- MS - 313 Media Theory and Criticism

Advanced Electives (Choose two, 8 units)

- MS - 301 Green Media
- MS - 306 The Documentary
- MS - 307 Advanced Radio Production
- MS - 315 Telenovelas/Soap Operas
- MS - 317 Latin American Cinema
- MS - 318 Indian Cinema
- MS - 319 LGBT Cinema
- MS - 320 Digital Media Production
- MS - 322 MP III: Advanced Media Production
- MS - 323 Publication Editing and Design
- MS - 325 Feature Writing
- MS - 327 MP III: Scriptwriting
- MS - 328 Photojournalism
- MS - 329 Arts Reporting and Reviewing
- MS - 330 MP III: Documentary Production
- MS - 331: MP III: Narrative Film Production
- MS - 335 Feminist Thought
- MS - 340 MP III: Experimental Cinema
- MS - 350 Human Rights and Film
- MS - 380 Latinos in U.S. Media

Senior Seminars (choose two, 8 units)

- Prerequisites: Completion of 200-level requirements
- MS - 400 Politics and the Media
- MS - 403 Race, Ethnicity and Media
- MS - 405 Gender and the Media
- MS - 407 Alternative Media and Social Change
- MS - 409 International/Global Media
- MS - 410 Popular Music and Communication
- MS - 411 Case Studies in Popular Culture

- MS - 412 Media, Memory, History
- MS 414 Undoing Gender
- MS - 490 Honors Seminar in Media Studies

Note: Students must obtain a grade of "C" or higher in every class in the major and may not count pre-requisite courses in which a grade of "C-" or lower is obtained.

Learning Goals/Outcomes for the B.A. in Media Studies

Students who complete the B.A. in Media Studies will be able to:

- Understand foundational relationships between media, culture, and society.
- Develop critical skills in assessing media as a consumer and citizen.
- Develop foundational skills in media profession practice in electronic media and journalism.
- Understand the historical and contemporary practices of news media in societal context.
- Understand the historical and contemporary practices of electronic media in societal context.
- Understand the legal and ethical constraints on media practices.
- Understand the social theories of media and power, and the development of media criticism.
- Understand and apply theories and research on media uses and effects.
- Develop research skills in media history, theory, and criticism, and in media analysis.
- Gain advanced knowledge in Media and Society, Electronic Media, or Journalism.
- Gain understanding of professional practices in media organizations through fieldwork.
- Apply advanced research or professional skills to a Senior Thesis or Project.

Major in Philosophy

The major in philosophy requires the completion of 44 units (11 4-credit courses) in philosophy. Most of the courses offered to philosophy majors and minors are capped at 20 students to ensure an intimate atmosphere, fostering in-depth discussion.

There are four (4) required "foundational" courses, and the remaining courses may be selected from 300 - and 400-level electives, a variety of which are offered every semester. Students may count up to two (2) lower-division, 100- or 200- level introductory courses toward a Philosophy major, but are not required to do so. All incoming students are advised to immediately enroll in PHIL 310 - Ancient and Medieval Philosophy, which will also satisfy the Core D1 Philosophy requirement. PHIL 315 - Ethics for Majors, also required, will satisfy the Core D3 Ethics requirement

Summary of Requirements for the Major

[Download the Philosophy Major Requirements Checklist](#)

The major requires completion of forty-four (44) credits in philosophy, as follows:

Required Courses (4)

- PHIL - 310 Origins: Ancient Philosophy and Development
- PHIL - 312 Modern Philosophy
- PHIL - 315 Ethics for Majors
- PHIL - 319 Logic

Elective Courses - Lower Division (2)

- (No more than two courses may be taken at the 100- or 200-level.)
- One Philosophy lower or upper division course
- One Philosophy lower or upper division course

Elective Courses - Upper Division (300- or 400-level) (5)

- PHIL upper division course

Learning Goals/Outcomes for the B.A. in Philosophy

- Students will define and classify the philosophical questions animating specific historical periods.
- Students will demonstrate sophistication in analyzing and critically evaluating philosophical arguments.
- Students will articulate in speech and writing the relations between philosophical enquiries in various areas, identifying and differentiating the broad categories of the philosophical enterprise.
- Students will demonstrate an ability to philosophize, engaging the most profound questions of the discipline and employing the answers they find most cogent.
- Students will cultivate greater awareness of the relation between practical philosophy (e.g., ethics and politics) and the need for social responsibility and justice in their community and around the globe.

Major in Physics

The major in Physics consists of a minimum core of physics and mathematics courses. It provides a rigorous background combined with maximum flexibility for students who have a strong interest in an additional field of study.

Effective Spring 2011, all classes taken for the Physics major, including math supporting courses, require a minimum grade of "C" in order to qualify for the degree. If the "C" minimum grade is not achieved, the course must be repeated. If the course is a prerequisite for a higher-level course, the student may not enroll in the higher-level course until the prerequisite course is repeated and a "C" minimum grade is achieved. In addition, no course can be taken more than twice.

The major program requires completion of a total of fifty-six (56) credits, of which forty-four (44) credits correspond to Physics, as follows:

[Download the Physics Major Requirements Checklist](#)

Lower-division required courses (12 credits):

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Upper-division required courses (32 credits):

- PHYS - 301 Computational Physics
- PHYS - 310 Analytical Mechanics
- PHYS - 312 Statistical and Thermal Physics
- PHYS - 320 Electromagnetism
- PHYS - 330 Quantum Mechanics
- PHYS - 340 Optics
- PHYS - 341 Upper-Division Laboratory I or
- PHYS - 342 Upper-Division Laboratory II Note: UD Lab I and II are non-sequential courses.
- PHYS - 371 Methods of Mathematical Physics
- PHYS - 350 Physics Colloquium Note: Two (2) credits are required.

Required Math supporting courses (12 credits):

- Twelve (12) credits of Calculus and Analytical Geometry

Learning Goals/Outcomes for the B.S. in Physics and Astronomy

Department Mission

The mission of the Physics and Astronomy Department at the University of San Francisco is to provide students with a solid foundation in the fundamental concepts of classical and modern physics, exposing them to the scientific methodology of hypothesis testing, using a variety of tools including abstract thought, experimentation, and mathematical and computer modeling. This foundation prepares students for further study in graduate school and for careers as professional physicists or engineers, who will create the science and technology of the future, by providing a comprehensive coverage of experimental, theoretical, and computational physics, and by combining coursework together with on- and off-campus research and exposure to cutting-edge equipment and laboratory techniques, both in the classroom and in industrial settings.

As an integral part of a Jesuit institution of liberal learning, the Physics and Astronomy Department seeks to provide students, both science and non-science majors, with an appreciation for science and its relation with and responsibility toward society, educating the leaders of tomorrow and fostering the understanding that a college degree is not an end in and of itself, but only the beginning of a person's journey through a life of learning and service.

Learning Goals/Outcomes of the Physics Program

Students in the Physics Program at USF will:

- Demonstrate proficiency in the basic subfields of physics (classical mechanics, electricity and magnetism, quantum mechanics, statistical mechanics, and thermodynamics), as well as areas of application (e.g., solid state physics, astrophysics, etc...).

- Apply physical principles to novel situations, both in the classroom and in research settings, through critical thinking, problem solving, mathematical and computer modeling, and laboratory experimentation.
- Construct and assemble experimental apparatuses, conduct and analyze measurements of physical phenomena, assess experimental uncertainty, and make meaningful comparisons between experiment and theory.

Major in Politics

Requirements

[Download the Politics Major Requirements Checklist](#)

This program requires completion of forty (40) credits in Politics, as follows:

Required courses (16 credits):

- POLS - 101 Introduction to American Politics
- POLS - 102 Introduction to Comparative Politics
- POLS - 113 Introduction to International Politics
- POLS - 203 Introduction to Political Theory

Note: Students must achieve a C (2.0) in each introductory course (101, 102, 113, 203) to graduate with a major degree in Politics.

Twenty-four (24) credits in Politics Department electives.

Recommendations

In selecting Politics electives, students are encouraged to include at least one undergraduate seminar, especially those students planning graduate studies later. Students can stress courses in one of our subfields, including American politics, political theory, comparative politics, international politics, or public administration/public policy. Or, students can enroll in one of our special programs, leading to a Minor in Legal Studies, Criminal Justice Studies, Peace and Justice Studies, Public Service, and European Studies.

Subfields in Politics

Courses in American Politics

- POLS - 101 Introduction to American Politics
- POLS - 316 Law, Politics and the National Pastime
- POLS - 317 Religion and Politics
- POLS - 320 Urban Politics
- POLS - 321 The American Presidency
- POLS - 322 Politics of American Justice
- POLS - 323 Lawmaking
- POLS - 324 African-American Politics
- POLS - 326 Politics and the Media
- POLS - 327 American Reformers and Revolutionaries
- POLS - 328 Politics of the '60s in America
- POLS - 329 Women and American Politics
- POLS - 330 Crime, Law and the Constitution
- POLS - 335 Political Power and Constitutional Law
- POLS - 336 Race, Equality and the Law
- POLS - 337 Women and the Law
- POLS - 339 Free Expression and the Constitution

Courses in Political Theory

- POLS - 203 Introduction to Political Theory
- POLS - 305 Critical Race Theory
- POLS - 307 The Socialist Tradition
- POLS - 308 Literature and Political Thought
- POLS - 314 Theories of Citizenship and Globalization
- POLS - 319 From Baroque to the Enlightenment
- POLS - 332 Theories of Decolonization
- POLS - 334 Feminist Political Theory
- POLS - 341 Nonviolence in Theory and Practice

Courses in Comparative Politics

- POLS - 102 Introduction to Comparative Politics
- POLS - 331 Latin American Politics
- POLS - 340 Politics and Change in Russia/Neighboring States
- POLS - 342 Politics and Society in Europe
- POLS - 343 Politics and Change in East-Central Europe
- POLS - 344 Revolution and Reaction in Latin America
- POLS - 346 Government & Politics of India & Southeast Asia
- POLS - 347 Government and Politics of China and East Asia
- POLS - 348 Politics and Development in Africa
- POLS - 349 Government and Politics of the Middle East
- POLS - 450 Political Economy of Developing Nations

Courses in International Relations

- POLS - 113 Introduction to International Politics
- POLS - 300 The World Since 1945
- POLS - 345 Global Economic Justice
- POLS - 350 International Law and Organizations
- POLS - 351 Global Conflict Resolution
- POLS - 352 Human Rights and Global Change
- POLS - 353 Politics of War and Peace
- POLS - 354 International Relations of the Middle East
- POLS - 355 U.S. Foreign Policy
- POLS - 356 The Vatican in Global Politics
- POLS - 357 The Integration of Europe
- POLS - 358 International Relations of India and Southeast Asia
- POLS - 359 International Politics of the Asia Pacific Rim
- POLS - 360 International Environmental Politics
- POLS - 432 The Politics of Ethnicity and Nationalism

Courses in Public Administration/Public Policy

- POLS - 361 Bureaucratic Politics
- POLS - 362 Public Policy
- POLS - 363 Housing and Homeless Policy
- POLS - 364 California Politics
- POLS - 365 Applied Policy Analysis
- POLS - 366 Environmental Policy
- POLS - 367 Public Policy: Drug Policy
- POLS - 368 Public Policy: Punishment
- POLS - 396 Public Administration Internship

Special Courses:

- POLS - 392 Special Subjects in Politics
- POLS - 397 Fieldwork in Public Interest Organizations
- POLS - 398 Directed Study
- POLS - 399 Directed Research
- POLS - 490 Undergraduate Seminar
- POLS - 495 Senior Politics Honors Seminar

Senior Honors Thesis and Seminar

For those who have most excelled in their Politics courses, the Department offers, on a competitive basis, the option of enrolling in a Senior Politics Honors Seminar. Eligible students must have at least a 3.2 GPA in their Politics courses by the end of their Junior year. Interested students will compete for admission into the Seminar, which is offered every Fall semester. The Seminar will be taught on a rotating basis by various Department faculty, and on varying themes, such as service, justice, participation, utopia, development, and so forth. Students will be immersed in the literature on one of these themes. They will be taught how to construct and carry out a major research project, and they will write a Senior Honors Thesis as a result of their research. Application forms for the Seminar will be available from the Department Chair or office every Spring semester. Course may be used to satisfy required elective for politics major.

Department Awards

Department of Politics Public Service Award

This award has a purse of \$500, and is granted each year to the graduating Politics student who demonstrates outstanding public service during his/her college years.

Ralph Lane Peace & Justice Essay Award

Funded by an annual donation from USF Emeritus Professor Ralph Lane and Joan Loan, this Award has a purse of \$300, and is granted each year to the student who writes the best essay on a peace and justice theme, broadly defined.

Mauricio Romero Award

Funded by an annual donation from Politics Department alumna Elizabeth Romero, this Award has a purse of \$1000, and is granted each year to the graduating Politics student who demonstrates excellence in both academics and community service.

Pi Sigma Alpha Honor Society

The Politics Department runs a chapter of this Society, which is the national political science honor society. Juniors and seniors with excellent grades are invited to join, and are inducted each Semester.

Learning Goals/Outcomes for the B.A. in Politics

- Develop skills in critical thinking, modes of analysis and research that will last long after students have forgotten the details of our courses.
- Be able to question the conventional wisdom, to peek below the surface of traditional explanations, to challenge superficial political analyses, to understand and evaluate the performance of public institutions.
- Develop more sophisticated means of self-expression, both oral and written.
- Gain a sense of civic responsibility for fulfilling the obligations of citizenship, understanding the many issues which they must consider in a participatory governmental framework such as the United States.
- Develop an active public spirit, to balance individual growth with a concern for the community--both the local community and the global community.
- Understand the vital role which the U.S. Constitution and other laws have in maintaining the national and federal system of the United States.
- Experience first-hand the relationship between theory and practice through service learning opportunities.
- Development of research skills: ability to design and carry out research projects. Introducing students to various methodologies in the field--ranging from quantitative to qualitative, from radical perspectives to rational choice perspectives.
- Learn and appreciate both government and politics; that is, formal institutions and processes and also the dynamics of the power and politics that run the U.S. system both inside and outside government structures.
- Become familiar with a core of knowledge about politics domestically and internationally, to know about global and transnational relations and about the politics of the U.S. and how they differ from other nations in regions such as the Middle East, Africa, Europe, Latin America, Asia and the Pacific.
- Learn and appreciate the formation and implementation of public policy and the great political ideas and thinkers - including theorists drawn from various races, genders and nationalities.
- Understand politics more broadly, in its relationship with other disciplines such as history, economics, sociology and other fields.
- Learn to be concerned about issues of peace, economic development and human rights at home and abroad, to promote democratic values, to apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.

Major in Psychology

Students majoring in psychology must complete a total of forty-eight (48) units.

[Download the Psychology Major Requirements Checklist](#)

Five foundational courses (20 units) are usually taken during freshman and sophomore years:

- PSYC - 101 General Psychology
- PSYC - 260 Psychological Statistics
- PSYC - 265 Research Design
- PSYC - 270 Biological Psychology
- RHET - 203 Writing in Psychology

In addition to the five foundational courses, students must complete twenty-eight (28) units as follows:

Three breadth courses (12 units), selected from among the following:

- PSYC - 310 Social Psychology
- PSYC - 312 Child Development
- PSYC - 313 Abnormal Psychology
- PSYC - 318 Theories of Personality

- PSYC - 319 Learning, Memory and Cognition

One diversity course in Psychology (4 units), selected (in consultation with a faculty advisor) from current department listings.

Two electives (8 units), chosen from among upper-division offerings in Psychology (300-level or above).

One course in Advanced Research Methods (4 units):

- PSYC - 388 Advanced Research Methods (Lab)

Students must obtain at least a "C" grade in each required course in the major. Students may retake no more than one course applied towards the psychology major.

Learning Goals/Outcomes for the B.A. in Psychology

Students who complete the B.A. in Psychology will be able to:

- Demonstrate the ability to think scientifically about human behavior and psychological processes and to differentiate conclusions based on evidence from those based on speculation or personal belief.
- Evaluate research methods and designs, to distinguish observations from conclusion.
- Demonstrate an understanding of the breadth of psychology, including different areas of psychology, such as the social, abnormal, developmental, personality, and cognitive areas, and different approaches to the study of psychology, such as biological, interpersonal, and sociological approaches.
- Show respect and appreciation for human diversity.
- Interpret the ethical practice of scientific inquiry and apply a consideration of ethical issues and values, both within and beyond the discipline, to their daily lives.
- Speak and write effectively, both generally and in the language of the discipline.
- Research, review, and critically analyze a current topic in psychology.

Major in Sociology

This program requires completion of forty-four (44) credits of course work. To complete core requirements for the Sociology major, students must take SOC 150 and SOC 297.

[Download the Sociology Major Requirements Checklist](#)

Core Requirements for the Sociology Major

(24 credits required)

- SOC - 150 Introduction to Sociology
- SOC - 297 Writing in Sociology
- SOC - 306 Sociological Theory
- SOC - 308 Research Methods

EITHER

- SOC - 302 Global Inequalities and Social Justice OR
- SOC - 304 U.S. Inequalities and Social Justice

AND EITHER

- SOC - 410 Honors Thesis Workshop (Instructor permission only)
- SOC - 450 Sociology Capstone Seminar

Electives

(20 credits required)

- SOC - 109 Environment and Society
- SOC - 226 Social Problems
- SOC - 227 Violence in Society
- SOC - 228 Asians and Pacific Islanders in U.S. Society
- SOC - 229 Diversity of American Families
- SOC - 230 Urban Places, Faces, and Spaces
- SOC - 233 Gender, Development and Globalization
- SOC - 338 Sociology of Education
- SOC - 231 Introduction to Globalization
- SOC - 238 African American Culture and Society
- SOC - 313 Latin@-Chican@ Culture and Society
- SOC 314 U.S. - Mexico Borderlands

- SOC - 240 People of Mixed Descent
- SOC - 260 Sociology of Gender
- SOC - 319 Health and Environment
- SOC - 320 Global Environments and Societies
- SOC - 321 Social Psychology
- SOC - 322 Resistance to Corporate Globalization
- SOC - 323 Urban Education
- SOC - 324 Sport, Culture and Society
- SOC - 325 Critical Approaches to Race and Ethnicity
- SOC - 326 Sociology of Popular Culture
- SOC - 329 Social Worlds of Children
- SOC - 331 Social Stratification
- SOC - 332 Religion and Society
- SOC - 333 Nationalism and Citizenship
- SOC - 340 Social Change
- SOC - 345 Feminism, Gender, and the Body
- SOC - 347 Sex and Sexualities
- SOC - 350 Social Movements
- SOC - 351 Revolution and Reaction
- SOC - 352 Politics and Society
- SOC - 353 Sociology of Peace and War
- SOC - 354 Sociology of Law
- SOC - 355 Deviance and Social Control
- SOC - 356 Juvenile Justice
- SOC - 357 Criminology
- SOC - 360 Cities in a Global Context
- SOC - 390 Current Issues in Sociology
- SOC - 392 Community Organizing
- SOC - 395 Fieldwork in Sociology
- SOC - 398 Directed Study
- SOC - 399 Directed Reading

Learning Goals/Outcomes for the B.A. in Sociology

Students who complete the B.A. in Sociology will be able to:

- Analyze critically major social practices, structures, and inequalities.
- Discuss and differentiate major sociological theories, frameworks and traditions.
- Formulate, conduct, and communicate independent social research.
- Connect sociological analysis to practical social action.

Major in Spanish Studies

The objective of the Spanish major is to provide oral and written competence in the language and a solid background in the literature and culture of the Spanish-speaking world.

Requirements for the Major in Spanish Studies

[Download the Spanish Major Requirements Checklist](#)

Note: Lower-division courses (Spanish 100, 101, 102, 201 and 221) serve as a prerequisite but do not count toward the credits necessary for the major. (To continue with the next level of any language course, or even to enter Upper Division after Fourth Semester, students must receive a final grade of 70% or higher).

The program requires the completion of forty (40) credits in Spanish Studies:

- SPAN - 202 Fourth Semester Spanish (or SPAN 222 for Bilingual Students II)
- SPAN - 206 Confluences and Conflicts in the Spanish-speaking World

One elective, chose from:

- SPAN - 225 Spanish and Spanish Speakers in the U.S., California and San Francisco
- SPAN - 226 Introduction to Spanish Translation
- SPAN - 255 Small, Round and Juicy: the Modern Hispanic Short Story

Upper-division courses, twenty-eight (28), as follows:

One Language and Culture Studies Course, chosen from:

- SPAN - 301 Building bridges: ESL in the Spanish-speaking Community
- SPAN - 311 Advanced Oral and Written Expression
- SPAN - 312 Spanish Phonetics
- SPAN - 317 Introduction to Spanish Linguistics
- SPAN - 325 Language and Culture in Latin America

Two Literary and Cultural Studies Courses, chosen from:

- SPAN - 331 Introduction to the Analysis of Literary Texts
- SPAN - 333 Subversive Feminine Enjoyment in Latin American, Hispanic and Latino Film and Literature
- SPAN - 335 20th Century Spanish American Literature
- SPAN - 336 Feminist Discourse and feminist theories in Latin American Literature
- SPAN - 337 Love and Sex, Vengeance and Death: Honor in Early Spain
- SPAN - 338 The Invention of Spain: A Metamorphosis of the Modern
- SPAN - 340 The Word and the Image: Intersections Between Photography and Literature in the Spanish Speaking World
- SPAN - 346 Evil in Latin American, Hispanic and Latino Literature: From the Caudillo to the Drug Dealer
- SPAN - 352 The Spanish Civil War Re-imagined: Literature, Film and the Visual Arts
- SPAN - 355 Cultural Studies of Spain
- SPAN - 360 Studies in Latin American Culture

Two electives, chosen from:

- SPAN - 375 Border and Cultural Studies
- Courses taken in Study Abroad Programs (which must be pre-approved by a Spanish faculty member).

One Senior Seminar, chosen from:

- SPAN - 402 Service Learning Project
- SPAN - 410 Spanish Phonetics and Phonology
- SPAN - 412 Special Topics in Linguistics
- SPAN - 431 Traces of Dante's *Inferno* in Hispanic Contemporary Literature
- SPAN - 445 Cultures in Contact and Conflict: Christians, Muslims and Jews in Pre-Modern Spain
- SPAN - 452 *Don Quixote*
- SPAN - 456 Private Lives, Public Voices: The generation of 98 and Autobiography
- SPAN - 457 Undoing Reality/Redoing Reality: Latin American Narrative
- SPAN - 458 The Latin American City and Its Cinema: Urban Spaces and Living Practices
- SPAN - 459 Borges, The Readerly Writer
- SPAN - 470 Honors Senior Thesis

One Special Topics Course taught by faculty from other departments:

- SPAN - 490 Special Topics

Learning Goals/Outcomes for the Major in Spanish:

Students will be able to:

- Communicate clearly and effectively in Spanish, both in written and oral discourse.
- Demonstrate a concrete knowledge of major artistic works and figures of the Spanish-speaking world.
- Respect difference and diversity, both in the context of their own culture and globally.
- Develop an intellectual engagement, introspection and reflective sensibility that will contribute to their life-long learning.

Major in Theology and Religious Studies

Requirements for the Major

[Download the Theology and Religious Studies Major Requirements Checklist](#)

The Major in Theology and Religious Studies requires forty (40) credits of course work with at least one course chosen from each of the three thematic areas of the major: Theology and Spiritualities, Scriptures and Religious Traditions, and Religion, Society and Ethics. The remaining twenty-eight (28) credits of elective courses should be chosen by each individual student and approved by a Theology and Religious Studies Department advisor. In their senior year, students prepare a Capstone synthesis paper in connection with one of their final courses and in consultation with a faculty advisor.

Theology and Spiritualities

Courses in this area deal with three dimensions of "faith seeking understanding," a phrase that has classically described theology as a discipline. Theology seeks to articulate the truth of faith and ethics (especially regarding the implications of faith in human life and activity). Spirituality (the practice and understanding of the faith experience) is closely related to Theology but may also be highly individualized and isolated from institutional religion.

Choose a minimum of one course from the following:

- THRS - 100 The Christian Village
- THRS - 104 Mystery of God/Mystery of the Human Person
- THRS - 220 Catholic Social Thought
- THRS - 308 Who is Jesus? An Introduction to Christology
- THRS - 310 Celebrating Sacraments
- THRS - 312 Christian Marriage
- THRS - 322 Liberation Theology
- THRS - 363 Religion in Latin America
- THRS - 366 Religion and Spirituality in Asia

Scriptures and Religious Traditions

Courses in this area focus on the sacred scriptures of the major religious traditions of the world such as Jewish, Christian, Buddhist, Confucian, Hindu, and Muslim traditions. The courses examine the historical and cultural backgrounds of these texts and gauge the way that beliefs developed in ancient times. They also look at the ways ideas about these ancient texts have changed over time and influence people's lives today.

Choose a minimum of one course from the following:

- THRS - 202 Portraits of Christ: An Introduction to the Four Gospels.
- THRS - 330 Biblical and Spiritual Drama
- THRS - 371 Hinduism
- THRS - 372 Jewish Christian Relationship
- THRS - 373 Introduction to Islam
- THRS - 376 Jews, Judaisms, and Jewish Identities

Religion, Society, and Ethics

Religion, society, and ethics can be studied from the inside, in terms of its scriptures, beliefs, ethical and moral systems of thought as well as concrete practices, but also can be studied as a phenomenon constructive of whole communities and societies. The courses in this area invite students to see how religion informs the cultural, political, and ethical debates and issues of our day, as well as how it has worked historically to shape societies and confront moral challenges.

Choose a minimum of one course from the following:

- THRS - 195 Freshman Seminar
- THRS - 360 Sacred Places, Sacred Times
- THRS - 361 Religion and the Environment
- THRS - 370 Zen Buddhism
- THRS - 379 Buddhist Paths in Asia and North America
- THRS - 384 Religion and Nonviolence
- THRS - 388 Religion, Psychology, Modern Literature

- THRS - 390 Religious Ethics
- THRS - 397 Environmental Studies Internship
- THRS - 404 Environmental Ethics
- THRS - 470 Contemporary Moral Problems

Minor in Theology and Religious Studies

The Minor requires twenty-four (24) units of core and elective courses chosen to fit a program designed by each individual student, as approved by a Theology/Religious Studies Department advisor.

Requirements

The Minor in Theology and Religious Studies requires twenty-four (24) units of course work. Students are required to fulfill the Core course requirement in one of the three thematic areas of Theology and Spiritualities, Scriptures and Religious Traditions, and Religion, Society and Ethics and then take one additional course in each of the two remaining thematic areas not covered by the Core course, for a total of twelve (12) units. The remaining twelve (12) units of elective courses should be chosen by each individual student and approved by a Theology and Religious Studies Department advisor.

Learning Goals/Outcomes for the B.A. in Theology and Religious Studies

Program Outcomes

The aim of the program is to foster and deepen an engaged, critical, and integrated understanding of the disciplines of Theology and Religious Studies within the University's tradition of Jesuit liberal education. The program of study we provide for our students bridges three thematic areas:

*Theology and Spiritualities

*Scriptures and Religious Traditions

*Religion, Society, and Ethics

Classes are grouped with specific thematic areas, allowing both majors and minors a wide range of options in designing a course of study. The program will provide:

- an understanding of fundamental issues posed by the world's religious and theological traditions:
- inquiry into the diverse forms and expressions of religious experience;
- emphasis on the Catholic Christian tradition as well as respectful engagement with other religious, theological, and philosophical traditions of the world.

Learning Outcomes

Human Dimensions of Religion, Theology and Spirituality

- Students will be able to understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate with a broad range of human experience.

Religious Diversity

- Students will be able to understand, differentiate, and appreciate various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions.

Social Justice

- Students will investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.

Master of Arts in Asia Pacific Studies

Program Overview: The Master of Arts in Asia Pacific Studies (MAPS) is designed to serve the needs of recent college graduates and working professionals who wish advanced education in East Asian cultures and societies, and students whose objective is to pursue a career in Asia Pacific affairs through graduate study. This innovative program provides participants with a multidisciplinary liberal arts background that will be useful in a broad spectrum of professions, including careers in business, the public sector, education, international service organizations, and social work. It combines the comparative study of Asian and Pacific cultures and social structures with the humanities, arts, social sciences, and an integral Asian language component.

The Asia Pacific Studies master's program offers a unique learning model built around an interdisciplinary team approach to understanding East Asia and Asia Pacific affairs in a broader Pacific Rim context. The program focuses on the transition from traditional to modern cultures and the emergence of the "new Asia" in the latter half of the 20th century.

This innovative program features:

- An evening program which takes just 21 months to complete.
- Small 'cohort-style' classes, where most students go through the whole program together, providing mutual support and encouragement for all class members.

- A multidisciplinary curriculum exploring the history, philosophy, religion, literature, societies, cultures, politics, and economics of 'Greater' China, Japan, Korea in the broader context of a Pacific Rim which includes South and Southeast Asia, Oceania, and North and South America. Emphasis is on the transition from traditional to modern cultures and the emergence of the 'new Asia' in the latter part of the 20th century.
- Intensive study of either Japanese, Chinese, or Korean, with classes during the first year and a special language-only intensive summer session between the first and second years. The goal of the 12-credit language component is to lay foundations in grammar, conversation, reading, and writing as a basis for further study, or to solidify language abilities already acquired. Language study is mandatory, but students who come to the program with intermediate or advanced competence in an Asian language may choose to continue their language study or to substitute directed research where appropriate.
- Students have the opportunity for their research to be published in the program's own student/faculty online journal, *Asia Pacific: Perspectives*.

Students also benefit from many professional development opportunities and a voluntary career mentoring program that pairs them with successful professionals in their area of interest.

Entrance Requirements

- Bachelor's degree (or equivalent) from an accredited institution of higher learning.
- Minimum undergraduate cumulative grade point average of 3.0 on a 4.0 grading scale.
- Official transcripts of all previous undergraduate and graduate work.

A résumé for those applicants with work experience.

- Two letters of recommendation (one professional, one academic, if possible).
- A personal essay of between 1500 and 2500 words describing the applicant's reasons for pursuing a master's degree in Asia Pacific Studies at USF.
- An interview with the MAPS director, either in person or by phone.
- An official TOEFL score (above 580-paper test) for international students.

Degree Requirements

A total of 36 graduate units in six 16-week seminars, two 16-week language semesters, and one 8-week Asian Language Intensive Summer Session between the first and second years.

Master of Arts in Economics

The graduate curriculum in the Department of Economics at the University of San Francisco provides students the opportunity to study for a general Master of Arts degree in Economics with concentration in the fields of:

- Financial Economics
- International Economics
- Telecommunications Economics.

The program consists of a Foundation program (waived for students who have completed equivalent course work in previous studies), an Economics Core, and the above areas of concentration. The program also provides for the completion of a research project in the concentration area and opportunities for internships and a master's thesis.

The graduate program draws on courses from the Department of Economics as well as on related courses taught in the School of Business and Management and the Departments of Computer Science and Mathematics. Students must complete 33 units of credit, not including foundation courses. A minimum of 24 of these 33 units must come from graduate Economics courses.

Master of Arts in Museum Studies

Program Mission

The University of San Francisco's **Master of Arts (M.A.) degree in Museum Studies** is designed for entry-level and emerging museum professionals as well as professionals from other fields wishing to pursue a career in the museum field. The program prepares its graduates for positions of leadership in artistic, cultural, educational and heritage organizations and for long-term professional growth. The curriculum consists of core seminars, hands-on practica, one-on-one advising and mentoring, electives tailored to students' interests and a full-time summer internship in an institution of the student's choice. Partnering with San Francisco's dynamic museum community and grounded in University of San Francisco's longstanding commitment to social justice, the program emphasizes the long-term community-engagement and dynamism of museums through a focus on local, national and international collaboration, ethical practice, fiscal and managerial responsibility, public access and socially relevant collections and exhibitions.

Program Description

This 16-month, full-time program (two academic semesters, one summer and one fall semester; 32 units total) combines site visits to the San Francisco Bay Area's premier cultural institutions with core courses in museum history and theory, cultural and financial management, collections management and preservation, museums and social justice, and a series of rotating practica and workshops designed to explore current trends in the field. Topics include museums and the law, museums and technology, curatorial practice, the visitor experience, exhibition design and more. The program culminates with a project management capstone course in which students acquire the tools and techniques of project management

as they apply to museum activities such as collections digitization and inventory, exhibition development and participatory exhibition design, special events, capital campaigns and so on. This is a hybrid program. Three semesters take place on-site at USF. One semester takes place off-site at internship locations with an online component.

Students interested in all types of museums (including art, history, design, science/technology, natural history, children's, themed museums and historic sites), as well as those interested in creating exhibitions for private enterprise, public parks and libraries and other kinds of private and public sites, are encouraged to apply. Summer internships may be pursued remotely with on-line coursework, allowing students to explore internship opportunities worldwide. Students earn an M.A. in Museum Studies with a focus on professional practice, taking 32 units in four consecutive semesters.

Students will attend classes two full days per week during the first and second semesters. The first semester of study begins in the fall semester and includes a mandatory introductory workshop and orientation session. During the fall and spring semesters, students take 24 units of core courses, practica and electives taught on-site by both USF faculty and prominent practitioners in their fields. These courses are designed to introduce and deepen knowledge of the museum field with a focus on museum history and theory, financial and administrative functions, and core museum professional practices including collections care and preservation and project management and exhibition development. In addition, students take a cornerstone first year course in Museums and Social Justice, designed to expose them to how museums are addressing the shifting politics of identity and equality at global, national and local levels. By working with local institutions on the representation of diversity and human rights issues, students will design programs that explore the potential of museums to contribute to more equitable, fair and just societies.

Internship Program

The Internship Program is a vital aspect of the Master's Program curriculum. Supervised internships in a wide variety of museum settings help students build professional competencies and together, students will build a robust network of contacts. The Master's Program maintains ongoing relationships with museums throughout the nation. During the summer semester, students complete a 4-unit internship in the location of their choice, supervised by an internship coordinator who leads the accompanying mentoring and online discussion and assignments. Students will spend 35 hours per week at their internship over a 12-week period.

Capstone Project

In their final semester (the second fall), students study the principles and techniques of project management and complete a museum project management capstone course, supervised by faculty and culminating in a final paper and public presentation that synthesize their learning experience in the program. This final course will be offered once a week in the evenings, enabling students to work full-time.

Program Learning Outcomes

Students who complete the M.A. in Museum Studies will be able to:

- Demonstrate a critical understanding of the histories, theories and methodologies related to museums as complex public service organizations.
- Exhibit an understanding of the values of social justice within the discipline of museology and an ability to apply ethical concerns to specific institutional contexts.
- Evidence broad content knowledge of a variety of best practices and standards in the museum professions and apply theory to professional practice.
- Acquire and utilize skills essential for professional patterns of behavior and practice in the fields of artistic, cultural, and heritage management, including:
 - a) Professional writing skills
 - b) Oral, visual and multimedia design presentation skills
 - c) Collaborative working practices
 - d) Fiscal, project management and administrative skills
- Demonstrate a critical understanding of museum practice through full-time professional engagement with the museum as a workplace.

Master of Arts in Sport Management

The Master of Arts in Sport Management is now offered at the San Francisco Main Campus and the Los Angeles/Orange Area Campus. The 36-credit interdisciplinary graduate curriculum is structured in courses that meet one evening per week so that working adults who have professional goals in the sports marketplace may complete their master's degree in 23 months.

The master's program is designed for both working professionals who seek graduate education to facilitate career advancement and for those with an undergraduate degree whose objectives are to pursue careers in Sport Management through graduate study. The master's program is designed to facilitate management and marketing skills that lead to long-term professional growth in an intertwined and expanding sports marketplace that includes professional, intercollegiate, and recreational sports and the wide variety of private and public organizations that promote and organize fitness and health programs.

Meeting Tomorrow's Needs of the Sports Industry

Today's sports industry needs highly trained professionals to meet the challenging pace of changes in economics and lifestyle that will define the growth patterns in tomorrow's marketplace. With the expansion of both recreational and spectator sports and society's increasing concern over healthful lifestyles, athletic administration and fitness management are both growing more complex. As a result, successful organizations in the sports industry are increasingly looking for tomorrow's leaders to have specialized training at the graduate level.

Professional Preparation

The aim of the master's program is to provide professional preparation for management or leadership positions with professional sports teams, large and small colleges and universities with intercollegiate and intramural athletics and recreation programs, amateur athletic organizations, private and public health and fitness clubs, corporate fitness and wellness programs, sports stadia and arenas, and the sports and fitness marketing, management, and communications firms that service the larger marketplace.

The Internship Program

The Internship Program is an important aspect of the Master's Program curriculum. Internships or practica in a wide variety of sports and fitness settings help the student build professional competencies and a network of industry contacts. The Master's Program maintains an Internship Site Database for both Northern and Southern California.

The Master's Project

In the last semester, students develop and refine the Master's Project. Designed to demonstrate advanced skills to the professional community, the Master's Project may be a major research paper or a professional document such as a business plan or market research report.

A Distinguished Faculty

The Sport Management faculty is a dedicated team of professional and academic leaders. The collective experience and expertise of the faculty sets a national standard of excellence. The faculty includes collegiate athletic directors, marketing and public relations specialists, sports attorneys, facilities consultants, and internationally recognized scholars.

The Professional Connection

In addition to the teaching faculty, leading California professionals in sports and fitness are speakers in courses and special events sponsored by the Master's Program. This group of professionals keeps our students connected to the pulse of current developments in sports and fitness.

Building Networks

More than just classes, residency in the Master's Program is a 2-year adventure in building a network of professional contacts that can serve as the foundation for lifelong career growth. Faculty, guest lecturers, staff, alumni, and fellow students all can provide referrals to key personnel for insight about career strategies, organizations of interest, and new opportunities.

Student Diversity and the Cohort Experience

Students in the Master's program come from a diverse background of undergraduate and professional experiences. Each class of approximately 35 students begins and completes the Master's Program as a "cohort" or learning community that functions as a support network.

A User-Friendly Calendar

The 36-credit Master's Program Curriculum is delivered in courses that meet one evening per week so working adults may complete their Master's Degree in 23 months.

Master of Fine Arts in Writing

Located in the center of San Francisco, USF's Master of Fine Arts in Writing Program offers graduate students an intimate personalized learning experience, while taking advantage of San Francisco's position as a vital center of literary expression. The MFA is a two-year, 33-credit program designed to instruct writers in creative techniques, to nurture their individual development and vision, and to help prepare them for entry into the public life of literature.

MFA students work in fiction, poetry, nonfiction, or a combination of these genres. Classes are small, and are led by faculty members who are practicing writers. The program offers workshops and courses that combine theory with practice, and writing with reading literature. The program emphasizes issues in craft not only in its workshops, where the student's work is the focus, but also in the courses in literature and style, where published works of literature are studied to learn how meaning is made.

The tone is intimate throughout. Students work in community with one another, but they also work independently with mentors. Creativity is fostered by small classes, and so is the detail to craft needed to bring projects to fruition.

A weekly newsletter alerts students to ongoing literary events, readings, colloquia, publishing opportunities, and awards. Students and faculty edit and publish Switchback, the program's online literary journal. Lone Mountain Readings brings acclaimed writers to campus to read from their work and discuss contemporary issues in writing. A teaching writing course is offered for those interested in pursuing the profession, with TAships available in conjunction with undergraduate courses in creative writing. Alumni events are open to writers who have graduated from the program.

All new students begin their coursework together in a six-week summer intensive focused on first-person writing. In their second and third summers in the Program, students work one-on-one with mentors on their book-length writing projects (Major Project I and II). The Master of Fine Arts in Writing Program consists of the first-person course (3 credits), four reading-based seminars (12 credits), four workshops (12 credits), and two major project studies, conducted with individual faculty members (6 credits).

MFA Admission Requirements and Application Procedures

To be eligible for the Master of Fine Arts in Writing, you must have completed a Bachelor's degree at an accredited college or university. The degree may be in any field.

All application materials should be submitted online or postmarked by February 1.

Admission to the Master of Fine Arts in Writing is based on:

- Application Form
- Writing Sample
- Statement of Purpose
- Transcripts of Grades
- Letters of Recommendation
- Résumé
- Interview (Recommended)

The Writing Sample is 10-15 pages in length and may consist of fiction, nonfiction or poetry. The sample can be a single piece in one genre, or several shorter pieces in different genres. The sample demonstrates your imaginative and creative talents, and your serious interest in writing, as well as your understanding of grammar and syntax. It should not include school or work assignments, or work previously published. Prose should be double-spaced and set in 12 pt. type

The Statement of Purpose is a 3 to 5 page description of

your reasons for pursuing an MFA degree in writing, and for choosing the Master of Fine Arts in Writing Program at USF. Please discuss your writing interests, goals, and

influences; you may also address the strengths and weaknesses of your writing sample. The statement should be double-spaced and set in 12 pt. type

Transcripts must be submitted from all post-secondary institutions you have attended. You should have a cumulative G.P.A. of at least 2.7. Transcripts should be sent directly from your institution(s) to the USF Admissions Office.

Letters of Recommendation, academic and/or professional, should be submitted by two individuals who can attest to your competence and ability to persevere and to do well in the Program.

Your résumé includes work and life experience, outside interests, and any writing, published or unpublished, that you would like the Admissions Committee to know about.

An interview with a Program representative is recommended before you submit your application. The purpose of the interview is to provide you with more knowledge about the Program, to have personal contact with

someone associated with the Program, and to help you articulate your goals in attending USF. Interviews by telephone can be arranged for out-of-area applicants. Contact the

MFA in Writing program office at mfaw@usfca.edu

Master of Fine Arts in Writing: The Curriculum

The Introductory Course

- MFA - 600 The First Person: Autobiographical Writing

The Fiction Concentration Courses

- MFA - 651 Developments in the Novel
- MFA - 655 The Architecture of Prose
- MFA - 661 Evolution of the Short Story
- MFA - 662 Contemporary Experiments in Fiction
- MFA - 671 The Techniques of Long Fiction

- MFA - 672 The Craft of Short Fiction
- MFA - 680 Style in Fiction
- MFA - 687 Point of View and Characterization
- MFA - 688 Finding Form: Novellas and Story Cycles

The Nonfiction Concentration Courses

- MFA - 653 Research for Writing
- MFA - 683 The Art of the Essay
- MFA - 684 Narrating Nonfiction
- MFA - 690 Special Topics

The Poetry Concentration Courses

- MFA - 654 American Poetry and Poetics
- MFA - 664 Poetry International
- MFA - 674 Prosody: The Meaning of Poetic Form
- MFA - 686 Visionary Poetics
- MFA - 690 Special Topics

Cross Genre Courses

- MFA - 650 Word for Word: The Texture of Language
- MFA - 663 Ethical Issues in Writing
- MFA - 670 Intention and Design in Prose
- MFA - 681 Blurred Boundaries: Writing Beyond Genre
- MFA - 675 Teaching Creative Writing
- MFA - 690 Special Topics

Workshops

- MFA - 612 Writing Workshop I
- MFA - 622 Writing Workshop II
- MFA - 632 Writing Workshop III
- MFA - 642 Writing Workshop IV

Thesis

- MFA - 689 Thesis I
- MFA - 699 Thesis II

Learning Goals for the M.F.A. in Writing Program

- Students will demonstrate a working knowledge of the fundamentals of artistic composition and craft.
- Students will be able to read as writers, analyzing in works by published authors the ways in which literary meaning is made.
- Students will be able to evaluate and analyze the techniques and intentions of literary manuscripts and to participate in constructive critical discussion of such works.
- Students are prepared for entry into the public life of literature, which includes locating their own work in the context of contemporary literary practice, preparing their work according to professional standards, teaching creative writing, and participating in diverse literary communities.

Master of Science in Analytics

The Analytics Program is a full-time, one-year Master's program that resides at USF's beachfront campus in the Presidio National Park in San Francisco, just two miles from the USF main campus. The program is designed for students with a strong background in math, computer science, engineering or economics who seek the specific techniques and tools involved in analytics — and the business skills to apply this knowledge effectively and strategically.

The 38-unit program grounds you in both the techniques and skills required to analyze structured and unstructured big data to derive meaning and drive business decisions. Graduates become data scientists and analysts in finance, marketing, operations, business intelligence, or other groups generating and consuming large amounts of data. Students study topics such as data mining, machine learning, statistical models, predictive analytics, econometrics, optimization, risk analysis, data visualization, business communication, and management science. You learn to acquire, filter, clean, organize, and store data using Python and SQL as "glue" between data sources and statistical tools such as R and SAS. The focus is on applying mathematics, statistics, and computer science to solve real problems.

You begin the first week of August with the uniquely designed, 3-week Summer Boot Camp — an extensive review of probability, statistics, linear algebra, linear regression, SQL, R and Python, microeconomics and macroeconomics.

Practicums are special features of the program that provide you with the professional skills, experiences and networking needed to succeed in a business setting.

In the **Intensive Project**, you work in small teams on real-world data sets, perform comprehensive analysis, and develop reports and recommendations in preparation for a presentation to meet the client's goals.

Analytics Boot Camp (6 units) (Summer I – late July and August)

A month-long intensive in three boot camps (computational, applied math and economics) with exposure to modern statistical packages, SQL, R and Python, review of probability and statistics, linear algebra, linear regression, and review of basic micro and macroeconomics, including pricing and demand, uncertainty and consumer modeling.

USF's MS in Analytics program is proud to have our students develop software and run analyses on [Amazon Web Services](#) (e.g., [Amazon Elastic Compute Cloud](#), [Amazon DynamoDB](#), and [Amazon Relational Database](#)). Each student gets their own server or servers to manage so they get experience with the mechanics of installing and configuring software. Students have access to vast resources, albeit in bursts, to solve big data projects and typically "submit" their projects by e-mailing a URL on their server to the professor for grading.

Fall Semester (August-December)

Analytical Methods I
Computational Analytics I
Business Analytics I
Economic Analysis I
Practicum I

Intersession (January)

Intensive Project

Spring Semester (January-May)

Computational Analytics II
Information Visualization
Analytical Methods II
Business Analytics II
Practicum II

Summer II (May-June)

Applications of Analytics
Practicum III

Tuition and Scholarships

For tuition costs and fellowship opportunities [click here](#).

Master of Science in Biology

The Master of Science degree in Biology offers students an opportunity to gain a level of knowledge and expertise in biology beyond the undergraduate level.

Graduate work within selected areas of botany, developmental biology, cancer biology, ecology, genetics, marine biology, non-mammals, microbiology, virology, anatomy, parasitology, physiology, immunology and photobiology is available. For further information concerning particular areas of advanced study, contact the Biology Department.

Program Prerequisites

The applicant's preliminary academic background should include a bachelor's degree in biology or its equivalent. Minor deficiencies may be corrected during the first year. To be considered for this program the applicant must submit the results of the Graduate Record Examination (GRE), both the Aptitude and Advanced Biology (or Biochemistry and Cell and Molecular Biology) exams, and have at least a 3.2 grade point average in his or her undergraduate major and in all upper-division work in biology.

Degree Requirements

This is a program in which the student undertakes an active research project that culminates in a formal written thesis. A student who has successfully completed the program should be well prepared to enter into a technical position in a related research or industrial laboratory or to continue further postgraduate work. A total of 24 credits in Biology or Biochemistry (of which 16 must be graduate-level), including a thesis based on original research, is required. A maximum of six (6) credits of graduate research (BIOL 698), and four (4) credits of thesis writing (BIOL 699), and a maximum of six (6) credits of directed reading (BIOL 695) may be applied toward the degree. All graduate students are also required to act as a teaching assistant for a minimum of one semester during their two-year program.

The student is expected to meet sequentially the following conditions and requirements:

1. The student and major professor will establish a plan of formal course work that will meet the needs of the student and complement the chosen research program.

2. Under the guidance of the major professor, the student will select a Graduate Committee composed of the major professor and two additional scientists, one of whom may be from outside the Biology Department.
3. The committee and student will define a specific biological problem or point of inquiry and formulate a research program that will be submitted to the Graduate Advisor on the Thesis Approval Form.
4. At the end of each semester in the Graduate Program at USF, the student's academic and research progress will be evaluated by the biology Graduate Admissions Committee in consultation with the student's major professor. The results of this evaluation must be satisfactory in order for the student to continue in the Biology Master's Program.
5. The student will file a form for Advancement to Candidacy with the Graduate Advisor after consultation with his or her major professor. This form should be filed in the same semester the student enrolls in the final courses for completion of the program credit requirements.
6. In addition to the successful completion of the required formal course work, the student will conduct the approved research program and write a thesis based upon the findings.
7. A final thesis outline is to be submitted to the committee at least one semester prior to submitting the completed thesis.
8. During the final semester of the research program, the student will present a seminar to the Biology Department based upon the research conducted.
9. The thesis must be approved by the student's Graduate Committee before its submission to the Dean for formal approval.

Master of Science in Chemistry

The Department of Chemistry offers the Master of Science degree in Chemistry with graduate work in the fields of biochemistry, inorganic, organic, physical, and analytical chemistry. The program is designed for the student who intends, upon completion, to work as a professional chemist, to study for the Ph.D., or to seek further training (e.g., in business or engineering). The program also prepares students for teaching at the high school or community college level.

Prerequisites

The preliminary academic background required for the degree of Master of Science in Chemistry is substantially the equivalent of that represented by the Bachelor of Science degree in Chemistry at the University of San Francisco (see the undergraduate section of the Catalog). Any applicant whose undergraduate preparation does not include a complete foundation for graduate work in the field of chemistry will be required to devote some time to specified undergraduate courses.

Applicants should have a minimum "B-" (2.7) overall average in their upper-division courses and a "B" (3.0) average in upper-division courses taken in the field of chemistry.

Requirements

After a student has been accepted into the graduate program, the departmental Graduate Director will, with the student's research advisor as chair, supervise the student's program. Upon arrival, the student will take two evaluative examinations in selected subject areas of chemistry. The areas available for selection by the student are biochemistry, analytical, inorganic, organic, and physical chemistry. If the entering student should fail to pass one or both of these examinations, he/she will meet with the Graduate Director and the student's research advisor to determine a means of remediation. This will usually involve taking an undergraduate course in the appropriate subject(s) (grade of B or better required) or possibly undertaking independent study followed by another evaluative examination in the area(s) in which deficiency was found. In either case, any deficiencies must be removed by the start of the second semester of residence. Otherwise the student will be subject to disqualification from the graduate program.

During the first semester of a student's residence in good academic standing, the student, the research advisor and Graduate Director will decide on the program of study. The normal length of study is two and one-half years.

A total of 24 credits, including a thesis, is required. The courses taken must be graduate courses or upper-division courses approved by the Department of Chemistry. At least 12 of the required credits must be CHEM 698 and 699. The typical length of time required for a student to complete the degree is two and one half years.

Learning Goals/Outcomes for the Master of Science in Chemistry

- Students will demonstrate broad knowledge in areas of chemistry relevant to their research interests.
- Students will become safe and proficient in laboratory practice and instrumental techniques necessary for their research area.
- Students will be able to communicate the subject of chemistry, especially their own research project, in written and oral forms including: correspondence, reports and short presentations that may utilize multi-media tools that support effective communication.
- Students will become critical thinkers who are able to judge scientific arguments and make their own arguments based on experiments conducted during their research project.
- Students who graduate with a Master of Science degree in chemistry from the University of San Francisco will be well prepared to pursue further graduate studies or employment in chemistry or related scientific fields.

Master of Science in Computer Science

The ever-changing world of software and computer science has always demanded more advanced training and education. With the University of San Francisco's prime location in the heart of the San Francisco Bay Area and its proximity to Silicon Valley, USF graduate students enjoy and

environment rich with the many innovations and opportunities of this world-renowned region of technology. For these reasons and others the number of students in the graduate program in Computer Science at the University of San Francisco has grown by 65% since 1999. The Master of Science in Computer Science (MSCS) provides students with a broad background in software development and other core disciplines of computer science. This core background serves as a sound foundation for CS graduate students as they develop a substantial software project - either as a research-driven or commercially sponsored project. Small classes and close interaction with full-time faculty are a hallmark of graduate education at USF. Along with the full-time teaching and research faculty, outside experts bring real-world computing experience to the classroom. In the Harney Science Center on the USF campus, a state-of-the-art computer and multimedia studio was constructed and endowed with a \$2.5 million gift from a Computer Science alumnus. Students and faculty also maintain the W.M. Keck Computer Cluster (a Myrinet-connected network of 28 processors which provides students with on-site access to one of the most powerful computers at a liberal arts university).

Emphasis in Entrepreneurship

The United States excels at entrepreneurship, and USF claims one of the top entrepreneurial business schools in the nation. Ranked in the Top Tier of University Entrepreneurship Programs by Entrepreneur magazine and in the Top 25 of "America's Most Entrepreneurial Campuses" by Forbes and Princeton review - the M. S. in Computer Science Program has joined with USF's MBA Entrepreneurship Program to offer the classic M.S. in Computer Science with an emphasis in Entrepreneurship.

Admission Requirements

Admission requirements for the graduate program include the GRE General scores (verbal score not considered) and the following (USF course equivalents are in parentheses):

- High-level Programming (CS 110 - C, C++, Scheme, ML, Java, etc.)
- Object-oriented Programming (CS 112 - C++, Java)
- Low-level Assembly Language/System Programming (CS 220/221- Intel preferred)
- Calculus and Analytic Geometry (M 109 - differential & integral; business calculus not accepted)
- Linear Algebra and Probability (M 201)
- Discrete Math (M 202)
- Algorithms on Data Structures (CS 245)

Foundation Requirements

The foundation requirements are not required for admission to the graduate program, but must be completed while at USF to achieve regular status as a graduate student. These requirements are waived if they have been met by previous university-level studies (including self-study) or work experience:

- CS 315 Computer Architecture (4)
- CS 326 Operating Systems (4)
- CS 414 Compilers (4) or both of the following:
- CS 345 Programming Language Paradigms (4) and
- CS 411 Automata Theory (4)

Curriculum and Degree Requirements

The program involves the completion of 36 credits of credit. Graduate students undertake 9 courses, or 8 courses and a master's thesis (each course is 4 credits). Graduate students who have not met the Foundation Requirements may need to complete additional coursework at USF. The courses must be chosen as follows:

- One course from each of the three core areas
- One Master's Project
- Five electives from 200/300/400/600 (One elective can be 200-level with permission of Graduate Advisor) (Two electives must be 600-level) Two electives may be used to satisfy foundational requirements or to shore up areas of weakness.

Core Areas

Theory and Languages (1 course)

- CS 652 Programming Languages (4)
- CS 673 Algorithms (4)

Systems (1 course)

- CS 635 Advanced Systems Programming (4)
- CS 636 Operating Systems (4)

Parallel and Distributed Computing (1 course)

- CS 625 Parallel and Distributed Computing (4)
- CS 682 Distributed Software Development (4)

Master's Project

The Master's degree requires that all students undertake a Master's project. The project can be either a sponsored project for a commercial concern or other institution or a research project. In either case, the project will result in the specification, design, and development of a significant software system with full documentation, an oral presentation to the university community, and a written report. The Master's Project is offered every semester.

Master's Thesis

The thesis is not required and is reserved for exceptional students. It is not a substitute for the Master's Project, and is normally a continuation of work undertaken in a Master's Project.

Grade Requirements

To be acceptable for the M.S. degree, each course must be selected with the approval of the Graduate Program Coordinator and must be passed with a grade of C (2.0) or better. Moreover, the average grade of all courses taken to fulfill the M.S. degree requirements must be B (3.0) or better. Any semester in which the students GPA drop below 3.0, those students are placed on probation. After a second semester on probation, the university will move to dismiss them from the program. Those students with fellowships must maintain a 3.3 GPA. At the close of the semester in which the student's GPA drops below 3.3, that student immediately loses any promised fellowship money.

Learning Goals/Outcomes for the Master of Science in Computer Science

Students who complete the Masters of Science in Computer Science will be able to demonstrate:

- An understanding of advanced topics in computer science including software engineering, algorithms, artificial intelligence, programming languages, parallel computing, networking, and low-level systems;
- The ability to design, implement, and debug large-scale software applications;
- The ability to evaluate and understand advanced research from computer science literature;
- Effective communication and team participation skills with respect to software development.

Master of Science in Computer Science and Master of Science in Web Science

The Department of Computer Science offers two Master programs, a traditional Master in Computer Science along with a Master in Web Science.

The programs are intended for students with either an undergraduate degree in computer science, or with any undergraduate degree and sufficient software development experience and coursework. All graduate courses begin after 3:00 p.m. and most begin after 5:00 p.m.

The 36-credit programs typically require two years of study, with students taking two four-credit courses per semester along with one summer course or a third course in one of the semesters.

Master of Science in Environmental Management

The Master of Science in Environmental Management is designed for graduate students and working professionals who seek or hold careers in the environmental field. The goal of this science-based management program is to enhance and broaden the skills and knowledge necessary to meet the demands and changes of the environmental marketplace - in public agencies and government bodies, the consulting sector, and industry.

The University of San Francisco founded its Master of Science in Environmental Management program over 25 years ago. Since then, graduates from the program have established a wide variety of environmental careers and organizations in the United States and throughout the world.

The Environmental Management program at USF has two components. First, a series of courses provide the essential skills and foundations of environmental management. In addition, the graduate student prepares and completes a Master's Project with a practical application to the environmental field. A thesis option is also available.

The program provides the necessary background to analyze, assess, and manage a wide range of environmental issues, including practical applications to environmental problems. Courses cover the scientific, technical, regulatory, and public policy knowledge related to problems of air and water quality, solid and hazardous waste, land and resource use decisions, sustainability, and human and ecological health issues.

To meet the needs of both graduate students and full-time working professionals, most classes meet on Saturdays. Some courses are also taught during the week. The Master's Project is developed with a faculty advisor and in a seminar-style discussion group with fellow graduate students.

Experience in the environmental management field is an important part of the MSEM graduate program. Most students currently hold positions in the field. For those students who do not hold a position, it is strongly recommended that they endeavor to find a paid position or internship.

Domestic and International Programs

The University of San Francisco offers its Environmental Management graduate program at the main campus in San Francisco, as well as in international cooperative programs with universities in Manila, Philippines and Xiamen, China. Please visit the MSEM web page at <http://www.usfca.edu/msem> for more information about the international cooperative programs, including curricula.

Building Careers and Professional Networks

Graduates of USF's Environmental Management program have established careers with a wide range of employers in the environmental field, including:

- Apple Computer, Inc.
- Bay Area Conservation and Development Commission
- Bechtel Group, Inc.
- California Air Resources Board
- California Public Utilities Commission
- California Environmental Protection Agency
- California State Department of Transportation
- California State Water Quality Control Board
- Chevron USA
- CH2MHill, Inc.
- Environmental Science Associates
- Genentech
- General Services Administration
- Hewlett-Packard Company
- IBM Corporation
- International Technologies
- Lawrence Berkeley Laboratory
- Lawrence Livermore Laboratory
- NASA/Ames Research Center
- National Oceanic and Atmospheric Administration
- National Semiconductor, Inc.
- Pacific Gas and Electric Co.
- Palo Alto Water Division
- San Francisco City Department of the Environment
- San Francisco Estuary Project
- Shell Oil Company
- Tetra Tech, Inc.
- U.S. Army Corps of Engineers
- U.S. Attorney General's Office
- U.S. Environmental Protection Agency
- U.S. Geological Survey
- Varian Instruments
- Waste Management, Inc.

Learning Goals/Outcomes for the M.S. in Environmental Management

- Demonstrate an understanding of an interdisciplinary approach to the study of the relationships and interactions of human beings with the natural world.
- Utilize principles and processes of the natural sciences, social sciences and the humanities to provide both theoretical and applied understanding of managing environmental issues.
- Demonstrate understanding of environmental management tools, techniques, and technologies designed to meet the demands of industry, government, and the consulting sector regarding the protection of the environment and the fulfillment of environmental regulations.
- Communicate skillfully through written reports and oral presentations of environmental management issues.

- Critically analyze impacts, both actual and potential, of human activity on the environment and their prevention and mitigation.

Master's Foundation Requirements

Foundation courses for both M.A. programs are divided into three areas. They represent the basic body of knowledge which all students must have acquired by the time they enroll in the core courses for which these courses are prerequisites. Foundation courses will be waived for M.A. students who have taken equivalent courses in previous studies.

Foundation Area I: Economics

Students must be familiar with the fundamentals of economic theory at the intermediate level. The subject for this area is covered in:

- ECON - 311 Intermediate Microeconomics
- ECON - 312 Intermediate Macroeconomics

Foundation Area II: Mathematics

Students must be prepared to apply calculus and linear algebra to equilibrium, dynamic, and optimization models in economics. This subject is usually covered in six (6) semester hours of college mathematics. At USF, the subject is covered in:

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II

Foundation Area III: Statistics

Students must have a basic knowledge of Statistics, including hypothesis testing, sampling, and probability distributions. These areas are covered by:

- ECON - 120 Economic Methods

Masters of Arts in International Studies

The Master of Arts in International Studies prepares students for careers in international affairs, including non-governmental organizations, foreign service, and international organizations.

The program provides students with a comprehensive perspective on international issues, including globalization, development, peace and conflict, regional problems, human rights and international law. Combining academic and theoretical rigor with practical experience, it offers a unique understanding of contemporary challenges facing state and non-state actors through the lens of social justice.

Masters of Public Affairs

The Master's Program in Public Affairs and Practical Politics can be completed in four semesters, including the Public Affairs Internship. Students will be equipped for a future in one or more of the following areas:

- Professional work in campaign strategy and management, governmental relations and advocacy, grassroots and community organizing, strategic communications, journalism and teaching.
- Further graduate studies in Public Affairs in a Ph.D. program or a J.D. program at a law school.

Program of Study

The program of study includes 36 credits and the completion of a Public Affairs Internship:

Core Courses

First Year

MOPA 601: Applied American Politics Proseminar

MOPA 602: Writing for Public affairs Professional

MOPA 603: Quantitative Methods in Public Affairs

MOPA 604: Public Affairs and Applied Democratic Theory

Capstone

MOPA 641: Leadership for the Common *Good*

MOPA 642: Masters Capstone Project

Electives

MOPA 611: Campaign Organization and Management

MOPA 612: Non-Profits and Public Policy

MOPA 613: Identity Politics and Activism for Social Change

MOPA 614: Strategic Communications

MOPA 621: Public Opinion and Political Behavior

MOPA 622: Media and Politics

MOPA 623: Urban Politics: San Francisco

MOPA 624: Lobbying and Governmental Relations

MOPA 625: Grassroots Advocacy and Mobilization

MOPA 626: Issue Advocacy

MOPA 627: Urban Public Policy

MOPA 628: Theory and Practice of Campaigns

MOPA 699: Directed Study

Public Affairs Internship

This intensive internship is required for completion of the degree. Students are expected to successfully complete 400 hours working with a public affairs organization including political campaigns, advocacy organizations, governmental agencies, community or neighborhood associations, or other similar entity. This internship will be arranged, facilitated and directed by faculty along with an on-site supervisor..

Materials Physics Program

The Materials Physics program is designed to enhance the academic and professional possibilities of USF students, furthering the University's mission of educating leaders who will make a societal difference. It seeks to prepare USF students for positions in the high-technology sector of the global economy. As the modern world escalates its dependence on technology, and as the commercial world continues to make inroads into university settings, a proper response from the University of San Francisco is to prepare students of Ignatian values to enter and positively affect the realm of high technology.

This Physics track is nearly unique in American academia, with its emphasis on modern advanced commercial materials, and drawing from several scientific areas, include Computer Science and Chemistry. This program includes real-life training in industry settings and is supported locally at USF by a heavy infrastructure made possible by a grant from the prestigious Fletcher-Jones Foundation.

Program Objectives

In addition to the general goals of the Physics Major, the Bachelor of Science in Materials Physics is designed to provide USF students with a comprehensive education in the Natural Sciences that will meet the following specific goals:

- Prepare students for careers in high technology by providing relevant training and coursework.
- Prepare students with a strong scientific foundation so that they will be able to follow the technological advances to come.
- Prepare interested students for graduate-level work in Materials Science, Condensed Matter Physics, or Physical Chemistry.

Requirements

Physics Courses

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics
- PHYS - 215 Electronics
- PHYS - 371 Methods of Mathematical Physics
- PHYS - 340 Optics
- PHYS - 320 Electromagnetism
- PHYS - 330 Quantum Mechanics
- PHYS - 341 Upper-Division Laboratory I
- PHYS - 342 Upper-Division Laboratory II
- PHYS - 299 Directed Research for Advanced Undergraduates (2 credits required) or
- PHYS - 399 Directed Research for Advanced Undergraduates (2 credits required)
- PHYS - 350 Physics Colloquium (1 credit required)
- PHYS - 333 Solid State Physics
- PHYS - 450 Advanced Materials

Note: In addition to the required courses, students on this track will be required to do an industry internship in the summer following their junior year.

Required Math Support Courses (MSC) - 12 credits

- Three (3) courses in Calculus and Analytical Geometry

Other Support Courses (8 credits)

- CHEM - 111 General Chemistry I
- CS - 110 Introduction to Computer Science I

Outside of Major Required Courses (OMRC)

- Eleven (11) Core Courses

College Requirements (for Science Students) -

- Foreign Language I and II

Recommended Elective Courses for Materials Physics:

- PHYS - 301 Computational Physics
- PHYS - 310 Analytical Mechanics
- PHYS - 312 Statistical and Thermal Physics

Comparison of Materials Physics Track to Typical Physics Major

The Materials Physics track differs from the typical Physics track in several ways. Materials Physics students are required to take the following courses that standard Physics students do not have to take: Solid State Physics, Electronics, Advanced materials, General Chemistry I, and Computer Science I. On the other hand, the students in this track are not required to take the following courses that are typically required in the Physics major: Statistical and Thermal Physics, Computational Physics, and Analytical Mechanics.

Another important difference in this track is the appearance of an internship for the Materials Physics students in the summer following their junior year.

Mathematics Honors Major

Requirements

A Mathematics Honors Major must satisfy all the requirements for a Mathematics Major. She or he must also satisfy the following requirements:

- Two (2) additional upper division courses, including at least one 400-level course, and
- PHYS - 110 General Physics I
- PHYS - 210 General Physics II

Mathematics Major

Requirements for Mathematics Major

[Download the Mathematics Major Requirements Checklist](#)

Required Courses:

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II
- MATH - 211 Calculus and Analytic Geometry III
- MATH - 130 Elementary Linear Algebra
- MATH - 235 Introduction to Formal Methods

Mathematics elective courses:

One course in applied mathematics, chosen from:

- MATH - 340 Differential Equations
- MATH - 345 Mathematical Modeling
- MATH - 370 Probability and Statistics
- MATH - 422 Combinatorics

One course in classical mathematics, chosen from:

- MATH - 301 Problem-Solving Seminar
- MATH - 310 History of Mathematics
- MATH - 355 Complex Analysis
- MATH - 367 Number Theory

- MATH - 380 Foundations of Geometry
- MATH - 482 Differential Geometry
- MATH - 485 Topology

One of

- MATH - 435 Modern Algebra
- MATH - 453 Real Analysis

Three additional mathematics courses numbered 300 or higher.

With prior approval of the Mathematics Department, two of these may be courses having significant mathematical content from other departments.

A computational course: One of

- CS - 110 Introduction to Computer Science I
- PHYS - 301 Computational Physics

Completion of the Core Curriculum.

Please note the following recommendations:

- The department strongly recommends taking Physics 110-210.
- Math majors whose native language is English must complete a foreign language requirement, either by completing the second semester of a foreign language course or by achieving a passing score on a language placement test.
- Note that 128 credits are required for graduation.

Learning Goals/Outcomes for the B.S. in Mathematics

Students will be able to:

- think logically and analyze information critically in a mathematical setting.
- reformulate and solve problems in an abstract framework.
- express mathematical results verbally, working individually and in collaborative groups.
- use appropriate technology to facilitate an understanding of mathematical concepts, but without substituting technology for mathematical thought.

Mathematics Honors Major

Requirements

A Mathematics Honors Major must satisfy all the requirements for a Mathematics Major. She or he must also satisfy the following requirements:

- Two (2) additional upper division courses, including at least one 400-level course, and
- PHYS - 110 General Physics I
- PHYS - 210 General Physics II

Middle Eastern Studies Interdisciplinary Minor

Requirements

[Download the Middle Eastern Studies Minor Requirements Checklist](#)

The minor requires the completion of 20 credits, including a minimum of three courses from the core.

Core

- [HIST - 389](#) The Modern Middle East
- [THRS - 373](#) Introduction to Islam
- [POLS - 349](#) Government and Politics of the Middle East or
- [POLS - 354](#) International Relations of the Middle East
- **Electives**
- [HIST - 270](#) Sex and Transgression in the Islamic World
- [HIST - 310](#) The Ancient Near East
- HIST - 388 Islamic Empires
- INTD - 390 Facilitation training: Working with Groups in Conflict
- [POLS - 351](#) Global Conflict Resolution
- [POLS - 378](#) United States Middle East Policy
- POLS 380/THRS 380 Social Justice and the Israeli-Palestinian Conflict

- THRS - 210 Introduction to the Qur'an
- [THRS - 318](#) Religious Nonviolence and the Politics of Interpretation: The Case of Israel and Palestine
- THRS - 333 Islam in the Modern and Contemporary World
- [THRS - 376](#) Jews, Judaisms, and Jewish Identities
- [THRS - 390](#) Religious Ethics: Islamic Feminist

Minor in Advertising

[Download the Advertising Minor Requirements Checklist](#)

The Communication Studies Department views communicative behavior as central to human activities, one of which is persuasion. If you're interested in a career in persuasion, our Minor in Advertising is designed to give you the basic skills to pursue a career in advertising or related businesses.

The Minor in Advertising requires 20 credits (five courses) as follows:

- COMS - 340 Advertising Creative Strategy and Copy
- COMS - 341 Advertising Principles and Practice
- COMS - 342 Advertising Presentations
- COMS - 343 Advertising Planning and Placement
- COMS - 496 Communication Studies Internship

Students interested in Advertising are encouraged to enroll in the following courses in Communication Studies as electives or as part of the major.

- COMS - 322 Advertising Public Relations Law and Ethics
- COMS - 332 Rhetorical Criticism
- COMS - 334 Rhetoric and Citizenship
- COMS - 336 Rhetoric of Law
- COMS - 358 Persuasion and Social Influence

Minor in Architectural Engineering

The Minor in Architectural Engineering provides an interdisciplinary overview of engineering topics associated with building design and the study and practice of engineering. The Minor consists of technically challenging courses that rely on a series of prerequisites, as well as experiment-based and skill-development courses that can be taken without prerequisites. The core courses of the Minor offer a range of theoretical as well as analytical topics, and electives are varied so that students can place an emphasis on specific subject areas depending on their major course of study. The Minor is useful for students across the physical sciences and math as well as architecture, as it will familiarize students with the methods of engineering study and provide a rigorous technical base that will give them an advantage in future studies.

Requirements

[Download the Architectural Engineering Minor Requirements Checklist](#)

The Minor requires the completion of twenty-four (24) credits, as follows:

Required Courses (16 credits)

- MATH - 109 Calculus and Analytic Geometry I
- PHYS - 110 General Physics I
- ARCD - 310 Introduction to Construction Materials
- ARCD - 360 Introduction to Structural Engineering

Electives (8 credits)

Choose two of the following (student is responsible for prerequisites to these courses):

- ARCD - 250 Computer Aided Design and Drawing
- ARCD - 370 Construction Innovation Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 250 Environmental Data Analysis
- ENVS - 350 Energy and Environment
- ENVS - 410 Methods of Environmental Monitoring w/Lab
- PHYS - 310 Analytical Mechanics
- PHYS - 312 Statistical and Thermal Physics
- PHYS - 320 Electromagnetism

Highly recommended for those planning to continue in engineering programs:

- ARCD - 300 Computer Aided Design and Drawing 2
- CHEM - 111 General Chemistry I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Minor in Architecture and Community Design

The Minor in Architecture and Community Design is designed to provide the non-architecture Major with an appreciation of design, architectural history, urban planning and design, community outreach as it relates to architectural and landscape design projects in underserved communities, and elective technical skills in CAD.

Students require a minimum GPA of "C" (2.0) to be awarded a Minor, which is then reflected in their transcripts. Interested students should contact a faculty member in Architecture and Community Design to review the requirements, course prerequisites, and complete the paperwork to declare the Minor.

A total of 20 credits from the following courses is required for the Minor

[Download the Architecture and Community Design Minor Requirements Checklist](#)

Required Courses

- ARCD - 110 Architecture Studio 1
- ARCD - 400 Community Design Outreach

Select a minimum of two of the following:

- ARCD - 101 History of Architecture 1
- ARCD - 102 History of Architecture 2
- ARCD - 203 History of Architecture 3
- ARCD - 204 History of Architecture 4

Select a minimum of one of the following:

- ARCD - 120 Architecture Studio 2
- ARCD - 320 Introduction to Landscape Design

Select a minimum of one of the following electives:

- ARCD - 150 Architectonics 1
- ARCD - 151 Architectonics 2
- ARCD - 250 Computer Aided Design and Drawing
- ARCD - 290 Special Topics
- ARCD - 300 Computer Aided Design and Drawing 2
- ARCD - 320 Introduction to Landscape Design
- ARCD - 340 International Projects
- ARCD - 360 Introduction to Structural Engineering
- ARCD - 370 Construction Innovation Lab
- ARCD - 390 Special Topics

Minor in Art History/Arts Management

[Download the Art History/Arts Management Minor Requirements Checklist](#)

The Minor in Art History/Arts Management requires 20 credits, as follows:

Required Core Courses (8 credits, choose two)

- ART - 100 Art Appreciation
- ART - 101 Survey of Western Art History 1
- ART - 102 Survey of Western Art History II
- ART - 105 The Imaginary Museum

Note: Both Core Courses must be taken before the three electives.

Electives (12 credits)

- ART - 120 Art Fundamentals
- ART - 155 Visual Communication
- ART - 200 Museum Studies 1
- ART - 300 Museum Studies 2

- ART - 302 Renaissance Art
- ART - 303 Baroque Art
- ART - 305 Modern and Contemporary Art
- ART - 306 Women and Art
- ART - 307 Asian Art
- ART - 308 African Art
- ART - 363 The Triumph of Impressionism
- ART - 316 Filipino American Arts
- ART - 420 Art and Business
- ART - 421 Museum Internship
- ART - 422 Commercial Gallery Internship
- ART - 423 Non-Profit Arts Internship or can be replaced with
- ART - 487/488 Artist as Citizen
- ARCD - 101 History of Architecture 1 or
- ARCD - 102 History of Architecture 2 or
- ARCD - 203 History of Architecture 3 or
- ARCD - 204 History of Architecture 4

Minor in Astronomy

The Minor in Astronomy requires completion of 20 credits of Physics and Astronomy courses:

Astronomy Core Courses (12 credits):

- PHYS - 120 Astronomy: From the Earth to the Cosmos
- PHYS - 121 Planetary Astronomy
- PHYS - 122 The Geometry of the Cosmos: Einstein, Black Holes, and the Big Bang

Astronomy core courses are supplemented by observing nights that offer direct exposure to observational techniques, using the telescopes and other high-quality instruments in the Fromm observatory.

Physics/Astronomy Elective courses (8 credits):

- PHYS - 100 Introductory Physics I
- PHYS - 101 Introductory Physics II
- PHYS - 110 General Physics I
- PHYS - 130 Concepts in Physics
- PHYS - 201 Physics by Inquiry
- PHYS - 210 General Physics II

The elective courses provide a deeper insight into the physical basis of contemporary astronomy as grounded in the universal laws of nature. The most appropriate combination of courses from this menu will be selected in consultation with an advisor, depending on background and interests.

Minor in Astrophysics

The Minor in Astrophysics requires 20 credits of four-credit courses:

Foundational Physics Sequence (12 credits)

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Astrophysics Upper-Division Core (8 credits)

- PHYS - 343 Astrophysics
- PHYS - 422 General Relativity
- PHYS - 386 Special Topics in Physics Courses with a focus on major topics in Astrophysics

Minor in Biochemistry

[Download the Biochemistry Minor Requirements Checklist](#)

This program requires completion of twenty to twenty-three (20-23) credits in Chemistry, as follows:

- CHEM - 111 General Chemistry I

- CHEM - 113 General Chemistry II
- CHEM - 350 Biochemistry I
- CHEM - 351 Biochemistry II

and

- CHEM - 236 Fundamentals of Organic Chemistry

or

- CHEM - 230 Organic Chemistry I **and** Organic Chemistry II

For students who have already taken General Chemistry I & II prior to June 2010, speak to your adviser about requirements.

A minor in Biochemistry may greatly enhance the career options of biology majors and pre-professional health oriented students.

Minor in Chemical Physics

The Chemistry Department sponsors a Minor in Chemical Physics, which benefits those students who are particularly interested in calculus-based chemistry courses, such as physics and mathematics majors. The minor provides a concentrated exposure to physical chemical principles. The Chemical Physics Minor is not open to students concentrating in Biochemistry of Chemistry.

Requirements

[Download the Chemical Physics Minor Requirements Checklist](#)

The program requires completion of twenty (20) units in Chemistry, as follows:

- CHEM - 111 General Chemistry I (4)
- CHEM - 113 General Chemistry II (4)
- CHEM - 340 Physical Chemistry I (4)
- CHEM - 341 Physical Chemistry II (4)
- A 4-unit Chemistry course chosen from the chemistry curriculum, including an elective (4).

Required supporting courses (16 units):

- MATH - 109 Calculus and Analytical Geometry I (4)
- MATH - 110 Calculus and Analytical Geometry II (4)
- PHYS - 110 General Physics I (4)
- PHYS - 210 General Physics II (4)

Minor in Chemistry

[Download the Chemistry Minor Requirements Checklist](#)

This program requires completion of twenty-one (21) credits, as follows:

Required courses

Sixteen (16) credits:

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II
- CHEM - 230 Organic Chemistry I
- CHEM - 231 Organic Chemistry II
- CHEM - 232 Organic Chemistry Laboratory I

Elective

A minimum of five (5) credits chosen from the following:

- CHEM - 234 Organic Chemistry Laboratory II
- CHEM - 260 Analytical Chemistry
- CHEM - 311 Environmental Chemistry
- CHEM - 340 Physical Chemistry I
- CHEM - 350 Biochemistry I
- CHEM - 356 Fundamentals of Biochemistry
- CHEM - 386 Special Topics in Chemistry

For students who have already taken General Chemistry I & II prior to June 2010, speak to your adviser about requirements.

A minor in Chemistry complements the curriculum of students pursuing a major in Biology, Physics or Environmental Science, and may be beneficial to humanities majors who wish to pursue a medical career.

Minor in Chinese Studies

[Download the Chinese Studies Minor Requirements Checklist](#)

The Minor in Chinese Studies requires completion of 24 credits, as follows:

Required Courses (16 credits)

- CHIN - 101 First Semester Chinese
- CHIN - 102 Second Semester Chinese
- CHIN - 201 Third Semester Chinese
- CHIN - 202 Fourth Semester Chinese

Choose one of the following (4 credits):

- CHIN - 350 Traditional Chinese Culture
- CHIN - 355 Chinese Literature in Translation

Choose one of the following (4 credits):

- CHIN - 301 Third Year Chinese
- CHIN - 310 Business Chinese

Minor in Communication Studies

[Download the Communications Studies Minor Requirements Checklist](#)

The Communication Studies Minor requires completion of 20 credits that are subdivided into two areas: 1) Foundations (12 credits), Methods (4 credits) and 2) Advanced Area Studies (4 credits). Students should consult full course descriptions for specific prerequisite requirements. A summary of requirements and courses follows below.

Foundations (12 credits)

- COMS - 202 Rhetoric and the Public Sphere
- COMS - 203 Communication and Everyday Life
- COMS - 204 Communication and Culture

Methods (4 credits)

- COMS 252 or
- COMS 253 or
- COMS 254

Advanced Area Studies

(4 credits required)

Minor in Comparative Literature and Culture

[Download the Comparative Literature and Culture Requirements Checklist](#)

This program requires completion of twenty-four (24) units, as follows:

Two Core Courses: (8 units)

- CMPL - 200 Introduction to Comparative Studies: Literature of the Body
- CMPL - 299 Critical Analysis

Two Foreign Language Courses (8 units)

(in addition to the three foreign language courses required of all students in the College of Arts and Sciences: 101, 102, 201 or their equivalent as determined by placement tests.)

- 4th semester of a Foreign language (202 French, German, Spanish, Japanese)
- 5th semester of a Foreign Language (300-level course taught in the target language)

One 300-Level Literature and Culture Elective (4 units)

- Students will select an elective course at the 300-level or above from the offerings of various departments and interdisciplinary programs. These courses must have a strong emphasis in one or more literatures and cultures of the world, and must be relevant to the student's area of concentration for comparative studies.
- Students must discuss their choice of elective with their advisor before registering. In addition, they will submit a petition form to demonstrate how that elective contributed to their area of concentration. (Petition forms are available at the Department of Modern Languages office in KA 328).

One Capstone Seminar (4 units)

- CMPL - 400 Capstone Seminar: Political Fictions

Study Abroad

Minors in Comparative Literature and Culture are strongly encouraged to study abroad.

Students may transfer up to eight units from a study abroad program into the Comparative Literature and Culture minor.

Twelve of the total twenty-four units for the comparative Literature and Culture minor must be completed in residence at USF.

Learning Goals/Outcomes for the Minor in Comparative Literature and Culture

Students will be able to

- engage in comparative analyses of literary texts and other cultural artifacts that seek to enhance our understanding of cross-national cultural commonalities and differences.
- communicate in a foreign language both orally and in writing.
- demonstrate a basic understanding of, and respect toward one or more of the many cultures of different regions of the world in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).
- bridge the divisions between national literatures and cultures instead of concentrating on a single tradition or their own.
- develop an intellectual engagement, introspection and reflective sensibility that will contribute to life-long learning.

Minor in Computer Science

[Download the Computer Science Minor Requirements Checklist](#)

This Minor in Computer Science requires 20 credits (5 courses):

- One of CS 103 Web Programming **OR** CS 106, Computers, Genes and Society **OR** CS 107 Computing, Mobile Apps, and the Web*
- CS - 110 Introduction to Computer Science I
- CS - 112 Introduction to Computer Science II
- Two or three* courses selected from the following list:
 - Math 201 Discrete Mathematics OR Math 235 Introduction to Formal Methods
 - CS 212 Software Development
 - CS 220 Introduction to Parallel Programming OR
 - CS 221 C and Systems Programming
 - CS 245 Data Structures and Algorithms
 - ART 385 Interaction Design
 - Any 4-unit Computer Science course at the 300-level or higher

- Students whose first Computer Science course is CS 110 ordinarily do not take CS 103, CS 106, or CS 107. Rather, they should take an additional course from the list of courses at the 200-level and above.

Note: Students minoring in Computer Science must earn a grade of C or better in all of the mathematics and computer science courses fulfilling requirements for the minor.

Minor in Criminal Justice

[Download the Criminal Justice Minor Requirements Checklist](#)

Core Courses

Students must complete the following two Core Courses:

- [POLS - 322](#): Politics of American Justice
- [SOC - 357](#): Criminology

Field Placement

Students must take one internship, and choose between a law-related placement in a government agency (Politics 396) or in some non-governmental organization (Politics 397 or Sociology 395).

- [POLS - 396](#): Public Administration Internship
- [POLS - 397](#): Fieldwork in Public Interest Organizations
- [SOC - 395](#): Fieldwork in Sociology
- [SOC - 410](#): Senior Honors Thesis Workshop

Elective Courses

Students must choose two electives, comprise of one course from EACH of the following groups:

One Politics Elective, chosen from:

- [POLS - 335](#): Political Power & Constitutional Law
- [POLS - 336](#): Race, Equality & the Law
- [POLS - 330](#): Crime, Law & the Constitution
- [POLS - 367](#): Public Policy: Drug Policy
- [POLS - 368](#): Public Policy: Punishment

One Sociology Elective, chosen from:

- [SOC - 227](#): Violence in Society
- [SOC - 354](#): Sociology of Law
- [SOC - 355](#): Deviance and Social Control
- [SOC - 356](#): Juvenile Delinquency

As a substitute for EITHER the politics elective OR sociology elective, students may take ONE of the following courses:

- [PHIL - 225](#): Prisons & Punishment
- [MS - 204](#): Media, Stereotyping, and Violence
- [PSYC - 350](#): Perspectives: Forensic Psychology

Minor in Dance

The Dance program awards a minor to students pursuing the full range of majors offered at the University. To earn the minor, the program requires the completion of 20 credits of coursework and participation in at least two USF Dance Ensemble Concerts.

[Download the Dance Minor Requirements Checklist](#)

Required Courses

- DANC 140 Music for Dancers (1-2)
- DANC 161 Body in Performance: Laban (2)
- DANC 181 Dance and Social History (4)
- DANC 230 Improvisation/Composition I (4)
- DANC 231 Dance Composition II (4)

Other Dance Minor Requirements

- Dance 200-300 series Electives (4 credits). May be taken as Intermediate/advanced technique, Dance and Culture course, or Dance in the Community.
- Participation in two USF Dance Ensemble Productions (0 credits)

Minor in Design

[Download the Design Minor Requirements Checklist](#)

The Minor in Design allows students of different majors to learn introductory visual communication skills that can be applied to their project work in other disciplines. The Minor in Design requires 20 credits, as follows:

Required Courses

- ART - 120 Art Fundamentals
- ART - 155 Visual Communication 1
- ART - 175 Visual Communication 2

After completing ART 120, 155, 175, choose a minimum of 2 electives:

- ART - 101 Survey of Western Art History 1 or
- ART - 102 Survey of Western Art History II

- ART - 205 Typography
- ART - 252 Publication Design
- ART - 304 Sustainable Design
- ART - 301 Design and Social Change Seminar
- ART - 315 Digital Literacy
- ART - 335 Information Visualization
- ART - 385 Interaction Design

Minor in Environmental Science

[Download the Environmental Science Minor Requirements Checklist](#)

The Minor in Environmental Science is designed for students who wish to prepare for a possible career in the environmental sciences. The Minor requires a minimum of 20 credits.

Required Courses (12 credits)

- ENVS - 109 Humans and Environmental Change
- ENVS - 110 Understanding Our Environment w/Lab
- ENVS - 210 Ecology and Human Impacts w/Lab **OR**
- ENVS - 212 Air and Water w/Lab

Elective Courses (8 credits of which at least 4 credits must be upper division, 300- or 400- level course)

- ARCD - 200 Sustainable Design
- ARCD - 320 Introduction to Landscape Design
- ENVA - 130 Community Based Urban Agriculture
- ENVA - Garden As Art: History/Design/Implementation
- ENVA - 145 Community Garden Outreach
- ENVA - 232 Environmental Economics
- ENVA - 235 Literature and the Environment
- ENVA - 240 Ehtics: Environmental Issues
- ENVA - 319 Health and Environment
- ENVA - 320 Global Environments and Societies
- ENVA - 341 Feast and Famine: A History of Food
- ENVA - 342 Environmental History of Africa
- ENVA - 360 International Environmental Politics
- ENVA - 361 Religion and the Environment
- ENVA - 363 Environmental Law
- ENVA - 366 Introduction to Environmental Policy
- ENVA - 390 Special Topics
- ENVA - 396 Environmental Internships
- ENVA - 404 Environmental Ethics
- ENVA - 450 Capstone Practicum for Environmental Studies
- ENVA - 498 Research for Advanced Undergraduates
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 250 Environmental Data Analysis
- ENVS - 311 Environmental Chemistry
- ENVS - 312 Wetland Ecology
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 331 Environmental Health - A Toxicological Perspective
- ENVS - 350 Climate Change: Science and Policy
- ENVS - 370 Introduction to Landscape Ecology and GIS w/Lab
- ENVS - 390 Special Topics
- ENVS - 410 Methods of Environmental Monitoring
- POLS - 396 Public Administration Internship*

- POLS - 397 Fieldwork in Public Interest Organizations*
- SOC - 360 Cities in a Global Context
- SOC - 395 Fieldwork in Sociology*
- ENVA - 308 research Methods*

**Internship/placement or research project must have an environmental component.*

Minor in Environmental Studies

[Download the Environmental Studies Minor Requirements Checklist](#)

The Minor in Environmental Studies requires 20 units, 8 units of required courses and 12 units of electives.

Required Courses (8 units):

- ENVA - 109 Environment and Society
- ENVA - 311 Cornerstone Seminar

Electives (12 units of which at least 8 units must be upper division, 300- or 400-level courses):

- ENVA - 130 Community Based Urban Agriculture
- ENVA - 140 Urban Agriculture : Spring
- ENVA - 145 Community Garden Outreach
- ENVA - 195 Voice, Memory and Landscape
- ENVA - 200 Computer Aided Design and Drawing (CADD) 1
- ENVA - 232 Environmental Economics
- ENVA - 235 Literature and the Environment
- ENVA - 240 Ethics: Environmental Issues
- ENVA - 255 Environmental Data Analysis
- ENVA - 300 Computer Aided Design and Drawing (CADD) 2
- ENVA - 304 Sustainable Systems Design and Drawing
- ENVA - 310 Recovering the Commons
- ENVA - 319 Health and Environment
- ENVA - 320 Global Environments and Societies
- ENVA - 341 feast and Famine: A History of Food
- ENVA - 342 Environmental History of Africa
- ENVA - 355 Methods and Approaches
- ENVA - 360 International Environmental Politics
- ENVA - 361 Religion and the Environment
- ENVA - 363 Environmental Law
- ENVA - 366 Introduction to Environmental Policy
- ENVA - 367 Environmental Justice
- ENVA - 390 Special Topics
- ENVA - 396 Community Internships
- ENVA - 404 Environmental Ethics
- ENVA 441 UG History Seminar
- ENVA - 450 Capstone Practicum
- ENVA - 498 Research for Advanced Undergraduates
- ENVS - 110 Introduction to Environmental Science w/Lab
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 311 Environmental Chemistry
- ENVS - 312 Water Resources Analysis
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetland Ecology
- ENVS - 330 Environmental and Ecosystem Health
- ENVS - 350 Energy and Environment

- ENVS - 360 Climate Change: Science and Policy
- ENVS - 370 Introduction to landscape Ecology and GIS w/Lab
- ENVS - 390 Special Topics
- ENVS - 410 Methods of Environmental Monitoring w/Lab
- ARCD - 200 Sustainable Design
- ARCD - 320 Introduction to Landscape Design
- HIST - 290 Global Environmental History
- POLS - 396 Public Administration Internship*
- POLS - 397 Fieldwork in Public Interest Organizations*
- SOC/ENVA - 308 Research Methods
- SOC - 360 Urbanization and Development
- SOC - 395 Fieldwork in Sociology*

**Internship/placement or research project must have an environmental component.*

Minor in Film Studies

Film is a vivid and pervasive visual registry of our times, and one of the most important sources of global, national, and local narratives in the world. The minor in Film Studies introduces students to the history and theory of film with a distinct liberal arts focus. The program provides students with a culturally diverse, international, and interdisciplinary grounding in film studies, as well as a basic grasp of traditional and innovative filmmaking techniques.

Requirements for the Minor in Film Studies

[Download the Film Studies Minor Requirements Checklist](#)

The Minor in Film Studies requires twenty (20) credits of coursework.

Lower Division (8 credits)

- MS - 102 Introduction to Film Studies
- MS - 222 Video Production

Three electives from the following (12 credits)

- ENGL - 195 Freshman Seminar
- ENGL - 205 Native American Literature and Film
- ENGL - 211 Asian American Literature Survey
- FREN - 250 Africa Films Africa
- MS - 306 The Documentary
- MS - 317 Latin American Cinema
- MS - 318 Indian Cinema
- MS - 319 LGBT Cinema
- MS - 322 Media Production III: Advanced Production
- MS - 327 Media Production III: Scriptwriting
- MS - 330 Media Production III: Documentary Production
- MS - 331 Media Production III: Narrative Fiction/Film Production
- MS - 340 Media Production III: Experimental Cinema
- FREN - 340 French Cinema and Literature
- MS - 390 Special Topics in Media Studies
- MS - 395 Media Workshop
- MS - 396 Media Internship
- MS - 397 Directed Project
- MS - 398 Directed Study
- LAS - 362 History, Literature, and Film in Latin America

Minor in Fine Arts

[Download the Fine Arts Minor Requirements Checklist](#)

The Minor in Fine Arts requires 20 credits, as follows:

Required Core Courses (8 credits)

- ART - 101 Survey of Western Art History 1 or
- ART - 102 Survey of Western Art History II
- ART - 210 Drawing 1

Fine Arts Electives (12 credits, choose 3)

- ART - 120 Art Fundamentals
- ART - 220 Painting 1
- ART - 230 Sculpture 1
- ART - 235 Color Theory
- ART - 240 Printmaking 1
- ART - 250 Stained Glass 1
- ART - 280 Digital Photography 1
- ART - 310 Drawing 2
- ART - 330 Sculpture 2
- ART - 340 Printmaking 2
- ART - 360 Mural Painting
- ART - 370 Installation/Public Art
- ART - 390 Special Topics
- ART - 470 Fine Arts Senior Studio
- ART - 487/488 Artist as Citizen

Minor in French Studies

Requirements

[Download the French Studies Minor Requirements Checklist](#)

This program requires completion of twenty (20) credits:

Culture Course in English (4 credits)

- FREN - 195 French Culture through Cuisine
- FREN -195 A Season in the Congo
- FREN - 250 Africa Films Africa
- FREN - 260 a.k.a. Africa: Mapping identities in African Literature and Film
- FREN - 340 French Cinema and Literature
- FREN - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century

Two 200-level courses (8 credits)

- FREN - 202 Fourth Semester French (required)
- FREN - 255 Diplomatie sans frontières
- FREN - 265 Les Enfants terribles
- FREN - 275 Cultures de France

One 300-level course (4 credits)

- FREN - 315 Paris: Biographie d'une ville
- FREN - 320 Le plaisir du texte
- FREN - 322 Le bon sens et la folie
- FREN - 324 Guerre et paix
- FREN - 330 Rencontres: L'Afrique francophone
- FREN - 332 Rencontres: Le monde francophone

Elective units (4 units)

- FREN - 135 Intermediate French conversation (2 credits)
- FREN - 312 Finesses de la langue

Minor in German Studies

[Download the German Studies Minor Requirements Checklist](#)

The minor in German Studies centers on German culture and language from a historical and contemporary perspective. This program requires completion of twenty-four (24) credits in German altogether.

Lower division courses (16 credits):

- GERM - 101 First Semester German
- GERM - 102 Second Semester German
- GERM - 201 Third Semester German
- GERM - 202 Fourth Semester German

Upper division course (8 credits), select two of the following:

- GERM - 305 Conversation and Writing
- GERM - 310 Advanced Readings and Composition
- GERM - 315 Contemporary German Civilization
- GERM - 318 Jewish Literature and Culture in 20th Century Europe
- GERM - 320 Literature and Culture
- GERM - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century

Minor in History

[Download the History Minor Requirements Checklist](#)

The History minor program is designed for students who want to complement their major field of specialization with the kind of integrative and substantive learning that comes from historical study. This program requires completion of twenty (20) credits of history, eight (8) of which must be from upper-division courses. Please consult a History Department faculty advisor for individual guidance.

Minor in Japanese Studies

[Download the Japanese Studies Minor Requirements Checklist](#)

This program requires completion of twenty-four (24) credits in Japanese.

Sixteen (16) credits chosen from the following required courses:

- JAPN - 101 First Semester Japanese
- JAPN - 102 Second Semester Japanese
- JAPN - 201 Third Semester Japanese
- JAPN - 202 Fourth Semester Japanese

Choose two from the following elective courses (8 credits):

- JAPN - 195 Reading Osaka from San Francisco
- JAPN - 310 Zen and the Art of Japanese Calligraphy
- JAPN - 350 Japanese Culture
- JAPN - 351 Contemporary Japanese Culture
- JAPN - 355 Japanese Literature in Translation
- JAPN - 357 Naturalism in Japanese Literature
- JAPN - 360 Japanese Calligraphy and Ink Painting
- JAPN - 401 Edo Culture (Fourth Year Japanese)
- JAPN - 410 Introduction to Japanese Linguistics

One course among the following can be counted toward the 8 credits of electives:

- HIST - 383 Modern Japan Since Perry
- HIST - 387 History of U.S.-Japan Relations
- THRS - 368 Japanese Religion and Society
- THRS - 370 Zen Buddhism
- THRS - 379 Buddhist Paths
- BUS - 397 Japanese Study Tour

For more information, visit the USF Japanese Program.

Minor in Journalism

[Download the Journalism Minor Requirements Checklist](#)

The Journalism Minor is available to any student interested in engaging with the world through reporting and writing. We welcome students from diverse disciplines. Written journalism is the foundation of the minor, although students can learn to report for a variety of formats, including multimedia. Students are expected to leave campus and learn the city in their reporting assignments. Students are encouraged to produce stories for audiences and clips for internships and entry-level work. Courses include arts reviewing, feature writing and reporting for audio and video. The minor emphasizes the role of the journalist in a community committed to social justice.

The Minor in Journalism requires 20 credits.

Core Sequence (12 credits)

- MS - 223 Journalism 1: Reporting
- MS - 224 Journalism II: Advanced Reporting
- MS - 420 American Journalism Ethics

Electives (8 credits)

- MS - 311 Communication Law and Policy
- MS - 323 Journalism III: Publication Editing and Design
- MS - 325 Journalism III: Feature Writing
- MS - 328 Journalism III: Photojournalism
- MS - 329 Arts Reporting and Reviewing
- MS - 400 Politics and the Media

Minor in Mathematics

[Download the Mathematics Minor Requirements Checklist](#)

This program requires completion of twenty (20) credits in Mathematics, as follows:

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II
- MATH - 130 Elementary Linear Algebra OR
- MATH - 202 Linear Algebra and Probability PLUS
- Two courses chosen from MATH 235 and the 300 and 400-level Math courses.

Minor in Media Studies

[Download the Media Studies Minor Requirements Checklist](#)

The Minor in Media Studies requires 20 credits.

Foundation (4 credits required)

- MS - 100 Introduction to Media Studies

Core courses (4 credits required)

- MS - 200 Media Institutions
- MS - 205 Media Audience and Research

Production Foundations (4 credits required)

- MS - 221 Audio Production
- MS - 222 Video Production
- MS - 223 Journalism 1: Reporting
- MS - 224 Journalism II: Advanced Reporting

Advanced Area Studies (4 credits required)

- MS - 301 Green Media
- MS - 306 The Documentary
- MS - 307 Advanced Radio Production
- MS - 311 Communication Law and Policy
- MS - 313 Media Theory and Criticism
- MS - 315 Telenovelas/Soap Operas
- MS - 317 Latin American Cinema
- MS - 318 Indian Cinema
- MS - 319 LGBT Cinema
- MS - 320 Digital Media Production
- MS - 322 Media Production III: Advanced Media Production
- MS - 323 Journalism III: Publication Editing and Design

- MS - 325 Journalism III: Feature Writing
- MS - 327 Media Production III: Scriptwriting
- MS - 328 Journalism III: Photojournalism
- MS - 329 Arts Reporting and Reviewing
- MS - 330 Media Production III: Documentary Production
- MS - 331 Media Production III: Narrative Film Production
- MS - 335 Feminist Thought
- MS - 340 Media Production III: Experimental Cinema
- MS - 350 Human Rights and Film
- MS - 380 Latinos in U.S. Media
- MS - 390 Special Topics in Media Studies

Seminars (4 credits required)

- MS - 400 Politics and the Media
- MS - 403 Race, Ethnicity and Media
- MS - 405 Gender and the Media
- MS - 407 Alternative Media and Social Change
- MS - 409 International/Global Media
- MS - 410 Popular Music and Communication
- MS - 411 Case Studies in Popular Culture
- MS - 412 Media, Memory, and History
- MS - 414 Undoing Gender
- MS - 490 Honors Seminar in Media Studies

Minor in Music

[Download the Music Minor Requirements Checklist](#)

The Music Minor is open to all students. No previous experience in music is required, and the minor is compatible with any major course of study. The completion of a Minor in Music requires 20 credits in coursework.

Required Courses

- MUS 101 Music Appreciation (4) or
- MUS 301 History of Western Art Music (4)
- MUS 100 Musicianship and Principles of Tonal Theory (4) or
- MUS 300 Music Theory I (4)
- MUS 180 Music and Social History (4)

Electives (8 credits)

Electives can be taken as surveys (Music 200-level), theory/comp (Music 300-level), ensembles (110 series) or private lessons (120-series). Students can mix different types of classes to fulfill the total elective credits, but private lessons must be taken in 2-semester blocks. Many music minors participate in at least one year's worth of lessons.

Music 110-series vocal ensembles:

- MUS 110-01 USF Classical Choral Ensembles (0-2)
- MUS 110-02 Gospel Choir (0-2)
- MUS 110-03 ASUSF Voices (0-2)
- MUS 110-04/05 St. Ignatius Choirs (0-2)

Music 111-series instrumental ensembles:

- MUS 111-01 Jazz Ensemble (0-2)
- MUS 111-02 Latin American Music Ensemble (0-2)
- MUS 111-03 USF Dons Marching Band (0-2)
- MUS 111-04 Chamber Music Ensemble (0-2)
- MUS 111-05 Computer Music: Laptop Ensemble (0-2)

Music 120-series lessons

- MUS 120 Voice Lessons (2)
- MUS 121 Guitar Lessons (2)
- MUS 122 Piano Lessons (2)
- MUS 123 Violin and Viola Lessons (2)
- MUS 124 Flute, Oboe and Piccolo Lessons (2)

Cultural Studies Courses

- MUS 195 Symphonic Music in San Francisco (4)
- MUS 195 Opera in San Francisco (4)
- MUS 200 Studies in Popular Music (4)
- MUS 202 Jazz, Culture and Social Justice (4)
- MUS 203 Music and Social Protest (4)
- MUS 210 Music of the Americas (4)
- MUS 211 Asian Musical Cultures (4)
- MUS 212 Survey of African Music (4)
- MUS 230 Introduction to Opera (4)
- MUS 231 Women's Music (4)
- MUS 301 History of Western Art Music (4)
- MUS 305 Anthropology of Music (4)
- MUS 390 Special Topics in Western Art Music (4)

Note: Music Minors must pass all courses to be counted for the Minor, including the electives, with a grade of C- (1.7) or better. If a student receives a lower grade in one of the courses, the student must repeat the course until a grade of at least C- is earned.

Minor in Performing Arts

[Download the Performing Arts Minor Requirements Checklist](#)

The minor in Performing Arts is intended to complement the major in the same area. Like the major it follows an interdisciplinary model combining the technical with the physical, the individual with the collaborative and the imaginative with the real. The students learn the art of performance combined with the discipline of intellectual rigor and a heightened sense of social responsibility.

The minor requires 20 units, chosen from:

- PASJ - 130 Dance Studio: Craft
- PASJ - 110 Acting for Non-Majors
- PASJ - 230 Composition 1
- PASJ - 208 Acting II: Scene Study and

Four (4) additional units chosen from:

- DANC - 180 Popular Dance Culture and Subcultures
- PASJ - 172 Production and Design II
- PASJ - 231 Composition II
- Intermediate Dance course 300-level or above
- Advanced Dance course 300-level or above

Minor in Philosophy

The Minor in philosophy requires the completion of 20 units (5 4-credit courses) in philosophy. Students minoring in philosophy will automatically satisfy their Core Curriculum Philosophy and Ethics requirements.

Students typically declare a Minor in Philosophy after having taken a Core D1 Philosophy or Core D3 Ethics course. However, it is not necessary to enroll in any 100- or 200- level courses in Philosophy, and students interested in declaring a Philosophy Minor should:

- Enroll in PHIL 310 - Ancient and Medieval Philosophy, to satisfy their Core D1 Philosophy requirement.
- Enroll in PHIL 315 - Ethics for Majors, to satisfy their Core D3 Ethics requirement

Summary of Requirements for the Minor

[Download the Philosophy Minor Requirements Checklist](#)

Core D1 (take no more than one)

- PHIL 100- or 200-level course, OR

- PHIL - 310 Ancient and Medieval Philosophy (satisfies Core D1 Philosophy)

Core D3

- PHIL - 240/241, OR
- PHIL - 315 Ethics for Majors

Elective Courses (3)

- PHIL 300- or 400-level
- PHIL 300- or 400-level
- PHIL 300- or 400-level

(Some courses in Politics, Honors, SII may also count toward a Philosophy Minor - contact a Philosophy Advisor or the Department Chair.)

Minor in Physics

[Download the Physics Minor Requirements Checklist](#)

This program requires the completion of twenty (20) credits in Physics, as follows:

Lower division courses (12 credits):

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Upper-division courses (8 credits)

Eight (8) credits of upper-division coursework are required, of which no more than two can be fulfilled by registering for the Physics Colloquium. A minor in Physics will enhance the career options of Mathematics, Computer Science, Chemistry, Biology, and other majors.

Minor in Politics

[Download the Politics Minor Requirements Checklist](#)

This program requires completion of five (5) courses in Politics. Any Politics courses may be used to satisfy these requirements, but students must take courses in at least three (3) of five subfields, including American Politics, Political Theory, Comparative Politics, International Politics, and Public Administration/Policy.

Note: Students may complete more than one minor. But in doing so, students may count no more than 2 courses for any two or more minors. In other words, for each 5-course minor, at least 3 of those courses must be unique to that minor, and not be used to satisfy any other minor.

Minor in Psychology

[Download the Psychology Minor Requirements Checklist](#)

This program requires completion of twenty (20) units in Psychology, at least 16 of which must be taken in residence at USF. Requirements are as follows:

- PSYC - 101 General Psychology

Four (4) elective courses (16 units), of which three (3) must be upper-division (300-level or above).

Recommended for nursing students:

- PSYC - 210 Lifespan Development
- PSYC - 313 Abnormal Psychology
- PSYC - 322 Health Psychology
- PSYC - 328 Child Psychopathology

Students must obtain a "C" grade or better in each course for the minor.

Minor in Public Relations

[Download the Public Relations Minor Requirements Checklist](#)

The Minor in Public Relations requires 5 courses (20 credits); one Professional Development course and four courses in Public Relations.

Foundations (4 credits)

Choose one course:

- COMS - 202 Rhetoric and the Public Sphere
- COMS - 203 Communication and Everyday Life
- COMS - 204 Communication and Culture

Public Relations (16 credits)

- COMS - 205 Research Methods in Communication
- COMS - 320 Public Relations Principles and Practices
- COMS - 322 Advertising Public Relations Law and Ethics
- COMS - 323 Public Relations Writing
- COMS - 326 Public Relations Campaigns

Minor in Sociology

[Download the Sociology Minor Requirements Checklist](#)

The Sociology Department offers a minor program in Sociology for students who wish to complement their major with a broader understanding of social processes and institutions.

The Minor requires the completion of twenty (20) credits that must include Introduction to Sociology (SOC 150) and Sociological Theory (SOC 306).

- SOC - 150 Introduction to Sociology
- SOC - 306 Sociological Theory

The remaining twelve (12) credits of electives must include at least eight (8) credits of upper-division course work.

Electives should be selected in consultation with the student's Sociology advisor.

Minor in Spanish Studies

This selection of courses will enhance the individual student's major, while honing their Spanish language skills.

Note: Lower-division courses (Spanish 100, 101, 102, 201) serve as a prerequisite but do not count toward the units necessary for the Minor. (To continue with the next level of any language course, or even to enter Upper Division after Fourth Semester, students must receive a final grade of 70% or higher).

Requirements for the Minor

[Download the Spanish Studies Minor Requirements Checklist](#)

This program requires the completion of twenty (20) credits in Spanish, as follows:

- SPAN - 202 Fourth Semester Spanish
- SPAN - 206 Confluences and Conflicts in the Spanish-speaking World
- SPAN - 222 Spanish for Bilinguals II

Upper-division courses (12 credits), as follows:

Two Literary and Cultural Studies courses, chosen from:

- SPAN - 331 Introduction to the Analysis of Literary Texts
- SPAN - 333 Subversive Feminine Enjoyment in Latin American, Hispanic and Latino Film and Literature
- SPAN - 335 20th Century Spanish American Literature
- SPAN - 336 Feminist Discourse and Feminist Theories in Latin American Literature
- SPAN - 337 Love and Sex, vengeance and Death: Honor in Early Spain
- SPAN - 338 The Invention of Spain: A Metamorphosis of the Modern
- SPAN - 340 The Word and the Image: Intersections between Photography and Literature in the Spanish Speaking World
- SPAN - 346 Evil in Latin American, Hispanic and Latino Literature: From the Caudillo to the Drug Dealer
- SPAN - 355 Cultural Studies of Spain
- SPAN - 360 Studies in Latin American Culture

One elective, chosen from:

- SPAN - 219 Intermediate Spanish Conversation
- SPAN - 220 Spanish Conversation for Specific Discipline
- SPAN - 225 Spanish and Spanish Speakers in the U.S., California and San Francisco
- SPAN - 226 Introduction to Spanish Translation
- SPAN - 255 Small, Round and Juicy: The Modern Hispanic Short Story
- SPAN - 301 Building Bridges: ESL in the Spanish Speaking community
- SPAN - 311 Advanced Oral and Written Expression
- SPAN - 312 Spanish Phonetics

- SPAN - 317 Introduction to Spanish Linguistics
- SPAN - 325 Language and Culture in Latin America
- SPAN - 375 Border and Cultural Studies
- Courses taken in Study Abroad Programs (These must be pre-approved by the Spanish faculty)

Minor in Theater

[Download the Theater Minor Requirements Checklist](#)

Ideal for students who have a passion for theater, the Theater Minor allows students to specialize in either performance or technical theater/design. The Theater Minor is compatible with any course of study and requires the completion of 20 credits of coursework.

Required Courses

- THTR 110 Acting for Non-Majors (4)
- THTR 120 Acting I: Spoken Text (2) and
THTR 162 Acting I: Body in Performance: Laban Movement Analysis (2) or
THTR 220 Acting II - Scene Study (4)
- THTR 182 Theater & Social History (4)

Other Theater Minor Requirements

- THTR 305 through 316: Performance and Culture Series (4 credits)
- THTR 330 through 390: Elective Theater Technique series (4 credits)
- Participation in two Performing Arts Department theater productions (as performer or technician)

THTR Performance and Culture series courses:

- THTR 305 Latin@ American Performance & Culture (4)
- THTR 308 Women, Performance & Culture (4)
- THTR 310 Sexuality, Performance & Culture (4)
- THTR 312 Asian American Performance & Culture (4)
- THTR 315 Biblical and Spiritual Performance (4)
- THTR 316 African American Performance and Culture (4)

THTR Elective Theater Technique Courses:

- THTR 330 Careers in Theater (1-2)
- THTR 333 Acting: Shakespeare (1-2)
- THTR 334 Acting: Chekhov/Realism (1-2)
- THTR 337 Acting: Solo Performance (1-2)
- THTR 339 Acting: Contemporary Plays (1-2)
- THTR 340 Directing (1-2)
- THTR 344 Playwriting (1-2)
- THTR 347 Design Concepts (1-2)
- THTR 349 Cabaret Production (1-2)
- THTR 360 Peru: Performance and Culture (2)
- THTR 372 Workshop in Play Production (0-4)
- THTR 390 Theater Special Topics (1-2)
- THTR 396 Professional Internship (1-4)
- THTR 399 Directed Study (1-4)

Minor in Theology/Religious Studies

Requirements

[Download the Theology and Religious Studies Minor Requirements Checklist](#)

The Minor requires twenty-four (24) credits of core and elective courses chosen to fit a program designed by each individual student, as approved by a Theology/Religious Studies Department advisor.

Molecular Biology Emphasis

This area of concentration within the Biology major is designed to prepare students for positions in academic, clinical or industrial biotechnology laboratories. It also prepares students for graduate study in genetics, molecular biology and other fields of the life sciences.

In addition to the lower division Biology requirements (BIOL-105, BIOL-106, and BIOL-212) and the required supporting courses in Chemistry, Math and Physics, the following courses constitute the Molecular Biology Emphasis:

- BIOL - 346 General Microbiology
- BIOL - 347 Laboratory in General Microbiology
- BIOL - 414 Evolution
- BIOL - 485 Molecular Genetics and Biotechnology
- BIOL - 486 Laboratory in Molecular Genetics and Biotechnology
- CHEM - 356 Fundamentals of Biochemistry (or CHEM-350, Biochemistry I and CHEM-351 Biochemistry II)

*Plus eight (8) units of upper division elective chosen from the list below. These must include at least one laboratory course (or BIOL-498 Research for Advanced Undergraduates, or BIOL-598 Honors Thesis Research).

- BIOL - 333/334 Endocrinology/Lab
- BIOL - 345 Virology
- BIOL - 355/356 Developmental Biology/Lab
- BIOL - 370 Biology of Cancer
- BIOL - 395 Special Topics: Drug Discovery in Biotechnology
- BIOL - 405 Molecular Medicine
- BIOL - 420 Molecular Biology
- BIOL - 443/444 Immunology/Lab
- BIOL - 458/459 Techniques in Light and Electron Microscopy/Lab
- BIOL - 481/482 techniques in Cell Biology/Lab
- BIOL - 498 Research for Advanced Undergraduates
- BIOL 598 Thesis Research for Biology Honors Program
- CHEM - 450 Biochemical Genetics

Students must declare the Molecular Biology Emphasis by the end of the junior year.

Museum Studies Courses

MUSE 600: Museum Studies: History and Theory (4) (Core).

This foundational seminar provides an interdisciplinary survey of major approaches, theories, issues, and debates in the field of Museum Studies. **(Offered fall)**

MUSE601: Cultural and Financial Management (4) (Core).

This seminar provides tools for managing and running cultural institutions in the 21st century, including units on financial management, budgeting, fundraising, the visitor experience, human resources and strategic planning. **(Offered fall)**

MUSE 602: Museums and Social Justice (4) (Core).

In this seminar, students assess why museums should be engaged in social justice issues and then deeply explore three core issues and how three San Francisco Bay Area institutions are addressing them in order to propose appropriate institutional interventions and programs. The course exposes students to how museums are addressing the shifting politics of identity and equality at global, national and local levels. By working with three local institutions on the representation of diversity and human rights issues, students realize the potential of museums to contribute to more equitable, fair and just societies. **(Offered spring)**

MUSE 603: Collections Management and Preservation (4) (Core).

This course provides an introduction to collection stewardship and the fundamentals of preservation in the museum environment. Issues covered include documentation, materials, agents of deterioration, preventive care methodologies, terminology, legal framework, and related technology. The course frames preservation today as one of many co-existing mandates within a museum and analyzes preservation strategies using a holistic approach. **(Offered spring)**

MUSE605: Curatorial Studies Practicum (4) (Elective).

In this course, students develop a historical and theoretical basis and direct, professional practice in fundamental areas of curatorial/museum studies. Topics include the evolving definitions and responsibilities of a museum curator, the 'objects' and interpretative approaches of curatorial purview, best curatorial practices and a variety of issues related to the building, research and display of a coherent collection. Students participate in numerous, hands-on, curatorial workshops, and curate a professional, public exhibition using USF's Thacher Gallery, Donohue Rare Book Room or other local venue. **(Offered every other fall, beginning fall 2014)**

MUSE 606 (cross-listed with ART 345): Exhibition Design Practicum (4) (Elective).

This course provides students with hands-on experience in the planning, design, and installation of a public exhibition for the university's Thacher Gallery. Coursework will include independent student research, sustained project work, and critiques, placing equal emphasis on concepts (content development) and craft (signage production and artifact installation). Lectures, readings, and guided discussions that pertain to the exhibition theme supplement project work. To successfully complete this course, students will be expected to understand and emulate the wide range of interpretive strategies that distinguish the artifact-based museums of the early 20th century to the experience-based museums of today. **(Offered every other spring, beginning spring 2015)**

MUSE 607: Museums and the Law Practicum (4) (Elective).

Students explore the application of legal principles to museum practices through case studies and discussions. Areas covered include accessioning and de-accessioning policies, stolen work and cultural patrimony issues, tax and intellectual property concerns and the legal impact of technology and new fundraising strategies on museums. **(Offered every other fall, beginning fall 2013)**

MUSE 608: Museums and Technology Practicum (4) (Elective).

In this course, students explore the impact and use of social media and Internet technology on the museum, including a thorough examination of the current uses and effects of digitization, the Internet and commercial wireless technologies in the museum setting. Students will survey relevant technologies, engage with guest lectures by technology and museum professionals and develop an innovative technology project for a museum. **(Offered every other spring, beginning spring 2014)**

MUSE 610: Graduate Internship (4) (Core).

This full-time internship (35 hours per week completed over 12 weeks) places students in a museum setting where they complete a major project under the guidance of an on-site museum supervisor and a museum studies faculty member (project areas might include: collections management, project management, technology, research, community outreach, visitor services, educational programming, fund raising, public relations, curating of exhibitions, among other fields). This is an on-line course and may be completed remotely in a location of the student's choice. For those wishing to intern in the San Francisco Bay Area, partner organizations include: the Fine Arts Museums of San Francisco (De Young Museum and Legion of Honor), the San Francisco Museum of Modern art (SFMOMA), the California Academy of Sciences, the Contemporary Jewish Museum, the Exploratorium, the Museum of Craft and Design, the National Japanese-American Historical Society, the Walt Disney Family Museum, the SFO Museum and many others. Students design and execute a project relating theory to practice as part of their internship experience and craft a Final Report and digital portfolio to share and analyze their findings. **(Offered summer)**.

MUSE 630: Museum Project Management: Capstone(4) (Core).

This final capstone professional practice course covers both the tools and techniques of project management as it applies to several kinds of museum activities such as collections digitization and inventory, exhibition development and participatory exhibition design, special events, capital campaigns and so on. Students examine various components and pitfalls of project management. They will then apply this model to design a specific project typically undertaken in a museum. The M.A. program concludes with graduating students' public presentations of their capstone projects in tandem with this course just prior to the December graduation ceremony. **(Offered fall)**.

Elective Courses Cross-Listed with the B.A. program in Art History/Arts Management:**MUSE 652/ART 302 - Renaissance Art (4)**

This upper-division seminar explores issues and moments in European art and visual culture, circa 1400-1600, with an emphasis on the early modern visual traditions in Italy and the Lowlands. Weekly class meetings focus on individual topics such as: Humanist Art and Republican Values in Early Renaissance Florence, the Medici and the Age of Lorenzo the Magnificent, Botticelli as Visual Poet, Leonardo da Vinci: Drawing and Visual Knowledge, Papal Power and Visual Propaganda in Early 16th-Century Rome, Michelangelo and the Robust Male Nude, Gender, Virtue(s) and Social Status in Renaissance Portraiture and Courtly Art in the Burgundian Netherlands.

MUSE 653/ART 303 – Baroque Art: From Rome to Versailles (4)

This upper-division seminar examines topics in Baroque painting, sculpture and architecture, with special attention to the varied visual, cultural and religious traditions that flourished in and around some of the major urban areas of 17th-century Europe, including Rome, Antwerp, Amsterdam and Paris. Focusing on the works of Caravaggio, the Carracci, Bernini, Rubens, Rembrandt, Vermeer and Poussin, the course trains a special eye on issues such as the rise of the famed, international artist in the 17th-century, church and court patronage in the post-Tridentine period, the impact of the devastating Thirty Years' War and the expansion of global exploration and trade on European artistic practice, and shifting conceptions of painting in the new Dutch Republic and the French court of Louis XIV.

MUSE 655/ART 305 – Modern & Contemporary Art (4)

This upper-division seminar takes into account new approaches to the study of visual culture—including painting, sculpture, photography, performance, video, architecture—from 1945 to the present. Through thematic and monographic case studies, students investigate questions about artistic identity, the status and function of art in the post-World War II period, and the changing nature of avant-garde practices in the wake of the social, cultural, and economic changes of the 1960s and 1970s. Moving along a clear timeline, the course looks at key movements such as Abstract Expressionism, Pop Art, Minimalism, Conceptualism, Feminist Art, Postmodernism, performance and video art to explore the political, theoretical and issue-based debates that have inspired the art and criticism since 1945. Throughout the course, students examine the political and social context for contemporary art practice and criticism, including the civil rights movement, feminism, environmentalism, the anti-war movement, postmodernism and globalization.

MUSE 656/ART 306 – Women & Art (4)

This course examines the history of female artists from the Middle Ages to the present, with an emphasis on artists working in Europe and the United States for the first half of the course, and a global perspective on modern and contemporary art for the second. Students explore how the identity of the "woman artist" has been socially constructed over time, with particular emphasis upon how gender and sexual-identity, social class, race, and ethnicity have informed both artistic creation and reception. The course addresses how art history and institutions (educational and exhibition forums) have accounted for—or failed to account for—women's artistic production in a global context.

MUSE 657/ART 307 – Asian Art (4)

This lecture course examines periods and monuments of Asian art from India, China, and Japan, and offers an introduction to the methods of art-historical analysis. Emphasis will be placed on the understanding of works of art in their original religious, intellectual, political, and social contexts, with particular attention to the ways each developed characteristics appropriate to these contexts. Among the topics to be explored are ritual arts, Buddhist art (painting, sculpture, and architecture), secular painting, and garden architecture.

MUSE 658/ART 308 – African Art (4)

This introductory class helps students gain knowledge and appreciation of the plastic and kinetic arts of sub-Saharan Africa. Mythology, masking traditions, ritual and spirituality, gender and cultural issues of traditional and contemporary African cultures are examined through slide lectures, videos, and museum visits.

MUSE 659/ART 309 – Art of the Americas (4)

This course surveys the arts of the Americas from pre-Columbian North and South America through the present. The course emphasizes the native arts of the Americas in the broadest sense by examining the work of native cultures, immigrant cultures with special attention to Latino art.

MUSE 661/ART 311 - Medieval Art & Society (4)

Contemporary thinking about the art of the Middle Ages is often dominated by a long-standing prejudice and propensity to see it as somehow "backward," "simplistic," or lacking in intrinsic interest or value. However, a wealth of art historical scholarship over the past few decades has begun to recapture the ways a vast array of medieval art and architecture reflects the unique cultural and intellectual concerns, compelling religious, economic and political circumstances, and complex social challenges of a lengthy and fascinating stretch of European history. This seminar highlights significant "moments" and monuments of the long Middle Ages, with an eye to underscoring some of the incredible richness and sophistication of medieval artistic production from the beginnings of Christian art through the late Gothic period.

MUSE 690/ART 390 – Special Topics in Art History (4)

One-time offerings of special interest courses in art history.

Museum Studies Curriculum**Degree Requirements:**

The M.A. in Museum Studies consists of 32 graduate credits. The program can be completed in 16 months including the summer session.

The program has three components:

1. Core Courses (20 credits): Students complete the courses listed below:

MUSE 600: Museum Studies: History & Theory (4 credits)
 MUSE 601: Cultural & Financial Management (4 credits)
 MUSE 602: Museums & Social Justice (4 credits)
 MUSE 603: Collections Management & Preservation (4 credits)
 MUSE 610: Graduate Internship (4 credits)
 MUSE 630: Museum Project Management Capstone (4 credits)

2. Elective Practica Courses (8 credits): Students complete at least two courses from the list below:

MUSE 605: Curatorial Studies Practicum (4 credits)
 MUSE 606: Exhibition Design Practicum (4 credits)
 MUSE 607: Museums and the Law Practicum (4 credits)
 MUSE 608: Museums and Technology Practicum (4 credits)

*Note, students may also elect to take 4-unit courses in specific areas of interest (including art and architectural history, history, international studies, environmental science, etc.) that are offered in both B.A. and M.A. programs in the College of Arts and Sciences for graduate credit, to be arranged with the instructor and Academic Director.

The following courses are cross-listed with the B.A. program in Art History/Arts Management in the Department of Art + Architecture and are available as electives:

MUSE 652/ART 302 - Renaissance Art (4)
 MUSE 653/ART 303 - Baroque Art: From Rome to Versailles (4)
 MUSE 655/ART 305 - Modern & Contemporary Art (4)
 MUSE 656/ART 306 - Women & Art (4)
 MUSE 657/ART 307 - Asian Art (4)
 MUSE 658/ART 308 - African Art (4)
 MUSE 659/ART 309 - Art of the Americas
 MUSE 661/ART 311 - Medieval Art & Society (4)
 MUSE 690/ART 390 - Special Topics in Art History (4)

Sample Curriculum**Fall Semester, Year 1 (August-December)**

MUSE 600: Museum Studies: History & Theory
 MUSE 601: Cultural & Financial Management
 Practicum 1 (or elective)

Spring Semester, Year 1 (January-May)

MUSE 602: Museums & Social Justice
 MUSE 603: Collections Management & Preservation
 Practicum 2 (or elective)

Summer Semester, Year 1 (June-August)

MUSE 610: Graduate Internship (4 credits)

Fall Semester, Year 2 (August-December)

MUSE 630: Museum Project Management Capstone (4 credits)
 Practicum topics will rotate. Students may elect to take additional practica as they are offered.

*Note: Alumnae/i of the B.A. program in Art History/Arts Management at USF who have completed ART 200: *Museum Studies 1*, will have the option of bypassing or substituting an additional graduate-level practicum or elective course for MUSE 600: *Museum Studies: History and Theory* due to curricular overlap, if desired. Those eligible students who elect to bypass MUSE 600 or an approved substitution course will complete 28 units instead of the normal 32 unit requirement for the degree.

Natural Sciences Minor (for non-science majors only)

The Natural Sciences minor provides non-science majors with an opportunity to acquire a broad base of knowledge in the basic scientific disciplines of biology, chemistry, and physics. The minor consists of the introductory course sequences for Biology, Inorganic and Organic Chemistry, and Physics. Through this selection of courses, students will be introduced to the fundamental processes that shape and regulate the world around us; including the physical, chemical, and biological aspects of nature. This minor is ideal for preparation of a non-science major to apply to a professional school for an advanced degree in a health-professions area such as medicine, dentistry, veterinary science, etc.

Requirements

[Download the Natural Science Minor Requirements Checklist](#)

The minor requires a total of 24 credits, as follows:

- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- CHEM - 230 Organic Chemistry I • Prerequisite: CHEM-111 and CHEM-113, with a grade of C- and C respectively
- CHEM - 231 Organic Chemistry II
- CHEM - 232 Organic Chemistry Laboratory I
- PHYS - 100 Introductory Physics I
- PHYS - 101 Introductory Physics II

Note: General Physics I and II (PHYS-110, PHYS-210) can replace PHYS-100 and PHYS-101

Neuroscience Interdisciplinary Minor

The interdisciplinary field of neuroscience is one of the most exciting and rapidly growing areas within the sciences. It draws heavily from traditional natural science and social science areas, such as Biology, Physics, and Psychology, as well as newer disciplines such as Exercise and Sport Science. In addition, the field encompasses many diverse topics that typically are discussed in philosophy, economics, art, politics, music, anthropology, and computer science. The multifaceted character of neuroscience lends to its appeal.

Requirements

[Download the Neuroscience Studies Minor Requirements Checklist](#)

The Interdisciplinary Minor in Neuroscience requires a minimum of twenty (20) credits, at least 16 of which must be taken in residence at USF, as follows:

Required Courses (16 credits minimum)

- [BIOL - 105](#) General Biology I
- [PSYC - 270](#) Biological Psychology

The following course (for non-Biology majors only):

- [BIOL - 115](#) Survey of Human Physiology and
- [BIOL - 116](#) Laboratory in Survey of Human Physiology

Or one of the following courses (for Biology majors only)

- [BIOL - 320](#) Human Physiology and

- [BIOL - 321](#) Laboratory in Human Physiology or
- [BIOL - 340](#) Animal Toxicology or
- [BIOL - 333](#) Endocrinology and
- [BIOL - 334](#) Laboratory in Endocrinology

The following course (for non-Biology majors only)

- [ESS - 340](#) Neuroscience

Or the following course (for Biology majors only)

- [BIOL - 368](#) Neurobiology

Elective Courses (4 credits minimum)

(must obtain permission from the Neuroscience Minor Faculty Coordinator, Professor Susan Heidenreich, KA G52, ext. 2175)

- [CHEM - 330](#) The Chemistry of Drugs
- [PHYS - 380](#) Foundations of Computational Neuroscience
- [ESS - 398](#) Professional Practicum • Prerequisite: permission of instructor
- [PSYC - 319](#) Learning, Memory and Cognition
- [PSYC - 388](#) Advanced Research Methods (Lab) (Sensation and Perception only)

Students must obtain at least a "C" grade in each course applied toward the minor. At least 8 credits for the minor must come from courses offered in departments outside the student's major.

Other Opportunities

Overseas Study and Internships

As part of the program, students may spend a semester or summer at a university abroad and earn six (6) units of credit toward their degree at USF. Students may choose this option as a substitute for the electives in their respective concentration areas. Overseas study must be approved by the program advisor and the coordinator of the area of concentration. On a more limited basis, students may also substitute an internship for one elective course upon approval by the graduate program advisor. Students choosing the internship option must complete ECONG 696.

Research Paper, Thesis, and Honors Program

The Masters degree requires that all students undertake a research project in their area of concentration. All students must present their completed research project in the Graduate Seminar (ECONG 690) before the entire Economics faculty and turn in a research paper.

The Department highly recommends that students choose an area of concentration by the end of their second semester of graduate studies or after having completed twelve (12) units of graduate work. Students should choose a research area within their area of concentration by the beginning of the Fall Semester of their final year at the latest. The research paper will be completed during the Graduate Seminar (ECONG 690) offered in the Fall Semester.

Students who have completed ECONG 601 and 602 with a grade point average of 3.5 or higher, or who have undertaken outstanding research work (in ECONG 697 and 690), are eligible to write a Master's Thesis within their area of concentration. The petition for thesis completion must be addressed to the Economics Department along with the research paper and the endorsement of the research advisor. The completion of a Master's Thesis will follow the traditional procedure, which includes an oral examination, signature of the final product by three faculty members including the thesis advisor, and final approval by the Dean of the College of Arts and Sciences. A copy of the thesis will be made available for general consultation in Gleeson Library.

Not more than six (6) units of the basic program minimum of 33 units may be counted toward research associated with a thesis or research project. Students may register for additional research units over and above the basic program requirements.

Peace and Justice Studies Interdisciplinary Minor

The Peace and Justice Studies Program offers an analysis of conditions that lead to war, violence and injustice as well as opportunities to develop a vision for a peaceful and just society and an appreciation of how one can contribute towards that goal. Ranging from the local to the global levels, the classes enable students to examine impediments to peace and justice—such as militarism, repression, violence, racism, sexism, underdevelopment and environmental decay—as well as ideas, strategies, social movements, and theological and philosophical approaches that seek to build a just and peaceful society. Students must also complete an internship with any of a wide range of peace and human rights groups in the Bay Area or beyond.

Administrative Office
Kalmanovitz Hall, Room 232
Phone: (415) 422-4379 or 422-2910
Keally McBride, Director

Peace and Justice Studies Minor Requirements

[Download the Peace and Justice Studies Minor Requirements Checklist](#)

The Peace and Justice Studies Minor requires completion of five 4-credit courses (20 credits), chosen from the following categories:

Required Introductory Course:

- [POLS - 353](#) Politics of War and Peace

Choose one course (4 credits) in three of the following four categories, for a total of twelve (12) credits:

Peace and Conflict:

- [POLS - 341](#) Nonviolence in Theory and Practice
- [POLS - 350](#) International Law and Organizations
- [POLS - 351](#) Global Conflict Resolution
- [POLS - 381](#) Feminist International Relations
- [POLS - 392](#) Special Topics
- [SOC - 227](#) Violence in Society
- [SOC - 333](#) Nationalism and Citizenship
- [HIST - 341](#) Feast and Famine: A History of Food
- [HIST - 368](#) History of U.S.-China Relations
- [MS - 204](#) Media, Stereotyping, and Violence
- [MS - 350](#) Human Rights and Film
- [SPAN - 350](#) Cultures in Contact and Conflict
- [ENVA - 360](#) International Environmental Politics

Social and Economic Justice:

- [ECON - 230](#) Environmental Economics
- [ECON - 372](#) Economic Development
- [POLS - 322](#) Politics of American Justice
- [POLS - 345](#) Global Economic Justice
- [POLS - 348](#) Politics and Development in Africa
- [POLS - 352](#) Human Rights and Global Change
- [SOC - 302](#) Global Inequalities and Social Justice
- [SOC - 304](#) U.S. Inequalities and Social Justice
- [SOC - 322](#) Resistance to Corporate Globalization
- [SOC - 325](#) Critical Approaches to Race and Ethnicity
- [COMS - 372](#) Communication, Disability, and Social Justice

Ethical Approaches:

- [POLS - 317](#) Religion and Politics
- [PHIL - 308](#) Liberation Philosophy
- [PHIL - 370](#) Philosophy of Action
- [PHIL - 375](#) Prisons and Punishment
- [PHIL - 376](#) Philosophy of Social Justice
- [THRS - 318](#) Religious Nonviolence and the Politics of Interpretation
- [THRS - 361](#) Religion and the Environment
- [THRS - 384](#) Religion and Nonviolence
- [THRS - 390](#) Religious Ethics
- [THRS - 404](#) Environmental Ethics
- [ENGL - 370](#) Ethics, Writing, and Culture

Social and Movements:

- [POLS - 327](#) American Reformers and Revolutionaries
- [SOC - 340](#) Social Change
- [SOC - 350](#) Social Movements
- [SOC - 351](#) Revolution and Reaction
- [SOC - 390](#) Current Issues in Sociology
- [HIST - 359](#) The Civil Rights Movement in History and Film
- [HIST - 360](#) American Women and Political Activism
- [THRS - 220](#) Catholic Social Thought
- [THRS - 322](#) Liberation Theology
- [THRS - 327](#) Jews, Texts, and Social Justice

- [PASJ - 205](#) Theater and Social Issues
- [COMS - 364](#) Communication for Justice and Social Change
- [MS - 407](#) Alternative Media and Social Change

Required Internship

Choose one of the following (4 credits)

- [POLS - 397](#) Fieldwork in Public Interest Organizations
- [SOC - 395](#) Fieldwork in Sociology
- [ENVA - 396](#) Environmental Studies Internship

Peace Review

The Politics Department houses the editorial offices for Peace Review: A Journal of Social Justice, a quarterly, multidisciplinary, transnational, peer-reviewed journal of research and analysis, focusing on the current issues and controversies that underlie the promotion of a more peaceful world. Social progress requires, among other things, sustained intellectual work, which should be pragmatic as well as analytical. The results of that work should be ingrained into our everyday culture and political discourse. We define peace research very broadly to include peace, human rights, development, ecology, culture and related issues. Our task is to present the results of this research and thinking in short, accessible and substantive essays. Our writers, readers and editors are located around the world, and the journal is distributed in more than 50 nations.

Visit Peace Review for upcoming issue themes and deadlines »

Several members of the Politics Department work on the journal, including the Editor, Robert Elias; and Associate Editors, Scott McElwain, and Stephen Zunes. Faculty from many other USF departments are also involved. Peace Review also provides opportunities for students. Among other things, they have written for the journal and acted as editorial assistants, thus experiencing a unique undergraduate opportunity.

Performing Arts and Social Justice Major

The first undergraduate program of its kind in the nation, the Performing Arts and Social Justice major is deeply committed to the training and development of young artists fully engaged with the social issues that affect our lives. USF provides a training program in Dance, Music, and Theater, with a core community component and a space for critical reflection, based on the conviction that the arts, and the artists who practice them, do not exist in a vacuum, but are active participants in the process of shaping our culture. If you are a young artist with a thirst for learning, and you believe that creativity and imagination are powerful instruments to change lives and build a better world, join us as a Performing Arts and Social Justice Major.

[Download the Performing Arts and Social Justice Dance Concentration Checklist](#)

[Download the Performing Arts and Social Justice Theater Concentration Checklist](#)

[Download the Performing Arts and Social Justice Music Concentration Checklist](#)

Foundational Courses

Every PASJ major, regardless of area of concentration, takes six foundational courses:

- PASJ 160-series: Body and Performance (2 credits)
- PASJ 170-series: Production and Design (2 or 4 credits)
- PASJ 180-series (Dance/Music/Theater) and Social History (4 credits)
- PASJ 280: Contemporary Performance Practice (4 credits)
- PASJ 380: Performing Arts and Community Exchange (4 credits)
- PASJ 480: Senior Project The remaining credits will be specific to the practice and craft of the concentration.

Required Courses: Dance Concentration

PASJ Foundational Courses:

- PASJ 161 Body in Performance: Laban (2)
- PASJ 171 Production and Design I (2)
- PASJ 181 Dance and Social History (4)
- PASJ 380 Performing Arts and Community Exchange (4)
- PASJ 480 Senior Project (4)

Dance Concentration Courses

- DANC 140 Music for Dancers (1-2)
- DANC 151 Partnering and Contact Improvisation (1-2)
- DANC 210/310 Intermediate Ballet (1-2)
- DANC 211/311 Intermediate Modern Dance (1-2)

- DANC 230 Improvisation/Composition I (4)
- DANC 231 Dance Composition II (4)
- DANC 360 Dance in the Community (4)

Other Dance Concentration Requirements:

- Dance 200-300 series Electives (4 credits). May be taken as Intermediate/Advanced technique or as a Dance and Culture course.
- Participation in two USF Dance Ensemble Productions
- Participation in tech support of one Performing Arts Department production.

Required Courses: Music Concentration

PASJ Foundational Courses

- PASJ 160 Body in Performance Alexander Technique (2)
- PASJ 171 Production and Design I (2)
- PASJ 180 Music and Social History (4)
- PASJ 380 Performing Arts and Community Exchange (4)
- PASJ 480 Senior Project (4)

Music Concentration Courses

- MUS 300 Music Theory I (4)
- MUS 301 History of Western Art Music (4)
- MUS 305 Anthropology of Music (4)
- MUS 392 Seminar in Western Art Music (4)

Other Music Concentration Requirements:

- Music 200 series: Music Elective (4 credits)
- Music 310 series: Theory/Comp topics (4 credits)
- Music 210 series: Private Lesson (4 credits): All majors must take two semesters worth of directed private study in an instrument or voice.
- Music 110 or 111: Instrumental or vocal ensembles (0-8 credits, counting as USF electives, not major credits): All majors must participate in 4 semesters of performance with one of our USF ensembles.

Required Courses: Theater Concentration

PASJ Foundational Courses

- PASJ 162 Acting 1: Body in Performance: Laban Movement Analysis (2)
- PASJ 172 Production and Design II (4)
- PASJ 182 Theater and Social History (4)
- PASJ 380 Performing Arts and Community Exchange (4)
- PASJ 480 Senior Project (4)

Theater Concentration Courses

- THTR 120 Acting I: Spoken Text (2)
- THTR 220 Acting II - Scene Study (4)
- THTR 230 Composition I (4)
- THTR 272 Laboratory in Theater Practice (1)
- THTR 320 Acting III: Viewpoints (4)

Other Theater Concentration Requirements

- THTR 305-316: Performance and Culture Series (4 credits)
- THTR 330-390: Theater Technique Electives (8 credits)
- Perform in two Performing Arts Department Theater productions. Participation in tech support of two Performing Arts Department productions.

Learning Outcomes for the Department of Performing Arts

- Students will gain a historical foundation of the Performing Arts from the classics to contemporary practices within a context of cultural diversity.
- Students will develop technical and conceptual skills related to the practice of their craft (Dance, Music, Theater).
- Students will acquire and use practical skills for community-based artistic work, and learn how this form of artistic engagement contributes to a more inclusive and just society.

Philippine Studies Concentration

The Major in Asian Studies with a Concentration in Philippine Studies requires forty (40) credits of course work, including 12 credits of Gateway courses and 28 credits of Philippine Studies electives.

[Download the Asian Studies Major with Philippine Studies concentration Requirements Checklist](#)

Gateway Courses (12 credits)

The Major requires one course in History:

- HIST - 130 East Asian Civilizations
- HIST - 135 Indian Civilizations

The Major requires one course in Philosophy or Religious Studies

- PHIL - 220 Asian Philosophy
- THRS - 366 Religion and Spirituality in Asia

The Major requires one course in Politics

- POLS - 113 Introduction to International Politics
- POLS - 359 International Politics of the Asia Pacific Rim

Additional Requirements for the Asian Studies Major with a Concentration in Philippine Studies

Electives (20 credits)

Choose 20 credits from the following

- YPSP - 301 Philippine History from Pre-Spanish Times to 1900
- YPSP - 310 Philippine History: 1900-Present
- YPSP - 312 Knowledge Activism
- YPSP - 323 Filipino Politics and Justice
- YPSP - 324 USF in the The Philippines
- YPSP - 325 Filipino Culture and Society
- YPSP - 390 Special Topics: Philippine Studies
- YPSP - 398 Directed Study
- ART - 316 Filipino American Arts

Regional Breadth (4 credits)

From the courses chosen as electives, at least one course must be in an area outside the student's primary focus. For example, if the primary focus is the Philippines, the Regional Breadth course should deal with similar themes in China, Japan, East Asia, Southeast Asia, South Asia, or Asian and Pacific Islander American Studies. Students are encouraged to select one course (4 credits) from the following:

- ECON - 283 Economies of Southeast and East Asia
- ENGL - 211 Asian American Literature Survey
- ART - 307 Asian Art
- POLS - 346 Government & Politics of India & Southeast Asia
- POLS - 347 Government and Politics of China and East Asia
- HIST - 386 History of U.S.-China Relations
- HIST - 387 History of U.S.-Japan Relations
- PSYC - 317 Asian American Psychology
- SOC - 228 Asians and Pacific Islanders in U.S. Society

Capstone Project (4 credits)

The bachelor of Arts in Asian Studies with a Philippine Studies Concentration emphasizes a multi-disciplinary study which is completed through the Capstone Project in the final year of the major. Students from throughout the major will converge on the study of selected issues and topics, to be determined by the professor (or professors) directing the Capstone project. Faculty will rotate teaching duties for the Capstone, to be offered each Spring.

- YPSP - 390 Special Topics: Philippine Studies

Service Learning/Internship

Students will have multiple opportunities to engage in projects that provide service learning. Faculty advisors will work closely with the USF Office of Community Service and Service Learning so as to maximize available resources.

Internships develop naturally out of the service learning experience and may qualify as a directed study elective. Other intern opportunities may result from a particular class of professor. These will not replace the service learning requirement but may complement it or the student's areas of interest in other ways. All internships must be approved by faculty advisors and may qualify as directed study projects if student and advisor agree in advance upon goals and requirements.

The following Philippine Studies courses meet this requirement:

- YPSP - 312 Knowledge Activism
- YPSP - 323 Filipino Politics and Justice
- YPSP - 324 USF in the The Philippines
- SOC - 228 Asians and Pacific Islanders in U.S. Society

Philippine Studies Interdisciplinary Minor

The Philippine Studies Minor seeks to train and educate students to:

- Understand the formation of Filipino history, culture, and society in the Philippines, the United States, and globally;
- Develop an empathy for the values, behaviors, ehtics, and perspectives of Filipinos;
- Be able to identify and discuss social, political, economic, business, psychological, and environmental issues relevant to the Philippines and the Filipino diaspora;
- Obtain basic, intermediate, and advanced Filipino/Tagalog language proficiencies;
- Appreciate the literary, linguistic, philosophical, religious, and artistic contributions of Filipinos to the United States, Asia, and the world; and
- Apply knowledge for activism, advocacy, and social justice in the Philippines, the United States, the Asia Pacific, and the world.

Administrative Office

University Center, Room 538

Phone: (415) 422-5122

Fax: (415) 422-5671

Joaquin Gonzalez III, Director

Philippine Studies Minor Requirements

[Download the Philippine Studies Minor Requirements Checklist](#)

The Minor in Philippine Studies requires twenty (20) credits of coursework, including eight (8) credits of core courses and twelve (12) credits of electives that can be taken from three different options as described below.

Required Courses (8 credits):

- [YPSP - 325](#) Filipino Culture and Society
- [YPSP - 301](#) Philippine History from Pre-Spanish Times to 1900 or
- [YPSP - 310](#) Philippine History: 1900-Present

Elective Courses (12 credits)

Students select 12 credits of courses following these three suggested emphases:

Social Justice and Activism Emphasis

- [YPSP - 323](#) Filipino Politics and Justice
- [YPSP - 301](#) Philippine History from Pre-Spanish Times to 1900
- [YPSP - 310](#) Philippine History: 1900-Present
- [YPSP - 390](#) Special Topics: Philippine Studies
- [YPSP - 324](#) USF in the The Philippines
- [ART - 316](#) Filipino American Arts
- [YPSP - 390](#) Special Topics: Philippine Studies

Asian and Asian American Experience Emphasis

- [HIST - 135](#) Indian Civilizations
- [THRS - 366](#) Religion and Spirituality in Asia
- [POLS - 346](#) Government & Politics of India & Southeast Asia
- [POLS - 359](#) International Politics of the Asia Pacific Rim
- [SOC - 228](#) Asians and Pacific Islanders in U.S. Society
- [ENGL - 211](#) Asian American Literature Survey
- [PSYC - 317](#) Asian American Psychology

Filipino Language Emphasis*

- [YPSF - 101](#) First Semester Filipino/Tagalog
- [YPSF - 102](#) Second Semester Filipino/Tagalog
- [YPSF - 201](#) Third Semester Filipino/Tagalog

*Students who take these courses to fulfill the Arts and Sciences language requirement or who test out of YPSF 101, 102, and 201 are not allowed to use this emphasis.

Preparation for Post-Baccalaureate Programs

Students should consult with their advisor to determine the best program for their individual needs. Those who wish to apply to medical, dental, veterinary, pharmacy or other graduate schools should also ascertain the specific admission requirements for the professional schools to which they plan to apply. Consultation with the academic advisor is recommended and the standard curriculum can then be enhanced accordingly. Students may also wish to complete requirements for a minor in Chemistry or Biochemistry (descriptions of these minors are provided under the Chemistry Department section of this catalog).

Additional information is available from the Biology Department Office.

The Pre-Medical and Other Pre-Health Advising Program is described in the Institutes and Enrichment Programs section of this catalog.

http://www.usfca.edu/Learning_Center/learning/pre_prof.htm

Registration in upper division Biology courses has a prerequisite of CHEM 230 or 236 and requires a GPA of 2.0 or higher for combined grades earned in BIOL- 104, 105, 106 and 212 (or equivalent).

For Environmental Science majors, the prerequisite for registration in upper division Biology courses is completion of ENVS 212 and a GPA of 2.0 or higher for combined grades earned in BIOL- 105, 106, and CHEM 236 (or equivalent).

Program in Rhetoric and Language**Administrative Office**

Kalmanovitz Hall, 204

(415) 422-6243

Administrative Office

Fredel M. Wiant, Program Coordinator

Mark Meritt, Curriculum Coordinator

The mission of the Program in Rhetoric and Composition is to help undergraduate students write more effectively. To accomplish this, there are both University and Core Area requirements, and both must be met before graduation.

The University Rhetoric and Language Requirement

All undergraduate students, including transfer students, will be placed into appropriate writing courses based on SAT scores and/or prior college level composition courses. They must complete each course in their required (099-110-120; 130-131; 140, 250) sequence with a grade of C- or better, depending on placement, until the Core Requirement has been fulfilled. (Note: Students whose first language is not English may be required to complete ESL 135 before enrolling in RC 099.)

The Core Requirement

To fulfill the Core Requirement, students must complete one of the following courses with a grade of C- or better: RHET - 120, RHET - 130/131, RHET - 195, RHET - 250

Courses in Rhetoric and Language

- RHET - 100 Editing and Proofreading Skills
- RHET - 102 Writing Center for Credit
- RHET - 108 Introduction to College Composition
- RHET - 110 Written Communication I
- RHET - 120 Written Communication II
- RHET - 140 Seminar in Rhetoric and Composition
- RHET - 130/131 Written and Oral Communication
- RHET - 250 Academic Writing at USF

Please see "Rhetoric and Language Course Descriptions."

The Writing Center

Cowell Hall, Room 227

(415) 422-6715

Leslie Dennen, Director

The Writing Center is staffed with Writing Consultants who work with students to help them improve their writing skills. They provide feedback on the drafts that students bring to review, and they can tailor a program of instruction to meet individual needs. Students are encouraged to come to the Writing Center if they would like to build their self-confidence, discover strategies of invention to overcome writer's block, learn how to revise their work, develop editing and proofreading skills, and understand and apply the conventions of standard written English.

Writing Center hours are announced each semester.

Rhetoric and Language

Department of Rhetoric and Language

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Fax: 415 422-5246

Email: rhetoricandlanguage@usfca.edu

Effective writing, speaking, and critical thinking skills are central to the University of San Francisco's mission and the hallmark of an educated person. Together the divisions of the Department stress all aspects of communication, literacy, and rhetoric. The department includes three areas:

Composition is designed to increase each undergraduate student's ability in writing, which includes not only how to write but also how to read analytically and to think critically.

Public Speaking introduces students to the fundamentals of oral communication and increases their ability to make effective presentations in classroom and public settings.

English as a Second Language provides a variety of classes for multilingual students to assist them in refining their skills in written and oral English.

In addition to offering courses, the department houses several special projects and programs:

Writing for a Real World, a journal that publishes refereed student writing with commentary from students and their instructors is dedicated to providing a public forum for the finest student writing at the University of San Francisco.

Speech and Debate Forum is a new program that offers students the opportunity to participate in both public and competitive speech and debate activities.

Martin-Baró Living-Learning Community is a year-long, first-year program that focuses on poverty and social justice in writing, reading, and speaking.

Single-Subject Teaching Credential Program

Students who are interested in qualifying for California's Single Subject Teaching Credential in Mathematics may take courses to prepare for the California Subject Examinations for Teachers (CSET), which is one of the requirements for the credential.

Recommendations

- Completion of the Mathematics major with a GPA of 3.0 or higher.

Upper-division Mathematics courses should include:

- MATH - 310 History of Mathematics
- MATH - 314 Mathematical Circles (SL)
- MATH - 367 Number Theory
- MATH - 370 Probability and Statistics
- MATH - 380 Foundations of Geometry
- MATH - 435 Modern Algebra OR MATH - 453 Real Analysis

Sport Management Cohort Calendar

Cohort Calendar

- SM - 602 Leadership and Critical Thinking in Sport Management
- SM - 601 Sport, Culture and Society
- SM - 604 Sport Economics and Finance
- SM - 607 Accounting and Budgeting in Sport
- SM - 606 Strategic Management and Human Resources in Sport
- SM - 612 Sport Marketing

- SM - 603 Sport Law
- SM - 605 Sport Business Research Methods
- SM - 615 Applied Sport Business Research
- SM - 608 Internship in Sport Management
- SM - 690 Special Topics in Sport Management
- SM - 614 Master's Project

Learning Goals/Outcomes for the M.A. in Sport Management

Students who complete the M.A. in Sport Management will be able to:

- Recognize, classify, and demonstrate knowledge of the breadth and depth of the sport marketplace, including the development of leadership, communication, decision-making, problem-solving, and networking skills.
- Recognize, discuss, and demonstrate knowledge of globalization, themed entertainment, culture, sociology, and commerce on the sport marketplace with the development of critical thinking skills.
- Demonstrate skills in business writing, research, and qualitative and quantitative analysis.
- Demonstrate practical management and leadership skills within the industry.
- Recognize the role of economics, accounting, finance, marketing, strategic management, law, and business research methods in sport, and demonstrate and apply the tools of those fields to issues in sport.
- Demonstrate relevant knowledge by creating a business plan, team financial plan, marketing plan, cultural analysis, team management plan, stock portfolio prospectus, strategy plan, career plan, legal analysis, research prospectus, and Master's Project.
- Demonstrate knowledge of specific components of sport management such as public relations, facilities management, fundraising, and brand management.

The Latin American Studies Major

[Download the Latin American Studies Major Requirements Checklist](#)

The Latin American Studies major requires 40 credits of course work, including 20 credits of core courses and 20 credits of electives.

Required Core Courses (20 credits)

- LAS - 376 Latin American Perspectives (History 0115-140)
- LAS - 301 Religion in Latin America (Theology 0128-363)
- LAS - 330 Semester in Latin America
- SPAN - 202 Fourth Semester Spanish or
- PORT - 102 Second Semester Portuguese
- SPAN - 303 Latin American Literature I or
- SPAN - 304 Latin American Literature II

Elective Courses (20 credits)

Elective courses strengthen student understanding of various areas of Latin American Studies and--in some cases (e.g., History, Modern Languages, Politics, Sociology)--enable Latin American Studies majors to obtain a Major or Minor in another discipline.

Students select two courses from two of the following three areas and one from the third: Humanities; Literature and the Arts; Social Sciences.

Humanities

- HIST - 370 Colonial Latin America
- HIST - 371 Modern Latin America
- HIST - 372 Indigenous and Colonial Mexico
- HIST - 373 Modern Mexico
- HIST - 374 History of Central America and the Caribbean
- HIST - 375 Brazil and Amazonia
- HIST - 377 The Southern Cone
- HIST - 378 Andean Nations
- HIST - 379 Latinos in the U.S.
- HIST - 430 Undergraduate Seminar in Latin American History
- LAS - 363 Latin American Philosophy
- LAS - 401 Latin American Seminar
- LAS - 322 Liberation Theology
- LAS - 340 Panamerican Saints: Hagiography and Politics
- THRS - 345 Religion of U.S. Latinos

- THRS - 305 Feminist Theology from the Third World

Literature and the Arts

- LAS - 210 Music of the Americas
- LAS - 305 Latin@America Performance and Culture
- LAS - 317 Latin American Cinema
- LAS - 350 Human Rights and Film
- LAS - 380 Latin@s in the U.S. Media
- SPAN - 271 Feminist Discourse and Feminist Theories in Latin American Literature or
- SPAN - 371 Feminist Discourse and Feminist Theories in Latin American Literature
- SPAN - 332 Survey of Spanish-American Literature
- SPAN - 285 Language and Culture in Latin America (English)
- SPAN - 385 Language and Culture in Latin America (Spanish)
- SPAN - 332 Survey of Spanish-American Literature
- SPAN - 335 Twentieth Century Spanish-American Literature
- SPAN - 481 Senior Seminar: Latin American Literature
- MUS - 212 Music and Social Protest

Social Sciences

- ECON - 286 Economies of Latin America
- ECON - 370 International Economics
- ECON - 473 Development Microeconomics
- LAS - 390 Special Topics
- LAS - 395 Internship
- POLS - 325 Latino Politics in the U.S.
- POLS - 331 Latin American Politics
- POLS - 338 Gender and Politics in Comparative Perspective
- POLS - 345 Global Economic Justice
- POLS - 450 Political Economy of Developing Nations
- MS - 407 Alternative Media and Social Change
- SOC - 233 Gender, Development and Globalization
- SOC - 302 Global Inequalities and Social Justice
- SOC - 313 Latin@-Chican@ Culture and Society
- SOC - 320 Global Environments and Societies
- SOC - 322 Globalization and Resistance
- SOC - 361 Brazilian Culture and Society
- SPAN - 301 Building Bridges: ESL in Spanish Speaking Communities
- SPAN - 402 Service Learning Project

Learning Goals/Outcomes for the B.A. in Latin American Studies

Students who complete the B.A. in Latin American Studies will be able to:

- Integrate perspectives from multiple disciplines to understand the diversity of the Latin American region and its peoples.
- Understand and critically analyze the major economic, social, and political processes that have shaped the lives of Latin Americans using a variety of research tools and methodologies.
- Communicate effectively in Spanish and/or Portuguese and demonstrate familiarity with the region's cultural and literary production.
- Communicate knowledge about the Latin American region and be able to generate independent knowledge.
- Be socially responsible citizens of the Americas.

The Latin American Studies Minor

[Download the Latin American Studies Minor Requirements Checklist](#)

The Latin American Studies minor is designed for students interested in combining an understanding and appreciation of Latin America with another discipline or major. The minor enhances students' professional training as it offers direction and coherence to undergraduate education. The minor requires 20 credits. Students must complete three core courses (12 credits) and 2 electives (8 credits).

Core Courses (12 credits)

- [LAS - 376](#) Latin American Perspectives
- [SPAN - 202](#) Fourth Semester Spanish or
- [PORT 102](#) Intensive Portuguese 2
- [LAS - 301](#) Religion in Latin America or one of
- [SPAN - 303](#) Latin American Literature I or
- [SPAN - 304](#) Latin American Literature II

Elective Courses (8 credits)

Students may select any two other Latin American Studies courses from those listed for the major: Humanities, Literature and the Arts, the Social Sciences, including Border Issues, El Salvador Today and Semester in Latin America.

Typical Curriculum

[Download the Computer Science Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
CS 110 Introduction to Computer Science I	4
Foreign Language I	4
Core	4
Core	4
Total semester credits	16

Spring	Credits
CS 112 Introduction to Computer Science II	4
Foreign Language II	4
Core	4
Core	4
Total semester credits	16

Sophomore Year

Fall	Credits
CS 220/CS 221	4
MATH 201 Discrete Mathematics	4
CS 385 Special Lecture Series (1 unit)	1
Core	4
Core	4
Total semester credits	17

Spring	Credits
CS 245 Data Structures and Algorithms	4
Math 202 Linear Algebra and Probability	4
CS 385 Special Lecture Series (1 unit)	1

Core	4
Core	4
Total semester credits	17

Junior Year

Fall	Credits
CS 212 Software Development	4
CS 326 Operating Systems	4
Core	4
Core	4
Total semester units	16

Spring	Credits
CS Systems Course	4
CS Theory Course	4
Core	4
Core	4
Total semester credits	16

Senior Year

Fall	Credits
CS Applications Course	4
CS Elective	4
Elective	4
Elective	4
Total semester credits	16

Spring	Credits
CS 490 Senior Project	4
Elective	4
Elective	4
Elective	4
Total semester credits	16

Typical Curriculum with Writing Emphasis

[Download the Writing Emphasis Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
	4
Rhetoric and Composition	4
Public Speaking	4
Language	4
Total semester credits	16

Spring	Credits
Course Title	4
ENGL 192 Introduction to Literary Study	4
Language	4
Core course	4
Total semester credits	16

Sophomore Year

Fall	Credits
Language	4
Literature Period Course 1	4
	4
Core course	4
Total semester credits	16

Spring	Credits
Literature Period Course 2	4
Writing Course 1	4
Core courses	8
Total semester credits	16

Junior Year

Fall	Credits
Core courses	8
Writing Course 2	4
Literature Period Course 3	4
Total semester credits	16

Spring	Credits
Writing Course 3	4
Literature or Writing Elective	4
Core courses	8
Total semester credits	16

Senior Year

Fall	Credits
Core course: Ethics	4
Elective	4

Elective	8
Total semester credits	16

Spring	Credits
ENGL 491 Senior Seminar in Writing	4
Electives	12
Total semester credits	16

Typical Curriculum for Biochemistry Concentration

[Download the Chemistry Major with a Concentration in Biochemistry Requirements Checklist](#)

Freshmen Year

Fall	Credits
CHEM 111 General Chemistry I	4
MATH 109 Calculus and Analytic Geometry I	4
Rhetoric and Composition (RC)	4
Elective or Core	4
Total semester credits	16

Spring	Credits
CHEM 113 General Chemistry II	4
MATH 110 Calculus and Analytic Geometry II	4
Electives or Core	8
Total semester credits	16

Sophomore Year

Fall	Credits
CHEM 230 Organic Chemistry I	3
CHEM 232 Organic Chemistry Laboratory I	1
PHYS 110 General Physics I	4
BIOL 105 General Biology I	4
Elective or Core	4
Total semester credits	16

Spring	Credits
CHEM 231 Organic Chemistry II	4
CHEM 260 Analytical Chemistry	4
PHYS 210 General Physics II	4
BIOL 106 General Biology II	4
Total semester credits	16

Junior Year

Fall	Credits
CHEM 340 Physical Chemistry I	4
CHEM 350 Biochemistry I	4
Electives or Core	8
Total semester credits	16

Spring	Credits
CHEM 351 Biochemistry II	4
CHEM 352 Experimental Biochemistry	4
Electives or Core	8
Total semester credits	16

Senior Year

Fall	Credits
CHEM 420 Inorganic Chemistry	4
CHEM 450 Biochemical Genetics	2
Electives or Core	12
Total semester credits	18

Spring	Credits
Electives or Core	16
Total semester credits	16

Typical Curriculum for Materials Physics Major**Freshmen Year**

Fall	Credits
PHYS 110 General Physics I	4
MSC 1	4
CS 110 Introduction to Computer Science I	4
OMRC 1	4
Total semester credits	16

Spring	Credits
PHYS 210 General Physics II	4
MSC 2	4
CS 112 Introduction to Computer Science II (recommended)	4
OMRC 2	4
Total semester credits	16

Sophomore Year

Fall	Credits
PHYS 240 Modern Physics	4
MSC 3	4
CHEM 111 General Chemistry I	1
OMRC 3	4
Total semester credits	13

Spring	Credits
PHYS 371 Methods of Mathematical Physics	4
PHYS 215 Electronics	2
OMRC 4	4
OMRC 5	4
General Elective	2
Total semester credits	16

Junior Year

Fall	Credits
PHYS 340 Optics	4
PHYS 330 Quantum Mechanics	4
PHYS 341 Upper-Division Laboratory I	4
PHYS 350 Physics Colloquium	1
OMRC 6	4
Total semester credits	17

Spring	Credits
PHYS 342 Upper-Division Laboratory II	2
PHYS 333 Solid State Physics	4
PHYS 350 Physics Colloquium	1
OMRC 7	4
OMRC 8	4
Total semester credits	15

Senior Year

Fall	Credits
PHYS 320 Electromagnetism	4
PHYS 350 Physics Colloquium	1
PHYS 450 Advanced Materials	4
OMRC 9	4
General Elective	4
Total semester credits	17

Spring	Credits
PHYS 299 Directed Research for Advanced Undergraduates	4

PHYS 350 Physics Colloquium	1
OMRC 10	4
OMRC 11	4
General Elective	4
Total semester credits	14-17

Typical Curriculum for Students Starting a Semester Late

Freshmen Year

Fall	Credits
Core	4
Core	4
Core	4
Foreign Language I	4
Total semester credits	16

Spring	Credits
CS 110 Introduction to Computer Science I	4
Core	4
MATH 202 Linear Algebra and Probability	4
Foreign Language II	4
Total semester credits	16

Sophomore Year

Fall	Credits
CS 112 Introduction to Computer Science II	4
MATH 201 Discrete Mathematics	4
Core	4
Core	4
Total semester credits	16

Spring	Credits
CS 245 Data Structures and Algorithms	4
Core	4
Core	4
Core	4
Total semester credits	16

Junior Year

Fall	Credits
CS 220 Introduction to Parallel Computing	4
Core	4
Core	4
Core	4
CS 385 Special Lecture Series	1
Total semester credits	17

Spring	Credits
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CS 315 Computer Architecture	4
CS 212 Software Development	4
Free Elective	4
Free Elective	4
CS 385 Special Lecture Series	1
Total semester credits	17

Senior Year

Fall	Credits
CS 490 Senior Team Project	4
CS 326 Operating Systems	4
Free Elective	4
Free Elective	4
Total semester credits	16

Spring	Credits
CS Theory Course	4
CS Applications Course	4
Free Elective	4
Free Elective	4
Total semester credits	16

Typical Curriculum for the Biology Major

[Download the Biology Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
BIOL 105 General Biology I	4
CHEM 111 General Chemistry I	4
Core: Rhetoric and Composition	4
Core: Public Speaking or Freshman Seminar	4
Total semester credits	16

Spring	Credits
BIOL 106 General Biology II	4
CHEM 113 General Chemistry II	4
Core: Rhetoric & Composition or Language Requirement	4
Core: Math 102 Biostatistics	4
Total semester credits	16

Sophomore Year

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Fall	Credits
BIOL 212 Cell Physiology	4
CHEM 230 Organic Chemistry I	3
CHEM 232 Organic Chemistry Laboratory I	1
Core: Rhetoric & Composition or Language Requirement	4
Core	4
Total semester credits	16

Spring	Credits
BIOL 310 Genetics	4
CHEM 231 Organic Chem II or CHEM 236, Fundamentals of Organic Chemistry	4
Core or Language Requirement	4
Core	4
Total semester credits	16

Junior Year

Fall	Credits
Core or Language Requirement	4
PHYS 100 Introductory Physics I	4
Upper-division Biology	4
Elective	4
Total semester credits	16

Spring	Credits
PHYS 101 Introductory Physics II	4
Upper-Division Biology	4
Core or Language Requirement	4
Elective	4
Total semester credits	16

Senior Year

Fall	Credits
Upper-Division Biolog	4
Upper-Division Biology	4
Core	4
Elective	4
Total semester credits	16

Spring	Credits
BIOL 414 Evolution	4
Upper-Division Biology	4

Elective	4
Elective	4
Total semester credits	16

Typical Curriculum for the Chemistry Major

[Download the Chemistry Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
CHEM 111 General Chemistry I	4
MATH 109 Calculus and Analytic Geometry I	4
Rhetoric and Composition (RC)	4
Elective or Core	4
Total semester credits	16

Spring	Credits
CHEM 113 General Chemistry II	4
MATH 110 Calculus and Analytic Geometry II	4
Electives or Core	8
Total semester credits	16

Sophomore Year

Fall	Credits
CHEM 230 Organic Chemistry I	3
CHEM 232 Organic Chemistry Laboratory I	1
PHYS 110 General Physics I	4
Electives or Core	4
Total semester credits	16

Spring	Credits
CHEM 231 Organic Chemistry II	4
CHEM 233 Organic Chemistry Lab II for Majors	2
CHEM 260 Analytical Chemistry	4
PHYS 210 General Physics II	4
Electives or Core	4
Total semester credits	18

Junior Year

Fall	Credits
CHEM 340 Physical Chemistry I	4
Electives or Core	12
Total semester credits	16

Spring	Credits
CHEM 341 Physical Chemistry II	4
CHEM 356 Fundamentals of Biochemistry	4
Electives or Core	8
Total semester credits	16

Senior Year

Fall	Credits
CHEM 420 Inorganic Chemistry	4
Electives or CORE	12
Total semester credits	16

Spring	Credits
Electives or Core	16
Total semester credits	16

Typical Curriculum for the Environmental Science Major

[Download the Environmental Science Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
ENVS 110 Understanding Our Environment w/Lab	4
Core	4
Rhetoric and Composition, Core A2	4
Supporting Science Course	4
Total semester credits	16

Spring	Credits
ENVS 210 Ecology and Human Impacts w/Lab	4
Core A1 Public Speaking	4
Complete RC, Core A2	4
Supporting Science Course	4
Total semester credits	16

Sophomore Year

Fall	Credits
ENVS 212 Air and Water w/Lab	4
ENVS 250 Environmental Data Analysis	4
Supporting Science Course	4
Foreign Language	4
Total semester credits	16

Spring	Credits
Supporting Science Course	4
Foreign Language	4
Core or Elective	8
Total semester credits	16

Junior Year

Fall	Credits
ENVS 3xx	4
Supporting Science Course	4
Core or Elective	8
Total semester credits	16

Spring	Credits
ENVS 3xx	4
Supporting Science Course	4
Core or Elective	8
Total semester credits	16

Senior Year

Fall	Credits
ENVS 3xx or 498 Advanced Undergraduate Research	4
Core or Elective	12
Total semester credits	16

Spring	Credits
ENVS 410 Methods of Environmental Monitoring	4
Core or Elective	12
Total semester credits	16

Typical Curriculum for the Environmental Studies Major

[Download the EnvironmentalStudies Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
ENVA 110 Understanding Our Environment w/Lab	4
Rhetoric and Composition (RC) Core A2	4
Freshman Seminar	4
Core or Elective	4
Total semester credits	16

Spring	Credits
ENVA 109 Environment and Society	4
ENVA 210 Ecology and Human Impacts w/Lab	4
Core A1 Public Speaking	4
Complete RC, Core A2	4
Total semester credits	16

Sophomore Year

Fall	Credits
ENVA 212 Air and Water w/Lab	4
ENVA 250 Environmental Data Analysis	4
ENVA Humanities or Social Science	4
Foreign Language	4
Total semester credits	16

Spring	Credits
ENVA Humanities or Social Science	4
Foreign language	4

Core or Elective	8
Total semester credits	16

Junior Year

Fall	Credits
ENVA Humanities or Social Science	4
Foreign Language	4
Core or Elective	8
Total semester credits	16

Spring	Credits
ENVA Humanities or Social Science	4
ENVA Elective	4
Core or Elective	8
Total semester credits	16

Senior Year

Fall	Credits
ENVA Elective	4
Core or Elective	12
Total semester credits	16

Spring	Credits
ENVA 450 Capstone Practicum in Environmental Studies	4
ENVA Elective, alternate	4
Core or Elective	8
Total semester credits	16

Typical Curriculum for the Joint B.S. Computer Science / M.S. in Web Science (4 1) Honors Program**Year 3**

Fall	Credits
CS 601 Object-Oriented Software Development	4
CS 326 Operating Systems	4
Core	4
Core	4
Total semester credits	16

Spring	Credits
CS 315 Computer Architecture	4
CS 414 Compilers	4
Core	4
Core	4
Total semester credits	16

Year 4

Fall	Credits
CS 662 Artificial Intelligence Programming	4

Undergraduate Elective	4
Core	1
Core	4
Total semester credits	13

Spring	Credits
CS 680 Web Systems and Algorithms	4
CS 682 Distributed Software Development	4
Undergraduate Elective	4
Core	4
Total semester credits	16

Summer	Credits
CS 689 Residency in Internet Engineering	4
Total semester credits	4

Year 5

Fall	Credits
CS 686 Special Topics in Computer Science	4
Graduate Elective	4
Total semester credits	8

Spring	Credits
CS 690 Master's Project	4
CS 687 Digital Society	4
Total semester credits	8

Typical Curriculum for the Mathematics Major

[Download the Mathematics Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
MATH 109 Calculus and Analytic Geometry I	4
Foreign Language	4
Rhetoric and Composition	4
Core	4
Total semester credits	16

Spring	Credits
MATH 110 Calculus and Analytic Geometry II	4
CS 110 Introduction to Computer Science I	4
Public Speaking	4
Foreign Language	4
Total semester credits	16

Sophomore Year

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Fall	Credits
MATH 211 Calculus and Analytic Geometry III	4
PHYS 110 General Physics I	4
MATH 130 Elementary Linear Algebra	4
Core	4
Total semester credits	16

Spring	Credits
MATH 235 Introduction to Formal Methods	4
PHYS 210 General Physics II	4
Core	4
Core	4
Total semester credits	16

Junior Year

Fall	Credits
Upper Division Math	4
Upper Division Math	4
Core	4
Core	4
Total semester credits	16

Spring	Credits
Upper Division Math	4
Upper Division Math	4
Core	4
Elective	4
Total semester credits	16

Senior Year

Fall	Credits
Upper Division Math	4
Upper Division Math (Honors)	4
Core	4
Elective	4
Total semester credits	16

Spring	Credits
Upper Division Math	4
Upper Division Math (Honors)	4

Core	4
Elective	4
Total semester credits	16

Typical Curriculum for the Web Science

Year One

Fall	Credits
CS 601 Object-Oriented Software Development	4
CS 662 Artificial Intelligence Programming	4
Total semester credits	8

Spring	Credits
CS 682 Distributed Software Development	4
CS 680 Web Systems and Algorithms	4
Total semester credits	8

Summer 1

Fall	Credits
CS 689 Residency in Internet Engineering	4
Total semester credits	4

Year Two

Fall	Credits
CS 684 Human-Computer Interaction	4
Graduate Elective	4
Total semester credits	8

Spring	Credits
CS 690 Master's Project	4
CS 687 Digital Society	4
Total semester credits	8

Typical Curriculum with Literature Emphasis

[Download the Literature Emphasis Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
	4
Rhetoric and Composition	4
Language	4
Public Speaking	4
Total semester credits	16

Spring	Credits
	4

ENGL 192 Introduction to Literary Study Rhetoric and Composition	4
Language	4
Core course	4
Total semester credits	16

Sophomore Year

Fall	Credits
Language	4
Literature Period Course 1	4
Core courses	1
Total semester credits	9

Spring	Credits
Literature Period Course 2	4
Literature Period Course 3	2
Core courses	8
Total semester credits	14

Junior Year

Fall	Credits
ENGL 340 Shakespeare	4
ENGL 299 Critical Analysis	4
Core courses	4
Total semester credits	16

Spring	Credits
Literature Electives	8
Core course	4
Elective	4
Total semester credits	16

Senior Year

Fall	Credits
Literature elective	4
Core course: Ethics	4
Elective	4
Course Title	4
Total semester credits	16

Spring	Credits
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Electives	4
Course Title	4
Total semester credits	16

Undergraduate Art and Architecture

Art changes things ...

- it transforms ordinary materials and movement into meaning;
- it transforms human emotion into universal language;
- it transforms how we see into action;
- it changes the world.

The University of San Francisco is offering a unique training model in the visual arts--a model aligned with its mission. The arts are powerful tools for human and social transformation, and artists have a special opportunity to apply their work for social change. Art can be used to sell commercial products or to legitimize corrupt regimes. Alternatively, it can serve as a beacon of hope and as an instrument of progress and justice. Artists can change the world.

It is time for the artist to come to the table of society. The aim of this program is a cultural paradigm shift: we seek to prepare visual artists to enter into central positions in society to form a new and more just community. Our intention is to animate young artists, to prepare them to participate as active, reflective, and engaged citizens who not only have creative and technical skills, but also understand the complexities of their world, and care to make a difference in its future.

Recognizing its responsibility to educate and develop the entire person, USF provides a wide range of opportunities for the study and appreciation of all the arts. This department offers four majors: Architecture and Community Design, Art History/Arts Management, Fine Arts, and Graphic Design, as well as minor and core classes to enrich the studies of students in other majors. All of these programs serve a fundamental tenet of Jesuit education: that the arts function as a powerful means for the communication of human and spiritual values, the development of the whole person, and the promotion of human dignity.

Learning Outcomes for the B.A. in Art and Architecture

- Students will gain a solid historical foundation from the inception of pre-historical art, to the most recent historical contextualizations of contemporary art, with a wide knowledge of the cultural diversity of art movements and their associated critical theories, both locally and globally.
- Students will gain a solid foundation in the technical skills and conceptual skills involved in the production of visual artwork while being nurtured in a creative environment that encourages experimentation. Instruction in a variety of two-dimensional and three-dimensional media, as well as time-based art will teach students how to use these skills to find their own individual artistic voices.
- Students will be experienced in evaluating the success and professional quality of their own artwork and the artwork of their peers, through the regular classroom process of rigorous, yet supportive, group and individual critiques.
- Students will graduate with a deep appreciation and knowledge of how to use their skills as visual artists to help to create social change and to help transform the world. Visual Art students will graduate with solid connection to, and working relationships with, local, national and international community-based organizations, educational institutions, art galleries and art museums; paving their paths for continued and future associations with the world beyond USF as graduate students, artists and as citizens.

For more information and current news of the Art and Architecture Department, please visit the website at <http://www.usfca.edu/artsci/artarcld/>

Undergraduate Biology

The Department of Biology offers a program designed to prepare students for a broad spectrum of careers in the life sciences. The Biology major curriculum provides the opportunity to satisfy all requirements for admission to professional schools (e.g., medical, dental, pharmacy and veterinary schools) and graduate programs.

Program Objectives

- Lay the foundation of a common core of Biology and supporting courses.
- Provide access to the most recent concepts, techniques and instrumentation in biology.
- Offer a diversity of lecture, laboratory and field courses that reflects the various facets of biology.
- Give students ample opportunities for significant research experiences at the undergraduate level.
- Provide to students interested in health-related and other professional post-graduate schools, the best and most comprehensive information available on curricula and graduate programs.
- Establish a framework for the consideration of the ethical issues and responsibilities inherent in the application of science and technology.
- Foster the Jesuit ideal of an educational atmosphere where learning continues outside the classroom and beyond a baccalaureate degree.

Undergraduate Chemistry

The Department of Chemistry offers both a B.S. degree in Chemistry and a B.S. degree in Chemistry with a Concentration in Biochemistry.

The Bachelor of Science degree in Chemistry is designed to develop chemists thoroughly competent in both the theoretical and practical aspects of the field. It is intended for those who wish to work as professional chemists in private industry, government, or research institutions. The degree is also an excellent preparation for those who contemplate graduate study in any area of chemistry or its allied fields. The Bachelor of Science degree in Chemistry with a Concentration in Biochemistry is designed for those whose interests lie in areas where biology and chemistry overlap. The degree prepares the student for a wide range of employment in these areas and for graduate work. Both degrees provide an excellent preparation for those seeking admission to medical, dental, pharmacy, or other professional schools. Students pursuing either degree can elect to obtain American Chemical Society (ACS) certification by fulfilling the additional requirements described below.

Program Objectives

- Provide programs of instruction which lead to the B.S. degree and which enable students to begin either a career in science or to continue with study for a higher degree.
- Transmit to students a rigorous understanding of fundamental chemical concepts and techniques.
- Encourage the development of a mentor relationship between the student and his or her faculty advisor.
- Structure opportunities within the department for students to gain practical experience with a wide variety of chemistry instruments and to learn how to interpret data obtained from them.
- Help students obtain chemistry-related work experience prior to their graduation.
- Encourage each student to collaborate with a faculty member on a research project.
- Develop students' abilities to communicate ideas in chemistry to general audiences and to specialists.

Undergraduate Computer Science

The Department of Computer Science offers a range of programs at the undergraduate and graduate levels. This section describes the Bachelor of Science degree and other undergraduate offerings. See the Master of Science in Computer Science section in this catalog for more information on the department's graduate programs.

Students who graduate with a Bachelor of Science (B.S.) degree in Computer Science will be prepared for both graduate school and for computer oriented careers. The curriculum provides a solid base in computer science fundamentals that includes software design and development, problem solving and debugging, theoretical and mathematical foundations, and computer systems and system software. In addition, students have the opportunity to explore specialized areas of computer science that include web development, low-level processor and device programming, programming languages, artificial intelligence, computer networks, databases, parallel computing, and computer graphics. Hands-on experience is facilitated through the department's state-of-the-art laboratories, its new multimedia studio classroom, and a 128-processor parallel computing cluster. Qualified students can enter the five-year joint B.S. and M.S. in Internet Engineering.

In order for any course to count towards the Computer Science major, it must be passed with a C or better. Furthermore, no course fulfilling a requirement for the major may be taken more than twice.

Program Objectives

- Provide a comprehensive course of study in the core areas of computer science required for graduate study and computer careers.
- Provide a rigorous foundation in programming techniques, problem solving, and computer science theory.
- Expose students to modern computing environments, a wide variety of program development tools, and practical applications.
- Encourage close interaction between students and professors, which is made possible through small class sizes and a high degree of availability of professors outside the classroom.
- Develop students' communication skills through group projects and classroom presentations.
- Allow students to apply their coursework experience in a capstone senior project.
- Expose students to local researchers and practitioners in computer-related fields through the department's Special Lecture Series.
- Provide opportunities for undergraduate research with a faculty advisor.

In addition to the B.S. degree, the department offers students from other majors the opportunity to earn a minor in computer science and to take short courses on specific computer-related topics such as personal productivity software, computer graphics, and internet applications.

Undergraduate English

The Department of English offers two distinct but complementary concentrations--the Literature Emphasis and the Writing Emphasis--both of which provide a unique perspective for studying and creating literary texts. Central to these programs is our belief that the close study of literature offers great pleasure and intellectual challenge. Among these rewards students gain greater understanding of the power of literary language and thought, the rich diversity of the literary traditions and the cultural contexts of literary production. Intellectually, students will mature as readers, thinkers, researchers, and

writers. Ultimately, students in the Writing Emphasis and the Literature Emphasis are able to engage in analysis and discussion, make sense of complex literary texts and write with acuity and critical self-awareness.

Combining traditional literary inquiry with courses on writing and editing, the Department of English offers the best of both worlds for writers and scholars. The Literature Emphasis provides a background in the major works of British and American literature. Its foundation is a series of foundational courses introducing the British and American literary traditions and fostering the critical skills English majors will need throughout their studies, followed by discussion/lecture courses on the literature of different historical periods. These courses emphasize the traditions, movements and influences among writers, as well as literature's cultural contexts. Upon completing these courses in literary periods, students will have a comprehensive understanding of British and American literary history.

The Writing Emphasis is an innovative program that seeks to train writers within a broad practical and theoretical framework. More inclusive than a traditional creative writing program and more creative than a regular rhetoric/composition program, the Writing Emphasis combines classes in rhetoric, the history of writing and creative writing to build a curriculum that helps students develop as writers in a multitude of genres. Through workshops, seminars, internships, and other writing courses, students learn about writing from the inside out--becoming not simply savvy consumers but savvy producers of literary texts.

For both emphases, the major culminates in a significant senior seminar project that students complete during their final semester. Graduating Literature and Writing students produce a major written project and present their work publicly in a year-end symposium. These capstone projects, like the majors themselves, prepare students for success in a variety of careers and graduate programs.

Undergraduate Environmental Science

The undergraduate major in Environmental Science is an integrated interdisciplinary curriculum of basic science, designed to give students a broad perspective on the environment. Courses in the major concentrate on understanding the current environmental issues facing human society through a diversity of lecture, laboratory and field experiences.

A degree with a major in Environmental Science from the University of San Francisco supports career options in a variety of areas including: technical and management aspects of air and water quality, hazardous waste management, environmental health, and energy, land use management and conservation of natural resources. This curriculum also provides the basic course work necessary for admission to graduate school programs. Electives may be used to enhance preparation for specific graduate programs.

Program Overview

- A common core of science course work is introduced during the freshman and sophomore years regardless of specific career goals. The common core of courses complement each other and enhance a student's understanding of environmental science.
- The latest scientific concepts, techniques, and equipment are introduced in the courses.
- A diversity of lecture, laboratory, and field courses reflect the breadth and depth of environmental science.
- Research opportunities are provided to students as a program elective.
- Students seeking specific career information are given appropriate counseling and referrals.
- The application of science and technology to the environment has ethical components which are conveyed to students by faculty.
- A sensitivity to our fragile environment is developed that fosters a commitment from students to be custodians for future generations.

Undergraduate Environmental Studies

The Program

Solving the environmental problems facing contemporary societies requires the sustained efforts of creative, dedicated professionals who can integrate and apply knowledge from across academic disciplines to restore and protect the environment. The interdisciplinary Environmental Studies Program prepares students to become such professionals by recognizing the relationship between human behavior and nature and by responding to the Jesuit call to promote environmental justice and ethical stewardship of the natural world.

Composed of a rich mixture of courses from the Humanities, Natural and Social Sciences, the Environmental Studies curriculum motivates students to learn through instruction in the classroom, in the laboratory, in the field and through a diversity of service learning opportunities. The interdisciplinary and comparative nature of the Program encourages openness to novel ideas and flexibility in examining new approaches to problem solving, prepares students to analyze complex environmental issues from both local and global perspectives, and provides them with the skills necessary to help shape our environmental future.

The Environmental Studies Program prepares students for a wide range of career opportunities. Depending on their choice of emphasis --social sciences, natural sciences or humanities--students will be prepared for careers in some of the following fields: environmental and public policy, environmental advocacy, urban and rural planning, public works administration, corporate environmental affairs, environmental conflict resolution, environmental education, environmental consulting, and environmental impact assessment.

Philosophy

The Environmental Studies Program affirms the Ignatian value of recognizing "the ultimate goodness of the world as created." Likewise, training students to address environmental problems promotes USF's Vision to prepare "leaders who will fashion a more humane and just world."

Foremost among the distinguishing characteristics of the Program are its emphases on the ethical analysis of environmental issues and the promotion of environmental justice (i.e., the right to a healthy environment). These ethical concerns, as well as the implications of market and cultural globalization, are central to the proper understanding of the environment in the 21st Century. Our Program incorporates these considerations in an array of courses.

Internship Opportunities

Students are strongly encouraged to participate in program-sponsored internships, which offer the opportunity to gain real-world experience in the environmental field while enjoying mentor/apprentice relationships with Bay Area environmental professionals in community organizations, state and federal agencies, and private industry. Students have interned at such sites as the Bay Area Conservation and Development Commission, the California Environmental Protection Agency, and Waste Management, Inc. Collaborative internships, as well as the teamwork approach to laboratory and field courses, help students develop the skills necessary for environmental leadership.

Study Abroad Options

Students are encouraged to complement their coursework with a study abroad experience, particularly through programs at the Universidad Iberoamericana in Mexico, Peter Pazmany Catholic University in Hungary, or the Ateneo de Manila University in the Philippines. Students not only interact with scholars and professionals from other countries, but also acquire first-hand knowledge of cultural and ethnic differences that help shape the environmental issues facing the world.

Undergraduate History

Cicero believed, "to know nothing of what happened before you were born is to remain ever a child." The History Department assumes that intellectual and moral maturity requires the study of the past.

The Department of History offers a varied yet comprehensive program of historical study that emphasizes the development of analytical, research, and communication skills. The program is especially suitable for students who are interested in careers in teaching, law, government or nonprofit service, institutional research, and management, or who wish to pursue graduate study or professional training.

Undergraduate International Studies

The Bachelor of Arts in International Studies (BAIS) is an innovative and academically rigorous interdisciplinary program that engages students in critical examination and ethical analysis of major international issues, institutions, and relations as a defining concept of 21st century life.

Composed of a basic core of courses on the processes of globalization and global change, human rights, social justice, and global economic issues, the International Studies curriculum combines courses from the humanities, social sciences, arts, and science in discipline-based 'functional' and geographical tracks of study. The goal of the program is to prepare dedicated professionals who can integrate and apply knowledge across disciplines in the interest of solving global problems and making the world a more humane and just place for all.

Undergraduate Kinesiology

Based on a specific set of learning outcomes, Kinesiology students will develop the key skills and competencies that will enable them to prosper in the exercise, sport and allied health settings of the 21st Century.

Our learning environment creates a seamless experience combining Foundational, Core, and Advanced Area studies, student advising, and career opportunities.

Undergraduate Latin American Studies

Explore Latin American Studies at USF and discover more of yourself as you focus on a fascinating, dynamic, and crucial region of the world. Enjoy the comparative perspectives shared by gifted and energetic professors and engaging fellow students. Look across disciplinary lines as you take Latin American Studies courses in the Humanities, Literature and the Arts, and the Social Sciences. Learn Spanish and study in Latin America for a summer or a semester and gain a profound understanding of the region and its peoples. Prepare yourself for a future where a Latin American Studies degree will give you the skills to navigate and thrive in the increasingly interconnected Americas. Do all this and more by majoring or minoring in Latin American Studies at USF.

The Latin American Studies program fosters close student-teacher relationships as it promotes high standards of academic excellence and prepares leaders who will work for justice for all people. Students will find a rigorous but humane program that supports their personal and intellectual development as it prepares men and women to shape a multicultural world with creativity, generosity, and compassion. The interdisciplinary and comparative nature of Latin American Studies encourages flexibility in perspective and openness to new approaches among faculty and students alike and expresses USF's commitment to the liberal arts.

Study abroad and summer programs give students the profound experience of completing requirements for their major or minor while in Latin America. Experiential learning promotes academic maturity and intellectual growth as students spend a semester abroad at Jesuit universities in

Mexico, El Salvador, or Chile. Both majors and minors in Latin American Studies also have the option of taking a month-long summer course, "Border Issues," in Tijuana, Mexico, or the "El Salvador Today" course based in San Salvador, El Salvador.

Outstanding faculty from the departments of Economics, Fine and Performing Arts, History, Media Studies, Modern and Classical Languages, Philosophy, Physics, Politics, Psychology, Sociology, and Theology and Religious Studies contribute to Latin American Studies at USF and give life to its curriculum. We share our passion for learning with students who we trust will become teachers of Latin America's importance to the United States and future leaders in the Americas.

Explore Latin American Studies at USF and savor the richness of a fascinating part of our world as you discover yourself and set your future direction.

Undergraduate Mathematics

The powerful methods of mathematics are used in virtually every field of study from the natural to the social sciences, from business to philosophy. The Mathematics major provides excellent preparation for graduate school and for careers in such fields as aerospace, computing, education, environmental analysis, and statistics.

Program Objectives

As one of the oldest departments in the College of Arts and Sciences, the Mathematics Department strives to further the primary mission of the University of San Francisco as embodied in the University Statement of Mission and Goals. Thus it seeks to educate its students within the framework of the Jesuit tradition.

In addition to these general goals, the specific aims of the major in Mathematics are:

- to provide students with a mature understanding of fundamental mathematical concepts and techniques;
- to teach students how to engage in rigorous logical reasoning and to refine their analytical skills;
- to teach students how to solve real-world problems by formulating, analyzing, solving and refining appropriate mathematical models;
- to train students for life-long learning by teaching them how to read mathematical and other technical material with critical comprehension;
- to provide students with a sound working knowledge of computer systems and software in a mathematical, problem-solving context;
- to enhance communication skills by teaching students how to write and speak about technical subjects to both specialized and general audiences;
- to prepare students for a variety of careers in which mathematics plays an important part;
- to prepare students for graduate study in mathematics;
- to provide co-curricular experiences that further these general and specific goals.

Undergraduate Media Studies

The Department of Media Studies offers a liberal arts based program that combines critical and cultural analysis of media texts and institutions with professional development in audio, video and print journalism practice. Students build their production skills as they also learn to analyze and deconstruct media images and to consider the influence of media on individuals and on society.

Media play critical social, cultural and political roles in society. As voters we decide how (and sometimes whether) to vote based on TV images of candidates and issues. As global citizens, we learn about other countries and cultures from movies, newspapers and the Internet. We may even come to know ourselves - to form our own identities - in interaction with media such as music, film and television.

Understanding media, then, is an essential component of modern citizenship. Creating media that will contribute to a multicultural democracy is an equally important task. By combining the critical study of media and culture with the skillful teaching of media practice in an ethical context, the Media Studies program aims to produce the next generation of media leaders, analysts, critics, policy makers and teachers.

Graduates from the USF Media Studies program have gone on to careers in media writing, directing and producing; print and broadcast journalism; graduate study in media, communications, law, and politics; non-profit organizational research and management; non-profit media relations; corporate public relations, advertising and marketing; and elementary and high school teaching. In general, a media studies degree is an appropriate preparation for any field that values training in communication, critical thinking, research, analysis and writing.

Undergraduate Modern and Classical Languages

Inspired by the Statement of Mission of the University of San Francisco, a Jesuit and Catholic university, the Department of Modern and Classical Languages states as its essential objective to "prepare men and women to shape a multicultural world with creativity, generosity and compassion."

The Department unreservedly promotes language acquisition as a requirement for the accomplishment of this objective. The language requirement not only exposes the inner workings of language in general, but it also provides the point of departure for the development of proficiency adequate to academic and professional needs, and promotes the multidisciplinary study of cultures and societies both outside the U.S.

and within our increasingly multicultural communities. Whether as a tool to investigate the past, analyze the present, or forecast the future, knowledge of languages and cultures gives USF students privileges they would otherwise lack.

The rich variety of course offerings provides students with a historical, social, linguistic, cultural and literary framework for the many languages offered by the Department. Such a multifaceted approach seeks to enhance intellectual tolerance and to promote an informed understanding of other cultures. The Department thereby offers unique support to the endeavors of the broader academic community.

The Department fosters close student-teacher relationships as a fundamental factor in the process of learning languages. Extra-curricular activities such as reading and cultural clubs, volunteer opportunities and internships are among the many options the Department promotes as a means of connecting to the culturally diverse communities in San Francisco, the Bay Area and California.

The Department of Modern and Classical Languages offers majors and minors in French, Japanese and Spanish; a minor in Chinese; a minor in German; a certificate program in Japanese; and language study in Ancient Greek, Hebrew, Italian, Latin, and Russian; and courses in Comparative Literature and Classics in translation.

Increased awareness of the multinational character of our society has enhanced the importance of language in fields such as banking, communication, government, health services, law, librarianship, merchandising, tourism and trade, as well as in the more traditional areas of education and diplomacy. Language study remains an integral part of the liberal arts education.

Registration Policy

Registration in foreign language courses is governed by the following policy:

1. Transfer students who have passed college-level language courses at another institution will be granted credit toward partial or complete fulfillment of the language requirement, which is three semesters for liberal arts majors, two semesters for science majors. Transfer students are still required to take the placement test in order to determine proper placement in USF courses.
2. All incoming students who studied a foreign language in high school and intend to continue study of that language at USF must take a placement test.
3. Students may enroll in upper-division courses in language for full credit as soon as they have completed the prerequisite course.
4. Students who possess fluency in a native or non-native language other than English are eligible for credit in that language by enrolling in an upper-division course or by transferring units of upper-division course work taken at an institution of higher learning either before or after admission to the University. Such students are generally not allowed to enroll in lower-division courses in that language.

Majors and Minors in Modern Languages

Students majoring in Modern Languages must complete sixteen (16) units of upper-division language courses in residence.

Students minoring in Modern Languages must complete eight (8) units of upper-division courses in residence. Students are strongly encouraged to travel and study abroad to complement their academic program of studies at USF.

Undergraduate Physics

Physics deals with the fundamental properties of space, time, energy, and matter, and how they relate and interact to provide the amazing richness of our universe. Physics has its roots in profound questions that, in one form or another, have been around since ancient times. Its development has led to increasingly deeper levels of beauty, simplicity, and interconnectedness.

The major in Physics provides a thorough foundation in classical and modern physics, including its theoretical, experimental and computational aspects. Physics majors combine scientific methodology, powerful mathematical techniques, and intuition in learning the different laws of Physics, acquiring along the way skills that are also transferable to other areas - skills such as simplification, conceptualization, idealization, and mathematical representation of phenomena. The training provided by the Physics Department has a wide range of applications and prepares students for a variety of alternative paths. Physical intuition and quantitative skills make physicists most valuable partners in interdisciplinary teams in areas ranging from molecular biology to financial analysis. The program provides the essential preparation for graduate study and research careers in physics, applied physics, astronomy, physical chemistry, engineering, and mathematics. In addition, it provides a solid preparation for students planning careers in education, medical physics, environmental science, computing, communications, medicine, and the military, to name just a few.

Program Objectives

- Prepare students for careers as professional physicists, or for further study in graduate school, by providing a series of foundation courses and electives designed for comprehensive coverage of experimental, theoretical, and computational physics.
- Prepare students to create the technology of the future through the Materials Physics program, which combines coursework in fundamental physics together with exposure to materials physics cutting-edge equipment and laboratory techniques, both in the classroom and in industrial internships.
- Prepare students for careers in engineering, through the 3/2 engineering/physics dual degree program, which provides a thorough physics and mathematics background prior to their engineering education.
- Ensure that students gain familiarity with modern computing equipment and software by requiring them to learn at least one programming language, and by using computers in lectures and laboratories for modeling physical systems, problem solving, and data acquisition and analysis.

- Ensure that students have a solid background in mathematics by requiring the study of differential and integral calculus, as well as a variety of mathematical tools (differential equations, linear algebra, calculus of variations, operator techniques, Fourier series, and many others) that students learn in upper-division Physics courses.
- Provide research opportunities for students through the various experimental and theoretical research efforts actively pursued in the Department, which include Health and Radiation Physics, Mathematical Physics, Quantum Field Theory, Many-Body Theory, Theoretical and Computational Neuroscience, Computational Physics, Solid State Physics, Low Temperature Physics, and Optical Physics.
- Expose students to the scientific methodology of hypothesis testing using a variety of tools including abstract thought, experimentation, and mathematical modeling.
- Provide applicants to medical, dental, or pharmacy schools with an enriched curriculum that will give them a deeper understanding of the molecular processes that underlie all of chemistry and biology, enhancing their chances of entering a professional school.

Department faculty are in the process of reviewing the curricula. Please see the website for changes.

Undergraduate Politics

The study of politics emphasizes several challenging and critical issues:

- the exercise of power in formal governmental institutions and in non-governmental institutions, from interest groups to human rights organizations to corporate board rooms
- political systems, their historical context, and the social and economic systems with which they interact
- the ideas of the great political thinkers, and how those ideas might apply in contemporary practice
- how public policy gets formulated, legislated, implemented, and evaluated and how democratic and accessible is the process.
- comparing the U.S. political system to those elsewhere in the world, in nations in Europe, Asia, Africa, Latin America, and the Middle East
- the politics of nations and international relations, and the transnational relations increasingly practiced by peoples, organizations, and local institutions across national boundaries

Students can also enroll in one of our special programs, leading to a Minor in Legal Studies, Criminal Justice Studies, Peace and Justice Studies, or the Public Service Certificate and Public Service Honors Minor offered through the [McCarthy Center](#).

Undergraduate Psychology

The Department of Psychology offers a Bachelor of Arts in Psychology. Qualified students may pursue the honors degree in psychology. Three minors are also administered by the department. Students may pursue a minor in psychology or an interdisciplinary minor in either Child and Youth Studies or Neuroscience.

The psychology major is designed for students who desire to learn the fundamentals of behavioral science within the context of a traditional liberal arts education. Students receive a comprehensive exposure to the foundations of psychological theory and application, and are introduced to laboratory and field research. The psychology major prepares students for a wide variety of professional and business careers, and it provides the necessary foundation for graduate study in psychology or related disciplines (e.g., social work, counseling, law, education).

Undergraduate Sociology

The Sociology Major provides a broad-based, liberal arts education that stresses analytical thinking, critical reasoning, and writing skills.

The Sociology Department has a strong emphasis on social justice and focuses on the study of such issues as inequality, race and ethnicity, social and political change, gender, sexualities, social movements, education, urbanization, globalization, poverty, violence, crime, juvenile delinquency and war and peace. The program prepares students for graduate or professional schools and a wide variety of careers in such fields as business, law, government, criminal justice, health, social services and teaching. The department also offers students a fieldwork experience in the community to enhance their education with "real-life" sociological practice.

Undergraduate Theology and Religious Studies

The mission of the Theology and Religious Studies Department is to provide an understanding of the Jesuit Catholic tradition in relation to other Christian traditions and other world religions through teaching and research.

We participate in the social justice mission of the University of San Francisco through inter-religious dialogue, cross-cultural immersion, critical thinking, and service learning.

Undergraduate: Arts and Science

Advertising
African Studies
African-American Studies

Anthropology
 Art + Architecture
 Asian Studies
 Asian-American Studies
 Biology
 Catholic Studies & Social Thought
 Chemistry
 Chican@ Latin@ Studies
 Child and Youth Studies
 Classical Studies
 Communication Studies
 Comparative Literature and Culture
 Computer Science
[Economics](#)
 Education, Dual Degree in Teacher Prep.
 English
 Environmental Science
 Environmental Studies
 Ethnic Studies European Studies
 Exercise and Sport Science
 Gender and Sexualities Studies
 Health Studies
 History
 International Studies
 Jewish Studies & Social Justice
 Latin American Studies
 Legal Studies
 Mathematics
 Media Studies
 Middle Eastern Studies
 Military Science
 Modern and Classical Languages
 Natural Science
 Neuroscience
 Peace and Justice Studies
 Performing Arts
 Philippines Studies
 Philosophy
 Physics and Astronomy
 Politics
 Psychology
 Public Service
 Rhetoric and Composition
 Sociology
 Theology and Religious Studies

Urban Agriculture Interdisciplinary Minor

Students minoring in Urban Agriculture acquire critical understandings and creative skills in three integrated areas: Food systems and food justice; Food production and distribution; and Community-building and collaboration.

Requirements

The Minor in Urban Agriculture requires 20 units, as follows:

One introductory course (4 units)

Introduction to Urban Agriculture

Two courses in organic gardening (8 units)

ENVA - 130 Urban Agriculture: Fall

ENVA - 135 Urban Agriculture: Spring

Two electives (8 units) chosen from:

ANTH - 235 The Anthropology of Food

ARCD - 370 Construction Innovation lab

ARCD 400 Community Design Outreach

BUS - 304 Management & Organizational Dynamics

BUS - 389 Advanced Culinary Skills

Administrative Office
Kalmanovitz Hall, Room 120
Phone: (415) 422-5755
Melinda Stone, Director

ENGL - 235 Literature and the Environment

ENVA - 145 Community Garden Outreach

ENVA - 390 Special Topics in Urban Agriculture

HIST - 341 Feast and Famine: A History of Food

MS - 301 Green Media

Note: Before declaring the minor, students must meet with a faculty mentor for advising.

Learning Goals

Upon completing a minor in Urban Agriculture, students will be able to:

1. Integrate diverse disciplinary perspectives to understand today's complex food systems - both dominant and alternative;
2. Demonstrate an understanding of the food/environmental movement and contribute to various efforts taking place within San Francisco and the Bay Area;
3. Master advanced skills in organic gardening and urban homesteading and demonstrate ability to grow, harvest, prepare, and preserve food grown in San Francisco; and
4. Demonstrate ability to work collaboratively with others within USF's Garden Project and in community gardens and kitchens across the Bay Area.

Web Science

The challenge in the Internet field today is to harness the immense computing power of computers, networks and storage devices so that people can discover and share information as never before. In the early age of the Internet, graphic designers created the static content and images. Now the field requires professionals who are conversant in dynamic web pages, software agents, information retrieval and web services. The Master of Science in Web Science provides students with a rigorous background in software development with a particular focus on software for today's Internet industry. With the University of San Francisco's prime location in the heart of the San Francisco Bay Area and its proximity to Silicon Valley, USF graduate students enjoy an environment rich with the many innovations and opportunities of this world-renowned region of technology.

Foundational Requirements

The foundation requirements are not required for admission to the graduate program, but must be completed while at USF to achieve regular status as a graduate student. The foundation requirements can be waived if met by previous studies or work experience equivalent to the requirements:

- Introductory programming (two courses)
- Upper-division programming (one course)
- Discrete math (one course)
- Data structures (one course)

Degree Requirements

Regular Graduate Students must pass 28 credits (7 courses). The courses must be chosen as follows:

- CS 680 Web Systems and Algorithms
- Networking, one of:
 - CS 621 Network Programming (4)
 - CS 684 Human-Computer Interaction (4)
- CS 682 Distributed Software Development
- CS 662 Artificial Intelligence Programming
- Two semesters of Master's Project (CS 690) or Software Development Workshop (CS 691 and CS 692)
- One elective course from:
 - Programming Languages
 - Algorithms
 - Directed Reading and Research

Regular 2-year MS Web Science Degree

The typical student takes two years to complete the MSWS degree, but it is possible to complete in one year for talented and well-prepared students (see accelerated program below).

- CS 662 Artificial Intelligence Programming (4) Year 1 Fall
- CS 680 Web Systems and Algorithms (4) Year 1 Fall
- CS 682 Distributed Software Development (4) Year 1 Spring
- CS 621 Network Programming (4) Year 1 Spring
- CS 690 Master's Project (4) Year 2 Fall
- Elective, Year 2 Fall
- CS 690 Master's Project (4) Year 2 Spring

Accelerated One-Year MS Web Science Degree

The accelerated MSWS degree can be completed in an intensive 12 months. Applicants must have very strong software development backgrounds to be accepted into the accelerated program. Students take the usual two 4-credit course load the Fall semester and then 3 4-credit courses in the Spring semester. After successfully completing these courses, a student spends the summer taking two software development workshops. These workshops are extremely demanding and require the students to build very significant pieces of software, either in collaboration with a silicon valley company or as part of a faculty member's research. A new accelerated MSWS cohort is accepted each Fall.

Learning Goals/Outcomes for the Master of Science in Web Science

Students who complete the Masters of Science in Web Science will be able to demonstrate:

- An understanding of advanced topics in Internet-based computing including software engineering, distributed computing, artificial intelligence, networking, interface design, and Internet systems;
- The ability to design, implement, and debug large-scale, Internet-based software applications;
- The ability to evaluate and understand advanced research from the Internet computing literature;
- Effective communication and team participation skills with respect to software development.

X

Business and Professional Studies

Academic Regulations and Requirements

In addition to the General Regulations stated in this catalog, the Masagung Graduate School of Management applies the following regulations to all students enrolling in graduate programs.

Grading System

The work of graduate students is evaluated and reported in terms of the following grade types:

- A - Outstanding
- B - Satisfactory; student meets all major course competencies
- C - Student meets minimum standards for obtaining credit*
- F - Failure; student does not meet minimum standards for obtaining credit.

All graduate students are required to maintain an overall cumulative grade point average of B (3.0). Scholarship standards for students in the School of Management require that a "B" average (3.0 GPA) be maintained and a lower cumulative GPA may result in probation or academic disqualification.

The grades A, B, and C may be modified by (+) or (-).

In addition, the following notations are sometimes used:

- P - "Passing," at least at the lowest passing level (C-); not counted in computing the grade point average. In some graduate programs P/F is used to evaluate those courses associated with research or a field project dissertation proposal, or a dissertation. A Pass-Fail option is irrevocable, if chosen by a student.
- S, U - "Satisfactory" or "Unsatisfactory" notations are given in certain courses. For an "S" grade, the credits will count toward the total credits required for graduation, but not in the grade point average computation. In some graduate programs, S/U is used to evaluate courses associated with a thesis.

- I -"Incomplete" denotes an examination or required assignment which has been postponed for a serious reason after consultation with the instructor. Students who have not contacted a faculty member regarding completion of course requirements are subject to a failing grade.
- Students given approval to postpone course requirements must complete them on the date specified by the faculty member. If the notation is still incomplete at the close of the following semester, it is converted to a failing grade
- (F). A student who fails to complete course requirements within the allotted time will receive an "F" and be required to repeat the course. All applicable registration processing and tuition and fee payments are required to repeat a course.
- IP - Work "In Progress"; final grade to be assigned upon completion of the entire course sequence in courses predetermined by the dean. "In Progress" (IP) notations on graduate student transcripts, if not cleared, will revert to an "F" upon expiration of the time limit set by the department.
- W -"Withdrawal"; a notation used by the Office of the Registrar when a student drops a course after University census date but before the withdrawal deadline in any given semester.
- NR - Grade "Not Reported" by instructor within 10 days after the examination period; a notation used by the Office of the Registrar. To correct the transcript, the instructor must file a change of grade form. "NR" carries no connotation of student performance and no grade point value is given. "NR" notations that are not reconciled by the end of the following semester will be converted to a failing grade (F).
- AU -"Auditor"; course not taken for credit. Regular tuition is charged for audited courses.

Grade Points

Grade points per semester credit of credit are assigned as follows:

- A+ = 4.0
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- F = 0.0

Grade Point Average

The grade point average is determined by adding the quality points and by dividing the resultant sum by the total number of quality hours. As a general rule, the ratio is based on the number of attempted credits completed; e.g., if a student repeats a course, both courses will be considered in the grade point average. As exceptions to this rule, a "Pass" (P), a "Satisfactory" (S), a "Credit"(CR), an "Unsatisfactory" (U) and a "Withdrawal" (W) will not affect a student's grade point average.

A student's cumulative grade point average is based on courses which the student takes at USF. Courses which a student takes at other colleges or universities will not be counted in the cumulative grade point average.

Official Grades

Official grades are available on-line via USFconnect at the end of each term.

Credit for Repeated Courses Policy:

Students may repeat courses. Both the initial grade and the subsequent repeat grade will show on the academic record and count in the grade point average. The credits earned in the repeated courses will not be included in the total needed for graduation unless indicated otherwise in this catalog. See specific course descriptions.

Changes of Grade

Once grades have been recorded, they will not be changed unless there has been an evident unfair grade or error in the process. If you have questions or concerns regarding the grade you were assigned, the first step is to meet with the instructor to discuss the grade. If you still have concerns, please contact the Office of Graduate Student Affairs. If the instructor decides to make a change in the final grade, the instructor must complete the Change of Grade Form and file it with the Office Graduate Student Affairs. The change will become effective only after the Change of Grade Form has been completed with all necessary signatures and filed with the Office of the Registrar.

Appeal Process for Change of Course Grade

When a student believes that his or her final grade for a course was unfair, the student may use the process described herein to seek resolution of the matter. The burden of proving a claim of an unfair grade (e.g. discrimination, unjust treatment, or errors in calculation) rests with the student. Grades are awarded or changed only by the course instructor or through this appeals process. An appealed grade may be raised or lowered during the course of this appeals process. The parties should make every effort to achieve consensus and to resolve conflicts at the lowest level and as quickly as possible, especially in cases where a student's timely academic progress is in jeopardy.

The student must direct an appeal in writing to the course instructor involved and the Office of Graduate Student Affairs within the first 30 days of the next semester for the Fall and Spring semesters or 30 days after the grade is available online for Intersession or Summer Session. The appeal

must include presentation of whatever evidence of unfair evaluation the student believes is relevant. Once the time limit has expired, an appeal will not be taken forward unless the student could not reasonably have known about the alleged injustice within that time; in that case the student must appeal within 30 days of discovering the alleged injustice. It is the responsibility of all parties to make every effort to resolve their differences between themselves and informally.

If at any stage of the grade appeal process an allegation of academic dishonesty becomes known for the first time, this Grade Appeal Process shall be suspended and the case referred to the Academic Honesty Hearing Committee. The Academic Honesty Hearing Committee will make a written report of its findings to the parties involved. If the Academic Honesty Hearing Committee finds the student not guilty of academic dishonesty, the student shall then have the right to decide whether or not to return to the Appeal Process for Change of Grade. If the Academic Honesty Hearing Committee finds the student guilty of academic dishonesty, then the instructor's grade will stand and the student will not have the right to return to the Appeal Process for Change of Grade. The Academic Honesty Hearing Committee does not have the authority to alter a student's grade and should not consider in any way the merits of the grade itself; the only questions are whether academic dishonesty did occur, and if so, what the appropriate sanction(s) should be.

At any stage, any of the parties may invite the University Ombudsperson to help facilitate an agreement.

Dean Consultation Process

The parties may decide to expedite the appeal procedure by consulting the dean (in the school or college within which the course resides) for an informal resolution. If they decide to consult the dean, the dean's decision may not be appealed through the formal process but shall be final and binding. If the student and faculty member cannot resolve the matter between themselves within 30 days and do not agree to consult the dean, the student may appeal through the formal process below. If the faculty member is absent from campus or otherwise unavailable during the 30 days, then the student may proceed directly to the formal process below.

Grade Appeal Committee Process

Adherence to the time requirements listed below in the formal process are the responsibility of the faculty member and the student. If the student does not adhere to them, then the instructor's grade will stand. If the faculty member does not adhere to them, then the student may appeal to the dean of the college in which the course was offered to expedite the process. If the faculty member still fails to respond in a timely manner the student may proceed with the appeal directly to the appropriate dean or to Step Two of the Committee Process. This choice will be at the student's discretion.

* All School of Management students are required to meet with the Graduate Student Affairs Office prior to initiating either of the procedures outlined in the below steps.

STEP ONE: The first step in the Committee Process is for the student and instructor mutually to select another full-time faculty member within the same school or college as the course instructor. This mutually selected faculty member (the third-party faculty member) shall examine all relevant evidence presented by the two parties and make a recommendation. The third-party faculty member shall be chosen within two weeks after the appeal is presented and shall render a recommendation within one week after examining the evidence. Upon request by the student, time limits may be extended in order to accommodate the Intersession or Summer Session calendars.

If the student and the course instructor cannot agree on a third-party faculty member or cannot or do not choose a third-party faculty member, then the chair of the department or the program director involved shall make this selection. If the course instructor is also the chair or coordinator and cannot agree with the student on a suitable third-party faculty member, the student may move directly to Step Two.

In addition to the third-party faculty member, a qualified student (i.e., any undergraduate or graduate student in good academic standing, with at least a 3.0 GPA, within the college in which the appeal is being processed) may be selected, at the sole discretion of the student who has appealed, to assist the student in any appropriate manner, whether as an advocate, another mediator, or an observer.

The third-party faculty member shall make his or her written recommendation to the student and instructor simultaneously. The objective shall be to reach consensus based on the third-party faculty member's recommendation.

The third-party faculty member shall complete a Step One Grade Appeal Form available in the deans' offices stating the basis of the claim, the recommendation he or she has made, and whether the parties have accepted the recommendation. This form shall be placed in the student's official University record at the conclusion of the appeals process, with copies given to both the student and involved instructor.

STEP TWO: If no consensus is reached at Step One, the student may appeal within one week to the full-time faculty in the department or program in which the course was offered by notifying the department/area chair or program director. Notification must be in writing, including supporting materials. As necessary, the department/area chair, program director may select additional faculty to make the necessary quorum of three full-time faculty. The faculty members shall consider an appeal within 20 working days after receiving the student's written request. These faculty members shall constitute the Course Grade Appeal Committee and shall hold a hearing on the appeal where both the course instructor and student involved are present. In the hearing, the faculty members shall not be bound by formal rules of courtroom evidence. The basic standard for admission of evidence shall be due process and fairness to the student and the faculty member. The student may be accompanied by an advisor of his or her choosing. The role of the advisor is limited to assistance and support to the student in presenting his or her case. The advisor is not allowed to actively participate in the hearing, which includes speaking for the student. After hearing the relevant evidence, the faculty members shall deliberate and reach a decision, which shall be final and binding. (The course instructor and student involved shall not be present during the deliberations and vote.)

A change of grade requires at least a two-thirds vote of those present and voting. Absent such a two-thirds vote the original grade shall stand.

The department/area chair or program director shall note the final resolution of the appeal on the Step Two Grade Appeal Form and send copies to the University Registrar's office, the office of the dean of the college or school in which the course resides, the Graduate Student Affairs Office, the student, and the course instructor involved.

Academic Actions and Academic Probation Designations

Any graduate student whose cumulative grade point average falls below 3.0 will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to 3.0 by the time they have completed the next six (6) credit hours of graduate work are subject to disqualification from the program. Students whose cumulative average falls below 2.5 in any one semester are also subject to disqualification.

Students who are placed on Academic Probation must meet with their Advisor in the Office of Graduate Student Affairs.

Examinations

Students are expected to take all examinations for courses in which they are enrolled. Dates for final examinations are given in the University Academic Calendar and Schedule of Classes in any term and may not be rescheduled without the approval of the instructor. In the event of

extenuating circumstances a student needs to request a rescheduling of a final examination, the request can be approved or denied at the discretion of the course instructor. Each instructor can set a final examination policy in the course syllabus.

Credit Hour Limitations

The maximum number of credits in which a student can be enrolled is 17 for the School of Management. Please note that the primary program will determine concurrent degree students' maximum units. The primary program is defined as the program to which you were admitted first. For additional questions and concerns, please contact the Office of Graduate Student Affairs. For all students, requests for an increased number of units are considered only for students who have a minimum GPA of 3.8. Students wishing to enroll in School of Management courses exceeding 17 units must submit an Overload Petition form with all of the appropriate signatures in order to proceed with registration and must meet with an advisor in the Office of Graduate Student Affairs.

Registration

Adding/Dropping Classes

Adding Classes:

There are two ways a student may add a class:

- Electronically, through USFconnect during the designated registration period.
- Manually, with the use of the Add/Drop Form taken to the Office Graduate Student Affairs for signature and then to One Stop.

For MSFA, MAIR, MNA, MSOD, MPA, and MSIS students: Cohorted graduate program students self-register for their courses previous to each academic term. Typically, open registration period are as follows:

- Spring term: November 7-30*
- Fall and Summer terms: April 16-22*

See Appendix for tutorials about how to self-register*

*Please note that dates are approximate

After open registration, all requests to register for any class must be submitted to the Office of Graduate Student Affairs.

Dropping Classes:

A student may drop a course in the following ways:

- Electronically, through USFConnect.
- Manually, with the use of the Add/Drop form taken to the Office of Graduate Student Affairs Manager for signature and then to One Stop.

In order to receive a full tuition refund a class must be dropped before the census date.

MBA Waitlists

- A student can add themselves to the waitlist via USF Connect if a course is full.
- If a student receives an error message regarding the waitlist, please contact the Office of Graduate Student Affairs.
- All waitlists are monitored by the Office of Graduate Student Affairs.
- Students are typically notified during the first week of classes, depending on if/when seats open up in a course section. Notification will come via the student's USF email address, and the student will have 24 hours to respond in order to be enrolled in the course. If a student does not respond within the given timeframe, the open seat may be given to the next Student on the list. Priority may be given to graduating MBA students.
- If a student is not contacted during the first week, space did not become available.
- Please notify the Office of Graduate Student Affairs if you are waitlisted for a required course and are a graduating student. You may have priority in these cases.

Auditor

Any SOM graduate student may audit selected courses offered by the School of Management, provided there is a space available and it is approved by an advisor in the Office of Graduate Student Affairs. Audited courses do not count toward regular full-time status for purposes of financial aid, visa requirements or enrollment verification; neither a grade nor credit is given for audited courses. An audited course may be changed to credit status, or vice versa, only if the request is filed with the One Stop Enrollment and Financial Services Office prior to the census date for the course. Auditors pay the same tuition as students enrolled for credit. For further information on auditing classes, consult the One Stop Office.

In order to audit a course, a student must contact the Office of Graduate Student Affairs. It is expected that student will demonstrate to the instructor of the course that the student has the necessary background required for the course. The instructor must approve the request for auditing, and the student must meet with the professor before the class begins to establish expectations regarding participation and deliverables associated with the student auditing. Courses not available for audit include the Core MBA courses and all EMBA courses due to the entry requirements and cohort nature of these programs.

Enrolling in Courses after Graduation

If a student wishes to enroll in classes at USF after completing the degree requirements in the program in which he/she is enrolled, the student is considered a Visiting Student. Please see the section "Visiting Student" for policy and process.

Directed Study Guidelines

The purpose of the Independent Study Program is to provide students with the opportunity to study topical areas which are not a part of the ordinary academic program and which would add significant value to the student's educational experience at USF. Scheduling problems are not a compelling reason to enroll in an Independent Study. Research-based Independent Studies are available to all graduate students in the School of Management. An internship-based Independent Study is also available to MBA students.

For information about the required proposal process for an Independent Study course, please contact the Office of Graduate Student Affairs.

Census Date

Census dates represent the last day to drop a course in a given term to receive a full tuition refund for that course. Census dates are identified in the Schedule of Classes (www.usfca.edu/schedules). Following the census date in any term, classes dropped will receive a "W" symbol representing the fact that the class was dropped after the census date; the only exceptions to be made are classes canceled by the Dean of the School of Management. Tuition for courses dropped after the census date will not be refunded.

The Census Date should not be confused with the withdrawal deadline, which is the last day to withdraw with a grade of "W" while still forfeiting tuition fees for that course. Please contact your Student Affairs Manager or reference the [Academic Calendar](#) for specific dates.

Leave of Absence

Students in good standing who wish to leave the University temporarily must meet with an advisor in the Office of Graduate Student Affairs and submit a Leave of Absence form to One Stop. Forms are available online at www.usfca.edu/onestopforms or from the Office of Graduate Student Affairs. The School of Management does not guarantee program availability upon return from a Leave of Absence. It is the student's responsibility to contact the Graduate Student Affairs Office to understand the full implications of their Leave of Absence, including a plan for a reintegration into their academic program before submitting the Leave of Absence form to One Stop. A Leave of Absence may be exercised for up to one academic year while enrolled in a degree program.

Students who do not return for the semester specified on the Leave of Form are considered to have withdrawn from the University. Students who choose to absent themselves from the university without filing a Leave of Absence form will be withdrawn for lack of attendance during the first semester of absence (not including summer and intersession, except for programs in which these terms are required). When a student returns and wishes to re-enroll in courses, he or she must reapply to the program. Students who wish to enroll for coursework at other institutions during their leave of absence must obtain written pre-approval from the Office of Graduate Student Affairs and must observe the rules for courses taken at other institutions. Courses taken without prior written approval will not be counted toward the degree.

Students who take a Leave of Absence will receive a full tuition refund if their Leave of Absence is submitted by 5:00 p.m. on the census date. No refund of tuition will be made to students who request a Leave of Absence after the census date.

Students who exercise a Leave of Absence while on Academic Probation must complete their probationary semester once they return to the University.

Students who are receiving financial aid should contact the USF Office of Financial Aid to discuss the potential impact of their withdrawal on their aid and/or their repayment schedule. Students borrowing from the Federal Direct Student Loan Program and/or receiving federal grant assistance are subject to the terms and conditions of the Higher Education Amendments of 1998. Additional information is included in the section "Financial Aid and Leave of Absence or Withdraw."

Withdrawal from the University

Students planning to withdraw from the University are highly encouraged to meet with an advisor in the Office of Graduate Student Affairs to discuss the consequences of withdrawal upon your academic future at USF and/or other universities.

Petition to Withdraw forms are available at One Stop Enrollment and Financial Services, the Office of Graduate Student Affairs, or on-line at www.usfca.edu/onestopforms. The withdrawal becomes final only when the completed form or an intention to withdraw has been filed with the One Stop Enrollment and Financial Services Office. Completed withdrawal forms must be received by One Stop before 5:00 p.m. on the census date.

Students who simply absent themselves from class without providing appropriate notice of intention to withdraw will have failing grades (F) posted to their records. Withdrawal from the University must occur on or before the last day to withdraw from classes for any semester. For the summer term, a withdrawal applies only to those programs that require a summer enrollment.

Students mailing their withdrawal notification should send it by certified mail to:

Office of the University Registrar
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Note: No refund of tuition will be made to students who withdraw after the census date.
Please note:

- Students who make changes in their program registration (i.e., withdraw, waived or dropped classes, etc.) after the Semester Census Date, will be liable for the entire tuition for the semester.
- Students who have withdrawn from the program and who wish to return to USF to complete their degree will be required to apply for readmission (See Readmission Policy section for details).
- Ceasing to attend classes or informing your instructor does not constitute an official withdrawal. Instructors cannot award grades of "W."
- You will receive grades for all courses completed prior to withdrawal. If you fail to notify the Registrar of your intent to withdraw, your monthly tuition charges will continue to accrue and a grade of "F" will be assigned by the Registrar's Office for the last course you attended but did not complete. Grades of "W" will be assigned for the remaining course(s) in the semester.

Transfer Policy

The School of Management welcomes transfer students into our Full-Time MBA, Part-Time MBA, Information Systems, Nonprofit Administration, Organization Development and Public Administration programs. Transfer applications are students currently or previously enrolled in another graduate program and who have not yet completed their graduate degree. Students may transfer up to six credits into the Full-Time MBA, Part-Time MBA, Information Systems, Nonprofit Administration, Organization Development and Public Administration programs pending the following conditions:

- Courses must be graduate level courses
- Courses must have been taken at an accredited institution of higher learning within the last five years
- Courses must not be supervised field work, directed study or field practice
- Students must have earned a minimum grade of "B" in the course(s)
- Courses must not have been applied to an earned graduate degree at another institution or at USF (not including USF concurrent degree programs)
- Courses must have been taken in an AACSB-accredited program (MBA program only)

Students transferring into the MBA program as part of the Jesuit Multilateral Agreement may transfer up to 50% of comparable coursework to our MBA program pending the following conditions:

- Students are in good academic standing at home institution
- Students must have earned a minimum grade of "B" in the course(s)
- Courses are comparable to coursework offered in USF MBA program
- Students are transferring to USF from a Jesuit MBA program that is at least 50 miles from USF

Visiting Students

Students may apply to be a visiting student within the MBA or MSFA programs if they 1) are currently enrolled in a comparable graduate program at another institution, 2) have graduated from a comparable graduate program at another institution, or 3) have graduated from the same USF graduate program as the one in which they are applying to take classes.

Only alumni from the USF MBA and Executive MBA programs may apply to return to USF as Visiting Students in the MBA (not Executive MBA) program. Alumni from other School of Management graduate programs are not eligible to complete additional coursework in the same program from which they graduated.

Visiting students may take up to eight semester credits per term, and must reapply for visiting student status each term. Completed course work taken by Visiting Students may not count toward a USF degree without formal acceptance to the University.

Visiting Students applying to the MBA program from another Jesuit MBA program in the Jesuit Multilateral Agreement must be attending a Jesuit MBA program that is at least 50 miles from USF. International students are welcome to apply to the School of Management as Visiting Students if they will be studying at USF on a visa other than an F-1 visa. I-20s are not issued to Visiting Students.

Visiting Students must contact the School of Management Office of Graduate Student Affairs prior to beginning the Visiting Student application process to verify their eligibility as a Visiting Student and to discuss the classes in which they are interested in enrolling.

Visiting Students who are currently enrolled in another graduate program must submit the following to the Office of Graduate Student Affairs:

- Official transcript from current graduate program
- Letter of good academic standing from home institution

Visiting Students who are currently enrolled in a Jesuit MBA program must also submit the following to the Office of Graduate Student Affairs:

- Jesuit Multilateral Agreement form completed by home MBA program; form must indicate percentage of coursework completed in current MBA program and USF classes that have been approved by the student's home institution

Visiting Students who have graduated from a comparable graduate program must submit the following to the Office of Graduate Student Affairs:

- Official transcript from graduate program

Upon receiving approval from the Office of Graduate Student Affairs, Program Director, and Associate Dean, students should submit the online USF Visiting Student application. The application can be found by visiting <http://www.usfca.edu/visitingstudents/>. Applications are available online one week prior to the start of the fall and spring semesters. Applications are available three weeks prior to the start of Intersession. For all summer sessions the applications are available online five weeks prior to the start of the first summer session. Students will receive admission by email within a few days after submitting their online application.

Visiting Students are eligible to register for available classes on the first day of class. Students must come to the Office of Graduate Student Affairs on the first day of class to receive written approval on the Add/Drop form for the class(es) in which they want to enroll and go through a brief orientation regarding School of Management and University policies. Upon receiving written approval, Visiting Students must take the Add/Drop form and their full tuition payment for that term to the

One Stop Office to finalize their registration. Visiting students are held to the same expectation and policies as all USF students, including student conduct, class attendance and professionalism, and deadlines such as the last day to add or drop classes.

Readmission Policy

Readmission applicants are any student previously enrolled in an MBA or Graduate Management program offered at the School of Management based on the categories set forth below. Applicants may apply to only one of these programs each year.

Category:

A. Students in good academic standing who, within the past five years, have withdrawn from the University, left the University without filing a Leave of Absence, or whose Leave of Absence has expired.

B. Students who were previously enrolled in an MBA or Graduate Management program and were unable to meet the required minimum degree completion time of 5 years (time is counted from the beginning of a student's graduate program, regardless of any leave of absence taken);

C. Students who were previously enrolled in an MBA or Graduate Management program and were dismissed for not meeting the required minimum GPA of 3.0.

Please navigate to the readmission site for more details:

http://www.usfca.edu/management/graduate/MBA/Readmission_Requirements/

Time Limits for Degree Completion

The time limitation for completing all of the requirements for all School of Management graduate degree programs is five years. Time is counted from the beginning of a student's program, regardless of any leave of absence taken. If a student takes a leave of absence and returns to the university, the student will be subject to curriculum changes that have taken place in the interim.

Filing for Graduation Diplomas and Commencement

Graduation applications, evaluations, and conferment are serviced through the USF Graduation Center, located within the One Stop Office. (see One Stop Enrollment and Financial Services section of Part III: Student Services)

Candidates applying for the conferral of a graduate degree should file the online Graduation Application form in the term preceding the final semester of registration for degree requirements and within the time limitation for degree completion by the following deadlines:

Fall Term: September 1

Spring Term: February 1

Summer Term: February 1

Please note: To be considered for all Graduate Awards and Honors, students must submit applications to Student Affairs Manager within 2 weeks of the Spring Commencement February 1st deadline.

The Application for Graduation form is available online at www.usfca.edu/graduation and is valid for three consecutive semesters, beginning with that listed on the application; after this period, a new application must be submitted.

Graduation dates posted on the academic transcript and on the diploma coincide with the last month of the three semesters of instruction: Fall - December; Spring - May; Summer - August. The date for degree conferral for the Spring and Fall semesters is the last day of exams and for the Summer semester, the last day of class. The official graduation date will reflect the completion of all academic requirements for the degree, and not the last term of enrollment, and will take into account all waivers and substitutions approved by the student's academic dean.

Graduate student diplomas list the degree and the school or college of the University awarding the degree. Students must complete the program requirements indicated in the catalog in force at the time of their most recent matriculation. Diplomas are mailed to students approximately six weeks after degree posting. Diplomas will not be issued to students who have not met their financial obligations to the University, including payment of outstanding fines.

Concurrent degree students in the MAPS/MBA, MSFA/MBA, and MSEM/MBA programs have both degrees posted for the same term regardless of when the coursework for the separate degree programs was completed. DDS/MBA students will have their MBA degree posted after completion of MBA degree requirements. JD/MBA students will have each separate degrees posted upon completion of that specific degree's requirements.

For JD/MBA students, two separate transcripts will be issued upon graduation. In order to reflect the approved cross-over courses on each transcript, the following will take place:

1. The Graduate Student Affairs office will reach out to graduating JD/MBAs two months before each graduation (Fall and Spring) and request which pre-approved Law cross-over courses (up to 12 units) the student wishes to count toward their MBA units and have reflected on their MBA transcript.
2. The Graduate Student Affairs office will provide this information to the University Registrar.
3. The University Registrar will make the necessary changes to the students' transcripts so that the pre-approved cross-over Law courses indicated by the student will be displayed on the student's MBA transcript as earning CR and unit bearing. These courses will not count toward the MBA GPA.

United States Business Culture Class (USBCC)

The School of Management's United States Business Culture Class (USBCC) is designed to help international students enhance their communication and presentation skills, and their understanding of the unique aspects of American culture, language and business practice through the use of case studies. In addition, the timeframe of the USBCC program provides an important opportunity for international students to adjust to life in the U.S. and to get settled in San Francisco before classes begin so they are prepared to fully participate and succeed in all aspects of their program.

The USBCC is three weeks in length. The first two weeks of the program will include intensive academic English language training that focuses on U.S. business vocabulary and culture, academic business reading and writing, and presentation skills. The final week highlights practice and

application of business English skills. Students' required participation in USBCC is determined by their TOEFL, IELTS, or PTE Academic score at the time of admission.

Commencement Awards

Dean's Medal of Excellence

An award is given to a member of the graduating class from the Masagung Graduate School of Management whose academic accomplishments, extracurricular work, and personal life, best exemplifies the values of the University of San Francisco in its Mission and Goals. Eligible programs considered for this award: MBA, MSFA, MSOD, MPA, MNA, and MSIS.

Dean's Service Award

An award is given to a member of the graduating class from the Masagung Graduate School of Management who has demonstrated superior academic performance and outstanding service to the School of Management. Eligible programs considered from this award: MBA, MSFA, MSOD, MPA, MNA, MSIS.

Excellence in Scholarship Award

An award is given to a member of the graduating class from the Masagung Graduate School of Management who has earned the highest overall record of scholarship throughout his or her entire graduate program. Eligible programs considered for this award: MBA, MSFA, MSOD, MPA, MNA, and MSIS

Beta Gamma Sigma

The top 20% of the graduating students each Fall and Spring semester from the MBA, MSFA, MSOD, and JMGEM programs are invited to join the Beta Gamma Sigma international honor society.

Pi Alpha Alpha

Pi Alpha Alpha is the National Honor Society for Public Affairs and Administration. Membership is restricted to those students who have obtained a minimum GPA of 3.7. Master degree students must have completed at least fifty percent (50%) of the required course work (a minimum of 18 semester hours or 27 quarter hours).

Dean's List

Those individuals who have demonstrated excellence in their MBA, MSFA, MSOD, MPA and MSIS coursework are acknowledged by their placement on the Dean's List. This designation receives permanent record on transcripts. Students are eligible for the Dean's List upon fulfilling the following requirements: current and cumulative GPA of 3.7, completed at least six credits for MNA, MPA, MSIS and MSOD students or eight credits for MBA students in the semester under consideration, and are members of the top 10% of each individual program.

Technology Requirements

All graduate students are required to have a laptop. The USF student spreadsheet standard is Excel 2010 for Windows. In the Academic year 2011-2012 students will use Microsoft Excel 2010. For more information, please visit: https://www.usfca.edu/its/desktop/excel_standard/.

Student Conduct

Statement of Responsibilities and Standards of Conduct

In developing responsible student conduct, disciplinary proceedings play a role secondary to counseling, guidance and admonition. At the same time, the University of San Francisco has a duty, and the corollary disciplinary powers, to protect its educational purpose through the setting of standards of scholarship and of conduct for the students who attend the University and through the regulation of the use of institutional facilities. Consistent with that purpose, reasonable efforts will be made to foster the personal, educational, and social development of those students who are held accountable for violations of University regulations. As a Jesuit institution, USF is committed to being a community that facilitates the holistic development of its members.

This commitment encourages the freedom for individual choice and expression with the expectation that individual members of the community will BE HONEST, DEMONSTRATE RESPECT FOR SELF, DEMONSTRATE RESPECT FOR OTHERS, and DEMONSTRATE RESPECT FOR THE LAW AND UNIVERSITY POLICIES AND PROCEDURES.

In keeping with this commitment, this Statement of Responsibilities and Student Conduct Code and related policies and procedures have been created to guarantee each student's freedom to learn and to protect the fundamental rights of others. The University has established standards, policies and procedures that are necessary to achieve its objectives as a Catholic, Jesuit University. These standards, policies and procedures are inclusive of the laws of the nation, the state of California, and the local community.

All members of the USF community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self, others, and their property. Students living off campus are members of this community and, as such, are representatives of USF to the community at large. In this regard, students living off campus maintain an equal measure of accountability to the values and expectations of all members of this community as identified in the Student Conduct Code.

Whether living in or passing through the campus neighborhoods, or parking in the streets around campus, students are expected to adhere to the same high standards of conduct and behavior that are consistent with the students' developing role as responsible and accountable citizens and reflect well upon the USF community.

Student Conduct Code

All members of the USF community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of all students as members of the University community. The University reserves the right to review student conduct that occurs on and off campus when such behavior is inconsistent with these expectations and the Student Conduct Code. In addition, students are responsible for the actions of their guests and will be held accountable for any violations of University standards, policies and procedures by a guest. Students should accompany their guests at all times while on campus. If necessary, the University reserves the right to limit the guest privileges of a student. The following acts will subject students to disciplinary action:

1. Acts of dishonesty, including but not limited to the following:
 - a. Furnishing false information to the University, any University official, faculty member, or office

- b. Forgery, alteration, or misuse of any University records, permits, documents, communication equipment, or identification cards and government issued documents
- 2. Conduct that endangers the physical or psychological well-being of any person including but not limited to the following:
 - a. Physical abuse
 - b. Verbal abuse
 - c. Threats
 - d. Intimidation
 - e. Harassment
 - f. Coercion
 - g. Harm to self
 - h. Hazing
- 3. Attempted or actual theft of property on or off campus
- 4. Destruction, damage, or misuse of University property or the property of any other person or group
- 5. Degrading language or actions, including stalking, or any practice by a group or individual that degrades a student or University community member, endangers health, jeopardizes personal safety, or interferes with an employee's duties or with a student's class attendance or educational pursuits
- 6. Nonconsensual physical contact of a sexual nature
- 7. Failure to comply with directions of University officials (including Resident Advisors) or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so; refusal or failure to leave premises because of conduct prescribed by this code
- 8. Violation of any University standard, policy or procedure, including Residence Life policies listed in the Residence Life section of this handbook
- 9. Conduct in which a student is detained, arrested, cited, or otherwise charged with violations of local, state, or federal laws
- 10. Use, possession, manufacturing, or distribution of drugs or equipment, products or material used in manufacturing, growing, using, or distributing of any drug or controlled substance (Please refer to the University's Drug Free Policy for more information)
- 11. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by University regulations, refer to the University's Drug Free Policy), public intoxication; alcoholic beverages may not, in any circumstance, be used by, possessed by or distributed to any person under twenty-one (21) years of age
- 12. Possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons or instruments on University premises or use of any such item (This includes but is not limited to BB guns, Airsoft guns, Mace, switchblades and the like)
- 13. Unauthorized entry into or use or defacement of University facilities, including residence halls and other buildings and grounds, including roofs, ledges, balconies; unauthorized erection or use on University property of any structures including but not limited to tents, huts, gazebos, shelters, platforms, and public address systems
- 14. Launching, dropping, throwing or dumping any object or substance from within or on a University structure or property
- 15. Lewd or indecent conduct
- 16. Aiding, abetting, or procuring another person to violate any provision of the Student Conduct Code
- 17. Disorderly Conduct including but not limited to:
 - a. excessive or prolonged noise
 - b. behavior that interferes with the orderly functioning of the University
 - c. behavior that interferes with an individual's pursuit of an education on University premises or during an authorized University class, field trip, seminar, competition or other meeting, or University-related activity.
- 18. Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person
- 19. Any violation of the University Technology Resources Appropriate Use Policy
- 20. Abuse of the Student Conduct System, including but not limited to:
 - a. Failure to obey the notice from a student conduct officer/board or University official to appear for a meeting or hearing as part of the Student Conduct System
 - b. Falsification, distortion, or misrepresentation of information before a student conduct officer/board
 - c. Disruption or interference with the orderly conduct of a student conduct proceeding
 - d. Institution of a student conduct code proceeding in bad faith
 - e. Attempting to discourage an individual's proper participating in, or use of, the student conduct system
 - f. Attempting to influence the impartiality of a student conduct officer/board prior to, and/or during the course of, the student conduct proceeding
 - g. Harassment (verbal or physical) and/or intimidation of a student conduct officer/board prior to, during, and/or after a student conduct proceeding
 - h. Failure to comply with the sanction(s) imposed under the Student Conduct Code
 - i. Influencing or attempting to influence another person to commit an abuse of the student conduct code system

Sanctions

The following sanctions may be imposed upon any student found to have violated the Student Conduct Code. This list is not exhaustive. All sanctions are cumulative, and a student's disciplinary history will be taken into consideration when issuing a sanction. Sanctions also may be enhanced based on the severity of the behavior and impact on the University community.

- 1. Warning: A written reprimand for violations of specified University policies or campus regulations, including notice to the student that continued or repeated violations of specified University policies or campus regulations may be cause for further disciplinary action.
- 2. Probation: A period of time specified for observing and evaluating a student's conduct, with or without special conditions. Further violations while on probation may result in more severe disciplinary action, normally in the form of loss of privileges and exclusion from activities, suspension, or expulsion. Probation will be imposed for a specific period of time, and the student is considered removed from probation when the period expires. Disciplinary Probation is a serious encumbrance upon a student's good standing in the University and may render the student ineligible for extra-curricular activities.
- 3. Loss of Privileges: Denial of participation in designated privileges and extracurricular activities for a specified period of time. Violation of any conditions in the loss of privileges and exclusion from activities sanction or violations of other policies or campus regulations during the period of the sanction may be cause for further disciplinary action, normally in the form of suspension or expulsion.

4. Fines: Monetary fines may be imposed on students or student organizations for violations of the Student Conduct Code.
 5. Restitution: Compensation for damage to or misappropriation of University property may be imposed either exclusively or in combination with other disciplinary action. Reimbursement may also be imposed for damage to the property of or injury to another person as a result of a violation of the Student Conduct Code. Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages. Restitution may be imposed on any student acting alone, or through group or concerted activities, or on any campus organization that participates in causing the damages or expenses.
 6. Exclusion: Exclusion of a student from specified areas of the campus or campus activities. Violation of the conditions of exclusion or of University policies or campus regulations during the period of exclusion may be cause for further disciplinary action, which normally is in the form of University suspension.
 7. Residence Hall Relocation: Relocation of a student in University-operated housing may occur when the student has demonstrated that he or she is unable to be successful in his or her current location by virtue of repeated violations of the Student Conduct Code and/or Residence Life policies.
 8. Residence Hall Pre-Removal: When a student has demonstrated a pattern of behavior that is contrary to the behavioral expectations of community living, he or she will be given formal notice that any further violation for which they are found responsible will result in immediate residence hall expulsion.
 9. Residence Hall Suspension: Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
 10. Residence Hall Expulsion: Permanent separation of the student from the residence halls.
 11. Discretionary Sanctions: The following are examples of discretionary sanctions:
 - a. Essays, reflections or research papers.
 - b. Service to the University or local community.
 - c. Behavioral assessment or counseling sessions related to inappropriate conduct or violations of the Student Conduct Code.
 - d. Deferred sanctions may be imposed as deemed appropriate by the Assistant Dean of Students or designee. Such sanctions could include Deferred Residence Hall Expulsion, Deferred University Suspension or Deferred University Expulsion. Specific conditions accompany a deferred sanction and any violation or failure to complete the conditions would result in the immediate University Suspension or Expulsion.
 - e. In cases involving drug or alcohol abuse, the student may be referred to an appropriate on or off-campus resource for assessment and may be required to random drug testing (at his/her own expense) as a condition for continued enrolment at the University. Please refer to the Drug-Free Policy for more information on sanctions for drug and alcohol violations.
 - f. Other related discretionary assignments.
 12. University Suspension: Separation of the student from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
 13. University Expulsion: Permanent separation of the student from the University.
 14. Ineligibility for Graduation: A graduating student involved with alleged Code violations prior to graduation may not graduate, participate in graduation ceremonies, or receive a diploma until the matter has been processed and sanctions completed.
 15. Revocation of Admission and/or Degree: Admission to or a degree awarded from the University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.
 16. Withholding Degree: The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any.
- More than one of the sanctions listed above may be imposed for any single violation.

Academic Honesty Policy

The School of Management embraces a commitment to ethical principles, believing that honesty, respect and integrity of the highest standards are essential components of our mission. In all academic pursuits, students shall behave conscientiously and, whether working independently or collaboratively as member of a team, must clearly delineate whether ideas presented are original or those of another. Adherence to the standard of academic integrity includes giving credit where credit is due, and when in doubt, consulting the instructor or other knowledgeable persons as to whether particular conduct, collaboration, and/or acknowledgment of sources is appropriate. To this end, certain basic regulations and policies specific to academic integrity and misconduct have been developed by the University of San Francisco to govern the students of the School of Management Graduate Programs as members of the general university community.

Academic misconduct occurs when a student misrepresents others' work as her/his own or behaves in a manner that gives unfair advantage to her/himself or another student academically. Examples of misconduct include cheating, plagiarism and aiding another person who attempts to, or in fact does, violate the Student Conduct Code.

Cheating

Cheating occurs when a student attempts to complete or take credit for work by any dishonest means or assists another in doing so. Some examples of cheating include lying; copying from another's exam or assignment; unauthorized collaborating on an exam or assignment; submitting the same work in more than one course without instructor permission; falsifying data collected in research or laboratory courses; taking or receiving copies of an exam without the permission of the instructor; and using notes or other information devices inappropriate to the test conditions.

Plagiarism

Plagiarism occurs when the ideas, organization, or language of another are incorporated into one's work without properly crediting the original source with a citation or other disclosure. It includes re-writing or re-formatting material without acknowledging the original source of the ideas. Even if the language and organization are in the student's own words, any ideas or information that is not common knowledge must be acknowledged in a reference.

Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness. As a student, if you:

Quote directly from a source: you must enclose the quoted material, even if it is no more than a phrase or a single distinctive word within quotation marks, and provide a reference.

Paraphrase, i.e., restate the material in your own words: (a) the paraphrasing must represent a substantial change from the original, not just the changing of occasional words and phrases, and (b) you must provide a reference.

Present material that is common knowledge, but borrow someone else's organizational pattern: you must acknowledge that borrowing in a reference.

THEREFORE, The School of Management upholds the policies set forth by the University of San Francisco (Fogcutter Academic Honesty Policy, 2009 edition) regarding academic honesty as outlined below and any violation of such will result in disciplinary action:

"Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any aspect of cheating on assignments or examinations including but not limited to: (1) giving or receiving unauthorized information and materials; (2) plagiarism (intentionally representing the words or ideas of another person as your own); (3) failure to properly cite references or manufacturing references; (4) working with another person when independent work is required; (5) forgery and/or misinterpretation of any signature on any academic document; (6) multiple submission of the same paper or report for assignments in more than one course without the prior permission of each instructor; (7) submitting a paper written by another person or obtained from the internet; (8) falsification or fabrication of academic research materials; (9) falsification of personal academic records and files, including admission and financial aid applications, resumes, and portfolio essays; (10) falsification of patient records or other clinical reports, or otherwise endangering the well-being of patients involved in the teaching/learning process in the School of Nursing; (11) falsification of client records or other clinical/professional reports, involved in the teaching/learning process in the School of Education or in internships in any of the schools and colleges of the university; (12) unauthorized access to or use of University computer accounts or files; (13) removal, mutilation, or deliberate concealment of academic materials belonging to the University libraries, computer laboratories, or other learning resource centers; (14) destruction or alteration of the work of another student; and, (15) unauthorized recording, sale, or use of lectures and other instructional materials. This list is not meant to be exhaustive, and the University reserves the right to determine in a given instance what action constitutes an infringement of academic honesty and integrity.

The University commits itself to inform students of the requirements of academic honesty through Orientation programs and its publications and to investigate vigorously claims of dishonesty. The policy and procedures on academic honesty and integrity can be obtained from the office of the deans or from the Office of the Provost."

USF Student Honor Code

Please refer to the Honor Code section of the University Catalog for a detailed description of the expectations for all USF students.

Accounting Major

Accounting is the language of business. An in-depth knowledge of accounting helps individuals understand what is happening inside a business. A solid background in accounting is essential for successful careers in the business world.

Department Chair: Diane Roberts, Ph.D.

Students with a major in accounting are well prepared for a variety of careers in public accounting, private industry and government. USF accounting majors are actively recruited by all major CPA firms, large San Francisco Bay Area industrial organizations and governmental agencies.

Curriculum (Please review course descriptions and necessary prerequisites for courses within your major.)

Required (12 credits):

- [BUS 320 - Intermediate Accounting I](#)
- [BUS 321 - Intermediate Accounting II](#)
- [BUS 429 - Contemporary Accounting Topics](#)

Electives (select 8 credits from following):

- [BUS 322 - Cost Accounting](#)
- [BUS 323 - Federal Taxation I](#)
- [BUS 329 - Accounting Information Systems](#)
- [BUS 333 - Financial Statement Analysis](#)
- [BUS 420 - Auditing](#)
- [BUS 422 - Federal Taxation II](#)
- [BUS 428 - Governmental and Not-For-Profit Accounting](#)

Advanced Global Entrepreneurship Management Courses

Bachelor of Public Administration

As of Fall 2012, we are no longer accepting applications for the Bachelor of Public Administration.

The Bachelor of Public Administration (BPA) program is designed for aspiring and mid-career professionals at all levels of government and private nonprofit

Department Chair: Michael O'Neill, Ed.D.

organizations. This degree completion program is also appropriate for those working in health care, service, and educational organizations, and for-profit sector professionals who interact with public agencies or who desire to pursue a career in the public or nonprofit sectors. Three curriculum tracks are offered: Generalist (BPA), Law Enforcement Leadership (BPA-LEL) and Nonprofit Administration (BPA-NPA). The LEL and NPA track offering depends on the expressed student interest and enrollment.

Learning Goals

- To analyze the political, social, economic, and legal environments of a variety of public sector, health care, and nonprofit organizations.
- To develop the analytic and problem solving skills required of competent and effective administrators.
- To enhance skills in oral and written communication.
- To review fundamental theories and concepts in the areas of personnel administration, budgeting, data evaluation, policy analysis, decision-making, collaboration and apply those to real-life scenarios.
- To develop an awareness of ethical issues and problems in organizations, and apply ethical reasoning when formulating decisions and bringing about organizational change.
- To experience the service-learning component integrated in the program curriculum, and to explore and appreciate the needs of underprivileged groups in various communities.

Program Requirements

Students are required to complete the 37 semester credits included in the undergraduate Public Administration program. Required courses are as follows:

- [INTD 307 - Experience and Critical Writing](#)
- [INTD 308 - Advanced Expository Writing](#)
- [PA 351 - Introduction to Public Administration](#)
- [PA 353 - Organizational Theory and Design](#)
- [INTD 300 - The Critical Thinking Seminar](#)
- [PA 355 - Applied Statistics for Public Administrators](#)
- [INTD 304 - Social Ethics](#)
- [PA 362 - Legal Responsibilities of Public and Nonprofit Managers](#)
- [PA 364 - Human Resources Management](#)
- [PA 368 - Field Project in Public Administration](#)
- [PA 352 - Public Policy Analysis](#)
- [PA 365 - Introduction to Public and Nonprofit Finance and Budgeting](#)
- [PA 366 - Emerging Developments in the Public and Nonprofit Sectors](#)

Degree Requirements

- Complete 128 semester credits.
- Complete the Public Administration major requirements.
- Satisfy the 44 credits Core Curriculum requirements.
- Achieve a minimum cumulative GPA of 2.0.

Learning Outcomes

Upon completion of the Bachelor of Public Administration, a graduate will:

- Explain scholarly Public Administration (PA) research and concepts; and be able to apply them to real-world and case-analysis-based situations.
- Adhere to legal and ethical standards; describe and analyze responses to legally challenging situations.
- Evaluate and inform public management problems by utilizing descriptive and inferential statistical methods.
- Evaluate and inform public management problems through accurately identifying and utilizing organizational theory and analysis.
- Discern, distinguish, and analyze principal issues and important initiatives pertaining to basic functions of human resource management, budgeting, information technology, and general planning.
- Demonstrate improved writing and presentation skills.

Bachelor of Public Administration with an concentration in Law Enforcement Leadership

Learning Objectives

- To analyze the political, social, economic, and legal environments of a variety of public sector, health care, and nonprofit organizations and to develop the analytic and problem-solving skills required of public administrators.
- To learn data evaluation methods and acquire skills in oral and written communication, planning, budgeting, policy analysis, decision-making, and collaboration.
- To develop an awareness of ethical issues and problems in organizations, and how to use ethical reasoning to formulate decisions and bring about organizational change.
- To learn and experience the service-learning component integrated in the program curriculum, and to grow from reflection of others' needs.

Program Requirements

Students are required to complete the 37 credits included in the undergraduate Public Administration Law Enforcement Leadership program. Required courses are as follows:

- [INTD 307 - Experience and Critical Writing](#)
- [INTD 308 - Advanced Expository Writing](#)
- [PA 351 - Introduction to Public Administration](#)
- [INTD 304 - Social Ethics](#)
- [PA 353 - Organizational Theory and Design](#)
- [PA 355 - Applied Statistics for Public Administrators](#)
- [INTD 300 - The Critical Thinking Seminar](#)
- [PA 368 - Field Project - Public Administration](#)
- [PA 400 - Contemporary Law Enforcement Leadership](#)
- [PA 365 - Introduction to Public and Nonprofit Budgeting](#)
- [PA 362 - Legal Responsibilities of Public and Nonprofit Managers](#)
- [PA 364 - Human Resources Management](#)
- [PA 366 - Emerging Developments in the Public and Nonprofit Sectors](#)

Degree Requirements

- Complete 128 credits.
- Complete the Public Administration major and Law Enforcement Leadership concentration major requirements.
- Satisfy the 44 credits Core Curriculum requirements.
- Achieve a minimum cumulative GPA of 2.0.

Learning Outcomes

Upon completion of the Bachelor of Public Administration with an concentration in Law Enforcement Leadership, a graduate will have:

- Dramatically improved oral and written communication skills, including effective online communication.
- Knowledge of statistical tools and quantitative skills in evaluating and managing programs.
- Knowledge and skill in conducting performance appraisals, supervision, and conflict resolution.
- Ability and skill in developing and using a budget as a planning document and managing performance.
- Ability and skill in leading and collaborating with others.
- Ability and skill in conducting policy analysis.

Bachelor of Public Administration with an concentration in Nonprofit Administration

Learning Objectives

- To analyze the political, social, economic, and legal environments of a variety of public sector, health care, and nonprofit organizations and to develop the analytic and problem-solving skills required of public administrators.
- To learn data evaluation methods and acquire skills in oral and written communication, planning, budgeting, policy analysis, decision-making, and collaboration.
- To develop an awareness of ethical issues and problems in organizations, and how to use ethical reasoning to formulate decisions and bring about organizational change.
- To experience the service-learning component integrated in the program curriculum, and to grow from reflection of others' needs.

Program Requirements

Students are required to complete the 37 credits included in the undergraduate Public Administration Nonprofit Administration program. Required courses are as follows:

- [INTD 307 - Experience and Critical Writing](#)
- [INTD 308 - Advanced Expository Writing](#)
- [PA 351 - Introduction to Public Administration](#)
- [INTD 304 - Social Ethics](#)
- [PA 353 - Organizational Theory and Design](#)
- [PA 355 - Applied Statistics for Public Administrators](#)
- [INTD 300 - The Critical Thinking Seminar](#)
- [PA 368 - Field Project in Public Administration](#)
- [PA 378 - Nonprofit Governance and Development](#)
- [PA 365 - Introduction to Public and Nonprofit Finance and Budgeting](#)
- [PA 362 - Legal Responsibilities of Public and Nonprofit Managers](#)
- [PA 364 - Human Resources Management](#)
- [PA 366 - Emerging Developments in the Public and Nonprofit Sector](#)

Degree Requirements

- Complete 128 credits.
- Complete the Public Administration major and Nonprofit Administration concentration major requirements.
- Satisfy the 44 credits Core Curriculum requirements.
- Achieve a minimum cumulative GPA of 2.0.

Learning Outcomes

Upon completion of the Bachelor of Public Administration with an concentration in Nonprofit Administration, a graduate will have:

- Dramatically improved oral and written communication skills, including effective online communication.
- Knowledge of statistical tools and quantitative skills in evaluating and managing programs.
- Knowledge and skill in conducting performance appraisals, supervision, and conflict resolution.
- Ability and skill in developing and using a budget as a planning document and managing performance.
- Ability and skill in leading and collaborating with others.
- Ability and skill in conducting policy analysis.

Bachelor of Science in Business Administration (BSBA) Program

The Undergraduate Business Program provides students with an education to facilitate their access to management employment track positions, entrepreneurial ventures and/or other graduate educational programs.

The key features of this educational program include: international orientation of the business curriculum, faculty and student body; class size, faculty interaction and innovative pedagogy conducive to an efficient learning environment; course work that promotes abilities to communicate and perform effectively as decision makers; core curriculum that exposes students adequately to the major business disciplines of accounting, mathematics and statistics, economics, finance, management and organizational behavior, law, marketing, information and technology, and operations; and the opportunity to develop further expertise in a concentration area through specific business majors.

Curriculum Overview

The McLaren School of Management continually updates its curriculum to satisfy the latest AACSB requirements and to assure that its students receive the full experience of studying at an excellent liberal arts university. Recognizing our students as individuals with unique interests and talents, the faculty have designed the business curriculum to support the focus and breadth each individual student requires. Course requirements are divided into the following areas:

1. University Core Curriculum
2. General Electives
3. Business Core Curriculum and Foundation Coursework
4. Major Courses

Core Curriculum — University

To assure a broad liberal arts education and a solid grounding in the basics of business, all business students must complete 44 credits in the Core Curriculum. The Core Curriculum is required of all USF undergraduates and covers topics ranging from a foundation in the liberal arts, communication and math skills through the social sciences and ethics. Core Curriculum course requirements are listed under the Core Curriculum section in this catalog.

General Electives

A minimum of 22 credits of general electives may be taken from various areas of interest. Elective courses range from languages to exercise sports to computer skills. Electives may also be used to fulfill prerequisite requirements.

Business Core and Foundation

The business core and foundation courses cover the basic business topics needed for a career in business. Consistent with the direction of business today, the business core at the McLaren School of Management highlights issues related to the global business environment, diversity and ethics. Oral and written communication and critical thinking are also stressed throughout the curriculum.

All Business majors must complete a set of business foundation and core courses. The required foundation courses are also used to satisfy University Core Curriculum requirements (see faculty advisor or CASA). Students must maintain at least a C (2.0) cumulative grade point average in their foundation and business core coursework.

Required Foundation Courses / University Core

- [ECON 101 - Principles of Microeconomics](#)
- [ECON 102 - Principles of Macroeconomics](#)
- [MATH 106 - Quantitative Methods in Business](#)

Business Core Courses (40 credits)

- [BUS 100 - Launch into Business](#)
- [BUS 201 - Principles of Accounting I](#)
- [BUS 202 - Principles of Accounting II](#)
- [BUS 204 - Quantitative Business Analysis](#)
- [BUS 301 - The Legal and Regulatory Environment](#)
- [BUS 302 - Marketing Management](#)
- [BUS 304 - Management and Organizational Dynamics](#)
- [BUS 305 - Financial Management](#)
- [BUS 308 - Systems in Organizations](#)

Senior Capstone Course:

- [BUS 401 - Strategic Management](#), or
- [BUS 406 - Entrepreneurial Management](#)

Major Courses

To permit greater depth in an area of personal interest, students may concentrate in a specific business major. The curriculum for each of the majors includes 20 credits of major coursework. Undergraduate business majors select a major from [Accounting](#), [Business Administration](#), [Entrepreneurship and Innovation](#), [Finance](#), [Hospitality Industry Management](#), [International Business](#), [Organizational Behavior and Leadership](#), and [Marketing](#). All Business majors must complete 20 credits of major coursework and must maintain at least a C (2.0) cumulative grade point average in the coursework applied to their major. Business students may elect to complete multiple majors as part of their business degree, but must complete 20 unique credits and the course requirements for each major. Faculty Advisors work with students to help select elective work within their major.

Bachelor of Science in Business Economics

As of Fall 2012, we are no longer accepting applications for the Bachelor of Science in Business Economics.

The Bachelor of Science in Business Economics (BSBE) curriculum equips students with the cutting-edge tools employed by today's professional business economists.

This major combines a foundation in managerial economics with the tools of competitive strategy. Areas of focus include applied microeconomic and macroeconomic techniques; international trade and investment; managerial economics; quantitative analysis; accounting; financial management; and strategic management. In this major, students learn to deploy strategies for maximizing a firm's competitive advantage, while optimizing its profitability. The program is designed to be completed in 23 months.

Associate Dean of Undergraduate Studies: Richard W. Stackman, Ph.D.
Program Director for Business Economics: James Shaw, Ph.D.

Program Objectives

The BSBE major develops analytical skills critical in achieving and sustaining organizational productivity. Students address cutting-edge managerial challenges confronted by firms competing in today's globalized environment. A unique feature of this program lies in its incorporation

of state-of-the-art strategic methodology with case study applications. The program grounds students in the mechanics of price determination, efficient resource allocation, data analysis, corporate financial management, business modeling; and competitive positioning. These integrated components establish the academic and professional foundation to forecast, prepare for, and respond to challenges imposed by today's competitive landscape. The Business Economics major provides valuable preparation for a variety of careers in both the public and private sectors. Many graduates of this program have pursued graduate and professional study in economics, business administration, public administration and law.

Learning Outcomes

Upon completion of the Bachelor of Science in Business Economics, a graduate will have acquired:

- Enhanced business decision-making skills, particularly as they relate to competitive challenges in the domestic and global economies.
- An understanding of quantitative and forecasting methodologies pertaining to the application of competitive strategy.
- Knowledge of financial management techniques used in making business, operational, and investment decisions.
- An awareness of competitive analysis and techniques for positioning a firm to maximize its profitability, market share, and operational strength.
- Knowledge of approaches for designing and directing a firm's strategy through the configuration and management of value chains.
- An understanding of macroeconomic indicators, enabling students to dissect and predict fluctuations in the business cycle.
- Knowledge of multinational corporate strategic positioning in global markets.

Program Requirements

Students are required to complete the 37 semester credits included in the Business Economics program. Required courses are sequenced as follows:

- [INTD 310 - Interdisciplinary Research and Writing \(4 credits\)](#)
- [INTD 311 - Ethics and Society \(4 credits\)](#)
- [BSBE 321 - Microeconomics \(3 credits\)](#)
- [BSBE 311 - Macroeconomics \(3 credits\)](#)
- [BSBE 314 - Statistics \(3 credits\)](#)
- [BSBE 326 - Accounting for Managers \(3 credits\)](#)
- [BSBE 328 - Economics for Managers \(3 credits\)](#)
- [BSBE 437 - Financial Decision-Making \(3 credits\)](#)
- [BSBE 440 - International Trade and Investment \(3 credits\)](#)
- [BSBE 492 - Strategic Economic Analysis \(4 credit capstone\)](#)
- [BSBE 490 - Current Issues in Business Economics \(4 credits\)](#)

Degree Requirements

- Complete 128 semester credits
- Complete the Business Economics major requirements.
- Satisfy the 44 credits of Core Curriculum requirements.
- Achieve a minimum cumulative GPA of 2.0.

Bachelor of Science in Health Services

Applications will be discontinued after Spring 2010.

The Bachelor's in Health Services (BSHS) is designed for those interested, or currently working in the health profession and for others with clinical or health services administration work experience. The program will enhance clinical performance, and prepare individuals to assume administrative roles in healthcare. Students work to Expand knowledge and skills in specific topics related to healthcare practice, as determined by the individual's professional growth needs. Graduates of the program will learn how to function in the dynamic healthcare environment, assume positions of leadership, and the degree will provide a basis for graduate study and a foundation for professional and personal growth.

Program Director: Larry Brewster, Ph.D.

Senior Associate Program Director: Gleb Nikitenko, M.P.A., M.A.

Learning Outcomes

- Evaluate and utilize organizational, operational and management skills common in healthcare environments
- Analyze the effectiveness of healthcare delivery in a varied and changing environment
- Implement evidence-based approaches to respond to healthcare problems
- Identify, integrate and value the need for cultural sensitivity in healthcare systems
- Utilize effective teaching-learning strategies for patients and for healthcare professionals and to advance healthcare education
- Analyze the leadership responsibilities of the healthcare professional for developing, organizing and managing programs relevant to healthcare

- Identify and assume personal accountability for ethical, political and legal concerns within the realm of healthcare practice
- Analyze how various funding sources and systems affect healthcare delivery
- Understand and apply concepts from healthcare informatics and current technologies within the healthcare environment

Program Requirements

Students are required to complete the 43 semester units of credit included in the Health Science program. Required courses are sequenced as follows:

- INTD - 307 Experience and Critical Writing
- INTD - 308 Advanced Expository Writing
- BSHS - 400 Healthcare Issues
- INTD - 304 Social Ethics
- BSHS - 401 Leadership and Management in Healthcare Organizations
- BSHS - 402 Statistics for Quality Management
- INTD - 300 The Critical Thinking Seminar
- BSHS - 403 Epidemiology and Evidence-based Practice
- BSHS - 404 Cultural Perspectives in Healthcare
- BSHS - 405 Instructional Systems Design
- BSHS - 406 Financial Management
- BSHS - 407 Human Resources Management
- BSHS - 410 Field Project
- BSHS - 408 Healthcare Law
- BSHS - 409 Healthcare Informatics
- BSHS - 410 Field Project

Degree Requirements

- Complete 128 semester units of credit.
- Complete the Health Science major requirements.
- Satisfy the Core Curriculum requirements.
- Achieve a minimum GPA of 2.0.

Bachelor of Science in Information Systems

As of Fall 2012, we are no longer accepting applications for the Bachelor of Science in Information Systems.

The Bachelor of Science in Information Systems (BSIS) program equips students with critical skills and knowledge required to direct and to control computerized information

resources within diverse organizational settings. The study of Information Systems provides professionals with the expertise and knowledge to support innovation, planning, and management of information infrastructures as well as the coordination of information resources. The curriculum is designed to respond to the need for information systems professionals with systems management and development expertise. The BSIS program, based upon nationally approved curriculum recommendations from the Association for Information Systems (AIS) and the Association for Computing Machinery (ACM), continuously updates its curriculum. The program is taught within an Ignatian framework fostering ethical and social awareness and is designed to be completed in 23 months.

**Department Chair:
Art Karshmer, Ph.D.**

Program Objectives

The BSIS program is designed to shape IS leaders who are capable of developing a personal IS vision and a critical understanding of the IS role and operation in modern organizations. Such vision and understanding rest upon certain foundational elements that the program seeks to foster: sound technical skills; effective project management skills; critical decision-making skills; and a professional code of ethics.

Program Requirements

Students are expected to have basic Microsoft desktop skills in MS Word, PowerPoint and Excel. If prospective students are uncomfortable doing basic manipulations in these desktop software packages, they will need to obtain such skills elsewhere. The reason for the requirement is that many of our courses require writing (Word), making presentations (Powerpoint), and formulating decisions using spreadsheet calculations (Excel). As the BSIS program is quite demanding, taking time out of our required courses to include basic skills development is not possible. Students are required to have these desktop skills before being accepted into the program.

Students are required to complete the 37 credits included in the undergraduate Information Systems program. Required courses are usually sequenced as follows:

- [INTD 307 - Experience and Critical Writing](#)
- [INTD 308 - Advanced Expository Writing](#)
- [BSIS 310 - Information Systems Theory and Practice](#)
- [BSIS 312 - Managing and Leading the Information Technology Organization](#)
- [INTD 300 - The Critical Thinking Seminar](#)
- [BSIS 320 - Systems Analysis and Design](#)
- [INTD 304 - Social Ethics](#)
- [BSIS 315 - Software Programming Concepts](#)
- [BSIS 400 - Information Technology Hardware and Systems Software](#)
- [BSIS 405 - Database Concepts](#)
- [BSIS 340 - Telecommunications](#)
- [BSIS 430 - Project Planning and Development](#)
- [BSIS 330 - Electronic Commerce Strategy, Architecture and Design](#)

Degree Requirements

- Complete 128 semester credits.
- Complete the Information Systems Management major requirements.
- Satisfy the 44 credits of Core Curriculum requirements.
- Achieve a minimum cumulative GPA of 2.0.

Learning Outcomes

Upon completion of the Bachelor of Science in Information Systems, a graduate will:

- Understand the components of information systems infrastructures, computing platforms, software architectures, and telecommunications networks.
- Appreciate the growth and importance of the digital economy and its socioeconomic implications on information technology, electronic commerce, and consumer behavior.
- Use methods, techniques, and models for planning, analyzing, and designing information systems.
- Understand and experience the principles of software design, development, testing, and maintenance using a popular programming language.
- Define and model database systems and understand data administration, data warehousing, and data mining issues relevant to today's interconnected organizations.
- Understand the fundamentals of all aspects of tele-communications, including data, voice, image, and video, and the critical need for security of networks and data inside and outside of the organization.

Bachelor of Science in Management

Bachelor of Science in Management (BSM) Program

Designed for working professionals seeking to complete their bachelor's degree, the University of San Francisco offers a Bachelor of Science in Management (BSM). Students learn to balance theory and practice to become effective managers within all sectors of organizational life.

Curriculum Overview

Students take 44 credits of upper-division management coursework for the major. Students in the BSM program also have the opportunity to earn up to 21 tuition-free credits towards general elective and some University Core requirements through Interdisciplinary Studies Assessment (ISA).

The McLaren School of Management continually updates its curriculum to satisfy the latest AACSB requirements and to assure that its students receive the full experience of studying at an excellent liberal arts university. Recognizing our students as individuals with unique interests and talents, the faculty have designed the business curriculum to support the focus and breadth each individual student requires. Course requirements are divided into the following areas:

1. University Core Curriculum
2. Interdisciplinary Studies (including the Interdisciplinary Studies Assessment)

- 3. Management Core
- 4. Major Electives

Interdisciplinary Studies (8 credits)

- INTD 310 Interdisciplinary Research and Writing (4 credits)
- INTD 311 Ethics and Society (4 credits)

Interdisciplinary Studies Assessment

The Interdisciplinary Research and Writing (INTD 310) course helps students develop experiential research-based essays that may be applied toward university core curriculum and general elective credits. Submitted research essays are evaluated by leading faculty and researchers in the areas of study. Essays are evaluated on a credit/no credit basis with students earning three credits for essays meeting the academic learning outcomes.

Management Core (20 credits)

- BSM 301 Public Policy & Regulatory Environment (4 credits)
- BSM 302 Marketing Fundamentals & Strategies (4 credits)
- BSM 303 Systems & Technology (2 credits)
- BSM 304 Foundations of Organizations & Management (4 credits)
- BSM 306 Business Analytics Fundamentals (2 credits)
- BSM 326 Accounting & Finance Fundamentals (4 credits)

Major Electives (16 credits)

For major elective information, please view the BSM web page at <http://www.management/bsm/>

Bachelor of Science in Organizations, Leadership and Management (BSOLM)

As of Fall 2012, we are no longer accepting applications for the Bachelor of Science in Organizations, Leadership, and Management. The School of Management will be offering a new Bachelor of Science in Management degree starting in Spring 2013.

The B.S. in Organizations, Leadership & Management (BSOLM) prepares students to assume leadership roles to meet the challenges and uncertainties confronting today's organizations. Students become active investigators of organizational life through emphasis on theoretical frameworks, practical applications, critical thinking and independent judgment. They develop the conceptual and problem-solving skills that managers and leaders need to inspire a group or an entire organization toward sustaining productive and compassionate organizations.

Department Chair: Arthur Bell, Ph.D.

Program Learning Goals

- Learn to lead, communicate, and work effectively with diverse individuals and teams across the organization through a broad, interdisciplinary business and liberal arts foundation.
- Analyze and synthesize how cognitive, behavioral, and emotional outcomes at the individual, team and organizational levels contribute to the sustainability of organizations.
- Demonstrate competence in integrating skills relevant to effective management professionals in effectively making timely and ethical decisions required in leading complex organizations.
- Apply concurrently organizational behavior theory to practice in the classroom, organization, and society.
- Develop a fuller awareness and appreciation of self, others, society and the world through the Jesuit values of moral and ethical leadership, social justice, and service to others.

Core Courses

- [INTD 310 - Interdisciplinary Research and Writing](#) (4 credits)
- [INTD 311 - Ethics and Society](#) (4 credits)
- [OLM 304 - Foundations of Organizational Behavior](#) (4 credits)
- [BUS 301 - Legal & Regulatory Environment](#) (4 credits)
- [BUS 325 - Accounting and Finance Fundamentals](#) (4 credits)
- [BUS 302 - Marketing Management](#) (4 credits)
- [BUS 308 - Systems in Organizations](#) (4 credits)

Concentration Courses

- [OLM 440 - Organizational Communication I & II](#) (2 credits each)

Presents the theory and practice of communication in an organizational setting with a focus on understanding the complexity of communication content, process, context, and outcomes through the lenses of history, culture, critical theory, technology and ethics. • Prerequisite: OLM 304 - Foundations in Organizational Behavior.

- [OLM 441 - Organizational Leadership](#) (4 credits)

Analyzes leadership styles with an emphasis on what constitutes effective leadership given the organization and its context. The focus is on how leaders emerge and assume responsibility within learning organizations while assessing leadership styles, values, and skills for empowering individuals as they confront organizational challenges. Visionary leadership within a framework of social responsibility is also examined. • Prerequisite: OLM 304 - Foundations in Organizational Behavior.

- [OLM 442 - Team Processes and Decision-making](#) (4 credits)

Focuses on understanding group goals, roles and norms; identifying characteristics of effective groups; diagnosing dysfunctional group behavior; and applying communication and problem-solving models and techniques to improve group decision-making performance. Emphasis is placed on experiential learning through group service learning projects. Prerequisite OLM 304 - Foundations in Organizational Behavior.

- [OLM 443 - Leading Organizational Change](#) (4 credits)

Develops the knowledge, skills and tools necessary for change catalysts/agents to influence change within a variety of organizational contexts while examining the internal and external forces impinging on complex organizations and work behavior. Prerequisite OLM 304 - Foundations in Organizational Behavior.

Business Administration Major

In today's competitive, global business environment, managers must have a variety of skills in order to lead successfully. Leaders are no longer insulated from the functional areas of business. Many responsible positions require a solid background in business fundamentals, as well as an appreciation of the interrelated nature of business functions.

A Business Administration major provides the opportunity for students to choose an inter-disciplinary course from outside business in addition to a variety of elective business courses to further develop skills in their areas of interest while also increasing their understanding of the broader business environment. Students choosing this major receive a comprehensive business education allowing them access to a variety of career paths. The curriculum is designed to encourage students to develop their communication, analytical and computer skills, creativity, and other qualities necessary for success in organizational life.

Curriculum

Students take 20 units of upper division, non core, business coursework. With approval from a faculty advisor, 4 of the 20 units may be from business related coursework outside business.

Electives (select 20 units from the following):

- BUS 311 through BUS 389, BUS 398, BUS 397
- BUS 401 through BUS 489
- Foreign Language — third semester or higher (4 units maximum)

Business Administration Major(2)

In today's competitive, global business environment, managers must have a variety of skills – coupled with knowledge and experience – in order to manage and lead successfully. Managers are no longer insulated within functional areas of business. Many responsible positions require a solid background in business fundamentals, as well as an appreciation of the interrelated nature of business functions.

The Business Administration [BADM] major provides students the opportunity to develop skills in their business-related areas of interest and increase their understanding of the broader business environment. Students create an individualized, but integrated set of courses – from the approved list of business electives and no more than one course outside the School of Management. The curriculum allows students to develop their communication, analytical and computer skills, creativity, and other qualities necessary for success in organizational life. Ultimately, this major provides a more comprehensive, but tailored education opening up a variety of career paths for students.

Curriculum

Students take 20 credits of upper division, non-core business coursework. With approval from a faculty advisor, 4 of the 20 credits may be from business related coursework in other colleges within the University.

Electives (select 20 credits from the following):

Approved courses with descriptions and necessary pre-requisites for this major

- [BUS 311 through BUS 379](#)
- [BUS 401 through BUS 478](#)

Business Honors Programming

The McLaren School of Management supports several unique and innovative programs for students seeking a more rigorous and challenging academic experience.

Dayle Smith, Ph.D. Director, Business Honors Programming

These programs are comprised of a community of academically outstanding students who take honors designated courses in the School of Management. Students can pursue additional honors programming through the Honors in the Humanities program fulfilling several university core curriculum courses. The School offers two tracks for honors level programming: (1) Flex Honors for Business Core Courses, where students may opt to pick and choose among Business core courses in a flexible manner within their degree program or (2) The Honors Cohort Program (HCP), where juniors and seniors participate in a strong learning community where students complete the upper division business core as a cohort. Each of these options provides you with opportunities to interact with other honors students pursuing a challenging and rigorous course of study and participate in related co-curricular and extra-curricular activity.

Track 1: Flex Honors

Students wishing to enroll in honors courses and having a minimum of a 3.3 GPA are invited to pursue Business Honors programming through registration into the Honors designated sections of courses in the Business Core. Students meeting the GPA minimum requirement will have the option to choose from a menu of honors core courses when available each semester, such as Honors 301, Honors 302, Honors 304 and/or Honors 406 (if prerequisites are met). Registration in these courses will be based on meeting or exceeding the minimum GPA requirement (3.3 and above) or instructor permission. First and second year students having a minimum of 3.5 GPA may enroll in Honors 100 and Honors 294.

Students will have the flexibility to choose which courses they would like to take in the Honors format. This new option provides maximum flexibility for scheduling. Our goal will be to begin offering at least three honors sections of business core classes each semester, growing the program based on student demand and eligibility in coordination with the Chairs of the offering departments. An honors capstone of 406 will be scheduled each fall for students hoping to graduate in December. Students may study abroad for a year or a semester while on the Flex Honors track. Students choosing this option have the ability to graduate early (if all requirements are met). Students taking at least 5 honors courses during their time in Flex Honors will receive special recognition at Graduation. Students are also invited to participate in extra-curricular honors programming, through McLaren Scholars – a School of Management organization committed to developing additional opportunities for honor students. Students in Flex Honors will have the opportunity to register for special honors electives open to Flex Honors and HCP students each fall and/or spring.

Track 2: Honors Core Learning Community (Honors Cohort Program-HCP)

If you have a cumulative 3.5 GPA and have not taken any upper division business core coursework (301, 302, 304, 305, 308, 401), you may apply to take the Honors Core to substitute for your upper division business core and, if accepted, join the Learning Community track—the HCP. The HCP does require all students to complete the 4-semester program following a pre-determined sequence with no exceptions or substitutions. The HCP option is a learning community model that enables the students to stay in the cohort and complete the Honors Core in the cohort together. Students will have a spring semester in the junior year to study abroad; participate in an internship; take Business Honors Electives; and/or, courses in their major. The HCP curriculum will substitute for the upper division core in total (BUS 301, 302, 304, 305, 308 and 401 or 406). Acceptance into the HCP is highly competitive. Students complete an on-line application, submit an essay, provide letters of recommendation, and are interviewed by faculty and current HCP students. (Please note: Entrepreneurship majors in the HCP are required to take 406 in addition to the 496 honors capstone course. These majors are able to count the HCP capstone 496 as an elective course towards graduation.

HCP Business Core Curriculum Classes include:

- [BUS 100 - Launch into Business - Section 1 Honors](#) (optional)
- [BUS 294 - Honors: Quantitative Business Analysis](#) (optional)
- [BUS 491 - Honors: Legal](#)
- [BUS 492 - Honors: Marketing Management](#)
- [BUS 494 - Honors: Organizational Behavior and Leadership \(Service Learning\)](#)
- [BUS 495 - Honors: Finance](#)
- [BUS 498 - Honors: Systems in Organizations](#)
- [BUS 496 - Honors Capstone](#)

In either honors programming track, smaller class size makes it easy to develop a strong network of close relationships with other students and faculty. Commitment and motivation run high within the Honors classrooms, as do friendship and a strong sense of community. The program is dedicated to providing you with valuable experiences, both in and out of the classroom, including but not limited to:

- Field trips
- Dinners with the Faculty
- Corporate Speakers

- Opportunities to participate in Intercollegiate Business Competitions throughout the United States
- Mentoring and Internship programs
- Additional Co-curricular and Extracurricular Honors Programming through McLaren Scholars, such as undergraduate research programs, international service learning opportunities and social events
- Entry to a strong alumni network of former HCP and Flex Honors graduates

To apply for any of our Business Honors Programs, please use the following as a guideline:

For Incoming Freshmen:

1. Have a minimum high school cumulative GPA of a 3.5 or higher *
2. Strong ACT and or SAT scores
3. Possess strong written, verbal, and interpersonal skills
4. Complete the application process (Letter of Recommendation, Proof of GPA, Essay, and Interviews)

For Transfer or Current USF Students:

1. Have a minimum university cumulative GPA of a 3.3 or higher for the Flex Honors Program or have a minimum university cumulative 3.5 or higher for the HCP.
2. Possess strong Written, Verbal, and Interpersonal skills
3. **For HCP applicants only (Spring semester).** Complete the application process (Letter of Recommendation, unofficial USF Transcript, Essay, and Interviews). HCP applicants will be invited to join the program and receive an application by email; applications may also be picked up in MH 113. Students interested in the Flex Honors program do not need to go through an application process.
4. Have not completed any Upper-Division Core Business Classes (HCP applicants only)

Application Process

Students applying to the Honors Program (HCP) must first apply and be accepted into USF <http://usfca.edu/undergraduate/>. After admission to USF, students can apply to the Honors Cohort Program online during the HCP recruitment cycle every Spring semester. Students with an incoming 3.5 GPA are eligible to enroll in Honors: Business 100 each fall semester. Students are notified of their acceptance into HCP prior to pre-registration.

For More Information about the Honors Programs offered through the School of Management, please e-mail: somundergrad@usfca.edu

Business Minors

The McLaren College of Business offers Minors in General Business (20 units) and Hospitality Industry Management (20 units), for students declaring majors other than business.

The General Business Minor is designed to provide the non-business major with a background in business to complement their current field and future careers. The Hospitality Industry Management Minor offers an intensified concentration in business and hospitality management classes in order to provide a basic foundation and knowledge of the industry, thus enhancing a student's competitive "positioning" in this field.

The Minors are reflected on students' transcripts, and require a letter grade and a minimum GPA of "C" (2.0) in the Minor. Students interested in a Business Minor should consult with advisors in the McLaren College of Business to declare the Minor and to review the specific course requirements and necessary prerequisites for the courses.

General Business Minor Courses (20 units)

Required (16 units) — the following course topics have been approved for the General Business minor (see UGP office or Coordinator for course numbers)

- Lending and Managing with Brains and Hearts
- Managing Money and Evaluating Business Results
- Producing and Selling Things People Want
- Competing Locally and Globally

Elective — Select 4 units from any undergraduate Business course(s)

Hospitality Industry Management Minor (20 units)

A minimum of 400 hours of professional work experience related to the hospitality field must be completed prior to the student's senior year and is a requirement for the minor.

Required (10 units)

- BUS 201 - Principles of Accounting I
- BUS 304 - Management and Organizational Dynamics

Select one (2 units) from:

- BUS 181 - Hospitality Professional Development
- BUS 283 - Introduction to the Hospitality Industry

Electives — Select 10 units from the Hospitality Industry Management Curriculum

- BUS 284 - Conference and Events Planning
- BUS 381 - Restaurant Management and Culinary Arts
- BUS 382 - Restaurant Entrepreneurship and Culinary Arts
- BUS 384 - Hotel Operations and Service Management
- BUS 387 - Beverage Management
- BUS 480 - Hospitality Marketing and Sales
- BUS 482 - Hospitality Law and Human Resource Issues
- BUS 487 - Catering and Fine Dining Management

Certificate in Foundations of Finance

A student must complete five courses in the MS in Financial Analysis program:

1. Corporate Finance
2. Adv. Financial Statement Analysis
3. Fixed Income I
4. Equity Valuation
5. Derivatives I

For more information, please contact admissions at management@usfca.edu or (415) 422-2221

What are the pre-requisites for the Certificate Programs?

An applicant must have an undergraduate degree as well as foundation courses in financial accounting, micro- and macro-economics and statistics to qualify for entry into a Certificate program.

When and where are classes held?

All classes meet San Francisco at the University of San Francisco School of Management's downtown San Francisco campus (101 Howard Street). Courses generally meet once a week for four hours.

How many courses do I take at a time?

Courses in this certificate are offered each year in the period from January to June. Full-time students will be taking three courses for the first eight week session and two courses in the second eight week session and will complete the certificate in five months. Part-time students can take one or two classes at a time can complete the program in one year. International students only have the option to take the certificate full-time.

How do I apply for the Certificate Programs?

Most applicants will first apply for entry to the Fundamentals of Finance Certificate. Applicants who have passed the Level I exam in the CFA program are eligible to apply directly to the Certificate in Foundations of Finance. You will need to submit your resume, statement of purpose and transcripts from any university level programs along with a paper application and a \$55 application fee. You may download the application [here](#). International students will have to submit additional documents including a TOEFL score (minimum 90 IBT) and a Certificate of Finances.

The required courses are listed below:

- [Corporate Finance – MSFA 714](#)
- [Equity Valuation – MSFA 720](#)
- [Fixed Income Valuation – MSFA 722](#)
- [Derivatives I – MSFA 724](#)
- [Financial Statement Analysis – MSFA 726](#)

Certificate in Foundations of Risk Management

Driven by the evolving requirements of the investment industry and designed for practitioners, the Certificates in Risk Management train participants to appreciate recent, and forthcoming, paradigm shifts and equips them with the conceptual and practical tools to improve the organization of the investment process and risk management.

Spanning traditional, alternative, and structured investments, and drawing on the latest advances in finance, the Certificates focus on dynamic asset allocation and advanced risk management techniques as well as on the integration of investor needs and constraints in the design of novel solutions for risk management.

Certificate in Foundations of Risk Management»

This is a non-degree, certificate program of appeal to students in finance, financial advisors, analysts and risk managers. All applicants must have an undergraduate degree before applying with foundations in derivatives, fixed income and statistics to qualify for the Certificates. Students will normally apply for the Foundations of Risk Management Certificate before the Market and Credit Risk Management Certificate.

Certificate in Market and Credit Risk Management»

To apply for any of the Certificate Programs, please submit your resume, statement of purpose and transcripts from any university level programs along with a paper application and a \$55 application fee. You may download the application [here](#).

Mail all application documents to:

Office of Graduate Programs
College of Arts and Sciences, HR240
2130 Fulton St.
San Francisco, CA 94117

For more information, please contact Elsa Evans, MSFA, MSRM and MAIR Program Assistant at (415) 422-4553 or msrm@usfca.edu

Certificate in Investment Management

To obtain the Certificate in Investment Management, students complete the following five courses from the MS in Financial Analysis program:

1. Fixed Income II
2. Alternative Investments
3. Portfolio Management
4. Capital Market Theory
5. Ethics for Finance I

For more information, please contact the Admissions team at 415-422-2221 or management@usfca.edu

What are the pre-requisites for the Certificate Programs?

An applicant must have an undergraduate degree as well as foundation courses in financial accounting, micro- and macro-economics and statistics to qualify for entry into a Certificate program.

When and where are classes held?

All classes meet in San Francisco at the University of San Francisco School of Management's campus in downtown San Francisco (101 Howard Street). Courses generally meet once a week for four hours.

How many courses do I take at a time?

Courses in this certificate are offered each year in the period from May to mid-October. Full-time students will be taking three courses for the first eight week session and two courses in the second eight week session and will complete the certificate in five months. Part-time students can take one or two classes at a time can complete the program in one year. International students only have the option to take the certificate full-time.

How do I apply for the Certificate Programs?

Most applicants will apply first for entry to the Fundamentals of Finance Certificate. Applicants who have passed the Level I exam in the CFA program are eligible to apply directly to the Certificate in Investment Management. You will need to submit your resume, statement of purpose and transcripts from any university level programs along with a paper application and a \$55 application fee. You may download the application [here](#). International students will have to submit additional documents including a TOEFL score (minimum 90 IBT) and a Certificate of Finances.

Please submit any original documents to:

Graduate Admissions Office
School of Management
University of San Francisco
101 Howard Street, Suite 500
San Francisco, CA 94105

The courses required are listed below:

- [Fixed Income Valuation II – MSFA 738](#)
- [Capital Market Theory – MSFA 740](#)
- [Portfolio Management – MSFA 746](#)
- [Alternative Investments – MSFA 742](#)
- [Ethics and Finance I – MSFA 728](#)

Certificate in Investor Relations

The Certificate in Investor Relations (CIR) is a combination of the [Certificate in the Practice of IR \(CPIR\)](#) and the [Certificate in Finance for IR \(CFIR\)](#). The programs are geared towards the working professional in Investor Relations, Financial Analysis, Public Relations or Corporate Communications and are looking to augment their skills. Students have three years to complete either certificate or five years to complete the

combined CIR.

All Certificate in Investor Relations courses are taught by Investor Relations Officers, Consultants, Attorneys and Professors. Finance courses are shared with students in the Masters of Science in Financial Analysis program (MSFA), and IR courses are shared with students in the full-time Masters of Arts in Investor Relations (MAIR) program. The shared program structure enables students the opportunity to learn with, and from, one another throughout the program. CIR, MAIR and MSFA students develop collegial and professional networks that continue well beyond the program.

To apply for any of the Certificate Programs, please submit your resume, statement of purpose and transcripts from any university level programs along with your application and a \$55 application fee. You may download the application [here](#). Please contact the Admissions office at management@usfca.edu if you have any questions.

Mail all application documents to:

Graduate Admissions Office
School of Management
University of San Francisco
281 Masonic Avenue, Suite 108
San Francisco, CA 94118

In order to complete the Certificate in IR, you must complete both of the requirements below:

The required courses for the Certificate in the Practice of IR are listed below. CPIR students must take four of the five listed to complete the CPIR, depending on their background.

- [IR and the Investment Process – MAIR 701](#)
- [The Practice of IR – MAIR 702](#)
- [Writing for IR – MAIR 705](#)
- [Marketing Your Company – MAIR 706](#)
- [Disclosure & the Regulatory Process – MAIR 707](#)

The courses required for the Certificate in Finance for IR are listed below. Students are required to take all four courses to complete the CFIR.

- [Financial Markets – MSFA 712](#)
- [Corporate Finance – MSFA 714](#)
- [Equity Valuation – MSFA 720](#)
- [Fixed Income Valuation – MSFA 722](#)

Certificate in Market and Credit Risk Management

Driven by the evolving requirements of the investment industry and designed for practitioners, the Certificates in Risk Management train participants to appreciate recent, and forthcoming, paradigm shifts and equips them with the conceptual and practical tools to improve the organization of the investment process and risk management.

Spanning traditional, alternative, and structured investments, and drawing on the latest advances in finance, the Certificates focus on dynamic asset allocation and advanced risk management techniques as well as on the integration of investor needs and constraints in the design of novel solutions for risk management.

This is a non-degree, certificate program of appeal to students in finance, financial advisors, analysts and risk managers. All applicants must have an undergraduate degree before applying with foundations in derivatives, fixed income and statistics to qualify for the Certificates. Students will normally apply for the Foundations of Risk Management Certificate before the Market and Credit Risk Management Certificate.

[Certificate in Foundations of Risk Management»](#)

[Certificate in Market and Credit Risk Management»](#)

To apply for any of the Certificate Programs, please submit your resume, statement of purpose and transcripts from any university level programs along with a paper application and a \$55 application fee. You may download the application [here](#).

Mail all application documents to:

Office of Graduate Programs
College of Arts and Sciences, HR240
2130 Fulton St.
San Francisco, CA 94117

For more information, please contact Elsa Evans, MSFA, MSRM and MAIR Program Assistant at (415) 422-4553 or msrm@usfca.edu

Certificate in the Practice of Investor Relations

The Certificate in the Practice of IR (CPIR) courses are taught by Investor Relations Officers, Consultants, Attorneys and Professors. CPIR courses are shared with students in the full-time Masters of Arts in Investor Relations (MAIR) program. The shared program structure enables

students the opportunity to learn with, and from, one another throughout the program. CPIR, MAIR and MSFA students develop collegial and professional networks that continue well beyond the program. *CPIR is available in both in class and online format!*

To complete this certificate students must complete four of the following five courses:

- * IR and the Investment Process
- * The Practice of Investor Relations
- * Writing for Investor Relations
- * Marketing Your Company
- * Disclosure and the Regulatory Process

Frequently Asked Questions

What are the pre-requisites for the Certificate Programs?

You must have a bachelor's degree or higher to apply.

How do I apply for the Certificate Programs?

You will need to submit your resume, statement of purpose and transcripts from any university level programs along with your application and a \$55 application fee. You may download the application [here](#). Please contact the Admissions team at management@usfca.edu if you have any questions.

When and where are classes held?

All classes meet in the afternoon or evenings Monday through Friday or on Saturdays in San Francisco, CA on the University of San Francisco's main campus or at the School of Management's campus downtown San Francisco. Courses may also be available online.

How many courses do I take at a time?

Typically Certificate students will take one class at a time. Classes are offered in the Fall, Spring and Summer Semesters. Each class is offered once per year. You have a maximum of three years to complete the certificate.

Fall Semesters: *IR and the Investment Process, Practice of Investor Relations*

Spring Semester: *Writing for Investor Relations, Marketing Your Company*

Summer Semester: *Disclosure and the Regulatory Process*

What are the requirements to do the Online CPIR?

The online format is designed for those students who are not living in the Bay Area. Participants attend class online using technology that lets you follow along and ask questions, live.

What are the technical requirements to do the Online CPIR?

Computer requirements: Admitted Students participating in online classes must have a minimum of *** a computer (not more than 2 years old) *** 1 GB of RAM *** Windows 7, Vista, or XP; Mac OSX 10.4+ *** 256 MB RAM (the minimum) *** IE 7.0+ *** Safari 3.0+ *** Firefox 3.0+ (Browser must be Java and JavaScript enabled) *** Internet access at 56k or above (DSL access preferred)

The required courses are listed below. Certificate students must complete four of the five courses listed.

- [**IR and the Investment Process – MAIR 701**](#)
- [**The Practice of IR – MAIR 702**](#)
- [**Writing for IR – MAIR 705**](#)
- [**Marketing Your Company – MAIR 706**](#)
- [**Disclosure & the Regulatory Process – MAIR 707**](#)

Certificate of Finance for Investor Relations

The Certificate in Finance for IR (CFIR) courses are taught by Professors of Economics. Finance courses are shared with students in the Masters of Science in Financial Analysis program (MSFA) and with students in the full-time Masters of Arts in Investor Relations (MAIR) program. The shared program structure enables students the opportunity to learn with, and from, one another throughout the program. CIR, MAIR and MSFA students develop collegial and professional networks that continue well beyond the program.

To obtain the Certificate in Finance for IR, students complete the following four courses:

- * Financial Markets
- * Corporate Finance
- * Equity Valuation
- * Derivatives

Frequently Asked Questions

What are the pre-requisites for the CFIR Program?

Pre-requisite for the CFIR program includes Financial Accounting, Macroeconomics, Statistics and Algebra.

How do I apply for the Certificate Programs?

You will need to submit your resume, statement of purpose and transcripts from any university level programs along with your application and a \$55 application fee. You may download the application [here](#). Please contact the Admissions team management@usfca.edu if you have any questions.

When and where are classes held?

All classes meet during Monday through Saturday in San Francisco, CA on the University of San Francisco's main campus or at the School of Management campus in downtown San Francisco.

How many courses do I take at a time?

Typically Certificate students will take one class at a time. Classes are offered in the Fall, Spring and Summer Semesters and each course is offered twice a year.

Fall Semesters: *Financial Markets, Corporate Finance, Equity Valuation, Fixed Income*

Spring Semester: *Financial Markets, Corporate Finance, Equity Valuation, Fixed Income*

How long does it take to finish this Certificate?

It can take between one year and three years to complete this Certificate. The maximum time allowed is three years.

The Course descriptions are listed below:

- [Financial Markets – MSFA 712](#)
- [Corporate Finance – MSFA 714](#)
- [Equity Valuation – MSFA 720](#)
- [Fixed Income Valuation – MSFA 722](#)

Certificate Programs in Risk Management

Driven by the evolving requirements of the investment industry and designed for practitioners, the Certificates in Risk Management train participants to appreciate recent, and forthcoming, paradigm shifts and equips them with the conceptual and practical tools to improve the organization of the investment process and risk management.

CERTIFICATE IN FOUNDATIONS OF RISK MANAGEMENT

CERTIFICATE IN MARKET AND CREDIT RISK MANAGEMENT

Spanning traditional, alternative, and structured investments, and drawing on the latest advances in finance, the Certificates focus on dynamic asset allocation and advanced risk management techniques as well as on the integration of investor needs and constraints in the design of novel solutions for risk management.

This is a non-degree, certificate program of appeal to students in finance, financial advisors, analysts and risk managers. All applicants must have an undergraduate degree before applying with foundations in derivatives, fixed income and statistics to qualify for the Certificates. Students will normally apply for the Foundations of Risk Management Certificate before the Market and Credit Risk Management Certificate.

To apply for any of the Certificate Programs, please submit your resume, statement of purpose and transcripts from any university level programs along with a paper application and a \$55 application fee. You may download the application [here](#).

Mail all application documents to:

Graduate Admissions Office
School of Management
University of San Francisco
281 Masonic Avenue, Suite 108
San Francisco, CA 94118

For more information, please contact the Admissions team at management@usfca.edu or 415-422-2221.

The required courses for the Certificate in the Foundations of RM are listed below:

- **ECON 738 Fixed Income Valuation II**
- **ECON 730 Behavioral Finance and Risk Management**
- **ECON 750 Quantitative Analysis in Risk Management**
- **ECON 752 Financial Markets & VaR**
- **ECON 732 Derivatives II**

The courses required for the Certificate in Market and Credit Risk Management are listed below:

- **ECON 746 Portfolio Management**
- **ECON 754 Market Risk for Fixed Income**
- **ECON 755 Credit Risk Management**
- **ECON 756 Operational & Investment Risk Management**
- **ECON 760 Risk Measurement Modeling**

Concentration in Biotechnology

Biotechnology innovation is now driving one-third of the world's economy – from pharmaceuticals and healthcare, to identity and privacy, agribusiness, bio-fuels, mobile bio-sensors, and more. At the same time, every application of biotech is driven by information. In fact, the explosion of information in the biotech space is unprecedented – from DNA to diagnostics, from drug trials to bio-identity management, from the open source quest for cures to cancer to online video games unlocking the structure of nature by users with little or no science background. The single common link is information.

The MSIS program offers a concentration in Biotechnology to enable students to immediately enter the burgeoning biotech field, or if already employed in biotech, to better understand its place within the global industry, drawing heavily from the San Francisco Bay Area, the world's largest bio-innovation cluster and the birthplace of biotech. Uniquely, as part of the Business of Biotechnology program, it enables students to visit major global bio-clusters, alongside fellow USF grad students in business administration and biotechnology.

The concentration area is offered only on the San Francisco Campus.

Objectives

- Gain an understanding of the local, national and global biotechnology industry.
- Comprehend the “what” and “where” of biotech information – from clinical drug trials to criminal databases, from regulatory requirements to the personal genome, to a basic understanding of how DNA can be transformed from inside a human cell to its digital representation in data.
- Understand the difference between traditional pharmaceuticals and bio-pharmaceuticals, and the latter's important relationship to personalized medicine.
- Gain insight into the legal, social and ethical implications of biotech – from GINA, the US's Genetic Information Nondiscrimination Act, to the regulation of frozen embryos in the UK nonexistent in the US, from the perspectives of various religions vis-à-vis biotechnology to the challenging decisions that individuals and families face with newly emergent bio-pharma, diagnostics, and treatments.
- Meet biotechnology industry professionals, while discovering the innovation advantages of each global bio-cluster and its impact on the industry, and comprehending that every biotech business is a global business, and all information is global.

Program Requirements

The MSIS curriculum includes up to 36 semester credits (12 courses). Students must also demonstrate computer proficiency through academic background or professional training.

Required courses are sequenced as follows:

- MSIS 612 - Analysis, Modeling and Design
- MSIS 611 - Data Base
- MSIS 620 - Economics for IS Managers
- MSIS 625 - IT Policy and Strategy
- MSIS 613 - Communications and Networking

- MSIS 651 - IT Security
- MSIS 624 - Managing Projects and Change
- MSIS 647 - Global Information Systems
- MSIS 636 - Identity Management and Trust
- MSIS 653 - Network Security
- MSIS 659 - IT Audit and Forensics
- MSIS 626 - Capstone Project

Biotechnology Concentration Courses:

Students complete nine credits of course work from the below offerings:

- - [MSIS 661 - Local and National Biotech](#)
 - [MSIS 662 - The Information of Biotech](#)
 - [MSIS 663 - Legal, Social, and Ethical Implications of Biotech](#)
 - [MSIS 664 - Global Biotech](#)
 - [MBA 6797 - Academic Global Immersion - Biotech](#)

Degree Requirements

- Completion of all major coursework with a minimum cumulative 3.0 GPA

Entrepreneurship and Innovation Major

The San Francisco Bay Area is the global epicenter of new venture creation and technology innovation. The USF

Department Chair: Mark V. Cannice, Ph.D.

Entrepreneurship and Innovation Major is designed to prepare students to pursue an entrepreneurial career. Students will learn the tools to design, launch, and grow new business ventures, either stand alone or within an existing corporation. Students will be able to tailor their Entrepreneurship and Innovation Major with course selections that include Entrepreneurial Management, Internet Business Applications, and Entrepreneurial Finance, among others. Additionally, students will have the opportunity to pitch their new business venture before a professional panel of Silicon Valley executives and investors.

Curriculum

(Business Core plus 20 or more credits of E&I electives and "Entrepreneurial Management" Capstone BUS 406)

E&I Required Courses (16 credits) - complete the four classes listed below:

- [BUS 377 - Nuts & Bolts of Entrepreneurship](#)
- [BUS 349 - Creativity, Innovation, and Product Development](#)
- [BUS 370 - Internet Business Applications](#)
- [BUS 432 - Entrepreneurial Finance](#)

E&I Electives (4 credits)- select one or more classes from among the following:

- [BUS 311 - Advanced Business Law](#)
- [BUS 345 - Introduction to Sustainable Business](#)
- [BUS 360 - Marketing Research](#)
- [BUS 361 - Advertising and Promotional Strategy](#)
- [BUS 401 - Strategic Management](#)
- [BUS 451 - Import/ Export Management](#)
- [BUS 460 - Sales Management](#)

E&I Required Capstone (4 credits)- Complete the capstone course listed below:

- [BUS 406 - Entrepreneurial Management](#)

Executive Education Immersion Programs

In addition to the traditional graduate and undergraduate programs, the University of San Francisco School of Management offers custom executive education and corporate training programs designed for domestic and international groups. The programs are developed by globally recognized USF faculty and key industry experts of the Silicon Valley ecosystem with an emphasis on innovation, entrepreneurship, and global impact.

Participants will gain valuable knowledge and insight around the best practices in Silicon Valley as well as will obtain essential skills, tools, and experiences they need whether starting a new business, growing an existing business, building an innovative organization, or creating economic growth in their own regions.

Executive Education Immersion Programs

SILICON VALLEY IMMERSION PROGRAM™

Participants master academic fundamentals in classes while also learning real world lessons through hands-on workshops, expert panel discussions, on-site visits to entrepreneurial firms and networking events. In addition, five tracks have been designed to meet the needs of specific audiences:

- Executive and Managers track
- Faculty track
- Students in Business and Management track
- Students in Science and Engineering track
- Angel and VC Investors track

SILICON VALLEY IMMERSION ON LOCATION PROGRAM™

Participants experience the unique Silicon Valley Immersion (SVI) program without leaving their home country. This SVI – On Location program maintains the integrity of the content while incorporating workshops based on real-live case studies of local young ventures. The same tracks of the SVI program are also available.

U.S. HISPANIC MARKET IMMERSION PROGRAM™

Participants gain important knowledge and insights around current developments in the fastest growing demographics of the USA. This program follows the same format of our other immersion programs combining key lectures with visits, panels, networking experiences, etc. Key areas of concentration include marketing, financial services, micro-lending, near-shoring, etc. as well as understanding how to leverage these developments to create new ventures or help existing firms to serve ethnic minorities.

GLOBALIZATION PROGRAM

This is a practical one-on-one consulting program for start-ups or established businesses that are facing the challenge of global expansion.

BACKGROUNDS OF PARTICIPANTS INCLUDE

Students in business, science, and engineering, aspiring entrepreneurs and intrapreneurs, corporate business development and marketing executives, educators, researchers, program developers and academic staff in the area of innovation, entrepreneurship and globalization, engineering and software development managers, economic development agency managers, and angel and venture capital investors.

Finance Major

Finance is an important field within business administration and management. It focuses on valuation and the optimal allocation of capital. Advances in modern financial theory and practice make the field exciting and offer many opportunities for a well-prepared student. Furthermore, the field of finance incorporates an international outlook, which is one of the hallmarks of the McLaren School of Management.

Department Chair: Prof. Frank Ohara

The approach to teaching Finance at the University of San Francisco emphasizes analytical (quantitative and qualitative) proficiency, familiarity with financial analysis software and information processing tools, and the use of "hands-on," applied cases and exercises. The multidimensional nature of the finance as well as the background, diversity and quality of our faculty and students, makes our Finance major an intellectually challenging experience.

Finance majors are required to take 20 credits of courses beyond the introductory finance course (BUS 305). Eight of these 20 credits are required of every student. The remaining twelve credits must come from the list of Finance Electives shown below, with up to four credits of courses in the Economics Department with approval of the Finance department faculty advisor.

Curriculum

Finance Courses

Take two out of the three **Required Courses: 8 credits**

The third course not taken as the required course can count towards your Finance Elective.

- [BUS 330 - Investment Analysis](#)
- [BUS 331 - Intermediate Corporate Finance](#)
- [BUS 430 - International Financial Management](#)

Finance Electives: 12 credits

- [BUS - 332 Financial Institutions and Markets](#)
- [BUS - 333 Financial Statement Analysis](#)
- [BUS - 431 Analysis of Global Business Conditions](#)
- [BUS - 432 Entrepreneurial Finance](#)
- [BUS - 433 Real Estate Finance and Investments](#)
- [BUS - 437 Options and Futures](#)
- [BUS - 439 Special Topics - Finance](#)

Note:

Maximum of 4 credits from the following Economics courses can count for one Finance Elective.

Financial Analysis

Investment management has evolved from an art to a science in the past three decades. This evolution has placed strict demands on practitioners to master the complex analytical and quantitative methods increasingly used in managing the investment process.

In response to the demands that today's turbulent financial markets place on financial professionals, the University of San Francisco offers a Master of Science degree in Financial Analysis (MSFA) that provides rigorous specialist training in recent advances in quantitative financial analysis and economics.

The MSFA curriculum is structured around the areas of knowledge and skills deemed necessary for the Chartered Financial Analyst (CFA) designation by the CFA Institute. A thesis is not required for this program. Students may choose to take the CFA exams while in the MSFA program but are not required to do so.

The MSFA program at USF provides a coordinated, sequential approach to the tools and knowledge covered by the CFA Body of Knowledge. The MSFA curriculum is focused on bringing together finance theory and finance practice. Instructors in the program are a unique blend of USF professors and working CFA charter holders from local Bay Area firms.

Another unique characteristic of the USF MSFA program is a strong emphasis on ethical professional behavior in the financial industry--a characteristic that is integrated throughout the course of study.

Students graduate from the USF MSFA program with advanced quantitative training in economics and finance. Our graduates have the ability to understand and apply the most current tools used by investment management professionals today.

Goals of the Program:

- Provide an interdisciplinary approach to the study of financial markets and valuation of assets.
- Master the fundamental economic techniques before valuing financial assets.
- Understand the shortcomings of traditional accounting practice in the valuation process.
- Apply quantitative methods and economic theory to the analysis and management of financial asset portfolios.
- Develop a broad understanding of the micro, macro and international trends that influence the values of financial assets and the evolution of financial markets.
- Ensure a thorough understanding of industry practice and standards as embodied in the skills and knowledge required by the CFA program.

The Program is offered in two formats: Professional and Accelerated.

The Professional MSFA is 36 units and requires all of the courses below:

- [MSFA 710 - Microeconomics for Finance](#)
- [MSFA 712 - Financial Markets](#)
- [MSFA 714 - Corporate Finance](#)
- [MSFA 716 - Macroeconomics for Finance](#)
- [MSFA 720 - Equity Valuation](#)
- [MSFA 722 - Fixed Income Valuation](#)

- [MSFA 724 - Derivatives I](#)
- [MSFA 726 - Adv Financial Statement Analysis](#)
- [MSFA 728 - Ethics and Finance I](#)
- [MSFA 730 - Behavioral Finance for Risk Management](#)
- [MSFA 732 - Derivatives II](#)
- [MSFA 734 - International Finance](#)
- [MSFA 736 - Econometrics](#)
- [MSFA 740 - Capital Market Theory](#)
- [MSFA 742 - Alternative Investments](#)
- [MSFA 744 - Financial Econometrics](#)
- [MSFA 746 - Portfolio Management](#)
- [MSFA 748 - Ethics and Finance II](#)

The Accelerated program is 35 units and requires all of the courses below:

- [MSFA 710 - Microeconomics for Finance](#)
- [MSFA 712 - Financial Markets](#)
- [MSFA 714 - Corporate Finance](#)
- [MSFA 716 - Macroeconomics for Finance](#)
- [MSFA 720 - Equity Valuation](#)
- [MSFA 722 - Fixed Income Valuation](#)
- [MSFA 724 - Derivatives I](#)
- [MSFA 726 - Adv Financial Statement Analysis](#)
- [MSFA 728 - Ethics and Finance I](#)
- [MSFA 730 - Behavioral Finance for Risk Management](#)
- [MSFA 732 - Derivatives II](#)
- [MSFA 734 - International Finance](#)
- [MSFA 736 - Econometrics](#)
- [MSFA 738 - Fixed Income Valuation II](#)
- [MSFA 740 - Capital Market Theory](#)
- [MSFA 742 - Alternative Investments](#)
- [MSFA 744 - Financial Econometrics](#)
- [MSFA 746 - Portfolio Management](#)

Graduate

School of Business and Professional Studies

Masagung Graduate School of Management

- [MBA Program](#)
- [MBA Areas of Emphasis](#)
- [MBA for Executives](#)
- [MBA Special Programs](#)
- [Executive Education Programs](#)
- [Custom Training Programs](#)

Professional Studies

- [Master of Nonprofit Administration](#)
- [Master of Public Administration](#)
- [Master of Public Administration with an emphasis in Health Services Administration](#)
- [Master of Science in Information Systems](#)
- [Master of Science in Organization Development](#)
- [Master of Science in Project Management](#)
- [Regional Campuses](#)

Graduate 1

MBA
 MBA Career Advantage Program
 MBA for Executives
 Master of Science in Business Economics
 Joint Master of Global Entrepreneurship Management
 Information Systems
 Nonprofit Administration
 Organization Development
 Project Management
 Public Administration

Graduate College of Professional Studies

Established in 1975, the College of Professional Studies awards graduate degrees in the areas of organizational studies, information systems and public management. The College fosters the professional development of its students by providing a collaborative, project-oriented learning environment that emphasizes both theoretical mastery and practical application of technical expertise. USF's College of Professional Studies has more than 19,000 alumni.

Programs and courses offered through the College are designed to meet the special needs of a student population of working adults. In recognition of these needs, the University provides a professional academic advising staff experienced in assisting students to prepare for an intensive college program. Courses are scheduled throughout the year and generally follow the traditional academic calendar. Typically taught in four-hour sessions held once a week, the length of study for graduate degree programs varies from 23 to 27 months depending on the program requirements. Students attend classes in San Francisco and at four regional campuses in Northern California. Classes are small, providing individual attention and an emphasis on personal and professional growth. Instructors use a variety of teaching methods including case studies, problem-solving presentations, group discussions, lectures, field observations, online learning and independent study. In addition to class time, students can expect to devote an average of 12-15 hours per week to class preparation.

Please visit the college's website at: www.cps.usfca.edu

Purpose and Goals

- To demonstrate a commitment to the mission and goals of Jesuit education, including the promotion of lifelong learning
- To provide an educational experience that emphasizes and fosters leadership, ethical responsibility, and service to the community
- To create a participatory learning environment that integrates, in a seminar format, classroom and experiential learning
- To provide academic advising and planning that facilitates students' successful achievement of their academic and career goals
- To provide and maintain administrative support services consistent with the special needs of adult learners

Graduate Admission Requirements

Admission to graduate programs in the College of Professional Studies is based on five factors:

1. Evidence of ability to do quality graduate level work
2. Resume describing administrative or managerial experience
3. Statement of purpose and career goals
4. Two letters of recommendation
5. For international students: TOEFL score

Evidence of Ability to do Quality Graduate Work

Evidence of academic ability is based on the applicant's official transcripts of collegiate work. The candidate must have a bachelor's degree from a regionally accredited college or university and must have both a minimum cumulative GPA of 2.7 and a 3.0 in the last 60 graded undergraduate units of the bachelor's degree. In order to be official, transcripts must be sent directly from the college or university to the USF Admissions Office. Applicants who have a lower GPA than required, but can demonstrate a record of competent professional performance, may be considered for conditional admission.

Resume Describing Administrative or Managerial Experience

The applicant must have a minimum of two years of administrative or managerial experience. Various kinds of supervisory, administrative and management experience may be acceptable. It is helpful if the applicant provides specific details in the resume as to the amount and type of administrative experience acquired in particular positions, e.g., number of people supervised, the size of the budget administered and the functions for which he or she was responsible.

The Statement of Purpose is a three- to five-page typewritten document that describes the applicant's reasons for pursuing a master's degree and why the applicant has chosen a specific graduate program. The applicant must also provide an explanation of how the program will be helpful in enhancing a current position and/or in achieving career goals.

Letters of Recommendation

The two letters of recommendation should come from individuals who can attest to the applicant's professional competence and ability to perform well in a graduate program.

International Students TOEFL or IELTS

All international applicants to CPS graduate programs must pass the TOEFL with a score of at least 600 (paper test) or 100 (Internet); or the IELTS with a 7.0 minimum in all categories.

Minimum Computer Requirements

[Students must have computer access at home. For current computer requirements, please see: www.cps.usfca.edu/online/needs.htm](http://www.cps.usfca.edu/online/needs.htm)

Graduate School of Management

School of Management reflects a rich legacy that is integral to the University of San Francisco, and that has contributed enormously to the development of the institution.

In 1924, the University of San Francisco began offering evening courses in accounting and business administration. By the fall semester of 1925, these courses and others in banking, advertising, taxes, business law, foreign commerce, corporate finance, auditing, and business ethics, formed the basis for the College of Commerce and Finance, the antecedent of the School of Business and Management.

The College of Commerce and Finance awarded the bachelor of commercial science degree to its first 10 students in May 1928. After World War II, enrollment soared at USF, fueled by the G.I. Bill of Rights, and the College of Commerce and Finance was renamed the College of Business Administration. In 1953, the college became one of a small number of schools to be nationally accredited by The Association to Advance Collegiate Schools of Business (AACSB). The college's first MBA program was introduced during the 1964–65 academic year. USF received a major grant in 1973 from the Irvine Foundation to remodel the west end of Phelan Hall on the USF campus. The grant honored Norman McLaren, a long-term trustee of the Irvine Foundation and a USF regent. The College of Business Administration was renamed the McLaren College of Business. Accreditation was granted by AACSB to the graduate programs in the McLaren College of Business in 1981, and most recently reaffirmed at the undergraduate and graduate levels in 2001. In 2003, a major donation by Putra Masagung, a 1974 graduate of the business school, underpinned a capital campaign involving more than 3,000 donors to build a new wing for the business school, a state-of-the-art facility that opened in 2004. In recognition of Mr. Masagung's lead gift, the MBA programs were offered within the Masagung Graduate School of Management. In recognition of a major closing gift by Thomas E. Malloy, class of 1961, and his wife Sharon, the new business school facility was named Malloy Hall in 2004.

In 1975, the Office of Continuing Education, the immediate predecessor of the College of Professional Studies, began at USF. It offered an innovative selection of undergraduate degrees in the evenings and on weekends, mostly to working adults who had undertaken some college work but had not completed a degree. From 1975 to 1979, the Office of Continuing Education developed undergraduate degrees in applied economics, human relations and organizational behavior, public administration, and public service. The degree programs were premised on a cohort model: a group of learners began and ended an entire degree program as a community of learners. The cohort model, an experiential learning component, and the delivery of the programs in the evenings and on the weekends placed USF on the cutting edge of adult education in the United States. The Office of Continuing Education was upgraded to the School of Continuing Education in 1979, and the Board of Trustees approved renaming the School of Continuing Education the College of Professional Studies in 1980. In 1983, Michael O'Neill, former dean of the USF School of Education, developed a master's degree in nonprofit administration in the College of Professional Studies, one of the nation's first master's degrees in the nonprofit field.

In June 2009, the University of San Francisco created the School of Business and Professional Studies by merging the School of Business and Management with the College of Professional Studies. The merger built upon the strengths of both legacy schools, bringing into a single administrative structure faculty and staff with complementary expertise. Mike Duffy, former Dean of the School of Business and Management, became the founding dean of the new school.

The merger also united two alumni populations. As of June 2010, there were 18,214 living alumni from the legacy School of Business and Management, and 21,287 living alumni from the legacy College of Professional Studies. Among those alumni, there are more the 5,000 leaders in business, the professions, government, and education, including nearly 40 college professors.

On June 1, 2011, the School of Business and Professional Studies, was renamed School of Management. As a School with degrees that encompass for profit businesses, nonprofit organizations, and government sectors; the new name reflects the evolving reality that our current and future graduates need to be prepared for more inclusive management careers that encompass all three areas. The undergraduate school will be called the McLaren School of Management. The graduate school will be called the Masagung Graduate School of Management. Michael J. Webber has been appointed interim Dean.

Hospitality Industry Management Major

The hotel, restaurant and tourism industry is not only one of the largest industries in the Bay Area, it is one of the fastest growing industries in the world today. The demand for educated, qualified managers in hotel and restaurant operations and for capable individuals in related and supporting industries such as consulting, public accounting, sales and marketing, computer technology and numerous other careers within the hospitality industry is stronger than ever.

Administrative Director: David L. Jones

San Francisco's geographic setting is ideal for studying hospitality industry management. As an extended classroom the City provides students with world-class hotels and restaurants in which to fulfill their 800-hour industry-related work experience requirement, perform informational interviews, and enjoy class field-trips. Accessibility to industry leaders is just an introduction away!

Please visit our University of San Francisco Department of Hospitality Management web site: www.usfca.edu/hospitality

Curriculum

Business core plus 16-units of hospitality management core AND a choice of one of the tracks (12-units including capstone): 1) hotel and restaurant management, or 2) convention and event management. Note all courses are 4-units unless otherwise noted. Additionally, a minimum of 800 hours of professional work experience related to the hospitality field must be completed prior to the student's senior year and is a requirement for graduation.

Hospitality Management Courses

Core Courses

- [BUS 188 – Introduction to the Hospitality Industry and Professional Development](#)
- [BUS 380 - Food-service Culinary Arts and Entrepreneurship](#)
- [BUS 388 – Service Management](#)
- [BUS 480 – Optimizing Revenue in the Hospitality Industry](#)

Meeting and Events Track

- [BUS 386 – Meeting and Event Planning](#)
- [BUS 486 – Convention, Exhibition and Venue Management](#)
- [BUS 481 -Corporate Events Project Management](#) (Capstone Course)

Hotel and Restaurant Track

- [BUS 387 - Beverage Management](#)(2 units; 7 weeks)
- [BUS 389 – Fundamentals of Culinary Skills](#) (2 units; 7 weeks)
- [BUS 484 – Hotel Management](#)
- [BUS 487 -Catering and Fine Dining Management](#) (Capstone Course)

Interdisciplinary Studies & Extended Education

Interdisciplinary Research and Writing

Ethics and Society

The Interdisciplinary Research & Writing and Ethics & Society courses provide students with a solid foundation in critical interpretation, argument construction, and ethics. Students receive a thorough immersion in interdisciplinary methodology and investigation, with the course reading lists offering a diverse

and challenging exploration of traditional and contemporary thought. Through their coursework, students gain historical and cultural perspectives and develop the critical tools needed to assess and act on a wide spectrum of societal issues. In the area of critical interpretation and composition, they receive a solid grounding for moving on to the work in their individual majors. They acquire knowledge of research strategies and conventions and knowledge of how and why research matters in critical composition. In the process they investigate a substantive body of knowledge representing central currents of thought from a diverse and encompassing range of ideological, cultural, and ethnic perspectives.

Director of Interdisciplinary Studies and Extended Education: Kimberly Connor, Ph.D.

The Writing Program and the Interdisciplinary Studies Assessment Process

While the Interdisciplinary Research and Writing course focuses on critical writing, composition elements, and research strategies, it also provides a unique opportunity to take advantage of USF's Interdisciplinary Studies Assessment process in which students may earn up to 21 credits writing about past professional or personal experience integrated with academic research. All students are required to take INTD 310. This class provides instruction in the traditional elements of composition as well as offering the opportunity for ISA essay submission on a three semester rolling basis.

- [INTD 310 - Interdisciplinary Research and Writing](#)
- [INTD 311 - Ethics and Society](#)

Extended Education

Extended Education is a menu of Core Curriculum approved courses that Degree Completion students may take to complete their University degree requirements. Extended Education provides courses in each Core area not fulfilled by program course offerings. All courses run for 7 weeks and are conducted fully online. All courses are 3 credits but select courses may be taken for individual 1, 2, or 3 credit options.

- Literature
- History
- Philosophy

- Theology
- Applied Science
- Visual and Performing Arts

International Business Major

It is essential that the business administration student of today — the manager or entrepreneur of tomorrow — be fully aware of the truly global flavor of the modern business environment. No student graduating from this program can afford to be insulated from the significant impact that the 21st century global economy will have upon their lives and careers.

Department Chair: Mark V. Cannice Ph.D.

Business has "globalized" — from trade and commerce to law and finance, from multiculturalism and comparative business to management practices. Yet there is also the local dimension of globalization which stems from the emerging patterns and trends in business policies and practices that increasingly expose participants to situations where a cross-section of traditional functional areas are involved simultaneously.

The objective of the International Business major is to offer students a business education specific to international applications; promote and encourage an international experience and provide ample opportunity to obtain critical international preparation through international courses in Business, Language and Economics. International Business students are strongly encouraged to gain international experience by participating in an approved Study Abroad program or international Study Tour.

Curriculum

International Business majors must complete BUS 401, Strategic Management for their Senior Capstone core requirement. Proficiency in a foreign language as a second language or through the third semester of foreign language coursework is required.

International Business Courses (20 credits)

Required Courses (12 credits)

- [BUS 350 - International Business](#)
- [BUS 452 - The Manager in the Global Economy](#)

Select one course from:

- [BUS 430 - International Financial Management](#)
- [BUS 461 - International Marketing Management](#)

Electives (select 8 credits from the following)

- [BUS 345 - Introduction to Sustainable Business](#)
- [BUS 359/459 - Special Topics — International Business](#)
- [BUS 370 - Internet Business Applications](#)
- [BUS 397 - International Study Tour](#)
- [BUS 406 - Entrepreneurial Management](#)
- [BUS 430 - International Financial Management](#)
- [BUS 431 - Analysis of Global Business Conditions](#)
- [BUS 451 - Import/Export Management](#)
- [BUS 461 - International Marketing Management](#)
- [ECON 306 - Economies of Modern Europe](#)
- [ECON 370 - International Economics](#)
- [ECON 471 - International Finance](#)
- [ECON 475 - Finance and Investment in Emerging Economies](#)
- [ECON 477 - International Political Economy](#)
- Foreign Language, 3rd semester or higher

Marketing Major

Academic research and executive experience have repeatedly highlighted the critical role marketing plays in business success. In

Department Chair: Nicholas Imparato, Ph.D.

addition, there is clear evidence that performance among non-profit and government organizations also depends on effective marketing.

In this context the marketing curriculum and major provide students with a strong foundation in the principles and tools of the discipline. The framework begins with a customer focus and includes formulating products and services that meet and anticipate consumer wants and needs, determining appropriate price/value considerations, developing efficient distribution systems and creating marketing communications programs to support the marketing effort.

Topics relevant to best practices in business and consumer sectors include: Social media, branding, public relations, advertising strategy, behavioral pricing, marketing analytics and research methods, global competition, multicultural segmentation, creation of new business models and innovation strategies. Additionally, the program provides multiple opportunities to examine the role marketing plays in society and how it effects the common welfare.

Curriculum

Required (12 credits)

- [BUS 360 - Marketing Research](#)
- [BUS 363 - Consumer Behavior](#)
- [BUS 461 - International Marketing Management](#)

Electives (select 8 credits from the following)

- BUS 230 Marketing and Society
- [BUS 361 - Integrated Marketing Communications: Promotion, Advertising and Public Relations](#)
- [BUS 362 - Multicultural Marketing](#)
- [BUS 364 - Brand Strategy and Product Management](#)
- [BUS 365 - Behavioral Pricing](#)
- [BUS 368 - Global Distribution and Channel Management](#)
- [BUS 369 - Special Topics in Marketing](#)
- [BUS 469 - Senior Topics](#)

Master of Art in Investor Relations

The M.A. in Investor Relations (MAIR) Program at the University of San Francisco provides a unique combination of financial, marketing and legal expertise with public relations skills. The Program is divided into modules. Each module contains a well-defined set of skills embodied in the Investor Relations function.

This graduate program integrates the quantitative training required by the financial profession with solid grounding in communications and the ethical behavior required in the financial markets. Communicating the financial position of a public company to the investing public demands a specialized set of skills and knowledge to meet the evolving needs and responsibilities of the investor and analyst. In providing the training valued by industry, particular focus is given to the set of skills embodied and required to obtain the Chartered Financial Analyst® (CFA®) designation. The CFA designation enhances the credibility of an Investor Relations Officer, both within and outside the officer's organization.

This program is 32 units and requires all of the following courses:

- [Financial Markets \(2 units\) - MSFA 712](#)
- [Corporate Finance \(2 units\) - MSFA 714](#)
- [Macroeconomics for Finance \(2 units\) - MSFA 716](#)
- [Equity Valuation \(2 units\) - MSFA 720](#)
- [Fixed Income Valuation \(2 units\) - MSFA 722](#)
- [Derivatives I \(2 units\) - MSFA 724](#)
- [Alternative Investments \(2 units\) - MSFA 742](#)
- [Financial Reporting for IR \(2 units\) - MAIR 700](#)
- [IR and the Investment Process \(2 units\) - MAIR 701](#)
- [The Practice of IR \(2 units\) - MAIR 702](#)
- [Communications for IR \(2 units\) - MAIR 703](#)

- [Corporate Governance and Ethics in IR \(2 units\) - MAIR 704](#)
- [Writing for IR \(2 units\) - MAIR 705](#)
- [Marketing Your Company \(2 units\) - MAIR 706](#)
- [Disclosure & the Regulatory Process \(2 units\) - MAIR 707](#)
- [IR Capstone \(2 units\) - MAIR 708](#)
- [IR Internship - MAIR 709](#)

Master of Global Entrepreneurial Management

The joint Master of Global Entrepreneurial Management (jMGEM) program is for recent college graduates in various academic disciplines. With general knowledge of business administration, students are given opportunities to study and observe global and cross-cultural aspects of business decisions and to focus on the process of bringing new innovation, technology and new business ideas to fruition. The program offers courses that are practitioner-oriented and in a sequence that maximizes the benefit of off-campus resources in Barcelona, Taipei, and the San Francisco Bay Area.

In addition to classroom learning, students also learn from participating in co-curricular activities. Students have practical training, as well as working with the program's business partners to solve real-life problems. Students also visit various companies in Spain, Taiwan, China and the United States.

A unique feature of the program is the cohort structure with great student diversity. The three partner universities each recruit one third of the class which results in a balanced mix of cultural diversity. The MGEM program leverages this cross-cultural asset to reinforce students' learning. Many students will develop life-long friendships and some will form global entrepreneurial partnerships.

English is the language of instruction for the entire program. Courses are taught by leading scholars as well as accomplished practitioners. While local faculty are in charge of classroom instruction during each of the three sessions, partner universities' faculty provide supporting roles.

Each student is assigned to the Home Institution closest to his/her home country. For example, citizens of Spain and other European countries are assigned to IQS as their Home Institution. Home Institutions provide primary services including assisting applicants in completing the application package and helping enrolled students to obtain entry visas.

As students move from one campus to another, each Host Institution assumes responsibility for student services during that session including housing and co-curricular activities.

Master of Nonprofit Administration

The Master of Nonprofit Administration (MNA) degree program prepares experienced adults for management and leadership roles in the nonprofit sector. The MNA program is designed for students already working or planning to work in nonprofit corporations, foundations, voluntary associations, community organizations, or nongovernmental organizations.

Department Chair: Michael O'Neill, Ed.D.

The curriculum addresses issues and problems of nonprofit management, and helps students master relevant concepts, skills, and analytic tools. Courses investigate the political, economic, legal, and social environments of nonprofit organizations. Students gain knowledge of organizational behavior and management theory, and develop skills in specific areas such as governance, fundraising, human resources management, financial management, legal issues, and advocacy.

Program Requirements

The MNA degree requires 30 months of coursework involving 39 credits—30 credits from core courses, including a 3-credit capstone course, and 9 credits from elective courses. The latter may be either MNA elective courses (678, 682, 683) or other relevant graduate courses in the University. The MNA courses are listed below:

- [NPA 671 - The Nonprofit Sector and Philanthropy](#)
- [NPA 638 - Management and Organizational Theory](#)
- [NPA 677 - Governance and Strategic Planning](#)
- [NPA 673 - Nonprofit Development and Fundraising](#)
- [NPA 631 - Human Resources and Volunteer Management](#)
- [NPA 674 - The Law of Nonprofit Organizations](#)
- [NPA 675 - Financial Management of Nonprofit Organizations](#)
- [NPA 678 - Nonprofits and Public Policy](#)

- [NPA 672 - Marketing for Nonprofit Organizations](#)
- [NPA 681 - Performance Measures and Program Evaluation](#)
- [NPA 682 – Earned Income and Government Contracting](#)
- [NPA 683 – NGOs and the International Nonprofit Sector](#)
- [NPA 684 – MNA Capstone](#)

Degree Requirements

- Completion of all degree coursework with a minimum cumulative 3.0 GPA
- Completion of a capstone project
- Successful completion of all degree requirements

MNA Learning Outcomes

By the end of the program, students will be able to:

- Describe the roles of the nonprofit sector in the US and internationally, and provide examples of those roles.
- Identify and explain the similarities and differences between nonprofit management and management in the for-profit and public sector
- Demonstrate and apply knowledge in strategic planning, board governance, fundraising, nonprofit financial management, legal requirements, human resources, nonprofit marketing, advocacy, and program evaluation.
- Identify ethical issues brought forth in their classes, and discuss how these ethical considerations impact the work of nonprofit managers.
- Complete a portfolio that integrates learning from the entire program and encapsulates the results of students' work.

Master of Public Administration

The Master of Public Administration (MPA) and the MPA with an emphasis in Health Services Administration (MPA/HSA) programs provide mid-career and



Department Chair: Michael O'Neill, Ed.D.

aspiring professionals with an opportunity to obtain advanced managerial education applicable to a broad range of public sector, nonprofit, and health care organizations. The MPA program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The program is designed to be completed in approximately 28 months.

Mission

We prepare our graduates for public leadership by advancing a challenging curriculum while pursuing complementary research and transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.

Goals

- Educate students to be compassionate and effective leaders who humanely manage public organizations.
- Prepare students to initiate and facilitate interactions between government, for-profit, and nonprofit sectors to provide ethical and workable solutions to societal needs.
- Create a collaborative environment of excellence in instruction, research, and service.
- Translate research into effective practices and achievable, humane policies.
- Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies

Program Requirements

The MPA curriculum is comprised of 13 courses (39 credits). Students who select the Health Services Administration (HSA) concentration will apply their credits of the HSA coursework toward the concentration. Students pursuing a concentration in HSA take PA 617, PA 660, PA 680, and another course to be determined, for a total of 12 credits.

Required courses are sequenced as follows:

- [PA 611 - Public Administration as a Field and Practice in Contemporary Society](#)
- [PA 620 - Leadership Ethics](#)
- [PA 613 - Management and Organization Theory](#)
- [PA 670 - Quantitative Methods](#)
- [PA 636 - Human Resource Planning and Management](#)
- [PA 638 - Emerging Technologies for Public Managers](#)

- [PA 632 - Public Policy Analysis](#)
- [PA 644 - Strategic Planning and Implementation](#)
- [PA 623 - Economics and Finance for Public Managers](#)
- [PA 685 - Strategic Management of Public Communication](#)
- [PA 633 - Public Sector Budgeting](#)
- [PA 680 - Program and Policy Evaluation \(PA and HSA tracks\)](#)
- [PA 650 - Integrative Seminar in Public Management](#)

Health Services Administration (HSA) courses Include:

- [PA 617 - Health Care Issues](#)
- [PA 660 - Health Care Law](#)
- [PA 680 - Program and Policy Evaluation \(PA and HSA tracks\)](#)
- Course to be determined

Degree Requirements

- Completion of all major coursework with a minimum cumulative 3.0 GPA
- Successful completion of all degree and concentration requirements

Learning Outcomes

- Demonstrate leadership behavior through application of organizational and managerial theories.
- Identify effective leadership in practice.
- Identify and discuss the role of public leaders toward recognizing and instituting the principles of democratic governance in public organizations and community-based initiatives.
- Identify and describe differences between the vision, values, and goals of actors in the public, nonprofit, and private sectors; discuss practical and ethical implications of these differences for public leadership; and discuss disparate impacts for the most vulnerable among us.
- Demonstrate the ability to correctly and effectively recognize changes in workforce and community populations; determine appropriate communication modes and content.
- Describe superior performance of a diverse workforce and the contribution to this of managerial action and institutional supports.
- Assess and modify public service, based on cultural competency and citizen feedback.
- Identify challenges and issues in the U.S. health care sector in specific areas of policy, its contemporary legal framework and management; describe/develop operational responses and managerial adaptations.
- Determine, collect, and articulate the interests of diverse voices of a community, especially the most vulnerable among us.
- Develop and apply the critical and analytical thinking skills necessary for effective, informed, and balanced policy analysis.
- Accurately interpret and communicate analytic research and policy implications to stakeholders.
- Demonstrate essential analytic skills (qualitative and quantitative).
- Develop and present informed and balanced results.
- Report findings and interpret research in recognition of, and with respect for, diverse cultural and historical perspectives; correctly identify limitations and constraints; effectively communicate with elected officials, administrators, issue advocates, and the population at large.

Master of Public Administration with a concentration in Health Services Administration

The Master of Public Administration (MPA) and the MPA with an emphasis in Health Services Administration (MPA/HSA) programs provide mid-career and aspiring professionals with an opportunity to obtain advanced managerial education applicable to a broad range of public sector, nonprofit, and health care organizations. The programs cover all the significant content areas identified by the National Association of Schools of Public Affairs and Administration (NASPAA) in its Standards for Professional Master's Degree Programs in Public Affairs/Policy. The program is designed to be completed in 23 months.

Department Chair: Michael O'Neill, Ed.D.

Learning Objectives

- To provide students with knowledge of how to apply management theory and research to common operational, functional, and resource issues in the public sector.

- To expand and deepen knowledge and appreciation of the health care sector and administration.
- To develop managerial skills necessary for the provision of services to the public.
- To examine ethical implications and responsibilities of public managers as a foundation for understanding managerial actions.
- To learn techniques used in planning, organizing, staffing, and evaluating the work of public agencies and to develop the necessary skills.
- To enable students to engage in self-assessment and goal setting for lifelong learning and continued professional growth.

Program Requirements

The MPA curriculum is comprised of 12 courses (36 credits). The MPA program's capstone requirement is achieved by completing and passing a written comprehensive case analysis exam during the last course of the program (MPA 650, Integrative Seminar). Students who select the Health Services Administration (HSA) emphasis will apply their 6 credits of the HSA coursework toward the emphasis. Students pursuing an emphasis in HSA take PA 660 and PA 617.

- PA 611 - Introduction to Public Management
- PA 613 - Management and Organization
- PA 620 - Administrative Ethics
- PA 670 - Quantitative Methods
- PA 636 - Human Resource Planning and Management
- PA 638 - Emerging Technologies for Public Managers
- PA 660 - Managed Care and Health Care Law
- PA 617 - Health Care Issues
- PA 623 - Economics and Finance for Public Managers
- PA 633 - Public Sector Budgeting
- PA 680 - Program and Policy Evaluation
- PA 650 - Integrative Seminar in Public Management

Degree Requirements

- Completion of all coursework with a minimum cumulative 3.0 GPA
- Passing a comprehensive case analysis examination during the last course
- Successful completion of all degree and concentration requirements

Learning Outcomes

Professional level oral and written communication skills, including ability to communicate and facilitate work processes effectively on-line

- Knowledge of techniques to plan, evaluate and manage programs and related skills
- Increased knowledge of technology and how it impacts the management of public organizations
- Knowledge of various areas of and trends in public sector economics and finance
- Knowledge and skill in various human resource management functions
- Effective leadership and teamwork skills
- Knowledge and ability to apply quantitative research and analytical skills
- Ability to develop and analyze budgets and to manage organizational performance using a budget
- Knowledge and broad-based understanding of the U.S. health care systems, legal policy, and managerial issues

Master of Science in Business Economics

This Program is no longer accepting applications.

The Master of Science in Business Economics (MSBE) program provides students with cutting-edge quantitative and qualitative analytical tools culled from the disciplines worlds economics and business administration. MSBE graduates will be able to identify competitive threats and opportunities, propose practical solutions to these challenges, and forecast the outcomes of their recommendations in fields such as commercial banking, investment management, stock brokerage, real estate, financial planning and human resource management. The MSBE curriculum conforms to standards defined by the National Association for Business Economics (NABE).

Learning Outcome of the Program

Graduates of this program will demonstrate:

1. mastery of cutting-edge economic concepts, theories and tools

2. command of emerging developments in each subfield of specialization in business administration (management, marketing, international business, financial analysis, strategic planning)
3. ability to apply analytical techniques to facilitate business decisions
4. a keen grasp of today's unfolding domestic and global competitive developments

Specifically, students gain exposure to the following tools, concepts, theories and modeling techniques:

- Forecasting methodology, enabling students to dissect and predict variations in the business cycle and their resultant impact on the firm's competitive positioning.
- Investment strategy, affording a heightened grasp of unfolding challenges in portfolio management.
- Financial management techniques, providing a context for selected financial and managerial accounting analysis in business operations.
- International investment, elaborating and applying financial management alternatives for multinational enterprises.
- Competitive positioning methodology, specifying techniques for placing a firm in its competitive environment so as to maximize its prospective profitability, market share and operational strength.
- Advanced quantitative methods, dissecting data and establishing a foundation for measuring, monitoring and projecting a firm's financial position relative to its competitors.
- Spreadsheet modeling; competitive analytics, and mathematical simulations.
- Strategic planning methodology, outlining the step-by-step procedures for designing and directing a company's strategic plan, accompanied by procedures to discern from a variety of choices those decisions aimed at enhancing the firm's prospective profitability.
- Productivity measurement, monitoring and forecasting, including the application of these techniques for uniting the marketing, human resource and financial functions of the firm.
- Interpretation and application of international tax and regulatory policies.
- Business ethics, embracing elements of professional responsibility, social responsibility and corporate governance.

The overriding objective of this program is to produce graduates able to: incisively identify for their employers emerging competitive threats and opportunities; prescribe practical solutions to these challenges; forecast the outcome of their recommendations with respect to sustaining the firm's competitive advantage and profitability.

Required MSBE Courses

The curriculum consists of a fourteen-course, 32-credit format. The program is available in both one-year and two-year formats:

- MSBE 5611 Intermediate Microeconomic Business Applications
- MSBE 5621 Intermediate Macroeconomic Business Applications
- [MBA 6109 Managerial Finance](#)
- [MBA 6106 Marketing](#)
- [MBA 6107 Spreadsheet Modeling for Managerial Insight](#)
- [MBA 6108 Business Analytics](#)
- [MBA 6301 Research Methods in Marketing](#)
- MSBE 5626 Managerial Accounting
- MSBE 5628 Business Forecasting
- [MBA 6201 Investment Analysis](#)
- MBA 6204 Capital Markets and Investment Banking
- MSBE 5650 Business Taxation and Regulation
- MSBE 5658 Productivity Management
- [MBA 6114 Strategy and Competitive Advantage](#)

[MSBE course descriptions can be found here.](#)

[MBA course descriptions can be found here.](#)

Master of Science in Information Systems

The effective and efficient use of information technology is an integral part of an

Department Chair: Art Karshmer, Ph.D.

organization's ability to achieve a competitive advantage in both the private and public sectors. Ethical practices and professionalism are integrated components throughout the program, along with a focus on essential career development skills and effective management of human resources. The program, based upon nationally approved curriculum recommendations from the Association for Information Systems (AIS) and the Association for Computing Machinery (ACM), is updated frequently. Students may optionally select a special emphasis area in Information Security or Biotechnology.

The program, based upon nationally approved curriculum recommendations from the Association for Information Systems (AIS) and the Association for Computing Machinery (ACM), is updated frequently.

Program Objectives

Graduates of the MSIS program will be prepared to provide leadership in the Information Systems field. It is a professional degree that:

- Integrates information and organizational cultures; focusing on current and emerging concepts from both technical and managerial viewpoints.
- Addresses the need of organizations to integrate disparate internal systems in order to create effective communication channels with external parties such as suppliers and customers.
- Promotes the ability to use information technology to foster sound financial systems, to create more effective organizational structures, and to better manage an organization's human capital.
- Investigates how policy and strategic decisions are affected by information systems and how technology is transforming organizations.
- Improves people, business, and team skills, while emphasizing a customer service orientation, ethics and professionalism.

The MSIS curriculum analyzes how systems and technologies are implemented. This includes information security, project planning, scheduling, budgeting, and change management.

MSIS graduates make vital contributions in support of innovation, planning, management of information infra-structures, and the coordination of information resources. The need for information systems professionals with systems management and development expertise continues to grow.

Program Requirements

The MSIS curriculum includes 36 semester credits (12 courses). Students must also demonstrate computer proficiency through academic background or professional training.

Required courses are sequenced as follows

- [MSIS 612 - Analysis, Modeling and Design](#)
- [MSIS 611 - Data Base](#)
- [MSIS 620 - Economics for IS Managers](#)
- [MSIS 625 - IT Policy and Strategy](#)
- [MSIS 613 - Communications and Networking](#)
- [MSIS 651 - IT Security](#)
- [MSIS 624 - Managing Projects and Change](#)
- [MSIS 647 - Global Information Systems](#)
- [MSIS 631 - e-Business Technologies](#)
- [MSIS 648 - Enterprise Information Systems](#)
- [MSIS 656 - Business Intelligence and Data Warehouses](#)
- [MSIS 626 - Capstone Project](#)

Information Security and Biotechnology Concentrations

Students may select a concentration in Information Security or Biotechnology.

Three designated MSIS courses (MSIS 631, 648, and 656) are replaced by more in-depth Information Security or Biotechnology courses listed below.

Information Security Concentration:

- [MSIS 636 - Identity Management and Trust](#)
- [MSIS 653 - Network Security](#)
- [MSIS 659 - IT Audit and Forensics](#)

Biotechnology Concentration:

The Biotechnology concentration courses are open to all MSIS students from all campuses, however they are only offered at the San Francisco campus.

Students take nine credits of course work from the below offerings.

- [MSIS 661 - Local and National Biotech](#)
- [MSIS 662 - The Information of Biotech](#)
- [MSIS 663 - Legal, Social, and Ethical Implications of Biotech](#)
- [MSIS 664 - Global Biotech](#)
- [MBA 6797 - Academic Global Immersion - Biotech](#)

Degree Requirements

- Completion of all major coursework with a minimum cumulative 3.0 GPA

Master of Science in Information Systems with a concentration in Information Security

Corporate information security is of ever increasing importance and in response to the increased technical, organizational, political, and legal complexity surrounding the field, the MSIS program now offers three elective courses that provide a more in-depth treatment of this important area.

Academic Director: Art Karshmer, Ph.D.

Objectives

- Integrates information and organizational cultures; focusing on current and emerging concepts from both technical and managerial viewpoints.
- Addresses the need of organizations to integrate disparate internal systems in order to create effective communication channels with external parties such as suppliers and customers.
- Promotes the ability to use information technology to foster sound financial systems, to create more effective organizational structures, and to better manage an organization's human capital.
- Investigates how policy and strategic decisions are affected by information systems and how technology is transforming organizations.
- Improves people, business, and team skills, while emphasizing a customer service orientation, ethics and professionalism.

Program Requirements

The MSIS curriculum includes 36 semester credits (12 courses). Students must also demonstrate computer proficiency through academic background or professional training.

Required courses are sequenced as follows:

- MSIS 612 - Analysis, Modeling and Design
- MSIS 611 - Data Base
- MSIS 620 - Economics for IS Managers
- MSIS 625 - IT Policy and Strategy
- MSIS 613 - Communications and Networking
- MSIS 651 - IT Security
- MSIS 624 - Managing Projects and Change
- MSIS 647 - Global Information Systems
- MSIS 636 - Identity Management and Trust
- MSIS 653 - Network Security
- MSIS 659 - IT Audit and Forensics
- MSIS 626 - Capstone Project

Information Security Concentration Courses:

- MSIS 636 - Identity Management and Trust
- MSIS 653 - Network Security
- MSIS 659 - IT Audit and Forensics

Degree Requirements

- Completion of all major coursework with a minimum cumulative 3.0 GPA

Master of Science in Organization Development

The M.S. in Organization Development (MSOD) program develops working professionals to assume leadership roles in the transformation of organizations through its emphasis on academic rigor and ethical practice rooted

Department Chair: Arthur Bell, Ph.D.

in the Jesuit, Catholic tradition. Students learn relevant theory, gain interdisciplinary knowledge, and develop practical skills in organization assessment, diagnosis, intervention, and evaluation to enhance organizational effectiveness and resiliency. The MSOD program focuses on team and organization change interventions necessary to create productive, compassionate organizations.

The MSOD program curriculum is designed around four essential elements that define the field. These elements are reflection (self-as-instrument), diagnosis, implementation, and evaluation.

Program Learning Outcomes

- Develop research-based competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating change interventions at the individual, team, and organization levels.
- Integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, team dynamics, and communication.
- Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives.
- Embrace the humanistic foundations of organization development as an authentic (self-as-instrument) agent of change by upholding uncompromising ethics and respecting diverse ideas and backgrounds, and committing to life-long learning.
- Utilize knowledge associated with management fundamentals and emerging trends to demonstrate how planned change builds organizational capacity and resiliency.

Program Requirements

Students complete 32 credits—26 credits of core coursework and 6 credits of electives—in 21 months. The MSOD program focuses on team and organization change interventions from a business perspective through interactive experiential projects in the Research & Analysis, Teams & Small Systems Interventions, and Culminating Project courses.

- [OD 660 - Leadership and Organizations](#)
- [OD 661 - Leading Organization Change and Development](#)
- [OD 664- Negotiation and Bargaining Strategy/or/ OD 665 – Project Management Foundations](#)
- [OD 668 - Research and Analysis for Organization Diagnosis and Evaluation](#)
- [OD 671 -Consulting Practices](#)
- [OD 673 - Large-Scale Systems Transformation](#)
- [OD 674 - Individual & Team Interventions](#)
- [OD 681 - Statistics Fundamentals](#)
- [OD 682 - Finance & Accounting Fundamentals](#)
- [OD 690 - Organization Development Culminating Project](#)
- 6 Elective Credits

Students are expected to have basic skills in MS Word, PowerPoint, and Excel.

Students must complete all degree coursework with a minimum cumulative 3.0 GPA.

Master of Science in Project Management

Applications will be discontinued after Fall 2010.

Program Director: Linda Henderson, Ph.D.

The Master of Science in Project Management (MSPMGT) program prepares individuals in the planning and execution of complex projects within a variety of industry and organizational settings. The program is designed to be completed in under two years. Professionals who complete the program will be capable of assuming leadership roles in the strategic management of complex organizational projects.

Developed for working adults with any level of experience in project management, the MSPMGT program offers professional skills and training consistent with the guide to the Project Management Body of Knowledge (PMBOK®) set forth through the Project Management Institute (PMI). The PMBOK® Guide covers standards in project integration, scope, time, cost, quality communication, human resources, risk, and procurement management. The MSPMGT program also incorporates the foundations of organizational behavior including group dynamics and decision making, social capital, virtual teams, organizational change, leadership, and applied research methods.

The MSPMGT program is also geared toward individuals interested in advancing their knowledge and capabilities in project management. Included are senior executives, program managers, project managers and project team members, members of project management offices, functional managers with employees assigned to project teams, consultants and specialists in project management and related fields, and project management researchers.

PMBOK® is a registered trademark of the Project Management Institute.

Program Objectives

The M.S.P.MGT. is designed to:

- Provide both a strong theoretical and practical curriculum for today's project managers.
- Integrate ethical, analytical, economic, and organizational knowledge for managing contemporary projects.
- Provide the structure for a real life service learning project that will count as project work experience for PMP credential.
- Challenge students to lead and work effectively with persons of varying backgrounds and cultures.
- Instruct students in the creation and preparation of a culminating project management portfolio that unifies and documents their knowledge.

Program Requirements

Students are required to complete 36 semester units towards the Master of Science in Project Management. Students demonstrate their understanding of theory and practice through the completion of a culminating project portfolio, which requires application of theory, diagnostic tools, and practical interventions to address critical success factors in project management.

- PMT - 601 Projects as Strategic Initiatives
- PMT - 611 Group Dynamics and Communication
- PMT - 621 Quantitative Analysis
- PMT - 631 Decision Making and Project Initiation
- PMT - 641 Teaming and Technology in a Virtual World
- PMT - 632 Managing Project Risk
- PMT - 633 Project Economic Analysis
- PMT - 634 Project Resource Administration
- PMT - 635 Project Planning and Implementation
- PMT - 661 Complexity and Adaptability: Issues for Project Management
- PMT - 691 Culminating Project: Portfolio Project
- PMT - 651 Managing Project Quality and Change

Degree Requirements

- Completion of all degree coursework with a minimum cumulative 3.0 GPA
- Demonstrate competence in strategically initiating, planning, executing, controlling, and closing out complex projects.

Master of Science in Risk Management

The MS in Risk Management (MSRM) Program at the University of San Francisco provides a coordinated, sequential approach to the tools and knowledge covered by the Financial Risk Manager exam designation offered by the Global Association of Risk Professionals (GARP). The MSRM Program also immerses the student in the specialized set of skills and knowledge required in the financial field. This industry-valued training helps students to seek and obtain the Chartered Financial Analyst® (CFA®) designation. MSRM faculty include both USF professors and Bay Area financial professionals who deliver a program that is strong in both theory and practical applications for today's financial markets.

The Program of Study

- The twenty month MSRM Program is uniquely structured to integrate the skills and knowledge required in financial risk management as well as financial analysis and investment management. The Program equips students to prepare for the Financial Risk Manager (FRM®) exam and CFA® exams.
- Program modules contain a well-defined set of skills embodied in the internationally recognized risk manager credential – the FRM® credential. Modules of study focus on quantitative risk analysis, derivatives, credit risk, market risk, investment management risk and the legal and operational aspects of integrated risk management.
- The MSRM program takes place in a high-tech classroom environment where faculty and students have real-time access to a large variety of financial software programs and data.
- The Program begins in August of each year (Fall admission). All classes in this part-time program are offered in the evenings and on Saturdays.

Goals of the Program

- Analyze the dynamic nature of risk management including Value at Risk for market and credit risk.
- Examine the role of derivative instruments in hedging risk with case studies specific to pensions, mutual funds and hedge funds.

- Address regulatory risk requirements and their role in corporate governance and operations.
- Prepare students for the Financial Risk Manager (FRM) exam and CFA® exams.
- The Program focuses on the use of mathematics, statistics and computer programming in modeling and managing financial risk, and covers many of the same topics as the MSFA Program.

Why the MSRM Program?

- The Risk Management Program is designed for math, computer science, engineering or economics majors who seek a risk management career in the finance and investment industry.
- The MSRM does not require work experience. The Program meets the needs of recent university graduates – and people changing careers – who want to build expertise and training in the risk management field.

Preparation for the FRM® and CFA® exams

The MSRM Program equips students to prepare for the Financial Risk Manager (FRM®) exam and CFA® exams. The Program offers a coordinated, sequential approach to the tools and knowledge covered by the FRM® exam and GARP (Global Association of Risk Professionals) designation.

The Cohort Experience

Students in the MSRM progress through the program as a single group (or "cohort") of peers, who start together in August and finish after a set sequence of courses. The cohort model of education allows faculty to tailor practical examples and assignments in the courses to the unique needs and interests of individuals in each cohort.

Complementary strengths within each cohort provide students with the opportunity to learn with and from one another throughout the program. The cohort structure also encourages study groups that provide mutual support during the MSRM coursework and study for FRM® and CFA® exams.

The cohort structure reinforces mutual support throughout the program and encourages MSRM students to develop collegial and professional networks that continue well beyond the program.

The program is 36 credits and twenty months in length. The following courses are required to graduate:

- [**ECON 712 Financial Markets**](#)
- [**ECON 716 Macroeconomics for Finance**](#)
- [**ECON 722 Fixed Income Valuation**](#)
- [**ECON 724 Derivatives I**](#)
- [**ECON 728 Ethics and Finance I**](#)
- [**ECON 730 Behavioral Finance and Risk Management**](#)
- [**ECON 732 Derivatives II**](#)
- [**ECON 734 International Finance**](#)
- [**ECON 736 Econometrics**](#)
- [**ECON 738 Fixed Income Valuation II**](#)
- [**ECON 742 Alternative Investments**](#)
- [**ECON 746 Portfolio Management**](#)
- [**MSRM 750 Quantitative Analysis in Risk Management**](#)
- [**MSRM 752 Financial Markets & VaR**](#)
- [**MSRM 754 Market Risk Management**](#)
- [**MSRM 755 Credit Risk Management**](#)
- [**MSRM 756 Operational and Investment Risk Management**](#)
- [**MSRM 760 Risk Measurement Modeling**](#)

MBA Concentrations

Advanced elective courses enable you to develop in-depth experience and expertise in a particular field of study. Although an elective concentration is not required, you may choose a concentration in one of six areas: Entrepreneurship and Innovation, Finance, International Business, Marketing, Nonprofit Management, and Organization Development. A wide range of additional electives are available for advanced study. A minimum of 12 credits, including required courses, must be taken in the respective functional area in order to complete a concentration. A list of approved elective courses that correspond to each area may be obtained from the Graduate Office of Academic and Student Life.

Entrepreneurship and Innovation

Concentrating in Entrepreneurship and Innovation prepares students to launch and grow new ventures, take on roles in existing start-ups, or lead innovation efforts in established firms. Students will develop their own creative talents, write a business plan, learn the process of corporate innovation, and acquire skills in Internet business applications. Students may personalize their emphasis with courses in Private Equity and Venture Capital, Global Product Development, Small Business Ventures, and Silicon Valley Immersion.

Finance

There are a variety of careers in Finance-related areas. We have identified two potential finance career paths for our students: Corporate Finance and Financial Services. Our elective course offerings are designed to facilitate entry into these career areas and provide upward mobility to students who have already working in Finance.

International Business

Coursework introduces students to the complexities of international business so that they can apply their understanding to other fields of management. Graduates work in the import/export trade, finance, marketing, consulting, and general management. An internationally diverse student body provides students with both academic and personal insights into international business issues.

Marketing

Marketing students obtain a foundation in running a successful customer-driven organization. To learn how to build competitive advantage in the global marketplace, students focus on fundamentals: market segmentation, competitive analysis, pricing strategies, public relations, advertising, and distribution channels. Graduates work at the highest levels of management in a variety of industries in market research, sales, advertising, brand management, general management, and management consulting.

Nonprofit Management

Nonprofit organizations hold unique managerial challenges requiring both business acumen and a strong commitment to mission-driven service. The Nonprofit Management concentration prepares students for leadership in the nonprofit sector as reflective practitioners, integrating theory, work experience and commitment to social values. Students will gain a comprehensive perspective on all facets of managing nonprofit institutions, including governance, fundraising, human resources, finance, legal issues and advocacy.

Organization Development

To lead organizations through transformational, positive change requires an intimate understanding and exhibited competence in organizational behavior and strategy. The Organization Development concentration builds effective organizational leaders through contemporary theory, interdisciplinary study and development of tangible skills in organizational assessment, diagnosis and intervention.

MBA Concurrent Degree Programs

The University of San Francisco School of Management offers five concurrent degrees: MAPS/MBA (in partnership with the USF College of Arts and Sciences), DDS/MBA (in partnership with UCSF School of Dentistry, MSEM/MBA (in partnership with the USF College of Arts and Sciences), MSFA/MBA, and JD/MBA (in partnership with the USF School of Law).

In order to be considered for a concurrent degree program, students must apply and be admitted to each program separately. University policy requires that all concurrent degree students pay the tuition rate of the program they started first throughout their concurrent degree coursework. A student's cumulative GPA in all graduate coursework is listed on the student's University transcript. However, the School of Management calculates a separate cumulative GPA for the student's MBA coursework for the purpose of evaluating academic probation, dean's list, etc.

MAPS/MBA

The M.A. in Asia Pacific Studies/MBA program is designed to provide a humanities-based, interdisciplinary degree that applies business expertise to the development of Asia and its impact on global economic systems. The MAPS/MBA program provides a cost and time savings of up to 16 units and can be completed on a full-time or part-time basis. Students may begin either the MAPS or MBA program first or may begin these programs in the same semester. Students must earn a minimum cumulative GPA of 3.0 in the MAPS program to be eligible to apply to the Full-Time MBA or Part-Time MBA program as an MAPS/MBA concurrent degree student.

DDS/MBA

The DDS/MBA program prepares students for management and leadership in the dental field. Whether students want to manage their own dental practice, be an active part of growing an existing larger practice, or provide leadership for another organization, the MBA program will equip them with the business foundation to make it happen. Students must complete their first year in UCSF's School of Dentistry to be eligible to apply to the Part-Time MBA program as a DDS/MBA concurrent degree student.

MSEM/MBA

The M.S. in Environmental Management/MBA program is designed to prepare students for leadership in the fast-growing environmental marketplace. The MSEM/MBA program provides a cost and time savings of up to 12 units and can be completed on a full-time or part-time basis. Students may begin either the MSEM or MBA program first or may begin these programs in the same semester. Students must earn a minimum cumulative GPA of 3.0 in the MSEM program to be eligible to apply to the Full-Time MBA or Part-Time MBA program as an MSEM/MBA concurrent degree student.

MSFA/MBA Program

The M.S. in Financial Analysis/MBA program is designed to prepare students with a solid managerial foundation grounded with the quantitative rigor demanded by the financial field. The MSFA/MBA program provides a cost and time savings of up to 24 units and can be completed on a full-time or part-time basis. Students must complete a minimum of 19 units in the MSFA program with a minimum cumulative GPA of 3.0 to be eligible apply to the Full-Time MBA or Part-Time MBA program as an MSFA/MBA concurrent degree student.

JD/MBA Program

The JD/MBA program is designed to give law students an in-depth knowledge of corporate business practices and the managerial skills necessary for leading large firms and organizations. The JD/MBA program provides a cost and time savings of up to 24 units. Students must earn a minimum cumulative GPA of 2.5 at the end of the first year in the USF School of Law in order to be eligible to apply to the Full-Time MBA program as a JD/MBA concurrent degree student.

MBA for Executives

The USF Executive MBA is an accelerated program designed to prepare experienced professionals to become successful executives in today's highly competitive and rapidly changing business world. Along with rigorous courses in traditional disciplines, we prepare you to lead complex projects that cut across established boundaries, and to utilize both analytical and creative skills to address multi-faceted business problems.

At USF, you will learn from a top-tier faculty, from a diverse and highly motivated group of fellow students, and from professionals and executives from the San Francisco Bay Area's vibrant business community.

[Detailed information regarding this program can be obtained by contacting the Executive MBA office at \(415\) 422-6939.](#)

MBA Program

The Mission of the USF MBA programs is to promote disciplined analysis as a catalyst to positive change in business practice. Our integrated curriculum, practitioner-focused concentrations, and pragmatic learning opportunities with Bay Area business enables our graduates to build more productive and compassionate organizations. We combine the global diversity of our students, analytical rigor of our faculty, and the entrepreneurial energy of our region to create a rigorous and practical learning environment that is regionally anchored, nationally recognized and globally respected.

Today, organizations throughout the world face unprecedented levels of complex operational challenges. Expanding global economies, rapidly changing technologies, and increasing concern for ethical business conduct are critical issues to which private, public, and not-for-profit organizations must respond. Effective handling of complex issues requires managers who are both broadly-experienced and visionary.

Our Master of Business Administration provides students with opportunities to develop the analytical, practical, and interpersonal skills crucial to sound managerial decision-making in an increasingly complex business environment. The MBA is an advanced professional degree designed to prepare students for a versatile and challenging management career.

Objective

The MBA program at the University of San Francisco blends the experience and expertise of an innovative faculty with the Jesuit tradition of educating students to be leaders in domestic and international business. Our commitment is to prepare MBA students for high-level management careers in an increasingly global business environment.

In addition to the traditional functional skills, our curriculum highlights themes that are an integral part of every course in the curriculum: (1) Apply theory to solve practical problems, (2) Measure, analyze and interpret all aspects of the business environment, (3) Integrate legal, ethical and social concerns into business decisions, (4) Possess effective leadership and communication skills & strategies, (5) Formulate strategic visions and plans, and (6) Understand and harness innovation and disruptive change in the business environment.

The development of these skills has been clearly identified by business and employers as being differentiators in their recruitment practices and as being critical to success in the business environment. We are confident that this innovative curriculum will give the MBA student a distinctive advantage in his or her professional career.

The University of San Francisco's strategic location in one of the world's leading international business centers provides the classroom within which our students develop management expertise. Our internationalized curriculum, which blends theory and application, provides students with the analytical skills and practical experience for dealing with complex organizational issues. Our international student body, which represents 80 countries worldwide, brings to the classroom an appreciation of business perspectives and cultural approaches matched by few business schools nationwide.

The MBA program is designed on an interactive model to facilitate strong relationships between students and faculty. Individualized attention from faculty, who bring industry and consulting experience to their classrooms, provides a personalized approach to management education. Our faculty, whose primary commitment is to teaching, work closely with students to enhance the depth, breadth, and flexibility of the MBA program. USF faculty understand the changing needs of business and provide their students with experience and curriculum that reflect these changing needs.

The USF MBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Program of Studies

Students who entered the Full-Time MBA and Part-Time MBA programs prior to August 2012 must complete a curriculum that consists of these components:

- MBA Core Courses (28 credits required)
- MBA Elective Courses (28 credits)

In 2012, the MBA curriculum was revised based on extensive student and faculty input to provide more in-depth exposure to the core business skills. Students who entered the Full-Time MBA and Part-Time MBA programs in August 2012 must complete a curriculum that consists of three components:

- MBA Core Courses (34 credits required)
- Business Communications proficiency (1-2 units)
- MBA Elective Courses (20-21 credits depending on Business Communications proficiency)

Students who enter the Full-Time MBA and Part-Time MBA programs August 2013 or after must complete the curriculum that consists of these components:

- MBA Core Courses (34 credits required)
- Business Communications proficiency (2-3 units)

Students are expected to complete Business Writing Foundations but have the opportunity to take a writing assessment to waive out of the course. All students will complete Business Presentation Foundations and two modules of Advanced Topics in Business Communications.

- MBA Elective Courses (19-20 credits depending on Business Communications proficiency).

The Full-Time MBA program can be completed in two years, and the Part-Time MBA program can be completed in less than three years.

The One-Year MBA consists of these components:

- MBA Core Courses (18 credits) and
- MBA Elective Courses (24 credits).

The One-Year MBA program can be completed in one year.

A student enrolled in an MBA program must complete the requirements within a five-year period.

Academic Probation

Any graduate student whose cumulative grade point average falls below 3.0 will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to 3.0 by the time they have completed the next six (6) semester hours of graduate work are subject to disqualification from the program. Students whose cumulative average falls below 2.5 in any one semester are also subject to disqualification unless otherwise noted by the specific school or college.

Dean's List

Those individuals who have demonstrated excellence in their MBA course work are acknowledged by their placement on the Dean's List. This designation receives permanent record on transcripts. Those students with current and cumulative GPAs of 3.7, who have completed at least eight credits in the graduate program at USF, and are members of the top 10% of all MBA students are eligible for the Dean's List. Additional policies and rules for graduate students are listed under Graduate Regulations.

Beta Gamma Sigma

Beta Gamma Sigma is a national honor society whose membership is selected from business or management programs of schools that are accredited by the Association to Advance Collegiate Schools of Business (AACSB International). Membership in Beta Gamma Sigma is one of the highest academic recognitions a student can receive. To be eligible for membership, an MBA student must rank in the top 20% of the two (December, and May) annual graduating classes of the Program.

The MBA Curriculum

The University of San Francisco MBA Program is a rigorous and intellectually challenging field of study that provides the analytical, functional, and interpersonal skills necessary for success in an increasingly complex and global business environment. The MBA curriculum reflects careful consideration of the development of these skills by providing students with two levels of graduate management course work: Core Courses and Elective Courses.

MBA Core Courses

The MBA Core Courses are the nucleus of the MBA curriculum and provide innovative problem-solving skills to diagnose and solve a wide variety of managerial problems. In addition to the development of specific functional and analytical skills, the core curriculum has been uniquely designed to integrate five themes throughout each course: global perspectives, ethical perspectives, creative problem solving, leadership dynamics, and communication skills. Through the use of case studies, guest speakers, computer simulations, and faculty-student interaction, these themes merge with course content to provide a real world experience.

One-Year MBA Core Courses

- [MBAI 5001 - Leader](#)
- [MBAI 5002 - Investor](#)
- [MBAI 5003 - Controller](#)
- [MBAI 5004 - Analyzer](#)
- [MBAI 5005 - Innovator](#)
- [MBAI 5006 - Customer](#)
- [MBAI 5007 - Communicator](#)
- [MBAI 5008 - Competitor](#)
- [MBAI 5101 - Explorer](#)

Full-Time and Part-Time MBA Core Courses

Entry Prior to August 2012

(2 unit courses)

- [MBA 6101 - Financial Accounting](#)
- [MBA 6102 - Macroeconomic Business Conditions](#)
- [MBA 6103 - Learning to Lead](#)
- [MBA 6104 - Understanding Organizations](#)
- [MBA 6105 - Management Communication](#)
- [MBA 6106 - Marketing](#)
- [MBA 6107 - Spreadsheet Modeling for Managerial Insight](#)
- [MBA 6108 - Business Analytics](#)
- [MBA 6109 - Managerial Finance](#)
- [MBA 6110 - Financial Case Analysis](#)
- [MBA 6111 – Geopolitical Environment](#)
- [MBA 6112 - Ethics/Social Responsibility in Business](#)
- [MBA 6113 - Technology-Enabled Innovation](#)
- [MBA 6114 - Strategy & Competitive Advantage](#)

Entry August 2012 onwards

(Primarily 4 unit courses)

- [MBA 6011 - Managerial & Financial Accounting](#)
- [MBA 6012 - Ethics, Social Responsibility & the Law](#)
- [MBA 6013- Strategic Management in the Global Environment](#)
- [MBA 6014 - Leadership, Teams & Organizations](#)
- [MBA 6015 - Process & Technology Management](#)
- [MBA 6016 - Marketing](#)
- [MBA 6018 - Spreadsheets and Business Analytics](#)
- [MBA 6019 - Managerial Finance](#)
- [MBA 6102 - Macroeconomics Business Conditions](#)

MBAI

McLaren College of Business Academic Regulations and Requirements

In addition to the General Regulations stated in this catalog, the McLaren School of Management applies the following regulations to all students enrolling in undergraduate programs.

Academic Probation and Disqualification

Students should refer to "Academic Probation" and "Academic Disqualification" in Academic Regulations for the provisions regarding Academic Probation and Disqualification with respect to undergraduate students.

Honors and Awards - Dean's Honor Roll

The Dean's Honor Roll in each school or college is a list of students achieving high scholarship each semester.

To be eligible, a student must be enrolled full-time for 12 credits or more of course work graded "A" through "F" and achieve a 3.5 grade point average for that semester.

In addition, the USF cumulative grade point average must be 3.5 or better. Students with a 3.7 or higher grade point average for two consecutive semesters are eligible for the Dean's Honor Roll irrespective of the cumulative grade point average.

Records indicating "I" (Incomplete) will make a student ineligible for the Dean's Honor Roll.

Residency Requirements

In addition to the University residency requirements, Bachelor of Science in Business Administration (BSBA) students must also complete at least 50 percent of the upper division business core courses in the McLaren School of Management, including the Senior Core capstone course, and at least 50 percent of the courses toward their declared major.

Courses Taken at Other Institutions

In addition to the University regulations, the following McLaren School of Management regulations also apply to undergraduate business majors and minors: 1) students must obtain prior written consent from the Assistant Dean (in CASA University Advising) before enrolling at another institution during any session; 2) a minimum grade of "C" (2.0) is required to receive transfer credit for approved course; and 3) students must be in good academic standing to be approved to take courses at another university.

For courses taken prior to enrolling in the McLaren School of Management, a minimum grade of "C" is required to receive transfer credit for any business foundation, core or major requirement.

Study Abroad

Students in the McLaren School of Management are encouraged to consider the various Study Abroad options and programs offered in affiliation with USF (also refer to specific Study Abroad sections in this catalog). Business students requesting approval to participate in a study abroad program must have a minimum GPA of 3.0 overall; a minimum GPA of 2.75 within business; must be a Junior or first semester Senior during their study abroad; must have completed at least 24 credits at USF (transfer students); and must complete their last semester in residence at USF. Students should work with their advisor to review their degree requirements and their proposed Study Abroad program. For approved Study Abroad courses, a minimum grade of "C" is required to transfer the course for non-elective credit.

Military Science

Minors in Business

The McLaren School of Management offers Minors in General Business (20 credits) and Hospitality Management (20 credits), for students declaring majors other than business.

Richard W. Stackman, Ph.D. Associate Dean of Undergraduate Programs

The General Business Minor provides the non-business major with a background in business to complement their current field and future careers. The Hospitality Management Minor offers an intensified concentration in business and hospitality management classes in order to provide a basic foundation and knowledge of the industry, thus enhancing a student's competitive "positioning" in this field.

The Minors are reflected on students' transcripts, and require a letter grade and a minimum GPA of "C" (2.0) in the Minor. Students interested in a Business Minor should consult with their advisor to declare the Minor and to review the specific course requirements and necessary prerequisites for the courses.

General Business Minor Courses (20 credits)

Required (12 credits) — Minor courses may be taken in any order after or concurrently with BUS 201.

- [BUS 201 - Principles of Financial Accounting I](#)
- [BUS 302 – Marketing Management](#)
- [BUS 304- Management and Organizational Dynamics](#)

Elective — Select 8 credits from a wide range of undergraduate 200-400 level Business courses, so long as prerequisites are met.

Hospitality Management Minor (20 credits)

A minimum of 400 hours of professional work experience related to the hospitality field must be completed prior to the student's senior year and is a requirement for the minor.

Required

8 business credits:

- [BUS 201 - Principles of Accounting I](#)
- [BUS 304 - Management and Organizational Dynamics](#)

12 required Hospitality Management Credits:

- [BUS 188 - Introduction to the Hospitality Industry & Professional Development](#)

Electives — Select 8 credits from the Hospitality Management Curriculum

- [BUS 380 - Food-service, Culinary Arts and Entrepreneurship](#)
- [BUS 386 - Meeting and Event Planning](#)
- [BUS 387 - Beverage Management](#) (2 units; 7 weeks)
- [BUS 388 - Service Management](#)
- [BUS 389 - Fundamentals of Culinary Skills](#) (2 units; 7 weeks)
- [BUS 480 - Optimizing Revenue in the Hospitality Industry](#)
- [BUS 484 - Hotel Management](#)

Organizational Behavior and Leadership Major

The Organizational Behavior and Leadership (OBL) major will prepare you to assume leadership roles that are essential to meet the challenges and uncertainty confronting today's organizations. The OBL program is structured to equip you with the knowledge, skills, abilities, attitudes, and tools you need to facilitate the performance of the organizations where you serve.

Department Chair: Arthur Bell, Ph.D.

The curriculum focuses on the theoretical frameworks and practical applications for exploring and explaining human behavior in the workplace, providing a broad perspective so you can go beyond your accepted ways of interacting and working with others. Through classroom emphasis on critical thinking and independent judgment, you will learn to be an active investigator of organizational life while you develop the conceptual and problem-solving skills that an organizational leader needs to plan, organize, and inspire a group or an entire organization.

Curriculum

- [BUS 440 - Organizational Communication](#)
- [BUS 441 - Organizational Leadership](#)
- [BUS 442 - Team Processes and Decision-making](#)
- [BUS 443 - Leading Organizational Change](#)

School of Business and Professional Studies

The School of Management reflects a rich legacy that is integral to the University of San Francisco, and has contributed enormously to the development of the institution.

In 1924, the University of San Francisco began offering evening courses in accounting and business administration. By the fall semester of 1925, these courses and others in banking, advertising, taxes, business law, foreign commerce, corporate finance, auditing, and business ethics, formed the basis for the then College of Commerce and Finance.

The College of Commerce and Finance awarded the bachelor of commercial science degree to its first 10 students in May 1928. After World War II, enrollment soared at USF, fueled by the G.I. Bill of Rights, and the College of Commerce and Finance was renamed the College of Business Administration. In 1953, the college became one of a small number of schools to be nationally accredited by the American Assembly of Collegiate Schools of Business (AACSB). The college's first MBA program was introduced during the 1964–65 academic year. USF received a major grant in 1973 from the Irvine Foundation to remodel the west end of Phelan Hall on the USF campus. The grant honored Norman McLaren, a long-term trustee of the Irvine Foundation and a USF regent. The College of Business Administration was renamed the McLaren College of Business. Accreditation was granted by AACSB to the graduate programs in the McLaren College of Business in 1981, and most recently reaffirmed at the undergraduate and graduate levels in 2012. In 2003, a major donation by Putra Masagung, a 1974 graduate of the business school, underpinned a capital campaign involving more than 3,000 donors to build a new wing for the business school, a state-of-the-art facility that opened in 2004. In recognition of Mr. Masagung's lead gift, the MBA programs were offered within the Masagung Graduate School of Management. In recognition of a major closing gift by Thomas E. Malloy, class of 1961, and his wife Sharon, the new business school facility was named Malloy Hall in 2004.

In 1975, the Office of Continuing Education, the immediate predecessor of the College of Professional Studies, began at USF. It offered an innovative selection of undergraduate degrees in the evenings and on weekends, mostly to working adults who had undertaken some college work but had not completed a degree. The degree programs were premised on a cohort model: a group of learners began and ended an entire degree

program as a community of learners in such disciplines as applied economics, human relations and organizational behavior, public administration, and public service. The cohort model, an experiential learning component, and the delivery of the programs in the evenings and on the weekends placed USF on the cutting edge of adult education in the United States. The Office of Continuing Education was upgraded to the School of Continuing Education in 1979, and the Board of Trustees approved renaming the School of Continuing Education the College of Professional Studies in 1980. In 1983, Michael O'Neill, former dean of the USF School of Education, developed a master's degree in nonprofit administration in the College of Professional Studies, one of the nation's first master's degrees in the nonprofit field.

In June 2009, the University of San Francisco created the School of Business and Professional Studies by merging the School of Business and Management with the College of Professional Studies. The merger built upon the strengths of both legacy schools, bringing into a single administrative structure faculty and staff with complementary expertise. The merger also united two alumni populations, and as of June 2012, there were over 40,000 living alumni. Among those alumni, there are more than 5,000 leaders in business, the professions, government, and education, including nearly 40 college professors.

On June 1, 2011, the School of Business and Professional Studies, was renamed the School of Management. As a School with degrees that encompass for-profit businesses, nonprofit organizations, and government sectors, the new name reflects the evolving reality that our current and future graduates need to be prepared for more inclusive management careers that encompass all three sectors. The undergraduate school is now called the McLaren School of Management, offering a Bachelor of Science in Business Administration (BSBA) and a Bachelor of Science in Management (BSM) degrees. The graduate school is now called the Masagung Graduate School of Management.

School of Business and Professional Studies Old

McLaren College of Business

- [Undergraduate Business Program](#)
- [Accounting](#)
- [Business Administration](#)
- [Entrepreneurship](#)
- [Finance](#)
- [Hospitality Industry Management](#)
- [International Business](#)
- [Management](#)
- [Marketing](#)
- [Business Minors](#)

Professional Studies

- [Bachelor of Public Administration](#)
- [Bachelor of Public Administration with an emphasis in Law Enforcement Leadership](#)
- [Bachelor of Public Administration with an emphasis in Nonprofit Administration](#)
- [Bachelor of Science in Applied Economics](#)
- [Bachelor of Science in Health Services](#)
- [Bachelor of Science in Information Systems](#)
- [Bachelor of Science in Organizational Behavior and Leadership](#)
- [Interdisciplinary Studies](#)
- [Regional Campuses](#)

Undergraduate 1

Accounting
 Business Administration
 Entrepreneurship and Innovation
 Finance
 Hospitality Industry Management
 International Business
 Marketing
 Hospitality Industry Management major
 Entrepreneurial major
 Honors Cohort Program
 Applied Economics
 Information Systems
 Health Services
 Organizational Behavior and Leadership
 Public Administration
 Public Administration with a Concentration in Law Enforcement Leadership
 Public Administration with a Concentration in Nonprofit Administration

Undergraduate College of Professional Studies

Established in 1975, the College of Professional Studies awards undergraduate degrees in Applied Economics, Information Systems, Organizational Behavior and Leadership, and Public Administration. In addition, the Bachelor of Public Administration program offers optional emphases in Nonprofit Administration and Law Enforcement Leadership. The College fosters the integration of classroom and experiential learning by providing an educational environment that focuses on seminar discussion and interaction between student and instructor. The curricula emphasize practical application of the theoretical foundations within each major. Additionally, students can earn up to 30 units of college credit for learning acquired outside the traditional classroom through the portfolio process. These are tuition-free units that may be applied toward degree requirements. The programs are designed to prepare students both for career advancement and for continued academic study. USF's College of Professional Studies has more than 19,000 alumni.

Programs and courses offered through the College are designed to meet the special needs of a student population of working adults. In recognition of these needs, the University provides a professional academic advising staff experienced in assisting students to prepare for an intensive college program. Courses are scheduled throughout the year and generally follow the traditional academic calendar. Typically taught in four-hour sessions held once a week (although some courses are offered on the weekend or in an on-line format), the length of study for undergraduate degree programs varies from 15 to 23 months depending on the major requirements. Students attend classes in San Francisco and at four regional campuses in Northern California. Classes are small, providing individual attention and an emphasis on personal and professional growth. Instructors use a variety of teaching methods including case studies, problem-solving presentations, group discussions, lectures, field observations, online learning and independent study. In addition to class time, students can expect to devote an average of 15-20 hours per week to class preparation.

Purpose and Goals

- To demonstrate a commitment to the mission and goals of Jesuit education, including the promotion of lifelong learning.
- To provide an educational experience that emphasizes and fosters leadership, ethical responsibility, and service to the community.
- To create a participatory learning environment that integrates, in a seminar format, classroom and experiential learning.
- To provide academic advising and planning that facilitates students' successful achievement of their academic and career goals.
- To provide and maintain administrative support services consistent with the special needs of adult learners.

Admissions Requirements

The typical College of Professional Studies student is a working adult who is pursuing a USF degree to enhance professional skills, promotional opportunities, or career changes and to prepare for graduate or professional school. In recognition of the special needs and concerns of this population, the University provides comprehensive academic advising services to these undergraduate and graduate applicants.

USF Regional Campuses

Through the unique combination of high tech and high touch, colleagues at the regional campuses help make college accessible to working adults in their local home or business communities. Regional campuses are full-service facilities with outstanding advising and administrative services. Smart classrooms, wireless Internet, libraries that contain more than one million volumes, subscriptions to almost 3,000 periodicals, and access to more than 100 databases help to make our educational facilities cutting edge.

USF's regional campuses are located in Cupertino, Sacramento, San Ramon, and Santa Rosa. Five undergraduate degree completion programs, five graduate programs, and five concentrations are offered through the College of Professional Studies. Graduate, teacher credential, Administrative Services, and Pupil Personnel credential programs are offered through the School of Education. The School of Nursing offers a unique program designed for nurses who hold an R.N. and are interested in earning a Master of Science in Nursing.

All of the regional campus programs are designed with the understanding that the adult learner brings valuable personal and professional experiences to the classroom. Students' life experiences are combined with a rigorous exploration of theory and current, cutting-edge practical applications from our ever-changing world. The rich combination of theory and applied learning transforms students' understanding and provides graduates with a competitive edge in the workplace.

Students typically progress through their programs as a single group (or "cohort") of peers, who start their degree program together and enroll in many of the same small, seminar-based classes. The cohort model of education allows the faculty in the program to tailor practical examples and assignments in the sequence of courses to the unique needs and interest of each cohort.

The degree programs offered at the regional campuses are the same values-based, academically rigorous programs offered on the USF main campus. In addition, regional campus faculty, library, and administrative colleagues provide on-site services such as degree planning, academic advising, and library research assistance. Also available is online access to the USF student information systems and various student services professionals.

[The addresses and phone numbers for the four regional campuses are listed below. For further information and directions to each of the campuses, please contact them or check the USF regional campus web site: <http://www.usfca.edu/regions>](#)

Santa Rosa Regional Campus

(Located close to the downtown exit off Hwy 101.)

University of San Francisco
416 B Street
Santa Rosa, CA 95401
(707) 527-9612

[e-mail: santarosacampus@usfca.edu](mailto:santarosacampus@usfca.edu)

Sacramento Regional Campus

(Located near Cal Expo and the downtown I-80 interchange.)

University of San Francisco
2180 Harvard Street, Suite 375
Sacramento, CA 95815
(916) 920-0157
[e-mail: sacramentocampus@usfca.edu](mailto:sacramentocampus@usfca.edu)
San Ramon Regional Campus
(Located in the Bishop Ranch complex.)

University of San Francisco
One Annabel Lane, Suite 115
San Ramon, CA 94583
(925) 867-2711
[e-mail: sanramoncampus@usfca.edu](mailto:sanramoncampus@usfca.edu)
Cupertino Regional Campus
(Located on Stevens Creek Blvd. between DeAnza and Wolfe Blvds.)

University of San Francisco
20085 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 255-1701
[e-mail: cupertinocampus@usfca.edu](mailto:cupertinocampus@usfca.edu)
USF Regional Campuses

Through the combination of high touch and high tech, colleagues at the regional campuses help make college accessible to working adults in their local communities. Regional campuses are full-service facilities with appropriate learning and administrative services. Smart classrooms, wireless Internet, libraries that contain more than one million volumes, subscriptions to almost 3,000 periodicals, and access to more than 100 databases help to make our educational facilities effective learning centers.

USF's regional campuses are located in Cupertino, Sacramento, San Ramon, and Santa Rosa. Undergraduate degree completion programs and graduate degree programs are offered through the School of Business and Professional Studies. Masters degree, teacher credential, Administrative Services and Pupil Personnel credential programs are offered through the School of Education. The School of Nursing offers a unique program designed for nurses who hold an R.N. and are interested in earning a Master of Science in Clinical Nurse Leadership.

All programs offered regionally are designed with the understanding that the adult learner brings valuable personal and professional experiences to the classroom. Students' life experiences are combined with a rigorous exploration of theory and current, cutting-edge practical applications from our ever-changing world. The rich combination of theory and applied learning transforms students' understanding and provides graduates with a competitive edge in the workplace.

Students typically progress through their programs as a single group (or "cohort") of peers, who start their programs together and enroll in many of the same small, seminar-based classes.

The degree programs offered at the regional campuses are the same values-based, academically rigorous programs offered on the USF main campus. In addition, regional campus faculty, library, and administrative colleagues provide on-site services such as degree planning, admission counseling, and library research assistance. Also available is online access to the USF student information systems and various student services professionals.

[The addresses and phone numbers for the four regional campuses are listed below. For further information and directions to each of the campuses, please contact them or check the USF regional campus web site: <http://www.usfca.edu/regions>](#)

Santa Rosa - North Bay Regional Campus
(Located close to the downtown exit off Hwy 101.)

University of San Francisco
416 B Street
Santa Rosa, CA 95401
(707) 527-9612
[e-mail: santarosacampus@usfca.edu](mailto:santarosacampus@usfca.edu)
Sacramento Regional Campus
(Located in downtown Sacramento.)

University of San Francisco
630 "K" Street, Ste 200
Sacramento, CA 95814
(916) 504-2420
[e-mail: sacramentocampus@usfca.edu](mailto:sacramentocampus@usfca.edu)
San Ramon - Greater East Bay Regional Campus
(Located in the Bishop Ranch complex.)

University of San Francisco
One Annabel Lane, Suite 115
San Ramon, CA 94583
(925) 867-2711
[e-mail: sanramoncampus@usfca.edu](mailto:sanramoncampus@usfca.edu)
Cupertino - South Bay Regional Campus

(Located on Stevens Creek Blvd. between DeAnza and Wolfe Blvds.)

University of San Francisco
20085 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 255-1701
[e-mail: cupertinocampus@usfca.edu](mailto:cupertinocampus@usfca.edu)

Education

Additional Graduate Student Requirements

Health Requirements

As health conscious role models, nurses, student nurses, and other health care providers must practice preventive health behaviors. Therefore, the School of Nursing expects certain health promotion and prevention activities of students.

Some of the requirements can be obtained from the Student Health Clinic, others from the San Francisco County Health Department, and some from your private physician. EACH student is responsible for maintaining current records and those records must be made available to the nursing office prior to each semester. The clinical agency WILL NOT allow nursing students access to the site without proper health, CPR, and insurance clearance. The process begins before admission to the nursing clinical courses and continues throughout enrollment in the program. The fulfillment of the requirement must be good for the entire semester (e.g., CPR certification or TB skin test cannot expire mid-semester).

1. Diphtheria/Tetanus
2. Oral Polio
3. Tuberculin Skin Test by Mantoux (PPD only)
4. Hepatitis B Vaccine or documented seropositivity
5. Varicella History (Chicken Pox)
6. Measles
7. Rubella
8. Mumps
9. Proof of Health Insurance

IF STUDENTS DO NOT HAVE THESE TESTS AND IMMUNIZATIONS COMPLETED AND VERIFIED THEY WILL NOT BE PERMITTED TO BEGIN CLINICAL COURSE WORK AND MAY FORFEIT THEIR PLACE IN THE PROGRAM. THEY WILL RECEIVE AN ACADEMIC DIFFICULTY ADVISING FORM WHICH MAY AFFECT THEIR GRADE AND ABILITY TO COMPLETE THE OBJECTIVES FOR THE COURSE. IN ADDITION, THEY WILL NOT BE ABLE TO REGISTER FOR COURSES THROUGH THE UNIVERSITY REGISTRAR'S OFFICE UNLESS THEIR IMMUNIZATION RECORDS ARE UP TO DATE.

C.P.R. Certification

All School of Nursing students are required to have a valid Cardio-Pulmonary Resuscitation (CPR) Certification without which they may forfeit their place in the program. The CPR certification must include prevention and recognition of cardiovascular disease, infant, child, and adult CPR, 1- and 2-person rescue, and foreign body airway management. In addition, each semester students must show the instructor current certification as this is a requirement for entry into the clinical laboratory experience. This means students are responsible for the annual renewal of their CPR certification. Only American Heart Association certification is acceptable. NO STUDENT WILL BE ALLOWED ON A CLINICAL UNIT WITHOUT CPR CERTIFICATION THAT IS VALID FOR THE ENTIRE SEMESTER.

Liability Insurance

All students in the School of Nursing must carry personal professional liability insurance in order to enter the clinical agencies with which the School has contractual arrangements. The fee for liability insurance is paid by the student at the time of registration, along with other student fees.

CDC Guidelines for Standard Precaution for all Patients

All USF nursing students are expected to follow Standard Precautions as established by the Centers for Disease Control.

Information and skill practice will be reviewed with students at the beginning of each clinical rotation and students will be asked to acknowledge in writing that they have reviewed these standard precautions.

Alcoholism, Drug Abuse, and Emotional Illness

The USF School of Nursing and the California Board of Registered Nursing are concerned about students impaired by alcoholism, drug abuse, and emotional illness because these conditions can affect the student's academic and clinical performance, which is a danger to self and a grave danger to the patients in the student's care.

Therefore, the following actions will be implemented if it is determined a student is impaired by alcoholism, drug abuse, or emotional illness:

1. Referral to the Counseling Center and/or to other health care programs for voluntary diagnosis and treatment.
2. Immediate corrective action, by the clinical faculty, regarding the student's conduct and performance in the clinical setting.
3. Information on the consequences (disciplinary action and prevention from being licensed to practice nursing in the State of California) if voluntary assistance is not sought.

Confidentiality

Students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to the patient. Discussion of the patient with others not involved in the patient's care is inappropriate and unprofessional. When referring to the patient in written work as part of clinical practice, use only the patient's initials. Patient privacy and rights must be protected. Failure to maintain confidentiality may result in legal action from the patient and/or family.

Admission

Admission Prerequisites

To be considered for admission to one of the School's M.A. or credential programs, applicants must have the following:

- Bachelor's degree with a 2.75 minimum grade point average from a regionally accredited institution
- A minimum TOEFL score of 580 Paper Test or 92 Internet Based Test (with no sub-score lower than 20), or minimum IELTS score of 7.0, or minimum PTE Academic score of 62 (applicants from non-English speaking countries)
- Background of academic preparation and/or professional experiences giving initial evidence of ability to pursue graduate work in a specific program area

To be considered for admission to the School's Ed.D. program, applicants must have the following:

- M.A./M.S. degree or equivalent from a regionally accredited institution
- A minimum 3.0 grade point average
- Graduate Record Examination (GRE) verbal, quantitative and writing scores or Miller Analogies Test (MAT) results
- A minimum TOEFL score of 600 Paper Test or 100 Internet Based Test, or minimum IELTS score of 7.0, or minimum PTE Academic score of 68 (applicants from non-English speaking countries)
- A copy of M.A. Thesis or graduate level paper

Catholic School Leadership applicants should consult the Catholic Educational Leadership section of this catalog for additional requirements.

Admission Requirements

Required of ALL Applicants:

- Completed and signed application form
- \$55 non-refundable application fee
- One sealed, official transcript from each university/college previously attended. For U.S. applicants, degree must be from a regionally accredited university/college
- An applicant with pending degree must provide official verification of expected degree completion from institution's Registrar or school official. An undergraduate degree is required to apply for a master's program. A master's degree is required to apply for a doctoral program.
- Two current, original, signed letters of recommendation on provided forms, noting suitability for graduate work, in sealed envelopes
- A current resume
- A typed statement of intent outlining purpose for seeking admission to program and career/academic goals

In addition to the above, all California CREDENTIAL APPLICANTS must submit the following documents:

- Single Subject Credential applicants: Scores from CBEST and proof of subject matter competency through either CSET or waiver.
- Multiple Subject Credential applicants: Scores from CBEST and Multiple Subject CSET or scores from Multiple Subject CSET and CSET: Writing Skills (replaces CBEST requirement).
- Special Education Credential applicants: Scores from CBEST and proof of subject matter competency (proof of registration for CSET/SSAT or passing scores).
- School Counseling/Personnel Services (PPS) Credential applicants: CBEST scores; valid copy (front and back) of California Basic Teaching Credential. PPS credential applicants without a CA Basic Teaching Credential must submit a Certificate of Clearance.
- Preliminary Administrative Services Credential applicants: CBEST scores; valid copy (front and back) of California Basic Teaching Credential; and one of the following: a) verification of a minimum of two years successful, full-time classroom teaching experience in public or private schools; or b) a services credential with specialization in pupil personnel services, library services, health services, clinical rehabilitation services, or c) a designated subject credential with verification of at least two years of successful, full-time experience appropriate to the credential held. Verification of all credential(s) and experience(s) must be on school district letterhead and signed by a school district official.
- Clear Administrative Services Credential applicants: CBEST scores; valid copy (front & back) of Preliminary Administrative Services Credential; verification of employment in an administrative position on school district letterhead and signed by a school district official.

In addition to the above, all DOCTORAL APPLICANTS must submit:

- A copy of M.A. thesis or graduate level paper.
- Official scores from the Graduate Records Examination(GRE) or Miller Analogies Test(MAT) are required. Test scores must be sent directly to USF by the Educational Testing Service (GRE Code: 4850) or the Psychological Corporation (MAT). Photocopies of these results will not be accepted. (Official scores must have been obtained within the past five years).

Note to all doctoral applicants: The initial admission to a School of Education doctoral program is a preliminary decision. During the first year students develop a portfolio in order to demonstrate competence in research methodology and department-specific content. Completion of portfolio requirements is necessary for final admission into a doctoral program.

In addition to the above all INTERNATIONAL APPLICANTS must submit:

- Copy of passing TOEFL, IELTS, or Pearson Test for English (PTE) scores. Required scores: TOEFL: at least 580 (Paper Test), 92 with no sub score lower than 20 (Internet-based Test) 600 (Paper Test), 100 (Internet-based Test) for doctoral applicants (TOEFL code: 4850). IELTS: 7.0. for M.A. applicants; 7.0 for doctoral applicants. PTE: 62 for M.A. applicants; 68 for doctoral applicants.
- Certificate of Finances, available from the School of Education or the Office of Graduate Admission.
- Photocopy of Passport

International students are encouraged to apply early (six to eight weeks before application deadline). Please note that international applicants are not eligible to apply for California State Credential programs, including Teaching, School Counseling, Special Education, Teaching Reading, and Administrative Services. International students interested in the Marriage and Family Therapy program should contact the department prior to application.

Please submit all required documents in one packet to:

University of San Francisco

School of Education

Dean's Office, Room 107

2130 Fulton Street

San Francisco, CA 94117-1046

Applicants may be contacted for an interview with a member of the faculty. Applicants to doctoral programs may also be required to complete a written exercise critiquing selected articles in a field related to their prospective program.

Application Deadlines

Applicants for the Ed.D. programs (Exception: Catholic School Leadership, Learning and Instruction and Special Education) must submit all required documents by:

- March 1 for Fall
- November 1 for Spring

Catholic School Leadership Doctoral deadlines:

- May 1 for Fall
- April 15 for Summer
- November 1 for Spring

Learning and Instruction Doctoral deadline:

- March 1 (Fall admission only)

Special Education Doctoral deadline:

- March 1 (Fall admission only)

All Credential and M.A. applicants (Exception: School Counseling and Special Education) must submit the required documents by:

- May 1 for Fall
- November 1 for Spring
- April 15 for Summer Admission: in effect ONLY for Catholic Educational Leadership programs

Special Education MA and Credential (Mild/Moderate Education Specialist) applicants must submit all required documents by:

- March 1 (Summer admission only)

School Counseling applications must submit the required documents by:

- March 1 (Fall admission only)

Teaching: Urban Education and Social Justice:

- March 1 (Fall admission only)

Reading:

- March 1 (Summer admission only)

Center for Child and Family Development

The Center for Child and Family Development was developed to promote academic and personal success in at-risk school children by providing school-based family counseling programs for parents and their children.

Administrative Office
Phone: (415) 422-2137

The Center serves as a valuable educational setting for graduate students to receive training and supervision and to assist in providing services. In addition to providing an important community service for the residents of San Francisco's Mission district, this Center provides low-fee counseling services and valuable fieldwork opportunities to USF students.

Contact Us

Administrative Office

Education, Room 107
Phone: (415) 422-6525
Website: <http://www.soe.usfca.edu/>

Administration

Walter H. Gmelch, Dean
Dan McPherson, Associate Dean
Caryl Hodges, Associate Dean

Faculty

Professors: Joan Avis; Yvonne Bui; Robert Burns; Patricia Busk; Elena Flores; Walter H. Gmelch; Ellen Herda; Susan Katz; Mathew Mitchell; Terence Patterson; Betty Taylor; Christine Yeh; Steven Zlutnick
Associate Professors: Noah Borrero; Cori Bussolari; Brian Gerrard; Judy Goodell; Shabnam Koirala-Azad; Patricia Mitchell; Judith Pace; Virginia Shimabukuro
Assistant Professors: Xornam Apedoe; Patrick Camangian; Stephen Cary; Sarah Capitelli; Geoffrey Dillon, SJ; Emma Fuentes; Caryl Hodges; Uma Jayukumar; Steven Katsouras, SJ; Helen Maniates; Dan McPherson; Kevin Oh; Leyla Perez-Gualdrón; Christopher Thomas; Peter Williamson
Instructor: Kathy Rosebrock

Degrees

Doctor of Education (Ed.D.)
Master of Arts (M.A.)

Directory

- Dean's Office, (415)422-6525
- Catholic Educational Leadership Program, (415)422-6226
- Center for Child and Family Development, (415)239-9300
- Counseling Psychology Department, (415)422-6868
- Curriculum Resource Center, (415)422-2292
- Digital Media & Learning Program, (415)422-5290
- Institute for Catholic Educational Leadership, (415)422-6226
- International and Multicultural Education Department, (415)422-6878
- Department of Leadership Studies, (415)422-6226, (415)422-6551
- Learning and Instruction Department, (415)422-6289
- Organization and Leadership Program, (415)422-6551
- Special Education Internship Program, (415)422-2099
- Teacher Education Department, (415)422-6481
- Upward Bound, (415)422-6476

General Objectives

The School offers certificate, master's, and doctoral programs in seven areas: Counseling Psychology, International and Multicultural Education, Learning and Instruction, Organization and Leadership, Catholic Educational Leadership, Teacher Education, and Educational Technology. Many of the School's masters and credential programs are also offered at a number of regional Campuses throughout the greater Bay Area.

All activities of the School seek to link instruction, research, and service in a manner which reflects the intellectual, ethical, and service traditions of a Jesuit institution: to honor education as an instrument for the full growth of individuals, and to commit to further standards of excellence in academic and service programs. The pervading philosophy implicit in the School's planning and developing efforts affirms hope in the human effort to achieve a better society and demonstrates a commitment to ameliorate social conditions that are obstacles to justice for all.

The School of Education attracts experienced professionals who wish to acquire new skills and to enhance their leadership capabilities. Most courses are taught on weekday evenings and Saturdays. The scheduling of courses meets most students' needs and reinforces the School's commitment to use student experiences as a resource for learning. Many of our Master's and Doctoral degree programs are designed specifically for students seeking credentials or licensure in a wide array of teaching, counseling psychology, and school administration areas. The School is particularly committed to providing programs responsive to the needs of the racially, ethnically, and linguistically diverse population of the San Francisco Bay Area, though its interest extends beyond this region. This commitment is reflected in programs that prepare students to assume leadership roles in public, private and independent schools, colleges and universities, mental health and counseling centers, human service and government agencies, and corporations.

Careers

Students may begin work concurrently on their Master of Arts in Teaching (M.A.T.) and a preliminary basic credential program while pursuing their bachelor's degree (Dual Degree) in the liberal arts and sciences (collaborative program between the School of Education and the College of Arts and Sciences). The Teacher Education program encourages applicants to contact its program office prior to pursuing this option.

Many of the School's students are working professionals who wish to acquire new skills and enhance their leadership capabilities by enrolling in credential and/or degree programs. These students prepare to serve in a variety of roles such as teachers, curriculum developers and supervisors, administrators, counselors, therapists, private consultants, and as business managers and trainers. Special facilities within the School of Education - the Center for Instruction and Technology, the Institute for Catholic Educational Leadership and the Center for Child and Family Development - complement the academic curriculum by providing research and fieldwork settings for the development of specific skills and evaluation techniques. They also enhance students' career opportunities.

General Education Course Descriptions

Graduate

School of Education

- [Catholic Educational Leadership](#)
- [Counseling Psychology](#)
- [Digital Media and Learning](#)
- [International and Multicultural Education](#)
- [Learning and Instruction](#)
- [Organization and Leadership](#)
- [Teacher Education](#)
- [Upward Bound Program](#)

Institute for Catholic Educational Leadership (ICEL)

Administrative Office

Education Building, Room 210, 221, 227-233

Phone: (415) 422-6226

Website: http://www.usfca.edu/soe/ctr_institutes/icel/

Founded in 1976, the Institute for Catholic Educational Leadership is recognized nationally as a prototype of collaboration and cooperation between Church schools and Catholic universities. The Institute provides outreach to the Catholic school community by providing consultation, conferences, workshops, an ERIC-like website for Catholic schools, publications, and research forums. Today, because of the expanded need for its services, the Institute focuses on services to schools and provides the community component to the Catholic Educational Leadership Program (CEL). It ensures that degree students study, pray, and form community together.

Relative to the Catholic School Leadership Program, ICEL's aims are threefold: to promote a scholarly educational environment for Catholic school personnel, to build a sense of community among the students and faculty, and to prepare a corps of highly competent, dedicated, and ethical educators for Catholic schools. The Institute attempts to recruit a geographical mix of students - male and female, religious, clergy, and lay - from Catholic elementary and secondary schools, colleges and universities, diocesan offices, and religious community leadership. The Institute enables them to work together to meet the aims of the program and to make the degree "one with a difference."

ICEL's service constitutes a visionary outreach to the Catholic school community, exercising leadership in the arena of ideas and intellectual achievement. ICEL provides a model of Catholic scholarship for schools and their personnel in the field. The Institute sponsors conferences, workshops and seminars for all levels of Catholic school personnel; it publishes proceedings, summary statements, and undertakes strategic planning and instructional designing at the invitation of Catholic schools.

Institutes, Centers and Enrichment Programs

Mission and Goals

The School of Education offers credential and graduate programs designed to meet the needs of aspiring and practicing educators, counselors, and leaders. Marked by its urban setting, the School reaches out and contributes to the several communities we serve.

By valuing the individual, the School provides a caring, interactive, and academically challenging climate through:

- Instilling a passion for knowledge, wisdom, and justice
- Fostering a desire to celebrate a modern, multicultural world
- Building a commitment to creativity and compassion
- Heightening ethical standards
- Developing the intellect
- Enhancing professional skills

To these ends, we foster a community marked by the commitment of the Jesuit, Catholic urban university to issues of justice and intellectual rigor. We maintain a community that supports faculty, students, staff, alumni, and friends in accomplishing their lifelong learning goals.

In an effort to outline more specific knowledge, behaviors, and sentiments with which any student should leave a School of Education program, and to provide a more tangible statement of student growth implied in the Mission statement, the School of Education identifies the following seven goals for all program graduates. Each program elaborates these goals into learning outcomes specific to their program objectives and content, and the curricular depth of each goal varies depending on whether the program culminates in a credential, a master's degree, or a doctoral degree:

Apply research and inquiry skills

- Conducts thorough, high quality information searches
- Understands prominent research methodologies
- Reads and uses empirical research
- Applies research to professional practice

Show sensitivity to persons of different cultures and backgrounds

- Communicates to persons of different cultures and backgrounds
- Understands cultural and ethnic differences that can affect teaching, learning and human interaction
- Shows awareness of the necessity for just, inclusive, and ethnically sensitive language

Follow ethical standards in academic and professional work

- Understands and applies ethical standards in research
- Shows sensitivity to the ethical and moral considerations underlying professional decisions
- Can focus school communities and agencies on local, national, and global needs of different culture and ethnic groups
- Understands the need to act with integrity

Master important historical information as well as current issues and theories in education and psychology

- Knows current educational and psychological theories
- Links theory to practice
- Speaks and writes effectively and persuasively about current issues in education and psychology and can apply theory and research to these issues

Make appropriate use of educational technology

- Applies technology when appropriate to support professional work
- Knows current software in their professional field
- Uses technology to access library and Internet resources

Gain personal awareness and engage in a process of continuous self development

- Collaborates with others
- Articulates a (educational) mission and philosophy
- Joins and/or attends professional associations and meetings
- Shows social and personal responsibility
- Develops awareness of personal beliefs and values

Understand the place of service in education and attempt to provide such service in appropriate educational forums

- Exhibits generosity in service to others
- Engages others in educational service

- Shows sensitivity to the underserved

Program in Digital Media and Learning

Overview

The Master of Arts in Digital Media and Learning (DML) optimizes innovative technology and real world connections to prepare dynamic instructional leaders and technology professionals who envision the future of education and learning. Students are trained to become sophisticated technology-using professionals who can provide leadership for integrating technology to achieve the goals of local and extended learning communities.

Courses are offered in the university's modern Center for Instruction and Technology (CIT), conveniently located in the School of Education Building on the University of San Francisco's main campus. Class meetings are scheduled to meet the needs of working educators and other professionals. Many DML courses employ online learning tools to supplement coursework outside of class.

Through a combination of pedagogy, skill, thought, and leadership theory, the Digital Media and Learning program seeks to develop understanding, innovative techniques, and insight among students with the potential for leadership in the fast changing field of technology-enhanced learning.

The program can be tailored to each student's needs. It includes core coursework in the theoretical foundations of education, DML research and learning, application of current software and hardware, coursework in the planning, implementation, and evaluation of existing technology, and in resource identification for new projects. Students are required to complete a fieldwork project in an educational setting using technology or a technology-related professional development training program.

For more information about the DML program, faculty and our students, please visit: <http://www.usfca.edu/soe/programs/dml/>

Coursework

Digital Media and Learning (DML) is a 30 credit Master of Arts program. There are 21 credits of required curriculum (*) and 9 credits of elective coursework. A student's plan of study is chosen in cooperation with one's faculty advisor from among the courses listed below so as to maximize student learning. All students are required to construct a digital portfolio to demonstrate their accomplishments during their time in the program.

The courses below are grouped for conceptual convenience. Included within the required courses (21 credits) is a choice of one's culminating activity. A student either designs, produces, and implements a professional development training program or a student conducts research and develops a field project or thesis (**).

Education and Digital Media Foundations

- DML - 601 Digital Media Literacy **
- DML - 640 Human-Technological Interface Design

Communication

- DML - 650 Digital Storytelling & Communications Media
- DML - 641 Cyberculture: Building Online Learning Communities

Design and Development

- DML - 644 Website Design

Curriculum and Pedagogy

- DML - 631 Instructional Design, Curricula, and Learning Theory **
- DML - 635 DML Practicum I **
- DML - 636 DML Practicum II

Management and Leadership

- DML - 615 Information Systems in Educational Management
- DML - 675 Planning, Leading and Evaluating with Technology

Research and Current Issues

- DML - 633 Technology and Diverse Learners **
- DML - 670 Issues, Trends & Research in DML **
- DML - 643 Constructivism and Technology **

Fieldwork

- DML - 680 DML Field Experience/Internship
- DML - 645 Professional Development Design ** OR
- DML - 691 Field Project/Thesis in Educational Technology **

Contemporary Topics

- DML - 697 Directed Study

- DML - 698 Special Topic

Due to the rapidly changing nature of technology and digital media, faculty continuously review Digital Media and Learning courses for needed revisions. New courses introduced into the program start out as "Special Topic" classes. Recent and upcoming Special Topic offerings include: "International Multicultural Educational Technology," "Vision Instruction," and "Gaming and Simulation for Learning."

Programs in Catholic Educational Leadership

The courses offered by the Catholic Educational Leadership Program (CEL), in collaboration with the Institute for Catholic Educational Leadership (ICEL), seek to meet the specific needs of students who are preparing to serve the Catholic educational community, K-graduate school, as teachers, administrators, or auxiliary personnel. Course content includes the dimension of "call, covenant, and mission."

For more information about the Catholic Educational Leadership program, please visit: <http://www.usfca.edu/soe/ctr/institutes/icel/>

Master's Programs for Teachers

The program leading to the Master of Arts in Catholic School Teaching requires the successful completion of 30 credits of coursework, including eight core courses (24 credits):

- TEC 610 Learning and Teaching
- CEL 640 History and Principles of Catholic Education
- CEL 642 Moral Development
- CEL 644 Curriculum and Instruction Leadership in Catholic Schools
- CEL 646 Methods and Materials in Teaching Religion in Catholic Schools
- CEL 648 Spirituality of the Educator
- CEL 690 M.A. Culminating Project

and one of the following Teacher Education courses:

- TEC 612 Multiple Subject Curriculum and Instruction: Reading & Language Arts in the Intermediate Grades
- TEC 613 Multiple Subject Curriculum and Instruction: Math & Science
- TEC 614 Single Subject Curriculum and Instruction: English & Social Studies
- TEC 615 Single Subject Curriculum and Instruction: Math & Science

The candidate and the faculty adviser on the basis of the student's academic and professional background and career interests plan each student's schedule of coursework jointly. To enhance their programs, students may select 6 units of electives from courses offered within other programs in the School of Education. A culminating project, required of all master's students, is designed to stimulate students to synthesize knowledge and skills gained from the program's core areas, as well as from the elective program. Some of the core courses in this program fulfill requirements for the California Teaching Credential Master of Arts degree in Catholic School Teaching.

Master's and Credential Programs for Administrators

The program leading to the Master of Arts in Catholic Educational Leadership requires the completion of 30 credits of course work, including eight core courses (24 credits):

- CEL 640 History and Principles of Catholic Education
- CEL 641 Private School Law
- CEL 642 Moral Development
- CEL 644 Curriculum and Instruction Leadership in Catholic Schools
- CEL 650 Catholic Leadership and Educational Administration
- CEL 651 Business and Finance for Catholic Schools
- CEL 653 Personnel Leadership in Catholic Schools
- CEL 690 M.A. Culminating Project

The remaining 6 credits are earned in elective courses selected from among those in Catholic Educational Leadership or those offered by other master's degree programs in the School of Education. The program is offered three semesters during the academic year: Fall, Spring, and Summer. The SummerWest program includes a wide variety of course offerings; the summer faculty are from many parts of the country and bring expertise in theory and practice in elementary and secondary Catholic schools. Some of the core courses in this program fulfill requirements for the Preliminary Administrative Services Credential in California.

Doctoral Program

The program leading to the Doctor of Education (Ed.D.) in Catholic Educational Leadership prepares its students for effective leadership in Catholic education. The curriculum is designed to allow students the opportunity to explore additional areas of interest, such as Learning and Instruction, International and Multicultural Education, Organization and Leadership, and Technology.

The doctoral program consists of 60 credits beyond the master's degree and culminates in the completion of a doctoral dissertation. Students will complete 60 credits of doctoral coursework that satisfy the following requirements: General Education core (12 credits), Major Specialization in Catholic Educational Leadership core (24 credits), Elective courses (12 credits), and Dissertation core (12 credits).

The 12 credits of General Education core are:

- GEDU 706 Applied Educational Statistics
- GEDU 708 Research Methods in Education
- One Foundation course selected in consultation with the student's advisor
- One Advanced Research course selected in consultation with the student's advisor

The 24 credits of major specialization in Catholic Educational Leadership include the following core courses:

- CEL 740 History and Principles of Catholic Education
- CEL 741 Private School Law
- CEL 742 Moral Development
- CEL 744 Curriculum and Instructional Leadership in Catholic Schools
- CEL 750 Catholic Leadership and Educational Administration
- CEL 651 Business and Finance for Catholic Schools
- CEL 753 Personnel Leadership in Schools

The 12 credits of the elective courses may be drawn from other CEL courses not listed above and any other graduate program in the School of Education with the approval of the student's doctoral advisor. Students who have completed the Master of Arts degree through the Catholic Educational Leadership Program may pursue a 12-credit block minor in another program within the School of Education. Students should consult their advisor concerning the minor requirements.

The dissertation, which is undertaken after the completion of coursework, is a demonstration of the candidate's ability to bring theoretical and practical knowledge to the solution of a significant educational problem, which will contribute to Catholic education. The 12 credits associated with the development, research, and writing of a doctoral dissertation are:

- CEL 700 Introduction to Doctoral Research: Catholic School Education
- CEL 709 Dissertation Proposal Seminar
- CEL 790 Dissertation Proposal Development
- CEL 791 Dissertation Research and Writing

Students complete the program by successfully defending their dissertation research in Dissertation Research and Writing (CEL 791).

Supplementary Admission Requirements for Catholic Educational Leadership Students

In addition to the admission prerequisites to the School of Education, CEL applicants (M.A. or Ed.D.) are required to submit the following:

- Evidence of three years minimum Catholic school teaching experience at the elementary, secondary, or collegiate level, or permission by the CEL faculty to waive this prerequisite
- In addition to the two School of Education form letters of recommendation, two letters testifying to commitment to ministry in Catholic education

Certificate of Advanced Study: Catholic Educational Leadership

The Certificate of Advanced Study in Catholic Educational Leadership is a 12-unit program specifically designed for Catholic school leaders who already have a master's degree from a regionally accredited institution of higher education. Those whose degree is in educational administration from a secular university would gain a distinctly Catholic perspective. Those whose master's degree is in a subject area other than educational administration would receive preparation in essential areas of educational administration within a Catholic school context. Required courses include:

- CEL 640 History and Principles of Catholic Education
- CEL 641 Private School Law
- CEL 650 Catholic Leadership and Educational Administration
- CEL 651 Business and Finance for Catholic Schools

Programs in Counseling Psychology

Overview

The programs in the Counseling Psychology Department prepare competent professional counselors and therapists by broadening their bases of knowledge and by helping them develop the specific skills necessary for successful careers working in schools and a wide variety of mental health settings.

Students may pursue the following degree or credential programs:

- Master of Arts in Counseling Psychology with a concentration in Marriage and Family Therapy (M.F.T.) fulfills the educational requirements of Business and Professions code Section 4980.36 for licensure in California as a Marriage and Family Therapist.
- Master of Arts in Counseling Psychology with an concentration in School Counseling (S.C.P.) authorizing counseling in K-12 grade levels in public schools and in Community Colleges. The program meets state standards and is approved by the California Commission on Teacher Credentialing (CTC).

For more information about the Counseling Psychology Department and its programs, please visit:

<http://www.usfca.edu/soe/programs/counpsych/>

Masters and Credential Programs

Two programs lead to the Master of Arts in Counseling Psychology.

Below are the current requirements for the Master of Arts in Counseling Psychology with a concentration in Marriage and Family Therapy (MFT). The Marriage and Family concentration requires 60 credits of coursework and supervised clinical Traineeship experience during the third year. The required courses are listed in sequence:

- CPSY - 657 Individual and Family Lifespan Development
- CPSY - 677 Counseling Across Cultures
- CPSY - 678 Cognitive and Behavior Therapies: Theory & Practice
- CPSY - 634 Ethical, Legal, and Professional Issues
- CPSY - 639 Individual and Family Psychopathology
- CPSY - 670 Intermediate Techniques in Cognitive and Behavioral Therapies
- CPSY - 658 Advanced Techniques in Cognitive and Behavioral Therapies
- CPSY - 630 Individual and Systems Assessment
- CPSY - 687 Family Systems Therapy
- CPSY - 684 Couples Therapy
- CPSY - 629 Alcohol and Substance Abuse
- CPSY - 647 Group Work in Clinical Settings
- CPSY - 690 Research Methods
- CPSY - 661 Adult Life Transitions Therapy
- CPSY - 628 Child and Parent Therapy
- CPSY - 646 Community Mental Health: Concepts of Recovery, Wellness, Systems of Care, and Advocacy
- CPSY - 683 Clinical Psychopharmacology
- CPSY - 635 Human Sexuality
- CPSY - 663 Therapy in Later Life
- CPSY - 644 Child, Elder, and Adult Abuse Issues

and 6 credits of supervised traineeship,

- CPSY - 637 Traineeship I
- CPSY - 638 Traineeship II

Beginning in Fall 2012, our 60 credit program satisfies the new California Board of Behavioral Sciences (BBS) academic requirements for licensure as a Marriage and Family Therapist by the BBS of the State of California.

The concentration in School Counseling/Pupil Personnel Services Credential requires the completion of 49 credits: 42 credits of coursework and 7 credits of supervised fieldwork. 42 credits of coursework includes:

- CPSY - 606 Cross Cultural Counseling
- CPSY - 607 Counseling Theory and Practice
- CPSY - 608 Prevention & Intervention in Schools
- CPSY - 609 Academic Counseling
- CPSY - 610 Advanced Multicultural Counseling
- CPSY - 611 Problem Solving Counseling
- CPSY - 612 Lifespan Developmental Counseling

- CPSY - 613 Group Counseling Skills
- CPSY - 614 Career Counseling
- CPSY - 615 Assessment and the Counselor
- CPSY - 624 Qualitative and Quantitative Research Methods
- CPSY - 625 Qualitative and Quantitative Analysis and Interpretation
- CPSY - 617 Consulting with Parents, Teachers and Schools
- CPSY - 618 Law and Ethics
- CPSY - 623 Trauma and Crisis Counseling in Urban and Multicultural Context

one credit of field practicum

- CPSY - 619 Fieldwork Practicum

6 credits of supervised traineeship,

- CPSY - 620 PPS Traineeship I
- CPSY - 621 PPS Traineeship II
- CPSY - 622 PPS Traineeship III

or supervised internship,

- CPSY - 602 PPS Internship I
- CPSY - 603 PPS Internship II
- CPSY - 604 PPS Internship III

Programs in International and Multicultural Education

Overview

The International and Multicultural Education (IME) Department is committed to understanding inequalities based on race, class, gender, and nationality as a way of promoting educational scholarship and research based on principles of equity and social justice. The programs are dedicated to understanding formal and informal education within social, cultural, and linguistic contexts in both the United States and abroad. While the programs address the realities of urban schooling in the United States, we maintain a global focus by carefully examining the impact of globalization and immigration on education and human rights worldwide.

Our Programs

The goals of the programs are to provide:

- Educational experiences that emphasize and encourage leadership, ethical responsibility and service to all communities
- Focused areas of study in the cultural, linguistic, philosophical and sociological development of Asian American, Latin American, African American and other linguistic and cultural groups at all educational levels
- Knowledge of global issues of education
- Knowledge of Human Rights Education
- Opportunities for students to develop an awareness of their personal beliefs, values and experiences in order to better appreciate those of others.

The faculty of International and Multicultural Education offer two M.A. programs: the Master of Arts in International and Multicultural Education, which may include a concentration in Human Rights Education, and the Master of Arts in Teaching English to Speakers of Other Languages, which may include a concentration in Digital Media and Learning. In addition, the faculty offer a Doctor of Education (Ed.D.) in International and Multicultural Education, which may include a concentration area in Second Language Acquisition or Human Rights Education.

For more information on the International and Multicultural Education department and its programs, please visit:

<http://www.usfca.edu/soe/programs/ime/>

Masters Programs

The Master of Arts in International and Multicultural Education requires the completion of 30 credits. These credits should include:

Core Course (9 credits)

Three (3) courses from the following:

- IME - 604 International Perspectives on Area Studies Education
- IME - 605 Multiculturalism in a Global World
- IME - 612 Race, Ethnicity and Cultural Identity
- IME - 620 Human Rights Education: Pedagogy & Praxis
- IME - 668 Discourse, Pragmatics and Language Teaching

General M.A. in IME (15 credits)

Five courses from the following:

- IME - 602 Research in Bilingualism and Bilingual Education
- IME - 603 Applied Linguistics
- IME - 606 Urban Education
- IME - 610 Sociology of Language
- IME - 613 Emotional Intelligence and Cultural Competency
- IME - 614 Multicultural Perspectives in Education
- IME - 615 Education for Inclusion
- IME - 616 Social Movements
- IME - 619 Gender and Globalization
- IME - 624 African American Educational History in the United States
- IME - 627 Pan-African Language and Culture
- IME - 628 Women of Color: Higher Education
- IME - 631 Research in First and Second Language Acquisition
- IME - 635 Latinos and Education
- IME - 637 Critical Pedagogy
- IME - 639 Cross-Cultural Literacy
- IME - 640 Immigration and Forced Displacement
- IME - 675 Asian Educational Systems: Implications for Schooling in the United States
- IME - 676 Teaching and Learning Through the Arts
- IME - 697 Directed Study
- IME - 698 Special Topic Seminar

IME Master's Research Courses (6 credits)

- GEDU - 603 Methodology of Educational Research
- IME - 649 IME MA Thesis/Field Project

The Master's of Arts in International and Multicultural Education with a concentration in Human Rights Education requires the completion of 30 credits. Those credits should include:

Core (6 credits)

Two (2) courses from the following:

- IME - 604 International Perspectives on Area Studies
- IME - 605 Multiculturalism in a Global World
- IME - 612 Race, Ethnicity & Cultural Identity
- IME - 668 Discourse, Pragmatics & Language Teaching

Human Rights Education Concentration (12 credits)

Four (4) courses from the following:

- IME - 618 International Human Rights for Educators
- IME - 619 Gender and Globalization
- IME - 620 Human Rights Education: Pedagogy & Praxis
- IME - 640 Immigration and Forced Displacement

Electives (6 credits)

Two (2) courses from the following:

- IME - 602 Research in Bilingualism and Bilingual Education
- IME - 603 Applied Linguistics
- IME - 606 Urban Education
- IME - 610 Sociology of Language
- IME - 613 Emotional Intelligence and Cultural Competency
- IME - 614 Multicultural Perspectives in Education
- IME - 615 Education for Inclusion

- IME - 619 Gender and Globalization
- IME- 624 African-American Educational History in the United States
- IME - 627 Pan-African Language and Culture
- IME - 628 Women of Color: Higher Education
- IME - 631 Research in First and Second Language Acquisition
- IME - 635 Latinos and Education
- IME - 637 Critical Pedagogy
- IME - 639 Cross-Cultural Literacy
- IME - 640 Immigration and Forced Displacement
- IME - 675 Asian American Systems: Implications for Schooling in US
- IME - 676 Teaching and Learning Through the Arts
- IME - 697 IME Directed Study
- IME - 698 Special Topics

Masters Research Courses (6 credits)

- GEDU - 603 Methodology of Educational Research
- IME - 649 IME MA Thesis/Field Project

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) requires 30 credits of coursework. These credits consist of:

Foundations (9 credits)

Three courses from the following:

- IME - 603 Applied Linguistics
- IME - 632 Structure of American English

And one of the following courses:

- IME - 602 Research in Bilingualism and Bilingual Education
- IME - 610 Sociology of Language
- IME - 611 Language and Culture
- IME - 631 Research in First and Second Language Acquisition
- IME - 634 Assessment/Testing of Second Language Proficiency
- IME - 668 Discourse, Pragmatics and Language Teaching

Methods (9 credits)

- GEDU - 603 Methodology of Educational Research
- IME - 630 Teaching English to Speakers of Other Languages
- IME - 633 Preparation and Evaluation of ESL Materials

Social and Cultural Studies (3 credits)

One course from the following:

- IME - 604 International Perspectives
- IME - 605 Multiculturalism in a Global World
- IME - 606 Urban Education
- IME - 612 Race, Ethnicity & Cultural Identity
- IME - 613 Emotional Intelligence & Cultural Competency
- IME - 619 Gender & Globalization
- IME - 620 Human Rights Education
- IME - 624 African American Educational History in the United States
- IME - 627 Pan-African Language and Culture
- IME - 635 Latinos & Education
- IME - 639 Cross-Cultural Literacy
- IME - 640 Immigration and Forced Displacement
- IME - 647 Technology and Diverse Learners

Electives (6 credits)

Students may choose two elective courses from the following areas:

- Any IME course
- Any Digital Media and Learning (DML) course
- ESL - 601 Graduate Writing/Speaking Practicum from the ESL Department

Field Project (3 credits)

- IME - 638 TESOL MA Thesis/Field Project

Students in the TESOL M.A. may opt for a concentration in Digital Media and Learning which requires 33 credits. Instead of Methodology of Educational Research (GEDU 603), they must take a digital media and learning course in the Methods section above. Students are required to complete 9 credits of elective courses in digital media and learning. Please contact the adviser if interested in this concentration. The M.A. in Teaching English to Speakers of Languages is also available in collaboration with a multiple subjects or single subject teaching credential. For this option, students complete all requirements for the credential plus 15 additional credits of specified TESOL courses from the M.A. program.

Doctoral Program

The doctoral program consists of 60 credits, 12 of which are general education core, 24 are major specialization in International and Multicultural Education, 12-15 are electives and 9-12 are dissertation development units. The dissertation, which is undertaken after the completion of coursework, represents the candidate's ability to apply theoretical and practical knowledge to the solution of a significant educational problem.

The 24 credits in the major specialization in International and Multicultural Education may be selected from the IME doctoral level courses listed at the end of the School of Education section of this catalog. Courses offered in any of the School's doctoral programs may be used to fulfill the elective credits. The 9-12 credits associated with the development, research and writing of a doctoral dissertation are:

- IME - 709 Dissertation Proposal Seminar
- IME - 729 Proposal Development
- IME - 790 Dissertation Proposal Development
- IME - 791 Dissertation Research and Writing

Students may also select a concentration in Second Language Acquisition or Human rights Education. Each concentration requires four (4) specific courses in the IME major:

Second Language Acquisition courses (4 required):

- IME - 702 Research in Bilingualism and Bilingual Education
- IME - 703 Applied Linguistics
- IME - 710 Sociology of Language
- IME - 727 Pan-African Language and Culture
- IME - 731 Research in First and Second Language Acquisition
- IME - 739 Cross-Cultural Literacy
- IME - 768 Discourse, Pragmatics and Language Teaching

Human Rights Education (HRE) courses. The HRE concentration provides students with an understanding of the vital role of education in promoting and securing Human Rights. Students critically examine legal, social, political, gendered, and racial impacts on Human Rights. Students gain valuable tools to help them incorporate Human Rights Education into their own research, teaching, and work. The concentration is comprised of four courses (12 credits). The courses are listed below:

- IME - 718 International Human Rights for Educators
- IME - 719 Gender and Globalization
- IME - 720 Human Rights Education: Pedagogy & Praxis

IME - 740 Immigration and Forced Displacement

Programs in Learning and Instruction

Overview

The Department of Learning and Instruction offers exciting and unique programs at the master's/credential and doctoral levels.

The Master's Degree in Special Education with a Mild/Moderate Education Specialist Credential program prepares candidates to teach K-12 students with mild to moderate disabilities with a focus on urban, multicultural special education.

For more information on the program, please visit:

<http://www.usfca.edu/soe/programs/li/sped/>

The doctoral program in Learning and Instruction emphasizes theories of learning, teaching, and instruction, which inform educational practices in a variety of settings. Graduates of the program apply their skills to deliver instruction, conduct research, evaluate programs, design curriculum, and solve learning-based problems.

For more information on the doctoral programs, please visit:

<http://www.usfca.edu/soe/programs/li/>

All of these programs share the conviction that instructional decisions must be grounded in the best social science evidence available at the time. Thus, the overriding goal is to prepare our graduates to contribute to, and make use of, the ever-changing knowledge base in learning and instruction.

Credential and Masters Program

The Master's Degree in Special Education with Mild/Moderate Education Specialist Credential program is designed to prepare interns for special education careers in diverse, urban schools. In this two-year cohort program, candidates can earn Preliminary Teaching Credentials and Master's Degrees while working as paid intern teachers in Bay area schools.

The Mild/Moderate Education Specialist Credential authorizes graduates to work in a wide variety of positions. They can be employed in public and private K-12 schools as special day class teachers or as resource and inclusion specialists. With the credential and the master's degree, graduates can be employed at California community colleges as Special Education Learning Specialists.

The Master of Arts degree in Special Education requires the completion of the following:

- TEC 621 Multiple Subject Curriculum & Instruction: Early Literacy
- TEC 613 Multiple Subject Curriculum and Instruction: Math & Science
- L&I 637 Teaching Diverse Groups
- L&I 665 Development of Legal and Educational Foundations for the Learning Specialist
- L&I 636 Educational Practices for the Learning Specialist
- L&I 633 Assessment in Special Education
- L&I 631 Curriculum and Instruction for Students with Mild/Moderate Disabilities
- L&I 639 Intern Teaching Seminar I
- L&I 676 Behavioral Management
- L&I 622 Instructional Uses of Technology for the Learning Specialist
- L&I 640 Intern Teaching Seminar II
- L&I 675 Data-based Instruction
- L&I 678 Intern Teaching Seminar III
- L&I 659 Collaboration and Consultation
- L&I 679 Intern Teaching Seminar IV
- TEC 642 Health Education
- L&I 641 Research in Special Education
- L&I 638 Master's Thesis/Field Project

Total Units for Master's Degree with Credential – 42 credits

Doctoral Program

The Ed.D. in Learning and Instruction offers professionals an opportunity to acquire and develop methodological skills and substantive knowledge in the areas of learning, teaching, and instructional design. Using the latest technology to assist in instructional delivery and support, coursework is offered in areas ranging from creativity and human abilities to performance assessment and essentials for teaching in higher education. There is also an option to obtain a concentration in Special Education (9 credits).

The doctoral program consists of 60 credit hours of study beyond the master's degree and culminates in the completion of a doctoral dissertation. Students will complete 60 credits of doctoral coursework that satisfy the following requirements: Foundation Core (12 credits), L&I Core (18 credits), Advanced Research Core (12 credits), Elective courses (9 credits), and Dissertation Core (9 credits). The 12 credits of Foundation Core courses are:

- GEDU 704 Psychological Foundations
- GEDU 706 Applied Educational Statistics
- GEDU 708 Research Methods in Education
- L&I 700 Cognitive Psychologies

Students are required to complete 18 credits of L&I Core courses. Students can select 6 courses from the following L&I offerings in consultation with the student's advisor:

- L&I 752 Data-Based Decision Making for School Leaders
- L&I 724 Grant Writing
- L&I 713 Essentials for Teaching in Higher Education
- L&I 732 Motivation
- L&I 735 Creativity
- L&I 702 Human Abilities
- L&I 712 Performance-Based Assessment
- L&I 743 Constructivism and Technology
- L&I 701 Multimedia Learning
- L&I 798 Special Topics

The 12 credits of coursework to fulfill the advanced Research Core requirements are as follows:

- GEDU 707 Advanced Statistics
- GEDU 714 Educational and Psychological Measurement
- L&I 707 Literature reviews
- One advanced Methodology course selected in consultation with the student's advisor.

The 9 credits associated with the development, research, and writing of a doctoral dissertation are:

- L&I 709 Dissertation Proposal Seminar
- L&I 790 Dissertation Proposal Development
- L&I 791 Dissertation Research and Writing

Students complete the program by successfully defending their dissertation research in Dissertation Research and Writing.

Programs in Organization and Leadership

Overview

The Organization and Leadership (O&L) Program at the School of Education offers a dynamic and unique program that educates people to create and sustain just institutions through active and responsible leadership. Leadership is an essential resource for creating and sustaining organizations, communities and societies. Leadership is understood as a summons to serve the other. The primary goal of the O&L program is to bring before students a continuum of new knowledge and understanding that reflects current theories, research and innovative practices.

Students may pursue the M.A. or Ed.D. in Organization and Leadership. In addition, courses and field experiences are offered leading to the Preliminary Administrative Services Credential and the Clear Administrative Credential.

Organization and Leadership graduates are prepared to assume leadership positions in a variety of settings. They may also consider consulting or higher education teaching positions.

For more information on the Organization and Leadership programs, please visit: <http://www.usfca.edu/soe/programs/leadership/ol/>

Educational Philosophy of the O&L Program

The O&L program collaboratively prepares graduate students who will possess the knowledge, skills, values and vision to transform and change organizations as leaders. We assume that adult learners bring skill sets to the learning environment where collaborative student-centered interactions can take place among faculty and peers. It is through dialog, new knowledge and experiences that new ideas and reform can take place. In the Jesuit tradition of valuing the student learner, faculty seek to provide students with opportunities for self-renewal and growth.

Master's Programs

The faculty of the Organization and Leadership department offer three M.A. Programs: Master of Arts in Organization and Leadership, Master of Arts in Organization and Leadership with the Clear Administrative Services Credential or the Preliminary Administrative Services Credential, and the Master of Arts in Higher Education and Student Affairs (HESA).

The Master of Arts in Organization and Leadership gives students the opportunity to focus their study in several areas that represent current dimensions and challenges of leadership: the university, corporations, healthcare, technology, K-12 schooling, and international development. The M.A. in O&L requires the completion of 30 credits: 27 credits of course work and a 3-credit M. A. Thesis/ Field Project, O&L 655.

Requirements includes:

- O&L 614 Introduction to Organization and Leadership
- O&L 626 Sociocultural Foundations of Organization and Policy
- GEDU 603 Research Methods of Education or
- O&L 619 Participatory Hermeneutic Research

Students complete 12 credits in one of the of the following focus areas:

- Higher Education
- Interpretive Development and Organization Policy
- K-12 Instructional Leadership
- 21st Century Leadership

And 6 credits of electives in consultation with their faculty advisor and the O&L 655 M.A. Thesis/Field Project (3 credits).

Students may combine their course of study for the Master of Arts in Organization and Leadership degree with preparation for the Preliminary Administrative Services Credential. The M.A. in O&L with the Preliminary Administrative Credential requires the completion of 30 credits: 21 credits in course work, 6 credits of field experience and a 3 credit M.A. Capstone, O&L 650.

Students complete 21 credits in the following courses:

- O&L 615 Information Systems in Educational Management
- O&L 621 Budget and Finance
- O&L 622 Education Law
- O&L 624 Human Resources in Educational Management
- O&L 630 Educational Leadership
- O&L 652 Data-Based Decision Making for School Leaders
- O&L 654 School, Community and Society

6 credits of supervised Field Experience:

- O&L 648 Field Experience I
- O&L 649 Field Experience II

3 Credits of the Masters Capstone

- O&L 650 Instructional Leadership Capstone

The Master of Arts in Higher Education and Student Affairs (HESA) within the Organization and Leadership (O&L) program combines a rigorous academic curriculum with practicum experiences in various areas of student life (e.g., intercultural center, student engagement, residence life) to prepare professionals working in or aspiring toward administrative leadership positions in Higher Education. Important objectives of the HESA concentration are to train professionals who will 1) understand issues of access and equity in higher education and the unique experiences and problems facing underrepresented groups and 2) think critically about the complexities involved in transforming organizations and programs in order to achieve equitable outcomes for all students. Requirements include 24 credits of course work, 3 credits of Practicum and a 3 credit Masters Capstone, ED 667.

Course work includes:

- O&L 744 Academic and Student Affairs
- O&L 614 Introduction to Organization and Leadership
- O&L 741 American Institutions of Higher Education
- O&L 663 Race, Diversity and Higher Education
- O&L 662 Campus Environments and Cultures
- O&L 656 Student Development in College
- O&L 626 Sociocultural Foundations
- O&L 657 Assessment & Evaluation in Higher Education or
- O&L 619 Participatory Hermeneutic Research

3 credits in Practicum:

- O&L 645 Practicum in HESA I (1 credit)
- O&L 646 Practicum in HESA II (1 credit)
- O&L 647 Practicum in HESA III (1 credit)

In addition to the above, students are required to complete a Masters Capstone course, O&L 667 Capstone Seminar, for 3 credits.

Credential Programs

Preliminary Administrative Services Credential

All Preliminary Administrative Services Credential Applicants must submit evidence of an earned baccalaureate degree and one of the following: a valid teaching credential with verification of a minimum of two years successful, full-time classroom teaching experience in public or private schools; or a services credential with a specialization in pupil personnel services, library services, health services, clinical rehabilitation services, or a designated subject credential with verification of at least two years of successful, full-time experience appropriate to the credential held.

Verification of all credential(s) and experience(s) must be on school district letterhead and signed by a school district official.

The Preliminary Administrative Services Credential requires successful completion of 27 credits: 21 credits of course work:

- O&L 615 Information Systems in Educational Management
- O&L 621 Budget and Finance
- O&L 622 Education Law
- O&L 624 Human Resources in Educational Management
- O&L 630 Educational Leadership
- O&L 652 Data-Based Decision Making for School Leaders
- O&L 654 School, Community and Society

and 6 credits of supervised field experience:

- O&L 648 Field Experience I
- O&L 649 Field Experience II

Clear Administrative Services Credential

Student must be employed in a full-time paid position requiring a Preliminary Administrative Services Credential. Prior to program completion, the student must submit a verification of a minimum of two years of successful experience in a full-time administrative position in a public or private school of equivalent status while holding the Preliminary Services Credential. The Clear Administrative Services Credential requires successful completion of 12 semester credits of course work including:

- O&L 731 Politics of Education (2 credits)
- O&L 732 Data, Assessment and Curriculum (2 credits)
- O&L 736 Urban Superintendent (2 credits)
- O&L 737 Pressing Urban Issues (2 credits)
- O&L 738 Advocacy, Media and Law (2 credits)
- O&L 733 Professional Practice of Educational Leadership A (1 credit)
- O&L 734 Professional Practice of Educational Leadership B (1 credit)

Doctoral Program

The doctoral program consists of 60 credit hours of study beyond the master's degree and culminates in the completion of a doctoral dissertation. Students will complete 60 credits of coursework that satisfy the following requirements:

The following Foundation Core courses are required (12 credits):

- GEDU 706 Applied Educational Statistics
- GEDU 708 Research Methods in Education
- One Foundation course selected in consultation with the student's advisor
- One Advanced Research course selected in consultation with the student's advisor

Students are required to complete 21 credits of O&L core courses. Students are required to complete the following 6 credits:

- O&L 726 Sociocultural Foundations of Organization and Policy
- O&L 751 Leadership Theories

Students can then select, with the consultation of their advisor, any doctoral level course within the O&L department to meet the remaining 15 credits.

The 12 credits of the elective courses may be drawn from the O&L courses or from other doctoral level courses within the School of Education. Students may elect to use the 12-credit block to design a minor.

The 9 credits associated with the development, research, and writing of a doctoral dissertation are:

- O&L 709 Dissertation Proposal Seminar
- O&L 790 Dissertation Proposal Development
- O&L 791 Dissertation Research and Writing

Students complete the program by successfully defending their dissertation research in Dissertation Research and Writing (O&L 791).

Programs in Teacher Education

Requirements

The Credential

Students pursuing a credential must conform to all policies and regulations contained in the sections of this catalog pertaining to the credential programs. Before applying to credentialing agencies, students must complete all requirements specified in the subsequent curriculum section of this catalog. Students are responsible for being informed of all current agency regulations pertaining to the credentials. The University and the School of Education reserve the right to modify the program to meet accreditation requirements such as those of the California Commission on Teacher Credentialing (CTC).

Overview

The Teacher Education programs lead to Preliminary Multiple Subject and Single Subject teaching credentials with an optional Bilingual Authorization in Spanish.

All credential programs are pursued concurrently with a master's degree. Teaching credentials students may enroll for any of the six M.A. degrees offered by the following departments/programs of the School of Education: the Master of Arts in Teaching, the Master of Arts in Teaching Urban Education and Social Justice, or the Master of Arts in Teaching Reading (with the CTC Reading Certificate) offered by the Teacher Education Department; the Master of Arts in Catholic School Teaching offered by the Catholic Educational Leadership Department; or the Master of Arts in Teaching English to Speakers of Other Languages offered by the International and Multicultural Education department. Some courses taken as part of the credential program may be counted toward these degrees. See the appropriate sections of this catalog or contact the departments directly for additional information.

All of the Teacher Education programs are characterized by three principles derived from the special mission of this Jesuit university: first, philosophical inquiry into educational problems addressed through dialogue and reflection; second, a commitment to social justice in education; and third, attention to the individual developmental needs of children and adolescents. We believe that caring educational practitioners concern themselves with the unique qualities and needs of the individuals they serve.

Students are admitted in both Fall and Spring semesters. The number each semester is kept small to enable us to provide the kind of education necessary to prepare thoughtful, caring educators. Program graduates often go on to assume leadership positions in schools throughout the region due to the quality and character of our programs, the working relationship we are able to establish with our students, and the excellent caliber of our candidates.

For more information about the Teacher Education department and its programs, please visit:

<http://www.usfca.edu/soe/programs/te/>

Credential Programs

The Preliminary Multiple and Single Subject, with the optional Bilingual Authorization, teaching credential programs are fully approved by the California Commission on Teacher Credentialing (CTC) and the Committee on Accreditation (COA). We are thereby authorized to recommend program graduates to the CTC, which is the state agency responsible for granting credentials.

All credential candidates are required to take the following Teacher Education program (TEC) courses:

- TEC - 600 Teaching, Learning and Technology
- TEC - 610 Learning and Teaching
- TEC - 611 Education of Bilingual Children: Theory and Practice

- TEC - 618 Teaching for Diversity & Social Justice
- TEC - 642 Health Education
- TEC - 643 Education of Exceptional Children

Candidates for the Preliminary Multiple Subject credential also take the following courses in Teacher Education (TEC):

- TEC - 612 Multiple Subject Curriculum and Instruction: Reading & Language Arts in the Intermediate Grades
- TEC - 613 Multiple Subject Curriculum and Instruction: Math & Science
- TEC - 621 Multiple Subject Curriculum and Instruction: Early Literacy
- TEC - 630 Multiple Subject Curriculum and Instruction: Social Studies
- TEC - 616 Multiple Subject Student Teaching I - Fieldwork
- TEC - 605 Multiple Subject Student Teaching II - Fieldwork
- TEC - 606 Multiple Subject Student Teaching III - Fieldwork OR
- TEC - 607 Multiple Subject Student Teaching III - Bilingual Authorization

Candidates for the Preliminary Single Subject credential take the following additional courses in Teacher Education (TEC):

- TEC - 622 Single Subject Curriculum and Instruction: Academic Literacy
- TEC - 625 Teaching Adolescents
- TEC - 660 Single Subject Student Teaching I - Fieldwork
- TEC - 655 Single Subject Student Teaching II - Fieldwork
- TEC - 656 Single Subject Student Teaching III - Fieldwork Or
- TEC - 657 Single Subject Student Teaching III - Bilingual Authorization

and one from the following:

- TEC - 615 Single Subject Curriculum and Instruction: Math & Science
- TEC - 617 Single Subject Curriculum and Instruction: Teaching Field
- TEC - 628 Single Subject Curriculum and Instruction: English
- TEC - 629 Single Subject Curriculum and Instruction: Social Science

A total of 36 units is required to complete the Preliminary Multiple Subject credential. A total of 34 units is required to complete the Preliminary Single Subject credential.

The Bilingual Authorization in Spanish is open to candidates who satisfy language proficiency requirements. Students must demonstrate satisfactory language proficiency competence prior to enrolling in Bilingual Authorization courses. In addition, written and oral knowledge of Spanish at an FSI Level 3 ("Able to speak, read, and write in the language with sufficient structural accuracy and vocabulary to participate in most formal and informal communications on practical, social, and professional topics") or its equivalent, must be demonstrated prior to Student Teaching II and III.

Bilingual Authorization candidates are required to take two courses in addition to their preliminary credential program prior to or concurrently with Student Teaching III: TEC - 635 Language and Culture of Emphasis: Spanish and TEC - 636 Methods and Materials in the Language of Emphasis: Spanish.

Candidates will then complete a student teaching placement in a bilingual classroom (TEC 607/657, Student Teaching III-Bilingual Authorization).

In addition to satisfying course requirements, candidates for all credential programs must satisfy several additional requirements set by the CTC prior to admission. Program applicants are required to meet the California basic skills requirement. Single Subject candidates typically meet this requirement by presenting passing scores on the California Basic Skills Test (CBEST) prior to admission. Multiple Subjects candidates can meet the basic skills requirement by presenting passing scores on the CBEST, or by presenting passing scores on the Multiple Subjects California Subject Examination for Teachers (CSET) and the Writing Skills Test portion of the CSET. The Commission has approved several other options for meeting the basic skills requirement. The most current information on these additional options can be found at the Commission's web site.

Candidates must also satisfy CTC standards concerning subject matter competence prior to admission. Single Subject Credential Candidates may satisfy these requirements through completion of a CTC approved subject matter preparation program or by passing the appropriate subject matter examination (CSET). Multiple Subject Credential Candidates must pass the Multiple Subject CSET.

In addition, candidates must submit evidence of a negative tuberculin test and a CTC Certificate of Clearance verifying a non-criminal record prior to census date in their first semester.

Prior to recommendation for the credential, candidates must demonstrate knowledge of the provisions and principles of the U.S. Constitution. This requirement may be met by submitting transcripts of an undergraduate academic record that indicate a passing grade in a state-approved course in American history or government or by passing an examination offered by the School of Education. All credential candidates must also successfully complete CPR training leading to a certificate in infant, child, and adult CPR. Multiple Subject Candidates must also pass the Reading Instruction Competence Assessment (RICA)

Master's/Certificate Programs

The Master of Arts in Teaching (MAT) is a direct extension of the credential programs. It prepares candidates who may be interested in assuming non-administrative leadership roles in schools by providing special preparation in conducting and evaluating educational research, especially in school settings, and/or in designing, developing and evaluating instructional or related materials for schools. The program consists of 30 units, up to 24 of which may be counted from credential coursework for which a grade of B or better was earned. There are two required courses:

- TEC - 673 Curriculum: Currents and Controversies

and

- TEC - 674 Curriculum Development and Design

DDTP candidates are required to complete GEDU - 603 Methods of Educational Research and TEC - 619 MA Thesis/Field Project

To meet the growing need for teachers with special training in teaching reading, the Teacher Education program offers a Master of Arts in Teaching Reading (with CTC Reading Certificate). The cohort program is designed to enable teachers to assess student reading and provide reading instruction in response to those assessments; develop, implement and adapt reading curriculum and instruction; assist classroom teachers in the prevention and intervention of reading difficulties; and serve at one or more school sites at the grade levels authorized by their prerequisite teaching credential.

At the present time, sixteen (16) units of coursework beyond the required credential courses must be completed. The courses are:

- TEC - 661 Assessment and Intervention with Struggling Readers
- TEC - 662 Tutoring Practicum: Primary Level
- TEC - 663 Tutoring Practicum: Intermediate Level
- TEC - 664 Developing Fluent Readers
- TEC - 668 Teaching Comprehension Strategies
- TEC - 670 Issues in Reading Research: Theories and Practice
- TEC - 671 Reading Practicum: Supervised Field Experiences

The Master of Arts in Teaching Urban Education and Social Justice (UESJ) is designed to prepare candidates to teach K-12 students in urban schools. This degree program focuses on issues of diversity and equity with the specific aim of helping candidates practice transformative teaching. Students in the UESJ cohort enroll in special Saturday sections of two credential courses: TEC 618 Teaching for Diversity and Social Justice (Fall semesters) and TEC 611 Education of Bilingual Children (Spring semesters). In addition to the Teacher Education credential coursework, students enroll in two post-credential courses, Critical Pedagogy and Cultural Studies in Urban Education (Fall) and Action Research and Service Learning for Urban Teachers (Spring), to fulfill requirements.

School of Education

In 1948, the University established the Department of Education under the leadership of Paul J. Harney, S.J. From its inception and through the decades of the 1950's and the 1960's the Department had a highly reputed teacher preparation program. In addition to the teacher preparation program, the School offered several masters degree programs.

In 1972 the Board of Trustees established the School of Education and in 1975 the first doctoral students were admitted to study for the newly approved Doctor of Education degree. From 1975 to 1980 the enrollment grew rapidly in the doctoral programs; in addition, innovative master's degree and credential programs were offered off-campus at various sites throughout the state.

Currently, the School enjoys a well-established reputation as a leading School of Education dedicated to meeting the needs of professional educators through academic programs, research and other services.

The USF School of Education offers a variety of pre-service and in-service programs to persons committed to careers in education.

The University is authorized by California's Commission on Teacher Credentialing to recommend candidates for:

Basic Teaching Credentials

- Multiple Subject
- Multiple Subject Bilingual Authorization
- Single Subject
- Single Subject Bilingual Authorization

Service and Specialist Credentials

- Preliminary Administrative Services
- Clear Administrative Services
- Pupil Personnel Services
- Special Education Mild/Moderate Education Specialist

The School of Education currently offers the following degree programs in:

Master of Arts

- Counseling Psychology with a concentration in School Counseling or Marriage and Family Therapy
- Catholic Educational Leadership with or without a concentration in Religious Education
- Catholic School Teaching
- Digital Media and Learning
- Higher Education and Student Affairs
- International and Multicultural Education with or without a concentration in Human Rights Education
- Organization and Leadership
- Special Education
- Teaching English to Speakers of Other Languages with or without a concentration in Digital Media and Learning
- Teaching
- Teaching Reading
- Teaching Urban Education and Social Justice

Doctor of Education (Ed.D.)

- Catholic Educational Leadership
- International and Multicultural Education
- Learning and Instruction with or without a concentration in Special Education
- Organization and Leadership

The Credential

Students pursuing a credential must conform to all policies and regulations contained in the sections of this catalog pertaining to the credential programs.

Before applying to credentialing or licensing agencies, students must complete all requirements specified in the subsequent curriculum section of this catalog. Students are responsible for being informed of all current State of California regulations pertaining to the credential.

The Doctoral Degree

Doctoral students must conform to all of the policies and regulations contained in previous sections of this catalog as well as those contained in the current *Doctoral Student Handbook*. Students should also consult their individual departments for additional information. In order to be awarded the Doctorate in the program to which they have been admitted, students must complete all requirements which are specified in the subsequent curriculum section of this catalog. Doctoral students also are expected to complete each stage of the program as described in the following:

First Year Portfolio (Competency) Requirement:

The initial admission to any of the doctoral programs - International & Multicultural Education, Learning & Instruction, Organization & Leadership, and Catholic Educational Leadership - is a preliminary decision. Students develop a portfolio during their first year in order to demonstrate competence in research methodology and department specific content. During this period, students work closely with department faculty in the preparation of their portfolios. Check with the department Program Assistant for specific requirements.

Qualifying Presentation

Some doctoral programs in the School of Education require successful completion of a qualifying presentation. Information may be obtained from the program faculty advisor.

General Education Requirements

All Doctoral Students must complete four General Education courses for a total of twelve credits.

The following 6 credits are required of all students:

- GEDU 708 Research Methods of Education
- GEDU 706 Applied Educational Statistics

One of the following Educational Foundation courses (for a total of 3 credits):

- GEDU 700 Philosophical Foundations of Education
- GEDU 701 Anthropology of Education
- GEDU 702 Sociology of Education

- GEDU 704 Psychological Foundations of Education
- GEDU 705 Law and Education
- GEDU 720 Technology and Education

One of the following Advanced Research Design courses (for a total of 3 credits):

- GEDU 707 Advanced Statistics
- GEDU 710 Analysis of Variance Designs
- GEDU 711 Survey Research
- GEDU 712 Qualitative Research in Education
- GEDU 713 Content Analysis
- GEDU 714 Educational & Psychological Measurement
- GEDU 715 Anthropological Research in Education
- GEDU 716 Program Evaluation
- GEDU 718 Ethnicity and Multicultural Issues in Research
- GEDU 721 Correlational Designs
- GEDU 722 Meta-analysis
- GEDU 723 Participatory Research
- GEDU 724 Introduction to SPSS

Overall Description of the Dissertation

The doctoral dissertation is a piece of original, independent research in an area of educational significance. It reflects the candidate's knowledge and understanding of the related literature and of the research methodology appropriate to the investigation. The dissertation in the form of an organized and competently written study should represent a contribution to the knowledge base in the candidate's field or area of specialization.

Formation of a Dissertation Committee

A doctoral dissertation committee includes a chairperson and two additional members of the faculty who are qualified in either or both the substantive area of the student's research topic and the design and procedures of the student's research method. The dissertation committee guides the student's development of a research topic and reviews and evaluates the dissertation proposal and the dissertation. Doctoral students are required to file an Application for Appointment of a Doctoral Dissertation Committee during or upon completion of Dissertation Proposal Seminar 709 or 729. Approval of the dissertation committee is required prior to enrollment in 790, Dissertation Proposal Development.

Dissertation Proposal

Before beginning the research of a doctoral dissertation, students must submit a dissertation proposal to the dissertation committee. The proposal should describe the problem to be investigated, the methodology/design to be used, instrumentation, the proposed plan of data collected and analysis, a theoretical rationale, a review of the literature, the probable contribution the dissertation would make to the field, and procedures for the protection of human subjects when appropriate. Students should submit an application to the IRBPHS for the research design and methods prior to the defense. The proposal must be approved by the dissertation committee (during an oral dissertation proposal defense) while enrolled in 790, Proposal Development, and submitted for approval to the Associate Dean of the School.

Advancement to Candidacy

After a student completes a minimum of 51 credits, passes any qualifying presentation required by the program, submits a dissertation proposal approved by the dissertation committee, and receives approval from the IRBPHS, he/she is ready to apply for advancement to candidacy. This application helps to verify that, upon successful completion of all required courses and the submission of an approved doctoral dissertation, the student has satisfied all requirements and is eligible for the Ed.D. degree. The student will need the signature of the chair of the dissertation committee before submitting the application to the Dean's Office.

The Advancement to Candidacy Form is submitted at the same time as the approved proposal. The student will receive written notice from the Associate Dean when advanced to candidacy. Advancement to Candidacy is necessary prior to enrolling in 791, Dissertation Research and Writing.

Final Dissertation

A dissertation developed from a proposal must demonstrate mastery of an area of specialization and the ability to investigate a problem in an analytic, creative, and scholarly way. The final work must be submitted to and approved by the student's Dissertation Committee (during the oral defense) while enrolled in 791, Dissertation Research and Writing. Guidelines are published in the *Doctoral Student Handbook* and the Final Procedures Packet.

The Master's Degree

Master's students must conform to all of the policies and regulations contained in previous sections of this catalog. In addition, in order to be awarded the Master of Arts in the program to which they have been admitted, students must complete all requirements which are specified in the subsequent curriculum section of this catalog. Students should consult the "Handbook for Master's Students."

Students who are pursuing a state granted license are responsible for being informed of all State of California regulations and requirements pertaining to licensure.

Upward Bound Program

Administrative Office

Lone Mountain, Underhill Building, Room 29

Phone: (415) 422-2491

Janice Cook, Director

The Upward Bound Program is a federally funded TRIO program designed to prepare economically disadvantaged high school students for the successful completion of a post secondary education. The program offers comprehensive academic instruction, advising, tutoring, career exploration, and a residential summer school. The following courses are limited to program students:

- Upward Bound 81, English
- Upward Bound 91, English

Law

School of Law

The [USF School of Law](#), established in 1912, offers both full-time and part-time programs leading to the [Juris Doctor degree](#), as well as a full-time concurrent program leading to both [Juris Doctor and Master of Business Administration degrees](#). It also offers two [Master of Laws \(LL.M.\) degree programs](#).

The rigorous curriculum requires every student to become thoroughly grounded in the fundamentals of law. It does not, however, concentrate on the legal rules effective in any one jurisdiction or geographic area. Rather, the emphasis is on the development of analytical ability and the other essential skills of an effective lawyer.

The School of Law is dedicated to providing the finest legal education available to prepare its graduates for a traditional legal practice as well as for careers in business, government or legal education. It accepts as a primary mission the preparation of lawyers for practice in the urban environment. Therefore, the curriculum focuses on lawyering skills and encourages students to obtain clinical experiences.

As a member of the Association of American Law Schools, the School of Law maintains high standards relating to entrance requirements, faculty, library, and curriculum. It is approved by the American Bar Association, and graduates are eligible to take bar examinations in all jurisdictions of the United States.

The School of Law does not prescribe any particular undergraduate curriculum. In admitting students, the law school looks for an undergraduate curriculum that has required the applicant to master the skills of analysis, critical thought, and written and oral communication.

A liberal education composed of solid academic courses is therefore preferable to curricula emphasizing vocational or primarily artistic or physical skills. A separate catalog describing the programs of the School of Law may be obtained by writing to:

Admissions Office
School of Law
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

The School of Law and the USF School of Business and Professional Studies offer a co-curricular program leading [Juris Doctor \(J.D.\) and Master of Business Administration \(M.B.A.\) degrees](#). The program permits the concurrent degree candidate to complete the combined course of study in four years of full-time study. Applicants are advised to contact both schools as early as possible, although admission to the program may also be sought during the first year of law study.

The applicant must meet all admission requirements for both schools except the GMAT requirement, which is waived for the co-curricular program. The M.B.A. application may be obtained by writing:

Director, M.B.A. Program
University of San Francisco
Masagung Graduate School of Management
2130 Fulton Street
San Francisco, CA 94117-1080

The School of Law offers a [Master of Laws in International and Comparative Law \(LL.M.\)](#) for lawyers who have first degrees in law from a non-American university. The program has two options for specialized study. One option centers on the study of law relating to international commercial transactions, while the second option focuses on American commercial law as a comparative law study. In addition, the School of Law offers a [Master of Laws in Intellectual Property and Technology Law](#) open to students who have received a law degree from either an American or

foreign university. The goal of the program is to provide students a thorough grounding in legal theory and practical skills in the intellectual property field.

For more information about the two LL.M. programs, please contact:

Director, LL.M. Programs
School of Law
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Nursing

Additional Graduate Student Requirements

Mental and Physical Qualifications for Professional Nursing

The following are MINIMUM mental and physical qualifications for admissions to the professional nursing program:

- Frequently work in a standing position and frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 lbs. of pressure to bleeding sites or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment and perform auditory auscultation without auditory impediments.
- Physically perform up to a twelve-hour clinical laboratory experience.
- Perform close and distance visual activities involving objects, persons and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculation for medication preparation and administration.
- Communicate effectively, both orally and in writing using appropriate grammar vocabulary and work usage.
- Make appropriate and timely decisions under stressful situations.

All students of the School of Nursing and Health Professions are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the School of Nursing and Health Professions should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the School of Nursing and Health Professions with regards to students and applicants with disabilities, the School will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be evaluated by nursing faculty, with representation from outside the USF School of Nursing and Health Professions as appropriate.

Health Requirements

As health conscious role models, nurses, student nurses, and other health care providers must practice preventive health behaviors. Therefore, the School of Nursing and Health Professions expects certain health promotion and prevention activities of students.

Some of the requirements can be obtained from the Student Health Clinic, others from the San Francisco County Health Department, and some from your private physician. EACH student is responsible for maintaining current records and those records must be made available to the nursing office prior to each semester. The clinical agency WILL NOT allow nursing students access to the site without proper health, CPR, and insurance clearance. The process begins before admission to the nursing clinical courses and continues throughout enrollment in the program. The fulfillment of the requirement must be good for the entire semester (e.g., CPR certification or TB skin test cannot expire mid-semester).

1. Tdap (Tetanus, Diphtheria and Pertusis)
3. Tuberculin Skin Test by Mantoux (PPD only) or Quantiferon Blood test
4. Hepatitis B seropositivity
5. Varicella History (Chicken Pox) seropositivity
6. Measles seropositivity
7. Rubella seropositivity
8. Mumps seropositivity
9. Proof of Health Insurance

IF STUDENTS DO NOT HAVE THESE TESTS AND IMMUNIZATIONS COMPLETED AND VERIFIED THEY WILL NOT BE PERMITTED TO BEGIN CLINICAL COURSE WORK AND MAY FORFEIT THEIR PLACE IN THE PROGRAM. THEY WILL RECEIVE AN ACADEMIC DIFFICULTY ADVISING FORM WHICH MAY AFFECT THEIR GRADE AND ABILITY TO COMPLETE THE OBJECTIVES FOR THE COURSE.

IN ADDITION, THEY WILL NOT BE ABLE TO REGISTER FOR COURSES THROUGH THE UNIVERSITY REGISTRAR'S OFFICE UNLESS THEIR IMMUNIZATION RECORDS ARE UP TO DATE.

C.P.R. Certification

All School of Nursing and Health Professions students are required to have a valid Cardio-Pulmonary Resuscitation (CPR) Certification without which they may forfeit their place in the program. The CPR certification must include prevention and recognition of cardiovascular disease, infant, child, and adult CPR, 1- and 2-person rescue, and foreign body airway management. In addition, each semester students must show the instructor current certification as this is a requirement for entry into the clinical laboratory experience. This means students are responsible for the annual renewal of their CPR certification. Only American Heart Association certification is acceptable. NO STUDENT WILL BE ALLOWED ON A CLINICAL UNIT WITHOUT CPR CERTIFICATION THAT IS VALID FOR THE ENTIRE SEMESTER.

Liability Insurance

All students in the School of Nursing and Health Professions must carry personal professional liability insurance in order to enter the clinical agencies with which the School has contractual arrangements. The fee for liability insurance is paid by the student at the time of registration, along with other student fees.

CDC Guidelines for Standard Precaution for all Patients

All USF nursing students are expected to follow Standard Precautions as established by the Centers for Disease Control.

Information and skill practice will be reviewed with students at the beginning of each clinical rotation and students will be asked to acknowledge in writing that they have reviewed these standard precautions.

Alcoholism, Drug Abuse, and Emotional Illness

The USF School of Nursing and Health Professions and the California Board of Registered Nursing are concerned about students impaired by alcoholism, drug abuse, and emotional illness because these conditions can affect the student's academic and clinical performance, which is a danger to self and a grave danger to the patients in the student's care.

Therefore, the following actions will be implemented if it is determined a student is impaired by alcoholism, drug abuse, or emotional illness:

1. Referral to the Counseling Center and/or to other health care programs for voluntary diagnosis and treatment.
2. Immediate corrective action, by the clinical faculty, regarding the student's conduct and performance in the clinical setting.
3. Information on the consequences (disciplinary action and prevention from being licensed to practice nursing in the State of California) if voluntary assistance is not sought.

Background Check and Drug Testing

The University of San Francisco School of Nursing and Health Professions will require nursing students to submit to drug testing and to a criminal background check prior to clinical practice in some facilities. California Laws regulating the Department of Education, Department of Health Services, and the Department of Social Services require individuals to be fingerprinted and have criminal background checks completed prior to having direct contact with students in public and private schools and day care centers and with clients in adult day care centers. Should this affect nursing students in individual clinical settings, the students will be notified in advance to complete this process which will take up to three months.

Conviction of a Crime

Students must be aware that to be eligible to take the NCLEX RN Exam, they are required under law to report ALL misdemeanor and felony convictions. "Driving under the influence" convictions must also be reported. Convictions must be reported even if they have been expunged under Penal Code 1203.4 or even if a court ordered diversion program has been completed under Penal Code Section 1000.

Eligibility to sit for the NCLEX RN exam is determined by the California Board of Registered Nursing. Consideration is given to the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

Confidentiality

Students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to the patient. Discussion of the patient with others not involved in the patient's care is inappropriate and unprofessional. When referring to the patient in written work as part of clinical practice, use only the patient's initials. Patient privacy and rights must be protected. Failure to maintain confidentiality may result in legal action from the patient and/or family.

Additional Nursing Student Requirements

Mental and Physical Qualifications for Professional Nursing

Please be advised that there are minimum entry qualifications to professional nursing practice. Typically, all nursing employers set up minimal physical and mental standards for employment as a registered nurse. The University of San Francisco wishes to inform prospective students of the general nature of such qualifications, although qualifications may vary among employers. Further, the University of San Francisco wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capabilities for nursing prior to entering the profession of nursing as a graduate. Thus, the following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program:

1. Frequently work in a standing position and do frequent walking.
2. Lift and transfer patient up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
3. Lift and transfer patient from a stooped position to an upright position to accomplish bed-to-chair and chair-to-bed transfers.

4. Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
5. Respond and react immediately to auditory impediments.
6. Physically perform up to a twelve hour clinical laboratory experience.
7. Perform close and distance visual activities involving objects, persons, and paperwork, as well as discriminate depth and color perception.
8. Discriminate between sharp/dull and hot/cold when using hands.
9. Perform mathematical calculation for medication preparation and administration.
10. Communicate effectively, both orally and in writing, using appropriate grammar, vocabulary, and word usage.
11. Make appropriate and timely decisions under stressful situations.

All students in the School of Nursing and Health Professions are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the School of Nursing and Health Professions should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the School of Nursing and Health Professions with regard to students and applicants with disabilities, the school will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be evaluated by nursing faculty, with representation from outside the USF School of Nursing and Health Professions as appropriate.

Health Requirements

As health conscious role models, nurses, student nurses, and other health care providers must practice preventive health behaviors. Therefore, the School of Nursing and Health Professions expects certain health promotion and prevention activities of students.

The School of Nursing and Health Professions health requirements include, but are not limited to, the following:

1. Tdap (Tetanus, Diphtheria and Pertusis)
3. Tuberculin Skin Test by Mantoux (PPD only) or Quantiferon Blood test
4. Hepatitis B seropositivity
5. Varicella History (Chicken Pox) seropositivity
6. Measles seropositivity
7. Rubella seropositivity
8. Mumps seropositivity
9. Proof of Health Insurance

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CPR Certification - BLS

All School of Nursing and Health Professions students are required to have a valid Cardio Pulmonary Resuscitation (CPR) Certification Basic Life Support. The CPR must include prevention and recognition of cardiovascular disease, infant child and adult CPR, 1 and 2 person rescue, and foreign body airway management. In addition, each semester students must show the instructor current certification as this is a requirement for entry into the clinical laboratory experience. This means students are responsible for the annual renewal of their CPR certification. Only American Heart Association certification is acceptable. NO STUDENT WILL BE ALLOWED ON A CLINICAL UNIT WITHOUT CPR CERTIFICATION.

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All students in the School of Nursing and Health Professions must carry personal professional liability insurance in order to enter the clinical agencies with which the School has contractual arrangements. The fee for liability insurance is paid by the student at the time of registration, along with other student fees.

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All USF nursing students are expected to follow Standard Precautions as established by the Centers for Disease Control. Information and skill practice will be reviewed with students at the beginning of each clinical rotation and students will be asked to acknowledge in writing that they have reviewed these standard precautions.

Alcoholism, Drug Abuse, and Emotional Illness

The USF School of Nursing and Health Professions and the California Board of Registered Nursing are concerned about students impaired by alcoholism, drug abuse, and emotional illness because these conditions can affect the students' academic and clinical performance, which is a danger to self and a grave danger to the patients in the students' care.

Therefore, the following actions will be implemented if it is determined a student is impaired by alcoholism, drug abuse, or emotional illness:

1. Referral to the Counseling Center and/or to other health care programs for voluntary diagnosis and treatment.
2. Immediate corrective action, by the clinical faculty, regarding the student's conduct and performance in the clinical setting.
3. Information on the consequences (disciplinary action and prevention from being licensed to practice nursing in the State of California) if voluntary assistance is not sought.

Background Check and Drug Testing

The University of San Francisco School of Nursing and Health Professions will require nursing students to submit to drug testing and to a criminal background check prior to clinical practice in some facilities. California Laws regulating the Department of Education, Department of Health Services, and the Department of Social Services require individuals to be fingerprinted and have criminal background checks completed prior to having direct contact with students in public and private schools and day care centers and with clients in adult day care centers. Should this affect nursing students in individual clinical settings, the students will be notified in advance to complete this process which will take up to three months.

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Students must be aware that to be eligible to take the NCLEX RN Exam, they are required under law to report ALL misdemeanor and felony convictions. "Driving under the influence" convictions must also be reported. Convictions must be reported even if they have been expunged under Penal Code 1203.4 or even if a court ordered diversion program has been completed under Penal Code Section 1000.

Eligibility to sit for the NCLEX RN exam is determined by the California Board of Registered Nursing. Consideration is given to the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

Confidentiality

Students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to the patient. Discussion of the patient with others not involved in the patient's care is inappropriate and unprofessional. When referring to the patient in written work as part of clinical practice, use only the patient's initials. Patient privacy and rights must be protected. Failure to maintain confidentiality may result in legal action from the patient and/or family.

Transportation

Students are responsible for their own transportation to clinical agencies. Students should make efforts to know classmates who share the same clinical rotation in order to car pool. It is important to plan ahead in securing transportation to and from clinical areas. Students are responsible for knowing whether or not the driver of the car pool has car insurance and are urged to ride only with those who are covered by insurance. USF is not responsible or liable for accidents.

Preparation for Clinical Practice

Students are expected to arrive prepared to care for their patient(s) in the clinical area. Being prepared may include going to the clinical agency the day before clinical practice and preparing a nursing care plan based on data obtained from the patient's chart. A STUDENT'S ARRIVAL AT THE CLINICAL AREA UNPREPARED IS AN UNACCEPTABLE SITUATION THAT MAY RESULT IN REMOVAL OF THE STUDENT FROM THE CLINICAL SETTING AND AN UNSATISFACTORY GRADE IN THE COURSE.

Student's Refusal to Care for any Client

Should a student refuse to care for a client with a communicable disease, the situation will be addressed on an individual basis. It is the responsibility of the student to notify the faculty member of any special circumstances that would affect clinical assignments.

HIV Positive Nursing Students

Students who are diagnosed as HIV positive shall be protected from discrimination according to institutional policy. Please see the policy in the USF "Fogcutter."

Students who are diagnosed as HIV positive may be restricted from certain nursing care situations in accordance with the current CDC guidelines for exposure-prone procedures. Any restrictions of student activities would be determined by a multi-disciplinary committee. The committee may consist of the representatives from the health care facility involved, academic administration, university legal counsel, and selected nursing faculty. The antibody status of the student will be maintained in strict confidence with a minimal number of people having access to this information.

Student Injury or Illness in the Clinical Setting or Classroom

Students and faculty are responsible for reading and adhering to the policy/guidelines for reporting needle sticks, contact with blood-borne pathogens, and infectious disease exposure in the facilities in which they are engaged in a clinical experience.

Progression

Students whose major is Nursing must attain a letter grade of "C" or better in each Nursing support course which includes:

- Science Courses: Anatomy (BIO 113/114), Physiology (BIO 115) and Microbiology (BIO 134/135)
- Psychology Courses: General Psychology (Psych 101)
- **If a C- or below is earned in any of these courses, the student must earn a "B" or higher on the second attempt. Students who fail to obtain a "B" in a nursing course or in a nursing support course on their second attempt are disqualified from the School of Nursing. Students who earn two failures (grade of C- or below) in nursing and/or nursing support courses are disqualified from the School of Nursing.**

Students may appeal a disqualification to the School of Nursing and Health Professions Academic Standards committee, which makes recommendations to the Dean of the School of Nursing.

Students must pass all the required courses before continuing in the next series at the same level or moving into the next year.

Withdrawal Policy

Withdrawing from a course is allowed at the university. Please see "Withdrawal from the University" for policy on withdrawing.

A nursing student may not withdraw from a clinical course if s/he is failing the course.

Dean's Honor Roll

Both undergraduate and graduate students are eligible for the Dean's Honor Roll. A full-time undergraduate Nursing student must be enrolled for twelve or more credits. A full-time graduate Nursing student must be enrolled for eight or more credits.

Because of the uniqueness of the School of Nursing and Health Professions curriculum, clinical courses are graded "S" (Satisfactory) or "U" (Unsatisfactory). Typically, only courses graded "A" through "F" are counted toward a student's eligibility of the Dean's Honor Roll. However, in nursing, the hours of a clinical course will be counted toward the "graded" credit requirement necessary to be eligible.

Unsafe Clinical Practice

Unsafe clinical practice is any act, practice, or omission during clinical practice that fails to conform to the accepted standards of the nursing profession and which may directly or indirectly cause physiological and/or emotional harm to others.

The acuity level of patients demands that the student enter the clinical area fully knowledgeable about the patients' problems, the course of treatment and their responses during hospitalization, their past history, and the rationale for all nursing interventions. Students who enter the clinical area unprepared cannot remain in the clinical area.

Integrity is absolutely essential to the practice of professional nursing. Evidence of deliberate dishonesty is unacceptable and will result in immediate failure of a course. Safe clinical performance may include, but is not limited to, the following behaviors:

1. Preparation for clinical assignments according to course requirements.
2. Assessment and evaluation of a patient's physical and/or emotional status.
3. Provisions of care which may be required to stabilize a patient's condition or prevent complications.
4. Prompt reporting of significant patient information to appropriate person(s).
5. Provision of clear, accurate, and complete verbal and/or written information to the appropriate person(s) regarding the patient's condition, treatment, or nursing care.
6. Administration of medications and/or treatments in a responsible manner.
7. Demonstration of the application of previously learned skills and principles in providing nursing care.
8. Compliance with institutional policies and procedures in implementing nursing care.
9. Practice within educational level, experience, and/or responsibilities while in the role of the student nurse.

Students may not drop or withdraw from any clinical course if their performance has been deemed unsafe. They will receive an immediate grade of "unsatisfactory" for the course and be removed from the clinical settings.

Change in any of the above policies and the addition of new policies are included in the nursing handbook available to the beginning of a student's first semester.

The University of San Francisco School of Nursing and Health Professions reserves the right to add, amend, or cancel any of its programs, regulations, rules, policies, and procedures, in whole or in part, at such time as it may choose and for any reason. None shall be construed as, operate as, or have the effect of an abridgment or limitation of any rights, powers, or privileges of the University of San Francisco School of Nursing. Every effort has been made to ensure the accuracy of the information in the publications. Students are advised, however, that such information is subject to change without notice and they should consult with the Office of the Dean of the School of Nursing and Health Professions for current information. Information in this Publication does not constitute a contract between the University of San Francisco School of Nursing and Health Professions and a student or an applicant for admission.

Admission

Students who are admitted to the university as nursing majors are subsequently admitted into the School of Nursing and Health Professions. No separate application or admission process exists. A student is admitted on the basis of the University of San Francisco's Equal Opportunity and Non-Discrimination policy, which states:

The university is an equal opportunity institution of higher education. As a matter of policy, the university does not discriminate in employment, educational services, and academic programs on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, sexual orientation, marital status, medical condition (cancer related) and disability, and otherwise as required or permitted by the law. The university reasonably accommodates qualified individuals with disabilities under the law.

Transfer Applicants

Acceptance as a transfer student in the School of Nursing and Health Professions is based on academic achievement, available clinical placement, and individual advising. Admission is highly competitive. Students may transfer from a community college or a four-year academic institution, into USF. After a potential transfer student has applied to the University, all prior course work will be reviewed by the University to determine transferable credit. Students desiring a career in Nursing may take courses such as Anatomy, Physiology, and Microbiology plus labs for each, and General Psychology, prior to application to USF at another institution. These courses may be transferred into the Nursing program

providing the student has earned a grade of "C" or better in each course. If, however, a student earns below a "C" in any one of these courses, the student must earn a "C" or better when the course is repeated. Students who earn less than a "C" in any two (2) of these courses, or have less than a 3.0 transferable GPA, will not be considered for admission to the School of Nursing and Health Professions.

Bachelor of Science in Nursing Program

The School of Nursing and Health Professions (SNHP) began in the 1940s as a cooperative effort with the Sisters of Mercy in order for registered nurses, from nearby St. Mary's Hospital, to earn their baccalaureate degrees. The School of Nursing and Health Professions became the first private nursing program in California, established in 1954 and accredited by the National League for Nursing when the first students graduated in 1958. The School has been continuously accredited since that time, receiving its most recent affirmation from the Commission on Collegiate Nursing Education (CCNE) in October, 2008 for the full ten years. The School is committed to advancing the preparation of professional nurses within the Jesuit academic tradition: a strong liberal arts and science foundation coupled with professional knowledge in the discipline of nursing.

The curriculum designed for nursing majors at the University of San Francisco is based on a conceptual framework and reflects the philosophy that a professional nurse needs a liberal background for professional development and personal growth. The program prepares men and women for beginning positions in nursing, provides the means for personal and professional advancement, and qualifies them for progression into programs that offer advanced degrees.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the California State Board of Registered Nursing (CABRN); Graduates are eligible to take the National Council Licensing Examination (NCLEX) and are eligible for the California Public Health Certificate.

Vision, Mission, and Values

The School of Nursing and Health Professions vision, mission, and values are written and congruent with those of the parent institution. The philosophy and expected outcomes are consistent with professional nursing standards and guidelines for the preparation of nursing professionals. The Vision, Mission and Values provide the philosophical basis for the nursing education program.

School of Nursing and Health Professions Vision

The School of Nursing and Health Professions at the University of San Francisco advances the mission of the university by preparing professional nurses who provide a moral compass to transform health care in order to promote equity and positively influence quality, delivery, and access to care.

School of Nursing and Health Professions Mission

The mission of the School of Nursing and Health Professions is to advance nursing education within the context of the Jesuit tradition. The school uses dynamic and innovative approaches in undergraduate and graduate nursing education to prepare professionals for current and future practice domains. The goal is to effectively link classroom and clinical experiences with expectations for competence, compassion, and justice in health care within the context of the highest academic standards.

School of Nursing and Health Professions Values

Congruent with the core values of the university, the values of the School of Nursing and Health Professions are to:

- Create and maintain an environment that promotes excellence in the nursing academic endeavor based on: mutual respect, transparency, collaboration, professionalism, creativity, diversity, cultural sensitivity and spirituality
- Demonstrate the personal values of: integrity, academic excellence, respect for self and others, compassion and caring, personal growth, responsibility, and accountability, professionalism, a passion for justice, and personal health and well-being
- Positively influence nursing practice and health care environments by promoting: health and wellness, holistic, patient-centered care, patient advocacy, a spirit of inquiry and evidence-based practice, safety and quality improvement, cost effective care, emerging technologies balanced with a humanistic approach, professional and ethical decision-making, increased access to care, especially for vulnerable populations and, lifelong learning

The BSN curriculum is developed around a unique conceptual framework, the Vision, Mission, and Values. The conceptual framework is layered with transition theory and symptom management and enables the BSN student to develop knowledge, skills and attitudes consistent with the profession of nursing. The nursing process is represented by the strong foundation in clinical knowledge pertaining to assessment, diagnosis, skills, interventions and management of physiological and psychological symptoms in a culturally sensitive way among patients in a variety of settings.

The BSN Curriculum (Commencing Fall 2009)

BSN students in their first semester at USF will be introduced to nursing at USF in a 1 credit course, NURS 120 Nursing in the Jesuit Tradition and the following semester they will be introduced to the profession of nursing in a 1 credit course NURS 170, Introduction to Professional Nursing.

These two courses as well as anatomy, physiology, microbiology, and general psychology must be successfully completed (grade of C or better) before enrolling in the first clinical semester. The nursing semesters are offered in a consecutive manner throughout the eight semester nursing program, which includes the nursing major courses and the university Learning Core courses. Adherence to the undergraduate curriculum pattern will ensure completion of the nursing program in eight (8) semesters, 128 credits.

Additional Requirement (CA BRN)

The California Board of Registered Nursing requires that before nursing graduates are eligible to take the NCLEX, they must successfully complete courses (earn a "C" or better) in the basic sciences and communication as well as nursing. At USF, aside from the Nursing requirements and required support courses, students must successfully complete a course in group, verbal, and written communication. These courses include Public Speaking (RHET 103), Advanced Written Communication (RHET 120), and Introduction to Sociology (SOC 150). These courses are met by the core curriculum requirements of the university.

Because of the uniqueness of the School of Nursing and Health Professions curriculum, clinical courses are not graded "A" through "F" as most courses are, but graded "S" (Satisfactory) or "U" (Unsatisfactory). Clinical courses in nursing will be counted toward a nursing student's full-time status. Both undergraduate and graduate students are eligible to make the Dean's Honor Roll.

The nursing faculty has adopted the Quality, Safety Education for Nurses (QSEN) competencies as major pre-licensure threads in the BSN curriculum in order to promote improved quality and safety of the health care system. These competencies include: teamwork and collaboration, evidenced-based practice, quality improvement, informatics, safety, patient-centered care. In addition, the nine essentials outlined in the AACN Essentials of Baccalaureate Education for Professional Nursing Practice document provide a framework for baccalaureate nursing education. These include: liberal education, leadership and organization, evidence based practice, information management, health care policy and finance, inter-professional communication, prevention and population health, and general nursing practice. The proposed BSN curriculum also adheres to the Standards of Competent Performance mandated by the CABRN Excerpt From California Code of Regulations Title 16 - Chapter 14. A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process.

Program Outcomes:

At the completion of the Bachelor of Science in nursing program at the University of San Francisco, the graduate will:

- Work collaboratively as a member of the interdisciplinary healthcare team, utilizing effective written and oral communication, and professional behaviors to foster shared
- decision-making and accountability among team members for patient care outcomes.
- Personal growth, responsibility, and accountability
- Professionalism
- A passion for justice
- Personal health and well-being

Positively influence nursing practice and health care environments by promoting

- Health and wellness
- Holistic, patient-centered care
- Patient advocacy
- A spirit of inquiry and evidence-based practice
- Safety and quality improvement
- Cost effective care
- Emerging technologies balanced with a humanistic approach
- Professional and ethical decision-making
- Increased access to care, especially for vulnerable populations
- Lifelong learning

Progression:

Students whose major is Nursing must attain a letter grade of "C" or better in each Nursing support course and nursing major course. Nursing support courses include:

Anatomy, Human Physiology, Microbiology, General Psychology (and Life Span/Developmental Psychology required for the "old" curriculum ending with the graduating class December 2012)

If a C- or below is earned in any of these courses, the student must earn a "C" or higher on the second attempt. Students who fail to obtain a "C" in a nursing course or in a nursing support course on their second attempt are disqualified from the School of Nursing and Health Professions. Students who earn two failures (grade of C- or below) in nursing and/or nursing support courses are disqualified from the School of Nursing and Health Professions.

Students may appeal a disqualification to the School of Nursing and Health Professions Academic Standards committee, which makes recommendations to the Dean of the School of Nursing and Health Professions.

Students must pass all the required nursing courses before continuing in the next series at the same level or moving into the next year.

Admission

Students who are admitted to the university as nursing majors are subsequently admitted into the school of nursing and Health Professions. No separate application or admission process exists. A student is admitted on the basis of the University of San Francisco's Equal Opportunity and Non-Discrimination policy, which states:

The university is an equal opportunity institution of higher education. As a matter of policy, the university does not discriminate in employment, educational services, and academic programs on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, sexual orientation, marital status, medical condition (cancer related) and disability, and otherwise as required or permitted by the law. The university reasonably accommodates qualified individuals with disabilities under the law.

Transfer Applicants

Acceptance as a transfer student in the School of Nursing and Health Professions is based on academic achievement, available clinical placement, and individual advising. Admission is highly competitive.

Students may transfer from a community college or a four-year academic institution, into USF.

After a potential transfer student has applied to the University, all prior course work will be reviewed by the University to determine transferable credit. Students desiring a career in Nursing may take courses such as Anatomy, Physiology, and Microbiology plus labs for each, and General Psychology, prior to application to USF at another institution. These courses may be transferred into the Nursing program providing the student has earned a grade of "C" or better in each course. If, however, a student earns below a "C" in any one of these courses, the student must earn a "C" or better when the course is repeated. Students who earn less than a "C" in any two (2) of these courses, or have less than a 3.0 transferable GPA, will not be considered for admission to the School of Nursing and Health Professions.

Mental and Physical Qualifications for Professional Nursing

The following are MINIMUM mental and physical qualifications for admissions to the professional nursing program:

- Frequently work in a standing position and frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 lbs. of pressure to bleeding sites or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment and perform auditory auscultation without auditory impediments.
- Physically perform up to a twelve-hour clinical laboratory experience.
- Perform close and distance visual activities involving objects, persons and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculation for medication preparation and administration.
- Communicate effectively, both orally and in writing using appropriate grammar vocabulary and work usage.
- Make appropriate and timely decisions under stressful situations.

All students of the School of Nursing and Health Professions are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the School of Nursing and Health Professions should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the School of Nursing and Health Professions with regards to students and applicants with disabilities, the School will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be evaluated by nursing faculty, with representation from outside the USF School of Nursing and Health Professions as appropriate.

Nursing Courses

The courses in the nursing major extend over six of the eight semesters. These courses are arranged in a prescribed sequence and each block of courses must be taken concurrently and passed successfully with a "C" or better in order for the student to proceed to the next level of courses.

In addition to having a community-based focus, the nursing curriculum is integrated, progressing along a life span continuum. This approach to learning allows the student to progress through the nursing program along a path similar to that of the growth and development of individuals. Students must have successfully completed the non-nursing courses of anatomy, physiology, microbiology, and psychology before enrolling in N230, N240, and N250. N210 and N212 must be taken prior to or concurrently with these first semester sophomore courses. N211 must be taken prior to or concurrently with N231, N241, and N251 and the rhetoric and composition course(s) must be taken before the student can register for N330, N340, and N350. Life span must be taken and successfully completed prior to N331, N341, N351, and N352. Upon completion of those courses the students progress through the curriculum as outlined for the remainder of the sophomore, junior, and senior years.

The pre-licensure course work for the nursing curriculum is divided into theory and clinical courses. The theory courses (N230 or N232, N240, N231, N241, N330, N340, N331, N341, N423, N430, N461, and N481) are organized in life span sequence and present concepts, theories, and processes that are directly related to the clinical setting and the age of the clientele in those settings.

The clinical courses in the curriculum (N250 or N252, N251, N350, N351, N352, N450 or N452, and N451) are the synthesizing courses that provide an arena for the application of what was learned in the theory courses. Clinical courses also include time in the nursing Learning Resource Center (LRC) and the Nursing Simulation Center (Sim Lab). Students are placed in hospitals, clinics, public health, and a variety of community agencies to practice what they have learned in the theory classes, the nursing LRC, and Sim Lab.

The 128-credit program meets University Core Curriculum requirements as reflected in the following:

1. Core Curriculum Requirements (44 credits):

Area A: Foundation Communications (8 credits)

1. Public Speaking (4 credits)
2. Advanced Writing/Composition (4 credits)

Area B: Math and Sciences (8 credits)

1. Statistical Reasoning (4 credits)
2. Additional requirements met through nursing science requirements.

Area C: Humanities, Literature and History (8 credits)**Area D: Mission: Philosophy, Theology and Ethics (12 credits)****Area E: Social Sciences (4 credits)**

met by General Psychology

Area F: Fine and Performing Arts (4 credits)**2. Nursing Pre-Licensure Requirements for Students Starting Fall 2009 and After****Lower-Division Credits**

- NURS - 120 Nursing in the Jesuit Tradition I
- NURS - 170 Introduction to Professional Nursing Practice
- NURS - 220 Applied Pathophysiology and Pharmacology I
- NURS - 221 Essentials of Pharmacology: Principles and Concepts
- NURS - 222 Applied Assessment and Nursing Fundamentals Across the Lifespan I: Health and Wellness
- NURS - 225 Clinical Lab I: Applied Assessment in Health and Wellness
- NURS - 270 Nutrition
- NURS - 271 Applied Pathophysiology and Pharmacology II
- NURS - 272 Applied Assessment and Nursing Fundamentals Across the Lifespan I: Alterations in Health and Illne
- NURS - 275 Clinical Lab II: Alterations in Health

Upper-Division Credits

- NURS - 320 Community and Mental Health Nursing
- NURS - 321 Health Care Systems I: Nursing Leadership within Complex Adaptive Systems
- NURS - 322 Evidence-Based Inquiry (formerly NURS 273)
- NURS - 325 Clinical Lab III: Community and Mental Health Nursing
- NURS - 370 Medical-Surgical Nursing I: Management of Comprehensive Adult Patient Care
- NURS - 371 Medical-Surgical Nursing I: Management of Comprehensive Adult Patient Care
- NURS - 375 Clinical Lab IV: Medical-Surgical Nursing Management of Comprehensive Adult Patient Care
- NURS - 420 Women's Health
- NURS - 421 Medical-Surgical Nursing II: Nursing Care of Children
- NURS - 425 Clinical Lab V-A: Women's Health
- NURS - 426 Clinical Lab V-B: Medical-Surgical Nursing - Nursing Care of Children
- NURS - 470 Nursing in the Jesuit Tradition II
- NURS - 471 Complex Care Across the Lifespan
- NURS - 475 Clinical Lab VI: Complex Care Across the Lifespan

3. Required Support Courses (20 credits)

- MATH 101 - Elementary Statistics

Twelve Credits of Sciences

- BIOL - 113 Human Anatomy
- BIOL - 114 Laboratory in Human Anatomy
- BIOL - 115 Survey of Human Physiology
- BIOL - 116 Laboratory in Survey of Human Physiology
- BIOL - 134 Microbiology

- BIOL - 135 Laboratory in Microbiology

Eight credits of Psychology

- PSYC - 101 General Psychology
- PSYC - 210 Lifespan Development or HS 210

4. Additional Requirement (CA BRN)

The California Board of Registered Nursing requires that before nursing graduates are eligible to take the NCLEX, they must successfully complete courses (earn a "C" or better) in the basic sciences and communication as well as nursing. At USF, aside from the Nursing requirements and required support courses, students must successfully complete a course in group, verbal, and written communication. These courses include Public Speaking (COMM 103), Advanced Written Communication (RHET 120), and Introduction to Sociology (SOC 150). Many of these courses are met by the core curriculum requirements of the university.

Health Requirements

As part of the preparations for entering the clinical laboratories, students will find it necessary to complete the following health requirements and submit proof of results to the nursing office.

1. Physical Review
2. Tdap Booster---This is a Tetanus booster that must include Diphtheria and Pertussis.
3. Varicella, Measles, Mumps, Rubella, Hepatitis B titers: Only positive titers indicating immunity will be accepted to complete this requirement.
4. 2-Step Negative PPD: (purified protein derivative (PPD) is a tuberculin skin-test). A baseline PPD testing uses the two-step method.

CPR Certification - BLS

All School of Nursing and Health Professions students must to have a valid Cardio Pulmonary Resuscitation (CPR) Certification - BLS. The CPR certification must include prevention and recognition of cardiovascular disease, infant child and adult CPR, 1 and 2 person rescue, AED use, and foreign body airway management. In addition, each semester students must provide current certification as this is a requirement for entry into the clinical laboratory experience. Students are responsible for renewal of their CPR certification. Only American Heart Association certification is acceptable.

Background Checks and Drug Screening

Agencies must provide a safe environment for their patients/clients and require that the University of San Francisco School of Nursing and Health Professions require background checks and drug screening to be completed on each student prior to the first clinical laboratory experience.

The background check and drug screening are requested on-line and the results are shared with clinical agencies at their request prior to student interaction with their patients/clients.

Confidentiality

Students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to the patient. Discussion of the patient with others not involved in the patient's care is inappropriate and unprofessional. Patient privacy and rights must be protected

Transportation

Students are responsible for their own transportation to clinical agencies. It is important to plan ahead in securing transportation to and from clinical areas. USF is not responsible or liable for accidents.

Because of the uniqueness of the School of Nursing and Health Professions curriculum, clinical courses are not graded "A" through "F" as most courses are, but graded "S" (Satisfactory) Or "U" (Unsatisfactory). Typically, only courses graded "A" through "F" are counted towards a student's full-time status. However, clinical courses in nursing will be counted toward a nursing student's full-time status. In addition, both undergraduate and graduate students are eligible to make the Dean's Honor Roll. A full-time undergraduate nursing student must be enrolled for twelve or more credits per semester

Unsafe Clinical Practice

Definition: *Any act, practice or omission during clinical practice that fails to conform to the accepted standards of the nursing profession which may directly or indirectly cause physiological and/or emotional harm to others.*

If a student's performance is deemed "unsafe" he/she may be removed from the clinical area or reassigned duties/supervision to protect the client. Students who are evaluated as "unsafe" may be required to develop and complete a performance improvement plan or may immediately be assigned an unsatisfactory grade for the course depending on the egregiousness of the event.

Integrity is absolutely essential to the practice of professional nursing. Evidence of deliberate dishonesty is unacceptable and will result in immediate failure of the course.

Safe clinical performance may include, but is not limited to the following behaviors:

- Preparation for clinical assignments according to course requirements.
- Assessment and evaluation of a patient's physical and/or emotional status.
- Provision of care, which may be required to stabilize a patient's condition or prevent complications.
- Prompt reporting of significant patient information to appropriate person(s).

- Provision of clear, accurate and complete verbal and/or written information to the appropriate person(s) regarding the patient's condition, treatment or nursing care.
- Administration of medications and/or treatments in a responsible manner and according to the established standards of practice at the clinical agency.
- Demonstration of the application of previously learned skills and principles in providing nursing care.
- Compliance with institutional policies and procedures in implementing nursing care.
- Practice within educational level, experience, and/or responsibilities while in the role of the student nurse.

NOTE: Students may not drop or withdraw from any clinical course if their performance has been deemed unsafe. They will receive an immediate grade of "Unsatisfactory" for the course and be removed from the clinical.

Nursing faculty will utilize the following procedure related to unsafe practice in the clinical setting by a nursing student:

- Provide detailed, progressive, written evaluation on Academic Improvement Form, in a timely manner, share this with the student and encourage the student to sign the form.
- Clearly identify problems with failure to meet standards for safe practice as outlined in clinical syllabus.
- Document specific recommendations for achieving student improvement in collaboration with student.
- Provide definitions of expectations of the clinical that are not being met.
- Communicate with the Department Chair to inform them of potential student problems and seek consultation and support.

Initiate a *Learning Resource Center Student Referral Form* (BSN Nursing Student Handbook - Appendix G) if the problem is related to skills weakness. This provides the student with the opportunity to improve psychomotor skills. In general, the skills deficiency should be corrected within one week of the initiation of the form.

BSN Curriculum

Additional Requirement (CA BRN)

The California Board of Registered Nursing requires that before nursing graduates are eligible to take the NCLEX, they must successfully complete courses (earn a "C" or better) in the basic sciences and communication as well as nursing. At USF, aside from the Nursing requirements and required support courses, students must successfully complete a course in group, verbal, and written communication. These courses include Public Speaking (RHET 103), Advanced Written Communication (RHET 120), and Introduction to Sociology (SOC 150). These courses are met by the core curriculum requirements of the university. Due to the uniqueness of the School of Nursing and Health Professions curriculum, clinical courses are not graded "A" through "F" as most courses are, but graded "S" (Satisfactory) or "U" (Unsatisfactory). Clinical courses in nursing will be counted toward a nursing student's full-time status. Both undergraduate and graduate students are eligible to make the Dean's Honor Roll. The nursing faculty has adopted the Quality, Safety Education for Nurses (QSEN) competencies as major pre-licensure threads in the BSN curriculum in order to promote improved quality and safety of the health care system. These competencies include: teamwork and collaboration, evidenced-based practice, quality improvement, informatics, safety, patient-centered care. In addition, the nine essentials outlined in the AACN Essentials of Baccalaureate Education for Professional Nursing Practice document provide a framework for baccalaureate nursing education. These include: liberal education, leadership and organization, evidence based practice, information management, health care policy and finance, inter-professional communication, prevention and population health, and general nursing practice. The proposed BSN curriculum also adheres to the Standards of Competent Performance mandated by the CABRN Excerpt From California Code of Regulations Title 16 - Chapter 14. A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process.

Roles of the Professional Nurse

1. Professional nurses make informed and responsible choices that help shape the future of the nursing profession and the future of society (leader); they are the advocates for their clients and for their right to self-determination (advocate); at the baccalaureate level, they are first-level managers who supervise direct providers of patient care (manager).
2. Research is the basis of and the process for validating and improving care; the professional nurse evaluates and uses research findings and the research process to plan and provide care (consumer of research).
3. Professional nurses provide, coordinate, and/or direct the care of individuals, groups, families, and other aggregates of the community (case manager); they provide a unique service that takes the form of a helping relationship whereby the helper and the helped evolve through a facilitative process of self-exploration, better understanding, commitment to change, and appropriate action (communicator).
4. Caring, compassion, responsiveness to human and system needs, and adherence to legal and ethical principles are essential elements of professional nursing practice (caregiver).
5. Teaching is a major role of the professional nurse (teacher).
6. The nurse engages in joint decision-making regarding actions towards the prevention and/or resolution of client health problems and promotion of optimum health. The collaboration always includes the client and significant others as well as all appropriate health care providers (collaborator).
7. The nurse engages in actions toward limiting the incapacitation caused by health problems and toward the prevention of recurrences of health problems (rehabilitator).

Clinic Lab V: M/S Women/Childr

NURS 328Clinic Lab V: M/S Women/Childr3The Clinical Practice portion of the course will facilitate incorporation of the Theory courses NURS420 and NURS421, and Principles objectives into the planning and implementation of nursing for childbearing women and hospitalized children in a variety of settings. The Principles (skills) portion of the course will focus on the skills required to monitor and care for the health of children and childbearing women in various venues that include clinics and hospitals.

Doctor of Nursing Practice

A number of societal, scientific, and professional developments have stimulated a major paradigm change in graduate education in nursing. The rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortages of nursing personnel; demands for a higher level of preparation for nurses to design and evaluate best practices; shortages of nursing faculty; and the increasing educational expectations for the preparation of other health professionals have led the American Association of Colleges of Nursing (AACN) to establish the standard that by 2015 all advanced practice nursing specialty preparation should be at the doctoral level.

The School of Nursing and Health Professions at the University of San Francisco has designed a vital, responsive Doctor of Nursing Practice (D.N.P.) program for the baccalaureate-prepared nurse and the nurse with a master's degree. The program of study for students with a bachelor's degree is 96 credits. The D.N.P. Completion Program for nurses who have already completed a Masters Degree takes into account previous academic coursework and clinical experiences and the required number of credits are adjusted accordingly. Course schedules are designed for both full- and part-time students and are responsive to the needs of the working nurse professional. Graduates of the program will meet the AACN outcome competencies and practice standards, including the completion of 1000 hours of supervised clinical practice, the successful passing of a comprehensive exam, and the completion of a D.N.P. evidence-based practice project.

The D.N.P. program at the University of San Francisco will prepare graduates for advanced nursing practice in "direct" (nurse practitioner) and "indirect" (healthcare systems leadership) roles. The program is designed to conform to the American Association of Colleges of Nursing standard that by 2015 all advanced practice nursing specialty preparation should be at the D.N.P. level (<http://www.aacn.nche.edu/DNP/DNPPositionStatement.htm>).

Upon completion of the D.N.P. program, the graduate will be able to:

- Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences to develop and evaluate nursing practice and care delivery models
- Develop and evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, information technology, and research
- Use analytic methods to design, implement, and evaluate best practice models for patient care and systems of care delivery
- Effectively develop, implement, and evaluate evidence-based approaches to advance nursing and health care
- Demonstrate leadership in the development and implementation of institutional, local, state, federal, and international health policy
- Advocate for social justice, equity, and ethical policies within all healthcare arenas
- Effectively lead quality improvement and patient safety initiatives
- Advance the effective use of health care information systems to assure high quality health care outcomes
- Employ effective communication and collaborative skills in the development and implementation of practice models, health policy, standards of care, and organizational issues
- Analyze and synthesize epidemiological, biostatistical, environmental, and cultural elements related to individual, aggregate, and population health
- Conduct a comprehensive assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches in order to design, implement, and evaluate evidence-based interventions
- Develop and sustain therapeutic relationships and partnerships with patients and other professionals to facilitate optimal patient outcomes
- Analyze the links among practice, organizational, population, fiscal, and policy issues in order to effectively educate individuals and colleagues
- Satisfy the course and clinical requirements for specialty certification
- Advance the mission and core values of the University of San Francisco

The B.S.N. to D.N.P. program is designed for registered nurses who hold baccalaureate degrees in nursing, with preparation as

- Family Nurse Practitioner
- Healthcare Systems Leader
- Psychiatric Mental Health Nurse Practitioner (Fall 2013)

The D.N.P. Completion program is designed for registered nurses who hold masters degrees with preparation a

- Family Nurse Practitioner
- Healthcare Systems Leader
- Psychiatric Mental Health Nurse Practitioner (Fall 2013)

The Executive Leadership D.N.P. program is designed for registered nurse currently working.

Graduate

School of Nursing

- [Doctor of Nursing Practice](#)
- [Additional Graduate Student Requirements](#)
- [Family Nurse Practitioner](#)
- [Healthcare Systems Leadership](#)
- [Masters Entry Option Special Requirements](#)

Graduate School of Nursing

The School of Nursing and Health Professions at the University of San Francisco advances the mission of the university by preparing healthcare professionals who provide a moral compass to transform health care in order to promote equity and positively influence quality, delivery, and access to care.

The mission of the School of Nursing and Health Professions is to advance education in nursing and health care professions within the context of the Jesuit tradition. The school uses dynamic and innovative approaches in undergraduate and graduate education to prepare professionals for current and future practice domains.

The goal is to effectively link classroom and clinical experiences with expectations for competence, compassion, and justice in health care within the context of the highest academic standards.

Congruent with the core values of the university, the values of the School of Nursing and Health Professions are to create and maintain an environment that promotes excellence in the nursing academic endeavor based on:

- Mutual respect
- Transparency
- Collaboration
- Professionalism
- Creativity
- Diversity
- Cultural sensitivity
- Spirituality

Demonstrate the personal values of:

- Integrity
- Academic excellence
- Respect for self and others
- Compassion and caring
- Personal growth, responsibility, and accountability
- Professionalism
- A passion for justice
- Personal health and well-being

Positively influence nursing practice and health care environments by promoting

- Health and wellness
- Holistic, patient-centered care
- Patient advocacy
- A spirit of inquiry and evidence-based practice
- Safety and quality improvement
- Cost effective care
- Emerging technologies balanced with a humanistic approach
- Professional and ethical decision-making
- Increased access to care, especially for vulnerable populations
- Lifelong learning

Degrees

The School of Nursing and Health Professions offers three graduate degrees:

Master of Science in Nursing (MSN)
Doctor of Nursing Practice (DNP)

Master of Public Health (MPH)

The nursing programs are accredited by the California Board of Registered Nursing and by the Commission on Collegiate Nursing Education (CCNE). The public health program is currently undergoing the accreditation process with the Council on Education for Public Health (CEPH).

Roles of the Professional Nurse

- Professional nurses make informed and responsible choices that help shape the future of the nursing profession and the future of society (leader); they are the advocates for their clients and for their right to self-determination (advocate); at the baccalaureate level, they are first-level managers who supervise direct providers of patient care (manager).
- Research is the basis of and the process for validating and improving care; the professional nurse evaluates and uses research findings and the research process to plan and provide care (consumer of research).
- Professional nurses provide, coordinate, and/or direct the care of individuals, groups, families, and other aggregates of the community (case manager); they provide a unique service that takes the form of a helping relationship whereby the helper and the helped evolve through a facilitative process of self-exploration, better understanding, commitment to change, and appropriate action (communicator).
- Caring, compassion, responsiveness to human and system needs, and adherence to legal and ethical principles are essential elements of professional nursing practice (caregiver).
- Teaching is a major role of the professional nurse (teacher).
- The nurse engages in joint decision-making regarding actions towards the prevention and/or resolution of client health problems and promotion of optimum health. The collaboration always includes the client and significant others as well as all appropriate health care providers (collaborator).
- The nurse engages in actions toward limiting the incapacitation caused by health problems and toward the prevention of recurrences of health problems (rehabilitator).

Admission

For admission to the MSN Program, the School of Nursing and Health Professions requires the following:

3.0 GPA in the last 58 credits of undergraduate (or graduate) study

A written goal statement

Two signed letters of recommendation

A resume

One official transcript from all colleges and universities attended

GRE (Graduate Record Examination - General Test) scores

A completed application form and fee

For international students, an official TOEFL score (600 minimum score on the paper test or 250 CBT is required) and a Certificate of Finance

For nurse applicants, a valid R.N. license in California

Progression

Any graduate student who earns a B- in any course will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to 3.0 by the time they have completed the next six (6) semester hours of graduate work are subject to disqualification from the program. Students who earn two failures (grade B- or below in theory courses) or one unsatisfactory (grade of U in clinical or practicum courses) are disqualified from the nursing program.

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Healthcare Systems Leadership

Profound and unprecedented change in health care has created a need for knowledgeable and innovative clinical leaders. Career opportunities for nurses with 21st century leadership skills have never been greater. The healthcare systems leadership program is designed to prepare students to assume leadership and care management roles across the continuum of care delivery in the emerging health care delivery system.

The curriculum includes course work that integrates nursing, business, informatics, and health services administration to provide students with the opportunity to develop advanced analytical and communication skills. Leadership development is enhanced by exposure to diverse perspectives, a knowledge of theory and research, and a critical understanding of professional practice issues.

Students complete practicum courses in a variety of settings and specialty areas. Hospitals, ambulatory care clinics, home health agencies, public health agencies, and community based agencies are used to develop a student experience consonant with the individual's career path and learning objectives.

Faculty believe in the principles of adult learning, with individualized, interactive experiences designed to foster lifelong learning. Courses in the healthcare systems leadership program combine distance learning with traditional classroom experiences. Students enrolling in this program must have access to e-mail and the world wide web to complete the distance learning assignments.

Admission Requirements

For admission to the D.N.P. Program, the School of Nursing and Health Professions requires the following:

- 3.0 GPA overall
- A written goal statement
- Three signed letters of recommendation
- A resume
- An official transcript from the college or university from which the highest nursing degree was received
- GRE (Graduate Record Examination - General Test) scores
- A completed application form and fee
- For international students, an official TOEFL score (600 minimum score on the paper test) and a Certificate of Finance
- For Registered Nurses, a valid license in California.

Learning Outcomes for Health Care Systems Leadership Specialty

1. Design and implement systems for the delivery of health care to manage or provide quality nursing care to individual clients from a variety of social and ethnic backgrounds and/or groups of clients or organizations.
2. Collaborate, negotiate, refer and consult with and delegate to other health care professionals to resolve complex problems related to client -care situations and/or health care delivery systems.
3. Demonstrate reasoning skills required to manage the problems encountered in practice, incorporating knowledge from research, theory and previous clinical experience.
4. Pursue the investigation of a researchable nursing problem as the basis for improved nursing practice.
5. Interpret the role and functions of the nurse prepared at the master's level to other nurses, other health care providers and consumers.
6. Assume the role of administrator, manager or case manager in a nursing or health care facility.

This specialty is available in the

- B.S.N. to D.N.P
- D.N.P. Completion Program

L.V.N. 30 Unit Option

Mandated by California Administrative Code, Title 16, Article 3, Section 1429.

The purpose of the 30-unit option for licensed vocational nurses (LVNs) is to provide the nursing coursework and clinical practice for the LVN so that person will be eligible to apply for the examination for licensure as a Registered Nurse in the State of California. The RN license obtained by this method may not be accepted by all states.

This option is NOT part of the University of San Francisco baccalaureate nursing program and does NOT lead to a BS in Nursing degree nor any other degree.

Requirements

In order to participate in this option, the student must:

1. Be a licensed vocational nurse.
2. Have completed the application process at USF as a matriculated student or as a "Special Status" student.
3. Have a successfully completed courses in physiology and microbiology comparable to such courses as required for licensure as a Registered Nurse.

Course Work to be Completed

After completion of courses in physiology with lab and microbiology with lab with a "C" grade or better, for a total 8 credits, the following courses will be completed:

- NURS - 230 Conceptual Foundations of Professional Practice
- NURS - 240 Assessment of Human Response I
- NURS - 250 Clinical Lab I
- NURS - 330 Nursing Therapeutics II
- NURS - 350 Clinical Lab III
- NURS - 450 Clinical Lab V

- NURS - 461 Leadership in Managed Care Systems

Total Nursing Credits: 23

- BIOL - 115 Survey of Human Physiology
- BIOL - 116 Laboratory in Survey of Human Physiology
- BIOL - 134 Microbiology
- BIOL - 135 Laboratory in Microbiology

Total Credits: 30/31

Master of Public Health

This is an interdisciplinary graduate level program to be housed in the School of Nursing and Health Professions that students will, upon completion of course requirements, be awarded a Master's of Public Health (MPH).

Minimum of 45 credits which should include public health fieldwork internship experience.

Core coursework should minimally be centered around the following areas of study:

- Biostatistics – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health related surveys and interventions; concepts and practice of statistical data analysis.
- Epidemiology – distribution and determinants of disease, disabilities and death in human populations; characteristics and dynamics of human populations; natural history of disease and the biologic basis of health
- Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of the community
- Health Services Administration – planning, organizing, managing, leading, evaluation and policy analysis of health and public health programs
- Social and Behavioral Sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health issues

Semester 1 Spring

MPH 611	Introduction to Public Health and Health Promotion	3 units
MPH 612	Biostatistics in Public Health	4 units

Semester Total 7 units

Semester 2 Summer

MPH 621	Epidemiology	4 units
MPH 622	Communicating for Healthy Behavior and Social Change	4 units

Semester Total 8 units

Semester 3 Fall

MPH 635	Social Justice, Health Policy, Ethics, and Public Health Law	4 units
MPH 636	Public Health Planning, Management, and Evaluation	4 units

Semester Total 8 units

Semester 4 Spring

MPH 632	Environmental and Occupational Health Issues in Public Health	4 units
MPH	Elective 1	2 units
MPH	Elective 2	2 units

Semester Total 8 units

Semester 5 Summer

MPH 631	Public Health Systems Leadership and Administration	4 units
MPH	Elective 3	2 units
MPH	Elective 4	2 units

Semester Total 8 units

Semester 6	Fall	
MPH 641	Public Health Field Work Internship (300 hours)	4 units
MPH 642	Public Health Capstone Seminar	2 units
	Semester Total	6 units
	TOTAL UNITS	45 UNITS

Electives

MPH 644	Addressing Mental Health Issues in Public Health	2 units
MPH 645	Sexual Health in Public Health Practice	2 units
MPH 646	Advanced Epidemiology with Statistical Software Applications	2 units
MPH 655	Global Health	2 units
MPH 656	Agriculture, Food, and Nutrition	2 units
MPH 657	Health Economics and Public Health	2 units
MPH 658	MobileApps: Mobile Application for Public Health	2 units
MPH 659	Essential Tools for Making Public Health Change	2 units

Master of Science in Nursing

The MSN program at the University of San Francisco is designed to prepare graduates in the role of the clinical nurse leader (CNL). The emerging role of the CNL is a national initiative in response to patient care needs and the current health delivery environments. The CNL is a provider and a manager of care. The graduate designs, implements, and evaluates care by coordinating, delegating, and supervising the care provided by the health care team, including licensed nurses, technicians, and other health professionals.

Vision, Mission, and Values

The School of Nursing and Health Professions (SNHP) vision, mission, and values are written and congruent with those of the parent institution. The philosophy and expected outcomes are consistent with professional nursing standards and guidelines for the preparation of nursing professionals. The Vision, Mission and Values provide the philosophical basis for the nursing education program.

School of Nursing and Health Professions Vision

The School of Nursing and Health Professions at the University of San Francisco advances the mission of the university by preparing professional healthcare providers who provide a moral compass to transform health care in order to promote equity and positively influence quality, delivery, and access to care.

School of Nursing and Health Professions Mission

The mission of the School of Nursing and Health Professions is to advance healthcare professions within the context of the Jesuit tradition. The school uses dynamic and innovative approaches in undergraduate and graduate nursing education to prepare professionals for current and future practice domains. The goal is to effectively link classroom and clinical experiences with expectations for competence, compassion, and justice in health care within the context of the highest academic standards.

School of Nursing and Health Professions Values

Congruent with the core values of the university, the values of the School of Nursing and Health Professions are to:

1. Create and maintain an environment that promotes excellence in the nursing academic endeavor based on: mutual respect, transparency, collaboration, professionalism, creativity, diversity, cultural sensitivity and spirituality
2. Demonstrate the personal values of: integrity, academic excellence, respect for self and others, compassion and caring, personal growth, responsibility, and accountability, professionalism, a passion for justice, and personal health and well-being
3. Positively influence nursing practice and health care environments by promoting: health and wellness, holistic, patient-centered care, patient advocacy, a spirit of inquiry and evidence-based practice, safety and quality improvement, cost effective care, emerging technologies balanced with a humanistic approach, professional and ethical decision-making, increased access to care, especially for vulnerable populations and, lifelong learning.

The MSN/CNL curriculum is developed around a unique conceptual framework, the Vision, Mission, and Values. The conceptual framework is layered with transition theory and symptom management and enables the BSN student to develop knowledge, skills and attitudes consistent with the profession of nursing. The nursing process is represented by the strong foundation in clinical knowledge pertaining to assessment, diagnosis, skills, interventions and management of physiological and psychological symptoms in a culturally sensitive way among patients in a variety of settings.

A graduate of the CNL program will understand the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments at the point of care, across the lifespan with particular emphasis on health promotion and risk reduction services. In order to do this the CNL program will prepare graduates to:

1. Design, coordinate and evaluate care to individuals, families, groups, communities, and populations, understand the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments.
2. Provide care at the point of care to individuals across the lifespan with particular emphasis on health promotion and risk reduction services.
3. Synthesize data, information, and knowledge to evaluate and achieve optimal client outcomes.
4. Ensure that clients, families, and communities are well-informed and included in care planning and is an informed leader for improving care.
5. Advocate for the client by taking action if decisions or activities are against the wished or interests of the client; give the client the opportunity to make informed decisions about health care before it is provided. Serve as an advocate for the profession and the interdisciplinary health care team.
6. Use appropriate teaching principles and strategies as well as current information, materials, and technologies to teach clients, groups, and other health care professionals under their supervision.
7. Use information systems and technology that put knowledge at the point of care to improve health care outcomes.
8. Participate in systems review to improve quality of client care delivery and at the individual level to critically evaluate and anticipate risks to client safety with the aim of preventing medical error.
9. Delegate and manage the nursing team resources (human and fiscal) and serve as a leader and partner in the interdisciplinary health care team.
10. Assume accountability for the ongoing acquisition of knowledge and skills to effect change in health care practice and outcomes and in the profession.

Progression

Any graduate student who earns a B- in any course will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to 3.0 by the time they have completed the next six (6) semester hours of graduate work are subject to disqualification from the program. Students who earn two failures (grade B- or below in theory courses) or one unsatisfactory (grade of U in clinical or practicum courses) are disqualified from the nursing program.

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Graduate Progression

1. Any graduate student who's cumulative GPA falls below 3.0 will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to a 3.0 by the time they have completed the next six (6) semester units of graduate work are disqualified from the program.
2. Any graduate student who earns less than a "C" in any pre-licensure course or a "U", Unsatisfactory in a pre-licensure clinical course must repeat the course earning a "C" or better or a "S" Satisfactory before further pre-licensure courses may be taken.
3. Any graduate student who earns less than a "B-" in any post-licensure graduate course or a "U" in a role course must repeat the course earning a "B-" or better or "S". If a student fails to earn a "B-" or "S" in a repeated course, they are disqualified from the program.
4. If a graduate student has 2 course failures, the student will be disqualified from the program.
5. A graduate student admitted on a "provisional" status to the RN-CNL/MSN program must take the writing course PSMA 500 and earn a "B-" or better to progress in the program.

• **Pre-licensure courses in the CNL Program include N601, N622, N624, 652, N610, N611, N612, N618, N619, N635, N636, N637, N638, N644, N645 and N646**

All other required courses in the graduate departments are post-licensure. All graduates of the USF-CNL/MSN program meet the AACN CNL master's degree outcome competencies and practice standards and are eligible for certification by the national American Nurses' Credentialing Center (ANCC) as a Clinical Nurse Leader (CNL).

Four curricular tracks are available to those interested in pursuing the MSN in Clinical Nurse Leader:

- The Non-Nurse with a Baccalaureate Degree who is seeking entry into the nursing profession
- [Masters Entry CNL]
- The Registered Nurse who has a Baccalaureate Degree in Nursing (BSN-MSN)
- The Registered Nurse without a Baccalaureate Degree (RN/ADN MSN)

- The Registered Nurse with a Baccalaureate Degree in another discipline (RN-MSN)
- Post Masters CNL certificate

The masters entry CNL/MSN is offered at USF's main campus in San Francisco. All other CNL/MSN programs are offered at USF's Pleasanton, North Bay, San Jose, and Sacramento Branch Campuses on a rotating basis.

CNL Option for the Non-Nurse with a Baccalaureate Degree who is seeking entry into the nursing profession [Masters Entry CNL]

This option is designed for the non-nurse who holds at least a bachelors degree and who now seeks a nursing career. Coursework prepares students to become licensed as RNs while preparing them to be Clinical Nurse Leaders. The program is comprised of 67 units and is designed to be completed in a year and a half of continuous study (six consecutive semesters) including the CNL Internship. During the last semester of study, students focus on taking primary responsibility for the design, coordination, and management of healthcare by participating in an internship. This clinical application of theoretical knowledge allows students to implement and evaluate an interdisciplinary project that reflects the application of outcome-based practice models of care delivery.

Masters Entry Level CNL/MSN Courses include:

- NURS - 601 Pathophysiology and Pharmacology
- NURS - 602 Introduction to Epidemiology and Evidence-Based Practice
- NURS - 604 Instructional Design and Healthcare Informatics
- NURS - 610 Health Promotion of Families and Individuals across the Life Span
- NURS - 612 Advanced Pathophysiology and Pharmacology
- NURS - 613 CNL Role: Introduction
- NURS - 614 Health Care Systems Leadership
- NURS - 618 Med-Surg Nursing I
- NURS - 619 Med-Surg Nursing I - Clinical Lab
- NURS - 622 Health Assessment through the Lifespan
- NURS - 623 CNL Role: Team Manager and Leader
- NURS - 629 Financial Resource Management (CNL)
- NURS - 634 Clinical Nurse Leader: Nursing Research
- NURS - 624 Fundamentals of Nursing: Learning, Reasoning & Applying
- NURS - 635 Med-Surg Nursing II
- NURS - 636 Med-Surg Nursing II Clinical
- NURS - 637 Pediatric Nursing
- NURS - 638 Pediatric Clinical Lab
- NURS - 642 - Epidemiology and Population Statistics
- NURS - 644 Clinical Leadership in Mental Health and Community-Based Practice
- NURS - 645 CNL Role: Integration and Evaluation of Clinical Leadership Role
- NURS - 646 Clinical Lab IV: Community and Mental Health
- NURS - 648 Health Care Policy and Ethics (CNL)
- NURS - 651 CNL Role: Synthesis
- NURS - 652 Applied Assessment & Fundamental Skills Laboratory
- NURS - 653 Internship: Clinical Nurse Leader

CNL Option for the Registered Nurse who has a Baccalaureate Degree in Nursing (BSN-MSN)

The CNL program for the Registered Nurse builds on baccalaureate nursing education and clinical experience. The program is comprised of 33 units and is designed to be completed in six semesters of full time study as outlined below in the MSN Core Courses section. CNL Option for the Registered Nurse without a Baccalaureate Degree (RN-MSN) The RN-MSN accelerated degree program is designed for the registered nurse who holds an Associate's Degree in Nursing or a Hospital Diploma and has now decided to pursue graduate nursing education. Students do not earn a BSN degree but progress directly to the MSN. The program is comprised of 46units and is designed to be completed in six semesters. CNL Option for the Registered Nurse with a Baccalaureate Degree in Non-Nursing

This CNL track incorporates the previous baccalaureate coursework of the RN while supplementing it with continued education in nursing. The program is comprised of 39 units and is designed to be completed in six semesters.

All MSN options are designed for the working professional; classes will be offered once a week and supplemented by online instruction.

Online CNL Program for Registered Nurses

The Online MSN Clinical Nurse Leader program is designed for Associate's Degree and Bachelor's Degree prepared Registered Nurses. All coursework is asynchronous and completed in an interactive online learning environment. Online MSN students participate in online discussions, group collaborations, blogs, and discussion boards anytime, anywhere there is Internet access. Students complete their practicum hours in a clinical setting close to home with a preceptor.

Online MSN students complete the same curriculum as the traditional RN-MSN program offered on-campus. At the ADN level, the program is

comprised of 46 units and can be completed in as few as 7 semesters. At the BSN level, the program is comprised of 35 units and can be completed in as few as 6 semesters. Semesters for the Online MSN program are 16 weeks long and are broken into two 8 week terms. Students are enrolled in 1-2 courses each term. Admission into the Online MSN Clinical Nurse Leader program is offered in the Spring, Summer, and Fall.

RN/MSN Core Courses

- NURS - 600 Foundations of CNL Leadership
- NURS - 602 Introduction to Epidemiology and Evidence-Based Practice
- NURS - 603 Assessment
- NURS - 604 Instructional Design and Healthcare Informatics
- NURS - 612 Advanced Pathophysiology and Pharmacology
- NURS - 613 CNL Role: Introduction
- NURS - 614 Health Care Systems Leadership
- NURS - 628 CNL Role-Clinical Outcomes Manager
- NURS - 629 Financial Resource Management (CNL)
- NURS - 623 CNL Role: Team Manager and Leader
- NURS - 639 Nursing Inquiry
- NURS - 642
- NURS - 648 Health Care Policy and Ethics (CNL)
- NURS - 651 CNL Role: Synthesis
- NURS - 653 Internship: Clinical Nurse Leader

RNs with an ADN/Diploma take the following courses in addition to the MSN CORE

- NURS - 501 Transitions to CNL Graduate Education
- NURS - 505 Community Health Nursing
- NURS - 506 Community Health Nursing Practicum
- NURS - 642 Epidemiology and Population Statistics (4)
- PSCA - 500 Professional Writing (4)

RNs with a Bachelors in a Non-Nursing field take the following courses in addition to the MSN

CORE

- NURS - 505 Community Health Nursing
- NURS - 506 Community Health Nursing Practicum

Nurse Practitioner Specialties

The nurse practitioner (NP) is prepared to practice in an expanded role to provide health care to individuals, families, and/or groups in a variety of settings including, but not limited to, homes, hospitals, institutions, offices, industry, schools, community agencies, public and private clinics, and private practice. The NP acts independently and in collaboration with other health care professionals to deliver health care services. They conduct comprehensive health assessments aimed at health promotion and disease prevention. NPs also diagnose and manage common acute illnesses, with referral as appropriate, and manage stable chronic conditions in a variety of settings.

NPs are uniquely qualified to resolve unmet needs in primary health care by serving as an individual's point of first contact with the health care system. This contact provides a personalized, patient-centered, comprehensive continuum of care and integrates all other aspects of health care over a period of time.

The Family Nurse Practitioner Specialty is available for students in the

- B.S.N.-D.N.P. Program
- D.N.P. Completion Program

The Psychiatric-Mental Health Nurse Practitioner Specialty is available for students in the

- B.S.N.-D.N.P. Program
- D.N.P. Completion Program (beginning Fall 2013)

Public Health Certificate

All USF nursing graduates who are licensed are eligible for the Public Health Certificate, which allows RNs to practice as public health nurses in California. The application form is available in the School of Nursing and Health Professions Office.

School of Nursing

The School of Nursing and Health Professions began in the 1940s as a cooperative effort with the Sisters of Mercy in order for registered nurses, from nearby St. Mary's Hospital, to earn their baccalaureate degrees.

Nursing Major»
L.V.N.»

The School of Nursing and Health Professions became the first private nursing program in California, established in 1954 and accredited by the National League for Nursing when the first students graduated in 1958. The School has been continuously accredited since that time, receiving its most recent affirmation from the Commission on Collegiate Nursing Education (CCNE) in October, 2008 for the full ten years.

The School is committed to advancing the preparation of professional nurses within the Jesuit academic tradition: a strong liberal arts and science foundation coupled with professional knowledge in the discipline of nursing. The curriculum designed for nursing majors at the University of San Francisco is based on a conceptual framework and reflects the philosophy that a professional nurse needs a liberal background for professional development and personal growth. The program prepares men and women for beginning positions in nursing, provides the means for personal and professional advancement, and qualifies them for progression into programs that offer advanced degrees. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the California State Board of Registered Nursing (CABRN); Graduates are eligible to take the National Council Licensing Examination (NCLEX) and are eligible for the California Public Health Certificate.

Special Requirements for Nursing Students

These requirements are based on what is required for generalist and advanced practice preparation. These requirements include:

Mental and Physical Qualifications for Professional Nursing

Please be advised that there are minimum entry qualifications to professional nursing practice. Typically, all nursing employers set up minimal physical and mental standards for employment as a registered nurse. The University of San Francisco wishes to inform prospective students of the general nature of such qualifications, although qualifications may vary among employers. Further, the University of San Francisco wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capabilities for nursing prior to entering the profession of nursing as a graduate. Thus, the following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program:

1. Frequently work in a standing position and do frequent walking.
2. Lift and transfer patient up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
3. Lift and transfer patient from a stooped position to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
4. Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
5. Respond and react immediately to auditory impediments.
6. Physically perform up to a twelve hour clinical laboratory experience.
7. Perform close and distance visual activities involving objects, persons, and paperwork, as well as discriminate depth and color perception.
8. Discriminate between sharp/dull and hot/cold when using hands.
9. Perform mathematical calculation for medication preparation and administration.
10. Communicate effectively, both orally and in writing, using appropriate grammar, vocabulary, and word usage.
11. Make appropriate and timely decisions under stressful situations.

All students in the School of Nursing and Health Professions are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the School of Nursing and Health Professions should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the School of Nursing and Health Professions with regard to students and applicants with disabilities, the school will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be evaluated by nursing faculty, with representation from outside the USF School of Nursing and Health Professions as appropriate.

Conviction of a Crime

Students must be aware that to be eligible to take the NCLEX RN Exam, they are required under law to report ALL misdemeanor and felony convictions. "Driving under the influence" convictions must also be reported. Convictions must be reported even if they have been expunged under Penal Code 1203.4 or even if a court ordered diversion program has been completed under Penal Code Section 1000.

Eligibility to sit for the NCLEX RN exam is determined by the California Board of Registered Nursing. Consideration is given to the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

Undergraduate

Undergraduate School of Nursing

- [Additional Undergraduate Student Requirements](#)
- [Bachelor of Science in Nursing Program](#)
- [L.V.N. 30 Unit Option](#)
- [Public Health Certificate](#)

Vision, Mission, and Values

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School of Nursing and Health Professions Values

Congruent with the core values of the university, the values of the School of Nursing and Health Professions are to:

- Create and maintain an environment that promotes excellence in the nursing academic endeavor based on: mutual respect, transparency, collaboration, professionalism, creativity, diversity, cultural sensitivity and spirituality.
- Demonstrate the personal values of: integrity, academic excellence, respect for self and others, compassion and caring, personal growth, responsibility, and accountability, professionalism, a passion for justice, and personal health and well-being.
- Positively influence nursing practice and health care environments by promoting: health and wellness, holistic, patient-centered care, patient advocacy, a spirit of inquiry and evidence-based practice, safety and quality improvement, cost effective care, emerging technologies balanced with a humanistic approach, professional and ethical decision-making, increased access to care, especially for vulnerable populations and, lifelong learning.
- The BSN curriculum is developed around a unique conceptual framework, the Vision, Mission, and Values. The conceptual framework is layered with transition theory and symptom management and enables the BSN student to develop knowledge, skills and attitudes consistent with the profession of nursing.
- The nursing process is represented by the strong foundation in clinical knowledge pertaining to assessment, diagnosis, skills, interventions and management of physiological and psychological symptoms in a culturally sensitive way among patients in a variety of settings.

Core Curriculum

Area A: Foundations of Communication

Public Speaking

Students will:

- craft and present well organized, thesis-driven speeches.
- present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.
- deliver speeches using an audience-centered, extemporaneous approach.
- use rhetorical concepts and principle to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.
- use rhetorical concepts and principle to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.

Rhetoric and Language

Students will develop competence in these areas:

- Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
- Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
- Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.

- Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
- Revision: Students develop revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

Area B: Math and Science

Math

Students will be able to:

Determine whether a problem lends itself to a mathematical* solution, and, if so,

- Design a mathematical solution,
- Implement the design or identify and correct problems with the design, and
- Evaluate the validity of a solution and its relevance to the original problem using reasoned discourse as the norm for decision making.

* In the outcomes "mathematical" can mean one or more of "algebraic," "algorithmic," "statistical," "numerical," or "computational."

Science

Students will be able to:

- Demonstrate understanding of and literacy in the content and principles of a scientific discipline.
- Perform laboratory or field procedures and that explore the content and principles of these disciplines.
- Carry out scientific procedures in a socially responsible manner.
- Accurately observe, record, analyze, and report data collected in the scientific laboratory or the field.

Area C: Humanities

Literature

Students will be able to:

- Demonstrate a basic understanding of the literary, historical, social, and cultural influences that inform literary works, including diversity of perspectives, experiences, and traditions.
- Articulate in writing and discussion their responses to literary texts (75% of which must be written texts) with a view to equipping them with the knowledge, values, and sensitivity to succeed as persons and professionals.
- Demonstrate a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts in the context of a socially responsible learning community of high quality scholarship and academic rigor.
- Show a sensitivity to the plurality of meanings within a literary text, including the moral implications of human choices.

History

Students will be able to:

- Demonstrate a basic understanding of a significant span of history over a wide geographic area.
- Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations.
- Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.
- Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.

Area D: Philosophy and Theology and Religious Studies

Philosophy

Students will be able to:

- Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility.
- Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being.
- Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers.
- Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers.

Theology and Religious Studies

Students will be able to:

Human Dimensions of Religion, Theology, and Spirituality

- Understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate with a broad range of human experience.

Religious Diversity

- Understand, differentiate, and appreciate various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions.

Social Justice

- Investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.

Ethics

Students will be able to:

- Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life.
- Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories.
- Investigate ways of settling ethical disputes in arriving at ethical judgments.
- Think and write critically about classic and contemporary moral issues.
- Identify the contributions of diversity and recognize the challenge that it presents in resolving contemporary ethical issues.
- Demonstrate an ability to apply ethical theories and values in personal decision-making.

Area E: Social Sciences

Students will be able to:

- Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.
- Employ one or more social science methods or social science theories and philosophies.
- Analyze explanations of human behavior, human relations, or human institutions.
- Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.
- Understand and demonstrate social responsibility.
- Communicate social science knowledge to a world shared by all people and held in trust for future generations.

Area F: Visual and Performing Arts

Students will be able to:

- Demonstrate orally or in writing the social, political and economic context surrounding significant works of art.
- Demonstrate orally or in writing the ability to chronologically sequence selected works of art.
- Demonstrate orally, in writing, or through production, how themes or movements developed over time in the subject art. Such demonstration should include social, political and aesthetic development.
- Demonstrate orally or in writing an understanding of critical approaches to evaluating key works in the subject art.
- Recognize evaluative norms proper to specific works and movements.
- Articulate and defend their judgments through a studied, engaged, and informed process of reflection as well as action.
- Attend displays of the subject art (performance, museum, etc.) outside classroom/campus experience, with an emphasis on marginalized/artistically under-represented communities as well as the traditional canon.
- Access a broad variety of traditional and non-traditional cultural resources locally and globally.
- In the case of studio or performance-based courses, produce socially and critically engaged work through outreach and service to under-served communities, demonstrating through their creations/performances that they have understood and integrated the goals stated above.

Core Curriculum

The University of San Francisco, as a Jesuit, Catholic, urban University with a global perspective, is committed to educating leaders who will fashion a more humane and just world.

The University's Core Curriculum embodies the Jesuit, Catholic tradition that views faith, reason, and service to others as complementary resources in the search for truth and full human development.

The Core promotes these values through their integration across the curriculum. As it develops its course offerings, the University affirms its commitment to provide our students with learning opportunities that embrace the fullness of the Catholic intellectual tradition.

Learning Goals for the Core Curriculum

The following general learning goals guide the development of the curriculum:

- Students should be able to speak and write effectively.

- Students should be able to express ideas in an articulate and persuasive way.
- Students should be able to understand a mathematical problem and design a solution.
- Students should be exposed to a wide breadth of disciplines, as a foundation for a general liberal arts education.
- Students should understand the process of seeking truth and disseminating knowledge.
- Students should understand historical traditions.
- Students should appreciate and be able to critically evaluate the arts.
- Students should understand the nature of society and the relationships between individuals and groups.
- Students should understand the nature of the physical world, the uses of the scientific method, and the implications of technology.
- Students should comprehend the variations of people's relationship with God and develop respect for the religious beliefs of others.
- Students should understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world.
- Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world.
- Students should gain the skills and experiences necessary to link education to service.
- Students should be exposed to opportunities to work for social justice.

Core Curriculum Requirements

The University requirements for the baccalaureate degree include completion of the Core Curriculum.

Students must check with their advisors to determine which courses meet the requirements in each Area.

Area A: Foundations of Communication (8 credits)

- Public Speaking (4 credits)
- Rhetoric and Composition (4 credits)

Area B: Math and the Sciences (8 credits)

- Math or Quantitative Science (4 credits)
- Applied or Laboratory Science (4 credits)

Area C: Humanities (8 credits)

- Literature (4 credits)
- History (4 credits)

Area D: Philosophy, Theology and Religious Studies, and Ethics (12 credits)

- Philosophy (4 credits)
- Theology and Religious Studies (4 credits)
- Ethics (4 credits)

Area E: Social Sciences (4 credits)

- Social Sciences (4 credits)

Area F: Visual and Performing Arts (4 credits)

- Visual and Performing Arts (4 credits)

Integration of Service Learning and Cultural Diversity

Total Core Curriculum Requirements: 44 credits

* Students must complete RHET 120, RHET 130/131, RHET 195 or RHET 250 with a grade of C- or better.

Additional University Mission Requirements

In addition to completing the Core Curriculum requirements, the baccalaureate degree candidate will have completed a minimum of two courses within the Core or within his/her major that integrate two mission-driven characteristics:

Service Learning and Cultural Diversity. These requirements may be met by completing course sections designated as "SL" and "CD". Courses that integrate service learning as well as courses that meet the Cultural Diversity designation are offered across disciplines and schools.

The Cultural Diversity Requirement will be met by courses that promote understanding and appreciation of the richness and diversity of human culture. The Service Learning Requirement will be met by courses that integrate a form of community/public service into the academic undergraduate learning experience.

Foreign Language Requirement

Why study language? Because language is the human being's distinctive characteristic, and virtually all intellectual activities and forms of social intercourse depend on it. Language links us with our culture

and with one another; it mirrors and constructs our experiences; it makes possible the full spectrum of human endeavors. In the broadest sense, a primary objective of the language requirement is to promote an awareness of the essential role language plays in our daily lives. Beyond this, the language requirement:

- exposes the inner workings of both one's native language and the language studied;
- lays a foundation for course work in literature and in other disciplines;
- provides opportunities for personal experience with other languages and cultures;
- enhances professional and career training;
- promotes self awareness and sensitivity to others;

Both the University of San Francisco and the broader San Francisco/Bay Area communities provide an ideal environment for developing an understanding of a variety of cultures. The language requirement encourages students to reshape themselves as sensitive, participating members of a broader multicultural and multilingual community. This participation has many dimensions, and USF students are encouraged to explore them through course work, extracurricular and community activities, as well as study abroad.

Because language lays a foundation on which further academic education is built, another objective of the language requirement is to contextualize and integrate course work in other disciplines. Students are encouraged to approach the study of African, American, Asian and European contributions to human civilization which are culturally and linguistically grounded, and students are encouraged to approach the study of these contributions from within the culture in question, rather than as outsiders. The language requirement provides the point of departure for the development of proficiency adequate to academic and professional needs, and promotes the multidisciplinary study of cultures and societies both outside the United States and within our increasing multicultural communities.

Whether investigating the past, analyzing or constructing the present, or forecasting the future, knowledge of languages and cultures privileges the University of San Francisco student.

Requirements

All candidates for the Bachelor's degree in the College of Arts and Sciences whose native language is English must complete a foreign language requirement. Arts majors must complete the requirement by satisfactorily completing one of the following courses: FREN 201, GERM 201, Greek, 102, Hbrew 102, ITALN 201, Japan 201, LATIN 102, CHIN 201, RUSSN 201, SPAN 201, PORT 201, YPSP 201.

Science majors must complete the requirement by satisfactorily completing one of the following courses: FREN 102, GERM 102, GREEK 102, HBREW 102, ITALN 102, JAPAN 102, LATIN 102, SPAN 102, CHIN 102, PORT 102, YPSP 102.

Exemption from this requirement may be obtained through establishment of equivalent proficiency as determined by results of the Foreign Language Placement Test, transfer of equivalent college-level course credit, or achievement of a minimum score of 4 on any foreign language CEEB Advanced Placement Examination.

The Cultural Diversity Designation (CD)

The CD designation will also be assigned by the College Curriculum Committees. Courses with the CD designation must develop the following capacities in students:

Students will:

- Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.
- Understand the relationships among diversity, inequality, and justice.
- Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.
- Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.

The Service Learning Designation (SL)

For courses across the curriculum to receive the Service Learning Designation (SL), the course must be approved as meeting the service learning criteria outlined below. The College Curriculum Committees will determine whether or not a course receives the designation through normal college curriculum procedures. The integration of service learning into a course has five key components:

- Service activities are mandatory.
- Clear connections exist between service activities and the academic discipline.
- Service activities benefit the client or community in a meaningful way.
- Students engage in a carefully articulated reflection process around the service, the discipline, and themselves; and
- Faculty assess the student learning outcomes of the service experience.

Note: Course sections with an SL designation meet the graduation requirement for a service learning course experience. SL-designated courses are specifically directed to meet mission identity in curricular structure, as articulated in the Core Curriculum. Service learning activity may vary by course and discipline. The average across the nation is 20-25 hours of service per 15-week semester.

Learning Goals/Outcomes

By completing the Service Learning graduation requirement, USF students will:

- Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the service learning experience
- Analyze their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others
- Demonstrate an understanding of the extent to which all individuals share the need to be ethically engaged in furthering the welfare of their communities
- Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community
- Reflect on the personal and academic impact of their experiences with a community or agency
- Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action
- Think critically and act compassionately as they promote social justice

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Dates in parentheses indicates years of appointment at the University of San Francisco.

Alma Flor Ada (1976-2004)

Professor of Education, Emerita Diploma, Universidad Central de Madrid, Spain, 1959; Bachiller, Pontificia Universidad Católica de Perú, 1963; Doctor, Pontificia Universidad Católica de Perú, 1965.

J. Clifton Albergotti (1964-1999)

Professor of Physics and Astronomy, Emeritus B.S., Wheaton College, 1958; Ph.D., University of North Carolina, 1963.

Lanna Andrews (1996-2011)

Associate Professor of Education, Retired B.A., California State University, Hayward, 1976; M.S., California State University, Hayward, 1985; Ed.D., University of San Francisco, 1994.

Joseph T. Angilella, S.J. (1979-2001)

Professor of Sociology A.B., Fordham University, 1958; Ph.L., Woodstock College, 1959; M.A., Fordham University, 1960; S.T.L., Alma College, 1966; M.S.T., Santa Clara University, 1966; Ph.D., Syracuse University, 1972.

Richard D. Babcock (1977-2007)

Professor of Management, Emeritus B.S., Indiana University, 1958; M.S., Arizona State University, 1964; Ph.D., University of California, Los Angeles, 1970.

Judith Barrett (1971-1975)

Associate Professor of Nursing, Emerita B.S., University of San Francisco, 1963; M.S., University of California, San Francisco, 1971.

Marjorie Barter (1991-2012)

Professor of Nursing, Emerita B.S.N., California State University, 1977; M.S.N., University of California, San Francisco, 1979; Ed.D., University of San Francisco, 1990.

William W. Bassett (1974-2009)

Professor of Law, Retired A.B., St. Mary of the Lake College, 1955; M.A., St. Mary of the Lake College, 1957; S.T.L., St. Mary of the Lake College, 1959; J.C.D., Gregorian University, Rome, 1965; J.D., Catholic University of America, 1972.

Rex Bennett (1989-2011)

Professor of Marketing, Emeritus Ph.D., University of North Carolina at Chapel Hill, 1972.

Eugene V. Benton (1969-2011)

Professor of Physics and Astronomy, Emeritus B.A., San Jose State College, 1958; M.A., San Jose State College, 1960; Ph.D., Stanford University, 1968.

Paul J. Bernadicou, S.J. (1970-2000)

Associate Professor of Theology and Religious Studies, Emeritus A.B., University of Santa Clara, 1958; Ph.L., Gonzaga University, 1959; M.A., Gonzaga University, 1961; M.A., St. Mary's College, Halifax, 1966; S.T.D., The Pontifical Gregorian University, Rome, 1970. B.S.N., Lewis University, 1977; M.S.N., Loyola University, 1985.

Harold T. Bevan (1957-1991)

Assistant Professor of Psychology, Emeritus M.A., University of Detroit, 1951; Ph.D., University of Detroit, 1955.

Keqian Bi (1989-2011)

Professor of Finance, Retired B.S., University of Science and Technology of China, 1964; M.A., University of Florida, 1986; Ph.D., University of Florida, 1989.

Lawrence A. Bishop (1967-1996)

Associate Professor of Education, Emeritus B.A., San Francisco State College, 1958; M.A., San Francisco State College, 1965; Ph.D., University of California, Berkeley, 1975.

Deborah Bloch (1996-2008)

Professor of Education, Emerita B.A., Brooklyn College, 1957; M.S., St. John's University, 1972; Ph.D., New York University, 1981.

R. James Brown (1970-2006)

Professor of Biology and Environmental Science B.A., Ottawa University, 1964; M.A., University of California, Davis, 1967; Ph.D., University of California, Davis, 1970.

Edward W. Brusher (1947-1973)

Assistant Professor of Philosophy, Emeritus A.B., St. Patrick's College, 1932.

Cornelius M. Buckley (1973-2000)

Professor of History, Emeritus B.A., Santa Clara University, 1950; M.A., Gonzaga University, 1952; S.L.T., Alma College, 1959; S.T.D., The Pontifical Gregorian University, Rome, 1963.

Francis J. Buckley, S.J. (1960-1961; 1963-2002)

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William Van Burgess (1968-1990)

Professor of Education, Emeritus B.S., University of Illinois, 1955; M.S. Ed., Southern Illinois University, 1962; Ph.D., University of California, Berkeley, 1970.

Stephen D. Calvert (1981-2009)

Professor of Marketing, Retired B.A., Thomas More College, 1969; M.B.A., University of Cincinnati, 1974; Ph.D., University of Cincinnati, 1979.

Allen David Calvin (1974-2001)

Henry Clay Hall Professor of Education, Emeritus B.A., University of Minnesota, 1950; M.A., University of Texas, 1951; Ph.D., University of Texas, 1953.

Paula Campbell (1975-2000)

Professor of Performing Arts, Emerita B.A., Brooklyn College of City University, New York, 1958; M.S., Yeshiva University, 1960; Ph.D., New York University, 1966.

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Professor of Nursing, Retired B.S.N., Emory University, Atlanta, 1964; M.S.N., University of Pennsylvania, 1968; Ed.D., University of San Francisco, 1981.

Frances Monet Carter (1957-1988)

Professor of Nursing, Emerita Certificate, Psychiatric Nursing, University of Minnesota, 1945; B.S., University of California, Los Angeles, 1948; M.A., San Francisco State College, 1957; Ed.D., University of San Francisco, 1979.

Carol J. Chihara (1975-2001)

Professor of Biology, Emerita B.S., University of California, Berkeley, 1962; M.A., San Francisco State College, 1967; Ph.D., University of California, Berkeley, 1972.

S. Alan Cohen (1977-1995)

Professor of Education, Emeritus B.S., Suffolk University, U.K., 1953; Ed.M., Harvard University, 1956; Ed.D., Boston University, 1965.

Denis E. Collins, S.J. (1987-2004)

Associate Professor of Education A.B., Gonzaga University, 1962; M.A., Gonzaga University, 1963; Ph.L., Gonzaga University, 1963; S.T.M., University of Santa Clara and Graduate Theological Union, 1970; S.T.L., Jesuit School of Theology at Berkeley, 1970; Ed.D., University of Southern California, 1973.

Jane Vincent Corbett (1970-2005)

Professor of Nursing, Emerita B.S., Indiana University, 1962; M.S., University of California, San Francisco, 1970; Ed.D., University of San Francisco, 1985.

James Steve Counelis (1969-1998)

Professor of Education, Emeritus A.A., Chicago City Junior College, 1948; A.M., University of Chicago, 1951; Ph.D., University of Chicago, 1961.

Allan B. Cruse (1966-2009)

Professor of Mathematics and Computer Science, Emeritus A.B., Emory University, 1962; M.A., University of California, Berkeley, 1965; Ph.D., Emory University, 1974.

Robert L. Cunningham (1955-1991)

Professor of Philosophy, Emeritus B.A., St. Gregory Seminary, 1947; Ph.D. Laval University, 1951.

Rabbi David Davis (1969-1997)

Associate Professor of Theology and Religious Studies, Associate Vice President for University Relations, Emeritus B.A., American University, 1958; M.A., D.H.L., Hebrew Union College, 1965; D.D., Hebrew Union College, 1990.

Richard E. Davis (1969-2006)

Professor of Performing Arts, Emeritus B.A., San Francisco State College, 1968; M.A., San Francisco State College, 1970; Ph.D., University of California, Berkeley, 1976.

Hugh J. Dawson (1969-1998)

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Associate Professor, Organizational Behavior B.S., University of California, Berkeley, 1985; Ph.D., University of British Columbia, 1995.

Michael E. Stanfield (1993-)

Professor of History B.A., University of California, Berkeley, 1979; M.A., San Diego State University, 1984; Ph.D., University of New Mexico, 1992.

Susan Steinberg (2002-)

Professor of English B.F.A., Maryland Institute of Art, 1990; M.F.A., University of Massachusetts, Amherst, 2000.

Gary L. Stevens (1970-)

Professor of Biology B.S., California State University, Long Beach, 1964; M.A., University of California, Davis, 1966; Ph.D., University of California, Davis, 1970.

John C. Stillwell (2002-)

Professor of Mathematics B.S., University of Melbourne, 1964; M.S., University of Melbourne, 1965; Ph.D., Massachusetts Institute of Technology, 1970.

Melinda Stone (2000-)

Associate Professor of Media Studies B.A., Humboldt State University, 1989; M.S., San Diego State University, 1992; Ph.D., University of California, San Diego, 2003.

James R. Storms, S.J. (Term Faculty)

Zabala Chair B.A., St. Louis University, 1971; M.A., University of Texas, Austin, 1974; Ph.D., University of Massachusetts, Amherst, 1988.

Octavia Struve (Term Faculty)

Instructor, Nursing R.N., University of Hawaii, Manoa, 1979; B.S.N., University of San Francisco, 1981; M.S.N., University of San Francisco, 2000.

David J. Stump (1992-)

Professor of Philosophy B.A., University of California, Berkeley, 1977; M.A., Northwestern University, 1984; Ph.D., Northwestern University, 1988.

Kyoko Suda (Term Faculty)

Assistant Professor of Modern and Classical Languages B.A., Keio University, Tokyo, Japan, 1975; M.A., San Francisco State University, 1988; M.A., San Francisco State University, 1991.

John T. Sullivan (2000-)

Fletcher Jones Professor of Biology A.B., Dartmouth College, 1968; M.S., Leigh University, 1974; Ph.D., Leigh University, 1976.

Kim D. Summerhays (1973-)

Professor of Chemistry and Computer Science B.S., University of San Francisco, 1968; Ph.D., University of California, Davis, 1971.

Ronald R. Sundstrom (2003-)

Associate Professor of Philosophy B.A., University of Minnesota, Duluth, 1994; M.A., University of Minnesota, Twin Cities, 1997; Ph.D., University of Minnesota, Twin Cities, 1999.

Peggy K. Takahashi (1997-)

Associate Professor of International Management B.A., Pomona College, 1980; M.A., University of California, Berkeley, 1984; M.B.A., University of California, Berkeley, 1988; Ph.D., University of California, Berkeley, 1995.

Robert E. Talbot (1966-)

Professor of Law A.B., Columbia University, 1961; J.D., Columbia University, 1964.

Aaron Hahn Tapper (2007-)

Assistant Professor of Theology and Religious Studies B.A., Johns Hopkins University, 1995; M.T.S., Harvard Divinity School, 2000; Ph.D., University of California, Santa Barbara, 2004.

Manuel Tarrazo (1990-)

Professor of Finance M.A., State University of New York, Albany, 1985; Ph.D. in Economics, State University of New York, Albany, 1992.

Nicholas S. Tay (1998-)

Professor of Finance B.S., Florida State University, 1989; M.S., Florida State University, 1992; Ph.D., University of Oklahoma, 1998.

Betty Taylor (1992-)

Professor of Education B.A., R.N., New Jersey College of Medicine and Dentistry, Jersey State City College, 1961; M.Ed., Rutgers University, 1973; Ed.D., Rutgers University, 1977.

Jacqueline Taylor (2003-)

Associate Professor of Philosophy B.A., Santa Clara University, 1982; M.A., University of North Carolina, Chapel Hill, 1984; Ph.D., University of Chicago, 1993.

James L. Taylor (1998-)

Associate Professor of Politics B.A., Pepperdine University, 1987; M.A., University of Southern California, 1991; Ph.D., University of Southern California, 1998.

Christopher N. Thomas (2007-)

Assistant Professor of Education B.S., University of Indiana, 1996; M.S., Pepperdine University, 2000; Ph.D., University of Wisconsin, 2007.

Christian J. Thompson (2002-)

Associate Professor of Exercise and Sport Science B.S., Cornell University, 1993; M.S., University of Oklahoma, 1997; Ph.D., University of Kansas, 2001.

Allison Thorson (2009-)

Assistant Professor of Communication Studies B.A., University of Northern Iowa, 2000; M.A., Missouri State University, 2001; Ph.D. expected, University of Nebraska, Lincoln, 2009.

Sweta C. Thota (2008-)

Assistant Professor of Marketing B.S., Dayalbagh University, India, 1994; M.B.A., FORE School of Management, India, 1997; Ph.D., Louisiana State University, 2004.

Diane Torkelson (1994-)

Associate Professor of Nursing B.S.N., University of Texas at Arlington, 1983; M.S.N., University of Texas at Arlington, 1985; Ph.D., University of Texas at Austin, 1992.

Michael D. Torre (1989-)

Associate Professor of Philosophy B.A., Williams College, 1972; Ph.D., Graduate Theological Union, 1983.

Michelle Travis (2003-)

Professor of Law B.A., Cornell University, 1991; J.D., Stanford University, 1994.

Jennifer E. Turpin (1991-)

Dean, College of Arts and Sciences, and Professor of Sociology B.A., University of Texas, Austin, 1983; M.A., University of Texas, Austin, 1986; Ph.D., University of Texas, Austin, 1991.

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Associate Professor of Biology B.S., University of San Francisco, 1990; Ph.D., University of California, Davis, 1999.

Ana M. Urrutia-Jordana (1996-)

Associate Professor of Modern and Classical Languages and Latin American Studies B.A., University of California, Berkeley, 1988; M.A., Stanford University, 1991; Ph.D., Stanford University, 1996.

Cornelia Van Cott (2008-)

Assistant Professor of Mathematics B.S., Wheaton College, 2002; M.A., Indiana University, 2004; Ph.D., Indiana University, 2008.

Karen Van Leuven (2007-)

Associate Professor of Nursing B.S.N., University of Delaware, 1978; M.S., University of San Francisco, 1988; Ph.D., University of California, San Francisco, 1996; F.N.P., Post-Master's Certificate, Western University of Health Sciences, 1999.

Stephanie Vandrick (1974-)

Professor, Rhetoric and Language, English As a Second Language Program B.A., Michigan State University, 1971; M.A., Michigan State University, 1974.

David Vann (2009-)

Assistant Professor, Master of Fine Arts in Writing Program A.B., Stanford University, 1990; M.F.A., Cornell University, 1994.

Roberto G. Gutierrez Varea (2000-)

Associate Professor of Performing Arts B.A., Psychology, California Lutheran University, 1989; B.A., Drama, California Lutheran University, 1989; M.F.A., University of California, San Diego, 1992.

Manuel R. Vargas (2002-)

Professor of Philosophy A.B., University of California, Davis, 1995; Ph.D., Stanford University, 2001.

John M. Veitch (1992-)

Professor of Economics B.A., Trinity College, University of Toronto, 1981; Ph.D., Northwestern University, 1985.

Aparna Venkatesan (2006-)

Associate Professor of Physics and Astronomy B.A., Cornell University, 1993; M.S., University of Chicago, 1994; Ph.D., University of Chicago, 2000.

Ricardo Villarreal de Silva (2009-)

Assistant Professor of Marketing B.B.A., University of the Incarnate Word, 1992; M.B.A., Texas A&M University, Corpus Christi, 1996; Ph.D., University of Texas, Austin, 2004.

Monalisa Vu (2004-)

Assistant Professor of Legal Writing B.A., Tufts University, 1997; J.D., University of San Francisco, 2001.

Seth Wachtel (2004-)

Associate Professor of Art + Architecture B.A., University of California, Berkeley, 1982; M.A., University of California, Berkeley, 1987.

Lisa S. Wagner (1997-)

Associate Professor of Psychology B.A., University of Michigan, 1988; Ph.D., University of Michigan, 1997.

Neil Walshe (2009 -)

Assistant Professor - BSc. Psychology – Queen's University of Belfast, Northern Ireland, MSc. Occupational Psychology - Institute of Work Psychology, Sheffield, PhD. Organizational Psychology - Birkbeck College, University of London 2010.

Liang Wang (2011 -)

Assistant Professor – B.A. in Economics, School of Economics, Peking University, M.A. Economics, School of Economics, Peking University, Ph.D. Schulich School of Business , York University 2011.

Tsering Wangchuk (2011-)

Assistant Professor of Theology and Religious Studies B.A., Institute of Buddhist Dialectics, 1992; M.A., Institute of Buddhist Dialectics, 1995; M.A., University of Virginia, 2003; Ph.D., University of Virginia, 2009.

Richard Waters (2011 -)

Assistant Professor - A.B.J. in Public Relations, University of Georgia, Athens, GA, M.S. in Public Relations, Syracuse University, Syracuse, NY, Ph.D. in Mass Communications, University of Florida, Gainesville, FL 2007

Benjamin C. Watson (1988-)

Librarian B.A., University of California, Berkeley, 1985; M.L.I.S., University of California, Berkeley, 1986

Michael J. Webber (1993-)

Associate Dean, Academic Program Review and Assessment and Professor of Sociology B.Sc., University College of Wales, Aberystwyth, 1979; M.Sc., University of Wales, 1983; M.A., University of California, Santa Cruz, 1985; Ph.D., University of California, Santa Cruz, 1990.

Brian A. Weiner (1995-)

Associate Professor of Politics B.A., Princeton University, 1981; M.A., University of California, Berkeley, 1984; Ph.D., University of California, Berkeley, 1994.

Bryan B. Whaley (1994-)

Professor of Communication Studies B.A., California State University, Los Angeles, 1981; M.A., California State University, Los Angeles, 1983; Ph.D., Purdue University, 1991.

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Annick T.R. Wibben (2005-)

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Assistant Professor of Education B.A., Earlham College, 1991; M.A., Stanford University, 1996; Ph.D., Stanford University, 2006.

Carol Wilson (1992-)

Assistant Professor of Law and Co-Director of the Academic Support Program B.A., University of Oregon, 1979; M.A., School of International Training, 1981; J.D., University of San Francisco, 1988.

James L. Wiser (1998-)

Provost and Vice President for Academic Affairs and Profesor of Politics B.A., University of Notre Dame, 1967; M.A., Duke University, 1968; Ph.D., Duke University, 1971.

David W. Wolber (1993-)

Professor of Computer Science B.S., University of California, Davis, 1986; M.S., University of California, Davis, 1988; Ph.D., University of California, Davis, 1991.

Robert A. Wolf (1968-)

Assistant Professor of Mathematics B.S., Massachusetts Institute of Technology, 1962; M.A., University of California, Berkeley, 1964; Ph.D., University of California, Berkeley, 1968.

Man Chiu Sunny Wong (2006-)

Associate Professor of Economics B.S., University of Oregon, 1998; M.S., University of Oregon, 2000; Ph.D., University of Oregon, 2002.

Kathy Woo (1974-)

Librarian and Head, Acquisitions Department, University Library B.A., San Francisco State University, 1972; M.A., Librarianship, San Jose State University, 1974; M.A., San Francisco State University, 1981.

Robabeh B. Woody (1997-)

Assistant Professor, Education B.A., Tulane University, 1975; M.Ed., Tulane University, 1978; Ed.D., University of San Francisco, 1993.

Amy Wright (2006-)

Online Research Services Librarian B.A., Dartmouth College, 1990; J.D., UC Hastings College of the Law, 1997; M.L.I.S., San Jose State University, 2005.

Ryan T. Wright (2009-)

Assistant Professor of Information Technology B.S., University of Montana, 1999; M.B.A., University of Montana, 2001; Ph.D., Washington State University, 2009.

W. Bruce Wydick (1996-)

Professor of Economics B.S., University of California, Davis, 1986; M.S., University of California, Davis, 1987; Ph.D., University of California, Davis, 1996.

Gail Yamauchi-Gleason (2007-)

Assistant professor, Organization Development Ph.D., Ohio University, 2004.

Xiaohua Yang (2009-)

Associate Professor of International Business B.A., Shanghai University of International Studies, 1983; M.S., Iowa State University, 1989; Ph.D., University of Kansas, 1996.

Christine J. Yeh (2006-)

Professor of Education B.A., Swarthmore College, 1988; Ed.M, Harvard University, 1989; Ph.D., Stanford University, 1996.

M.K. Stephen Yeung (2006-)

Associate Professor of Mathematics B.S., Chinese University of Hong Kong, 1994; Ph.D., Cornell University, 1999.

Christine Young (2008-)

Assistant Professor of Performing Arts B.A., Princeton University, 1992; M.F.A., University of Iowa, 1999.

Tamiya R. Zaman (2007-)

Assistant Professor of History B.A., Smith College, 2001; Ph.D., University of Michigan, Ann Arbor, 2007.

Tamiya R. Zaman (2007-)

Assistant Professor of History B.A., Smith College, 2001; Ph.D., University of Michigan, Ann Arbor, 2007.

John Zarobell (2011)

Assistant Professor of International Studies B.A., Hampshire College, 1992; M.A., University of California at Berkeley, 1997; Ph.D., University of California at Berkeley, 2000.

Stephen Zvestoski (2002-)

Associate Professor of Sociology B.A., University of Notre Dame, 1994; M.A., Washington State University, 1996; Ph.D., Washington State University, 1998.

Paul A. Zeitz (1992-)

Professor of Mathematics A.B., Harvard College, 1980; Ph.D., University of California, Berkeley, 1992.

Steven I. Zlutnick (1979-)

Professor of Education B.S., University of Missouri, Kansas City, 1966; M.A., Western Michigan University, 1968; Ph.D., University of Utah, 1972.

Stephen Zunes (1995-)

Professor of Politics B.A., Oberlin College, 1979; M.A., Temple University, 1983; Ph.D., Cornell University, 1990.

**ADVT 340 - Advertising Creative Strategy and Copy (4)**

This course provides a practical understanding of the ad-making process with emphasis on a strategic approach to copywriting. Students learn to create effective communication strategies for specific audiences with the goal of forming or changing opinions and attitudes. Offered every Fall. • Prerequisite: COMS - 202.

ADVT 341 - Advertising Principles and Practice (4)

This course surveys advertising as communication and examines its place in a free society where corporate rhetoric best serves the community when ethically sound. Areas covered: history, the modern marketplace, societal effects, best practices, creativity, communication, ad placement and critical evaluation.

ADVT 342 - Advertising Presentations (4)

Offers a practical understanding of the communication dynamics of an advertising agency. Students create, write and present a comprehensive campaign for a real-world client, then enter their campaigns in the National Student Advertising Competition, where professionals in the advertising industry evaluate and provide valuable feedback on their work. Offered every Spring. • Prerequisite: ADVT - 341.

ADVT 343 - Advertising Planning and Placement (4)

This course studies the placement of advertising as "communication," rather than merely creating "exposure" to a message as it relates to the advertising/marketing process. Topic areas covered include: terminology, research and analysis, resources and evaluation of placement as to ethics, audience and message. • Prerequisite: ADVT - 341.

ADVT 496 - Communication Studies Internship (4)

Field experience in a setting that relates communication study to the student's professional goals. Students may count no more than four (4) credits of Internship credit toward the major. Offered every semester. • Prerequisite: completion of 12

credits of Professional Development coursework in Communication Studies or ADVT 341.

ANST 101 - First Semester Filipino/Tagalog (4)

First Semester Filipino introduces students to the basic structure of the Philippine national language, its development, grammatical characteristics, and to learn basic "survival" Filipino vocabulary. It also exposes students to important Filipino non-verbal discourse and communication patterns.

ANST 102 - Second Semester Chinese (4)

Offered every Spring. • Prerequisite: CHIN - 101 or equivalent competence as determined by the Department. Continuation of CHIN 101.

ANST 113 - Intro to Int'l Politics (4)

This course provides an introduction to the field of international relations. Students will critically assess the competing conceptual/theoretical issues and debates in the field, analyze the origins and evolution of the post-war global order, the legacy of the cold war on the international system, and the challenges for global peace and security in the emerging new world order. Offered every year.

ANST 130 - East Asian Civilization (CD) (4)

Introductory survey of the four East Asian civilizations of China, Japan, Korea, and the Asian area of Russia. The course offers a selective treatment of key issues and important achievements of these societies. Its methodology is historical, analyzing the political, economic, social, and cultural institutions as they have developed from antiquity to the present. The emphasis will be on the modern period, primarily after the middle of the nineteenth century. Junior or Senior standing advised. Offered every semester.

ANST 135 - Hist of South and Southeast Asia (4)

A broad survey of South and Southeast Asian history from antiquity to modern times. Beginning with the rise of the Indus valley civilization, the course considers topics like European colonialism and imperialism, nationalism, and the post-independence period. Offered intermittently.

ANST 211 - Asian American Lit Survey (4)

This course introduces students to Asian American experiences through writings and films by Asians in America (including Chinese, Filipino/a, Japanese, Korean, Southeast Asian, South Asian, and Pacific Islanders--both immigrants and U.S.-born), from the late nineteenth century to the present day. Students analyze the evolution of Asian American consciousness expressed through their writings, raising historical and political issues such as acculturation processes, intergroup relations, media representation, race, culture, gender, sexuality, identity and Third World politics.

ANST 214 - Asian Musical Cultures (CD) (4)

This course explores musics of various Asian cultures and musics of Asian Americans. Students will attend concerts, develop listening skills, and investigate these musics' aesthetics, meanings, and sociological contexts.

ANST 217 - Asian Art (CD) (4)

This course helps students build an understanding and appreciation of the visual arts of China, Japan, and India. Lectures illustrated with slides and museum visits.

ANST 220 - Asian Philosophy (4)

This course examines both the historical development and contemporary debates of the philosophical traditions of Asia. The topics include metaphysical, epistemological, and ethical questions raised in Indian, Chinese, Buddhist, and Japanese philosophies. References will also be made to the larger cultural and political issues that are relevant in these traditions today. Offered regularly.

ANST 222 - Philippine Boxing and Culture (2)

This is a non-contact Philippine boxing course that introduces students to the history, art, and science of the Filipino/a boxer's workout, exercise, technique, and routines. It focuses primarily on the physical conditioning, protocols, rituals, and self-defense aspects of boxing as influenced by Philippine culture and Filipino traits, behavior, psyche, and antics. A physicians' certificate is required. All students are required to consult his/her physician before beginning this or any other USF fitness, sports, and exercise oriented course.

ANST 230 - Cities and Society (4)

An introduction to the historical development and social structure of cities; their changing historical importance in the growth of social, economic, and political life; and their crucial role in the political economy of a global society. Offered in Fall.

ANST 250 - Philippine Spirituality and Music (2)

Philippine Spirituality and Music investigates the numerous ways in which music is embedded in the world—particularly its influence on spirituality and society as a whole. The course delves into the intersections of music with the fields of philosophy, religious studies, and sociology. It also explores various musical traditions in the Philippines and the Filipino diaspora, while the class collaborates in rigorous discussion, analysis, and performance of these musical traditions and how they correlate with the course's theories.

ANST 260 - Filipino American and Philippine Literature (2)

Filipino American and Philippine Literature is a unique Philippine literature survey course where students will read and discuss short works of fiction, essay, and poetry written by Filipina/o writers in English. They will also critically analyze literature as art and document, and the writers as cultural historians humanizing the supposedly objective details of academic texts. The course starts at the very beginning of the Filipino relationship with English. Moving through history into the present day, the course expands into writings by the Philippines and Filipinos in diaspora.

ANST 301 - Philippine History:to 1900(CD) (4)

The course provides a general introduction to the social, economic, and political history of the Philippines from the early times (i.e. pre-Spanish period) to the Spanish colonial period(1565-1898). The lectures and readings highlight the various aspects of local-indigenous culture before the advent of Spanish colonization, and how the meshing of Spanish-Catholic culture with the local one help explain what is known today as "Philippine culture." The course also includes a discussion on some of the more recent themes in Philippine historical studies, such as gender, identity, and the role of nationalist discourse in shaping historical writing. In addition, a number of original documents, essays, and visual-arts materials, including the reading of Noli Me Tangere (a satirical novel written by Philippine national hero José Rizal) are included to provide the students with a more direct feel for earlier eras.

ANST 303 - Law, Immigration and Filipinos (4)

The course examines the legal history of Asian Americans in the United States, focusing on critical topics like immigration, citizenship and naturalization, and the movements against economic and social discrimination. The course also explores the role of dominant groups that utilize the U.S. judicial and legal system as a tool of oppression and the reactions and actions of subordinate groups which use the same system as an instrument towards achieving equality, social justice, and civil rights. Finally, the course looks at the relevance of popular attitudes in the shaping of law in the United States.

ANST 307 - Cross-Cultural Psychology (4)

This course increases understanding of the similarities and differences among cultures through experimental evidence, group experience, and class discussion. Offered every year. • Prerequisite: PSY - 101 or permission of instructor.

ANST 310 - Philippine Hist:1900-Pres (CD) (4)

Philippine History from 1900 to Present focuses on the political and socio-economic history of the Philippines from the end of the colonial Spanish period (1898), right through the US colonial period and the "Americanization" of the Philippines, the Japanese occupation, the establishment of the Philippine Republic, the martial law years, and the EDSA revolutions. The course also includes in-depth discussions and analyses of important themes, such as colonialism, nationalism, poverty, Muslim-Christian conflicts, globalization, and the pursuit of democracy. Tours to museums/exhibits on Filipinos and the Philippines, as well as films complement the learning experiences in the classroom.

ANST 312 - Knowledge Activism (SL) (2)

Knowledge Activism is an introductory course in activism focusing on Filipino and Asian American communities. The course explores issues that are paramount to the Filipino American community, as well as the Asian American community in general.

ANST 316 - Filipino American Arts (CD) (4)

This combined studio and cultural history course offers a survey of Filipino American artistic production, looking at visual art, literature, music, and performance. The goal of the course is for students to develop their own artistic voice in response to histories of colonization, transnationalism, and globalization. Cross-listed with ART 316.

ANST 322 - Globalization and Resistance (4)

This course examines social, economic, political and cultural dimensions of globalization from a sociological perspective. Theoretical approaches to the globalization thesis, neo-liberalism, and the decline of the nation-state are analyzed

along with case studies of transnational movements of resistance that include workers, students, women, indigenous peoples, and environmentalists. Offered intermittently.

ANST 323 - Philippines/N.Asia Pac (SL/CD) (4)

A survey of the Filipino political and economic experiences and issues in and out of the Philippines. It examines classic and contemporary issues being discussed and engaged by Filipinos in the Philippines and in their diasporic communities found in Asia and all over the world. Discussion topics include: patronage, empowerment, ethnicity, land ownership, poverty and crime, church power, cronyism, corruption, and the historical, economic, political, and social dimensions of the Filipino diaspora.

ANST 325 - Filipino Culture and Society(CD) (4)

This course is an introductory survey of the Filipino social and cultural experiences. It encompasses concepts and issues encountered by Filipinos in the Philippines and in their diasporic communities. Discussion topics include: class and kinship formation, values, behavior and psychology, languages, literature, religion, food, music, art, dance, ethnic minorities, education, gender and the Filipinization of the United States.

ANST 327 - Migration and Diversity in East Asia (CD) (4)

East Asia is often mistakenly characterized as a culturally homogeneous region in popular discourse. However, this region has a long history of migration, which has been an important driving force in enriching their cultural diversity. This course examines the history and politics of internal and transnational migration in China, Korea and Japan from the 19th century to the 21st century. This course offers a comparative exploration of how migration impacts various aspects of each society, such as social inequality, ethno-racial identities, nationality and citizenship, gender and family, and political economy. This course investigates how the colonial past and globalization connect these regional powers and influence public attitudes and policies toward migration and diversity today.

ANST 333 - Boxing and Social Justice (SL/CD) (4)

Boxing and Social Justice is a unique combined recreational sports, cultural diversity, and service learning course. After the fundamentals of Filipino studies are reviewed and reinforced, students will be trained to teach boxing as a recreational and self-defense activity to at-risk new migrant populations in the San Francisco Bay Area. They will act as mentors, tutors, and service providers. Immersed at their service learning sites, students will reflect on the health, recreational, social, economic, and political issues new migrants to the United States face. • Prerequisite: YPSP 222: Philippine Boxing and Culture or instructor's permission.

ANST 342 - China Today:Immersion (CD/SL) (4)

Course is taught in China.

ANST 345 - Asians and Lawmaking (4)

This course delves into laws, lawmaking, and the politico-legal systems of selected Asian countries. It examines a sampling of Asian states in the context of their historical and traditional heritage vis-a-vis the sweeping changes that are driven by globalization and democratization. The organization and administration of the courts and judicial system in each country will be discussed. Comparative analysis will be made with the United States and Asian American legal issues.

ANST 350 - Japanese Culture (CD) (4)

This course will introduce essential aspects of Japanese culture. It is taught in English and may be repeated for credit when different topics are treated. Offered every other Fall.

ANST 355 - Chinese Lit in Translation (4)

An introduction to significant examples of classical and modern literature, with emphasis on fiction, drama, and poetry (shi and ci).

ANST 356 - Japanese Lit/Translation (CD) (4)

This course will introduce the classics of Japanese literature as well as works by the Nobel laureates. The course is taught in English. Offered every Spring.

ANST 366 - Religion and Spirituality/Asia (4)

A survey of major religious traditions-- Hinduism, Daoism, Confucianism, Buddhism, and Christianity--that have helped shape the societies and cultural identities of Asian peoples.

ANST 369 - Asian Politics, Activism and Justice (SL/CD) (4)

Asia Advocacy and Activism is a unique USF service learning and cultural diversity fieldwork course that immerses the student in advocacy, action, and activism among San Francisco's Asia and Asian American social justice organizations. The first part of

the course discusses critical issues concerning international and transnational relations of Asia and Asian Americans. The second part exposes students to the influence and consequences of the Asian diasporas through Asiatown ethnotours and fieldwork activities. The third part of the course requires the student to perform faculty supervised political action, community advocacy, or public service that relates directly to the social justice worlds of Asians in North America and elsewhere.

ANST 370 - International Economics (4)

Introduction to the theory and policy of international trade and international economic relations. Course also covers areas of migration, international corporations, and investment. Offered every Fall.

ANST 379 - Buddhist Paths (SL) (4)

This course will tour the centuries as we try to understand the traditions, people, teachings, rituals, cultures, and allure of diverse "Buddhisms" in the world today. Of particular concern will be local Buddhist institutions and their global links to Buddhist communities and traditions, near and far. Offered every other year.

ANST 383 - Modern Japan Since Perry (4)

A survey of Japan's history after 1868, emphasizing its rapid modernization and its rise to great power status. Offered every other year.

ANST 384 - The Rise of China Since Mao (4)

A comprehensive survey of the enormous changes, yet also important continuities, in China's domestic and foreign policy since 1978. Important themes include the transition to a market economy or "market Leninism"; environmental impacts and the sustainability of growth; population policy; military modernization and the "China threat" scenario; village democracy and human rights issues; changing attitudes to sex and sexuality; and the search for values both new and traditional. Offered every other year.

ANST 390 - Special Topics (2 - 4)

ANST 396 - Public Admin Internship (SL) (4)

Students do interesting work six to ten hours per week in a federal, state, or municipal agency, giving them a chance to strengthen their skills, and network. They will prepare journal themes, read relevant assigned material, and meet every two weeks in a seminar. Permission of the instructor required. Offered every semester.

ANST 398 - Directed Reading and Research (1 - 4)

ANST 409 - International/Global Media (4)

Analysis of structures and content of international media and role of culture in globalization. • Prerequisite: Completion of 200-level requirements.

ANST 410 - Intro to Japanese Linguistics (4)

This course aims to develop linguistic knowledge about the Japanese language. The course will focus on understanding the Japanese language in terms of history, lexicon, phonology, morphology, syntax, pragmatics, and sociolinguistics. Such linguistic training provides essential background for teaching Japanese. Offered every Spring.

ANTH 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Anthropology.

ANTH 200 - Introduction to Anthropology (CD) (4)

An introduction to the discipline of anthropology -- the study of human societies - with an emphasis on socio-cultural anthropology, the subfield of anthropology dealing with the study of human society and culture.

ANTH 204 - Communication and Culture (CD) (4)

This introduction to the field of communication examines how cultures and sub-cultures differ in their language use, and how their communicative practices shape the production, interpretation, and reproduction of social meanings.

ANTH 210 - Cultures Through Film (CD) (4)

This course explores non-Western cultures as they are portrayed in ethnographic film. The course introduces students to ethnographic film--both its history and the work of some of its leading practitioners--and to the broad range of cultures and issues that are the subjects of these films.

ANTH 215 - Women's Lives/Cultures (CD) (4)

This course looks at contemporary women's lives and the special circumstances they face in different economic and cultural settings, including practices like polygyny, female genital cutting, and veiling. Also looks at women's strengths, strategies, and collective efforts to effect change and produce better societies.

ANTH 225 - The Museum, Society and Culture (4)

This course explores the role museums (especially history and natural history museums) play in society and the range of issues they face in conserving and presenting cultural and historical materials to the public. Topics include the politics of representation, collecting practices, intellectual property rights and repatriation, displaying culture, and working with diverse publics. Will include visits to area museums.

ANTH 230 - Anthropology and Global Health (4)

Is health a basic human right? How is illness related to social inequality, poverty, and political conflict across the world? Are pandemics increasing in frequency and severity? This introductory course reviews cross-disciplinary approaches to the new field of global health and focuses on the unique contributions of anthropology to reveal the social, political, and cultural forces that underlie international patterns of health and disease.

ANTH 240 - Sport, Culture and Society (4)

How is sport linked to institutions of society? What role does sport play in transmitting values to youth? Does sport perpetuate gender-role stereotypes? These questions are explored while using sport as a vehicle for understanding culture patterns and social problems in society.

ANTH 280 - Alaska: Culture, Environment and Tourism (4)

This 17-day, 4-credit Arrupe Justice immersion course in anthropology and environmental studies examines the relationship between culture and the environment in the unique island setting of Sitka, Alaska. Students will learn about the region's terrestrial and marine environments, its occupation and use by the indigenous Tlingit population and by non-Native peoples, and contemporary controversies surrounding the appropriate use of its natural resources – its fish, timber, and natural beauty. The focus will be on experiential learning, beginning with a 3-day trip up the Inland Passage aboard an Alaska Marine Highway ship. All students are welcome to apply; especially suited for Anthropology and Environmental Studies students.

ANTH 303 - Race, Ethnicity and Media (CD) (4)

A survey of the relationship between diverse racial/ethnic groups and the media within the context of the United States. It explores representation and diversity in popular media, racial equity in media industries, and ethnic minorities as audiences and as independent producers. • Prerequisite: Junior status.

ANTH 305 - Anthropology of Music (CD) (4)

This course introduces students to ethnomusicology, the study of music using anthropological methods, using case studies of music from selected traditions from around the world. We will explore various modes of engagement with music by analyzing academic texts, doing in-class listening and performance labs, and participating in fieldwork research in the SF Bay Area.

ANTH 330 - Global Cities: Cultures and Communities (4)

The course explores the city from anthropological perspective. Specific topics include urban migration and urbanization, rural-urban differences, neighborhoods and ethnic groups, urban planning, global cities, and how people negotiate urban life as a particular socio-cultural world.

ANTH 335 - The Anthropology of Food: Culture, Class, Power and Change (4)

Why do we eat what we eat? This exciting new course explores the myriad ways that different societies and cultures across the world produce, value, and consume food. We will learn how food practices and rituals are changing with globalization, new technologies, and a faster pace of life. Through films, readings, and fieldwork, students will engage with the current debates about the sociocultural, political, and ecological contexts of food.

ANTH 340 - Balinese Dance and Culture (CD) (4)

Through study of the dances of Bali we examine the arts in contemporary Balinese life, along with the various historical and socio-political forces that have influenced its evolution. Lecture/discussion format, videos, and classes in Balinese music and dance.

ANTH 366 - Ethnography of Comm (SL) (4)

Students in this seminar will explore the communicative practices of various organizations concerned with social justice. Readings from cultural and communication theory will provide the conceptual background for their fieldwork.

ANTH 390 - Special Topics (4)**ANTH 395 - Fieldwork in Sociology (SL) (4)**

This course combines 90-100 hours of volunteer or internship work in the San Francisco Bay Area; reading-based discussion of fieldwork research techniques, ethics, and writing; and classroom workshop discussions of students' projects. Requirements include weekly class meetings; extensive written field notes; class presentations; commentaries on other students' projects; literature review; and a final paper. It is highly recommended that students take Research Methods before enrolling in this course.

ANTH 398 - Directed Study (1 - 4)

Written permission of instructor and dean is required. Offered intermittently.

ARAB 101 - First Semester Arabic (4)

This course introduces students to modern standard Arabic (MSA) and the diverse cultures of the Arab-speaking world. In addition to acquiring basic reading, writing and conversational skills, students will be introduced to Arabic grammar within a lively and communicative context. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

ARAB 102 - Second Semester Arabic (4)

Building on Arabic 101, Arabic 102 reinforces and develops the students' acquired skills. The students will gain more confidence in Arabic conversation, as well as read, understand and write more advanced Arabic. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

ARAB 190 - Special Topics (2 - 4)

ARAB 201 - Third Semester Arabic (4)

ARAB 398 - Directed Reading (1 - 4)

ARCD 100 - Introduction to Architecture and Community Design (2)

Architecture and community design encompasses diverse forms of engagement with society and the environment. Each of these raises important questions about the principles, purpose, and practice of architecture. Through lectures, readings, and walking tours, we will explore these questions and establish a solid foundation for continuing academic study in the ARCD program.

ARCD 101 - History of Architecture 1 (2)

This is the first semester of a two-year sequence, which provides conceptual and analytical tools to understand the morphology of buildings and cities. Social justice, underserved communities and developing regions of the world are equally emphasized alongside the more traditional view of focusing on the "great buildings" in history.

ARCD 102 - History of Architecture 2 (2)

This is the second semester of a two-year sequence, which provides the conceptual and analytical tools to interpret the morphology of the built environment from the macro scale of cities to the micro scale of buildings. The social role and cultural significance of architecture is explored alongside the formal and technological aspects of the discipline.

ARCD 110 - Architecture Studio 1 (4)

Students are introduced to all the major drawing conventions, learning to coordinate a range of drawing types and techniques from free-hand sketching to drafting by hand and with computer. The course begins with contour drawing (line weight, overlap, scale), then tone drawing (shade and shadow), then orthographic projection and perspective. It is a learning to observe and represent what you see kind of course and is preparatory for the more advanced design studios. Students are expected to keep a sketchbook, which they may use in conjunction with other courses, as a place to examine various forms of representation as part of their design process.

ARCD 120 - Architecture Studio 2 (4)

Students will engage in an active interrogation of the city, understanding its structure and patterns and simultaneously uncovering the social imperatives of its residents. They will learn how to use the tools and conventions of representation and apply them creatively and rigorously in the examination of the city at different scales and in varying contexts. Through small-scale design projects, students will evolve designs based on research and exploration and a critical reading of the built environment that takes into account aspects of ecology and landscape.

ARCD 130 - Comm Based Urban Agriculture (4)

This is an introductory course to the art, science and practical implementation of community gardening techniques. Students study local community-supported agriculture programs, analyze different models for urban garden projects, and develop and hold community garden design meetings. Based on research, field trips, first-hand study of the university garden site and hosting of university-wide meetings, students will produce a draft proposal for the university garden by the end of the semester.

ARCD 150 - Architectonics 1 (2)

The intention of this course is to develop an understanding of architectonics. Lectures and studio projects explore the concepts of dimension, scale, and order. Design investigations are assigned to develop methods for analysis, articulation of space, relationships of scale, and clarity of structure.

ARCD 151 - Architectonics 2 (2)

Architectonics will focus on improving both representational and conceptual skills, viewing their mastery as interdependent. Three core semester projects will provide a framework for investigating how to conceptualize, construct, and represent complex architectural space. Our projects will not necessarily begin with a priori concepts, but with a theme, collective and personal, that is to be investigated through construction and representation.

ARCD 190 - Special Topics (2 - 4)

ARCD 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Architecture and Community Design.

ARCD 203 - History of Architecture 3 (2)

This is the third semester of a two-year sequence, which examines architectural production, drawing from significant precedents from antiquity to the present. Social, political, economic and cultural issues of cities and buildings are equally emphasized, as are formal and technological processes.

ARCD 204 - History of Architecture 4 (2)

This is the fourth semester of a two-year sequence that studies building typologies and urban patterns using the example of the world's cities and their histories. Cities and buildings resulting from the dominance of wealth and power are important, but so too are settlement patterns, streets, buildings, homes and gardens of all peoples through history.

ARCD 230 - Architecture Studio 3 (4)

This studio introduces students to design issues at different scales of urban complexity. In part one of the studio, students explore the "grain" of the city--the individual dwelling unit--its history, place and relationship to the larger urban fabric. In part 2, they continue to examine aspects of living in the city through design projects that deal with multi-family housing and issues of affordability and social justice.

ARCD 240 - Architecture Studio 4 (4)

Through a consideration of land use, housing, natural resources, environmental factors, aesthetics and comfort, students will develop a critique of the architecture on the urban fringe. Students will be introduced to alternative methods of design and building in contrast to accepting normative practices as a given. They will be introduced to vernacular, contemporary and renewable construction methods and how they relate to building type, location, life-cycle and design issues. Students will develop individual projects, which follow the design process from schematic presentation through design development and basic construction documents.

ARCD 250 - Computer Aided Design and Drawing (4)

CADD 1 is an introductory course in Computer Aided Design and Drawing in VectorWorks, a CADD program for both the Mac and PC platforms that integrates 2D, 3D, and hybrid objects in the same drawing. The class will cover both line drawing and 3D modeling techniques.

ARCD 290 - Special Topics (1 - 4)

One-time offerings of special interest courses in architecture and community design.

ARCD 290T - Urb Planning - Leon/Travel (0)

ARCD 300 - Computer Aided Design and Drawing 2 (2)

This course will develop an understanding of digital tools and strategies, which engage and expand the design process, with the primary goal of utilizing the computer as a fluid, critical investigative tool. We will examine the impact of digital strategies, methodologies and practices on the work of contemporary architects, with individual

research into modes of representation and its impact on tectonic development. Cross-listed with ENVA 300.

ARCD 310 - Introduction to Construction Materials (4)

An understanding of the basic properties of major construction materials is fundamental to becoming an effective architect or engineer. This course will introduce students to the properties, applications and design considerations of common construction materials. The course will be a lecture format supplemented by readings, field trips, laboratory experiments, exams and individual research projects. While designed primarily for students of Architecture, the course is also a rigorous introduction to civil engineering materials.

ARCD 320 - Introduction to Landscape Design (4)

This course explores the history, principles and techniques of successful "greenworld" design. Course includes slide lectures, extensive field trips, guest artist presentations, and hands-on campus design projects.

ARCD 320 - Sustainable Design (4)

This course will provide an interdisciplinary overview of Sustainable Design by presenting a historical and contemporary overview of ecological living practices through lecture, readings, guest speakers, and field trips. Topics include: Bioregion assessments, Sustainable communities, Environmental and Social justice, Permaculture, Native Science, Biomimicry, Urban Gardens and Food Security, Ecocriticism and Primary Education, Global Economies, Environmental Preservation and Restoration vs. Development, The Global Environment, Impact of Developed Countries consumptive patterns, City Planning, and Green Business and Manufacturing.

ARCD 325 - Introduction to Landscape Architecture (2)

A thorough introduction to Landscape Architecture as the discipline of designing and mediating between natural and built environments, and utilizing knowledge from arts and sciences to create quality outdoor community spaces. Lectures supplemented by field trips and small studio projects. • Prerequisite: Sophomore standing.

ARCD 330 - Design in Crossroads International (4)

This course sends students overseas for a semester to apply their skills of analysis, interpretation and design in a new cultural setting with its backdrop of social, political and environmental issues. Models for design that the students have honed over the course of the previous three studios will be adjusted and evolve in the face of the particularities and demands of another place, people and history. Student designers will be asked to propose alternative building strategies that could respond to and generate new patterns of living.

ARCD 340 - International Projects (2 - 4)

International Projects provides students an opportunity to provide design assistance to international underserved communities, while gaining real world experience in the fields of architecture, landscape architecture, and urban planning. The course combines student development of an understanding and appreciation for contextual and cultural needs with the acquisition of professional practice skills.

ARCD 350 - Architecture Studio 5 (4)

This studio will deal with the identity of public buildings and their intersection with the social, cultural and political realities, directions and aspirations of their communities. Through an analysis of context and program, and a critical appreciation of building precedents, students will provide architectural solutions that explore the design of collective space, institutional form, building structure and materiality. Throughout the studio, the emphasis will be on understanding and devising design processes that enable an analytical and rigorous approach to architectural design.

ARCD 360 - Introduction to Structural Engineering (4)

Structural engineering is an essential component of building design. The goal of this course is to familiarize architecture students with structural engineering principles, so that they can incorporate them into their design processes. This will enable them to see structural engineering as an integral part of the process, rather than something separate that occurs after the "design work" is done. From their unique perspective as architecture students, students will find ways to question and challenge structural engineering principles that an engineering student may not. Students will become familiar with the many concepts and considerations needed in order to be a better designer, architect, planner, engineer, or related professional.

ARCD 370 - Construction Innovation Lab (2 - 4)

Construction Innovation Lab pairs student teams with real world design/build projects in local and international underserved communities, where innovation in technology and

building systems is required to best serve the needs of the partnering community. The course combines student acquisition of cultural competency with professional practice.

ARCD 390 - Special Topics (1 - 4)

One-time offerings of special interest courses in architecture and community design.

ARCD 398 - Directed Study/Research (1 - 4)

ARCD 400 - Community Design Outreach (SL) (4)

Student involvement in real architecture design/build projects for non-profits, schools, and municipalities in the Bay Area and internationally. In this studio class students take on a larger urban or rural design problem. Through extensive fieldwork, students obtain the requisite understanding of the role of community design in underserved communities and the larger urban forces involved. The projects may be local, national, or international and are intended to lead to student participation and leadership in a community building process.

ARCD 410 - Portfolio Lab (2)

The discipline of architecture is as centered on its discourse-writing and verbalizing-as it is on building production. Through this course students will investigate the various approaches to writing about their work and establish a distinct focus of future professional inquiry. The class will examine how other architects have presented their work through publication and look at how the architectural press covers the work of architects. Students will then delve into their own projects to create a snapshot of their work projected in the form of a portfolio.

ARCD 420 - Pract/Internship: Constr Mgmt (2)

Student internships with architecture firms, non-profit low-income housing developers, municipal planning or building departments, and social and environmental justice oriented organizations. Through the practicum and internship process, students will obtain the experience of working with a range of populations with varying needs, the meaning of professionalism, and the place of community design in the larger context of urban design.

ARCD 430 - Pract/Internship: Pro Seminar (4)

A career in architecture is a series of choices about the complex relationship amongst architecture, society, and the environment. Students will reflect on these choices in the context of professional practice, as well as their own interests, skills, and opportunities.

ART 100 - Art Appreciation (4)

The course provides an understanding of the methods of identifying, interpreting, and evaluating ideas in the creative arts. Areas covered include art's functions, the visual elements and principles of design, the styles of art, and the art object. Offered every semester.

ART 101 - Survey of Western Art History 1 (4)

Survey of Western Art History 1 introduces students chronologically to major themes, movements, and issues in Western Art History from prehistoric times through the Rococco (approximately 1750). This course is ordinarily restricted to Visual Arts and Architecture/Community Design Majors, although other students may be admitted on a space-availalbe basis with permission of the instructor.

ART 102 - Survey of Western Art History II (4)

Survey of Western Art History 2 studies the complex relationships between artists and the cultures in which they work, from 1750 to the present, exploring how art deals with questions of war and peace, social justice, religious belief, censorship, propaganda, gender, ethnic and social identity, and social critique.

ART 103 - Drawing for Non-Majors (4)

In this course, students will cultivate observational skills and learn to use drawing tools, such as pencils, charcoal and ink to create drawings on a variety of traditional 2-dimensional surfaces. Technical aspects of the course will cover composition, shape, contrast, texture and gesture as they relate to the history of the medium. Field trips to museums and other resources will supplement readings and studio based assignments.

ART 105 - The Imaginary Museum (4)

The Imaginary Museum presents the great formal and historical issues of art history in western and world art traditions, with emphasis on the styles of objective accuracy, formal order, emotion, and fantasy.

ART 120 - Art Fundamentals (4)

This core studio class introduces the student to the broad range of materials, methodologies, and strategies that compose the art and design program. The student will explore a series of studio problems that begin simple and move to greater complexity. The language of art and design point, line, plane, space, color, light, value, texture, proportion, and scale will be the framework of our 2D and 3D investigations. (Required for all BAVA majors)

ART 130 - Drawing 1 (4)

This basic drawing class introduces the student to the notion of mark-making. We will look at the way representations are made, their structure in space, and their context. A range of materials from dry (i.e. charcoals, chalks, pencils) to wet (inks) and various surfaces will be studied.

ART 155 - Visual Communication 1 (4)

The Visual Communication course series will introduce students to the technical and conceptual study of graphic design as a wide-ranging practice for the creation, reproduction, and dissemination of visual messages. In Visual Communication I, students will explore these issues while developing fluency in the Macintosh OS operating system, Adobe Photoshop, Illustrator, and In Design.

ART 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Art.

ART 200 - Museum Studies 1 (4)

Introduction to Museum Studies presents the historical development of museums, their collection, exhibition and education functions, administration, physical facilities, fundraising and ethics. Particular attention will be given to issues of diversity and multiculturalism; relationship of museums to changing populations and disciplinary trends; and examination of diverse types of collections. USF's Thacher Gallery serves as the laboratory for this course.

ART 205 - Typography (4)

This course will introduce students to the practice, history, and theory of typography. Through design research, independent project work, and collaborative exercises, students will produce typographic solutions to applied and experimental problems using typography as their primary, if not exclusive, design element.

ART 215 - Arts for Educators (4)

Arts for Educators is an interdisciplinary course for future elementary classroom teachers and students desiring an overview of the visual and performing arts. This course will offer students critical perspectives on arts education and hands-on experience in music, theater, dance/movement and visual art, with the goal of preparing them for reflective, culturally inclusive integration of the arts into the academic curriculum. The guiding framework for students' examination of arts education theory and practice originates from the California Visual and Performing Arts (CA VAPA) Content Standards and the professor's experience in the education and arts disciplines. The CA VAPA Standards include: 1) artistic perception, 2) creative expression, 3) understanding the cultural and historical origins of the arts, 4) pursuing meaning in the arts, and 5) making informed judgments about the arts. The course will culminate in student presentations of integrated arts units.

ART 220 - Painting 1 (4)

This introductory class will provide students with experience in acrylic, gouache, and watercolor as means for the exploration into the visual language of color, light, shape, and mass as they are embodied in paint. Painting support and the preparation of various surfaces will be studied.

ART 225 - The Museum, Society and Culture (4)

This course explores the role museums (especially history and natural history museums) play in society and the range of issues they face in conserving and presenting cultural and historical materials to the public. Topics include the politics of representation, collecting practices, intellectual property rights and repatriation, displaying culture, and working with diverse publics. Will include visits to area museums.

ART 230 - Sculpture 1 (4)

This course develops the student's creative and technical skills in sculpture. Specific problems are given to explore and utilize the elements of form, space, line and mass. Emphasis is placed on problem solving and the physical means of realizing an idea three-dimensionally. Various media and techniques are explored, and students are encouraged to develop their own unique styles and visual language.

ART 241 - Art of the Book (4)

This course will expose students to the history and development of the book as an art form unto itself, from text to illustration to fine art, while teaching them a variety of techniques and materials with which to make their own books.

ART 245 - Visual Theology (4)

Visual Theology explores humanity's experience of the transcendent and sacred by learning to "read" the visual texts of religious myth, symbol, iconography and architecture from the Western and other traditions. Lecture course combines slide shows, reading and discussions, fieldtrips and creative projects.

ART 252 - Publication Design (4)

This course utilizes the concepts and skills introduced in previous graphic design courses and builds upon these skills to further expand the palette and vocabulary of design. Students will develop a stronger understanding of typography and the integration of information into a publication format. Projects expand in complexity and focus on the challenges of design publication. • Prerequisite: ART 205.

ART 280 - Digital Photography 1 (4)

This course is designed to develop your skills in pixel based photographic manipulation and printing. The class will use Adobe Photoshop as the primary image-editing tool. Students will attend presentations, exhibitions and group critiques, and create a portfolio of digital photographic work.

ART 295 - SIT: Transfer Seminars (4)

A variable topic introduction to art, designed for incoming Transfer students (Students-In-Transition).

ART 298 - Directed Study (1 - 4)

Directed study of a subject in the visual arts. The written permission of the instructor and the dean is required. Offered every semester.

ART 300 - Museum Studies 2 (4)

Principles of collection development, management, conservation and use are taught in a special semester-long course using collections of Bay Area Museums.

ART 302 - Renaissance Art (4)

This upper-division seminar explores issues and moments in European art and visual culture, circa 1400-1600, with an emphasis on the early modern visual traditions in Italy and the Lowlands. Weekly class meeting focus on individual topics such as: Humanist Art and Republican Values in Early Renaissance Florence, the Medici and the Age of Lorenzo the Magnificent, Botticelli as Visual Poet, Leonardo da Vinci: Drawing and Visual Knowledge, Papal Power and Visual Propaganda in Early 16th-Century Rome, Michelangelo and the Robust Male Nude, Gender, Virtue(s) and Social Status in Renaissance Portraiture and the Courty Art in the Burgundian Netherlands.

ART 303 - Baroque Art (4)

This upper-division seminar examines topics in Baroque painting, sculpture and architecture, with special attention to the varied visual, cultural and religious traditions that flourished in and around some of the major urban areas of 17th-century Europe, including Rome, Antwerp, Amsterdam and Paris. Focusing on the works of Caravaggio, the Carracci, Bernini, Rubens, Rembrandt, Vermeer and Poussin, the course trains a special eye on issues such as the rise of the famed, international artist in the 17th-century, church and court patronage in the post-Tridentine period, the impact of the devastating Thirty-Years' War and the expansion of global exploration and trade on European artistic practice, and shifting conceptions of painting in the new Dutch Republic and the French court of Louis XIV.

ART 305 - Modern and Contemporary Art (4)

This upper-division seminar takes into account new approaches to the study of visual culture—including painting, sculpture, photography, performance, video, architecture—from 1945 to the present. Through thematic and monographic case studies, students investigate questions about artistic identity, the status and function of art in the post-World War II period, and the changing nature of avant-garde practices in the wake of the social, cultural, and economic changes of the 1960s and 1970s. Moving along a clear timeline, the course looks at key movements such as Abstract Expressionism, Pop Art, Minimalism, Conceptualism, Feminist Art, Postmodernism, performance and video art to explore the political, theoretical and issue-based debates that have inspired the art and criticism since 1945. Throughout the course, students examine the political and social context for contemporary art practice and criticism, including the civil rights movement, feminism, environmentalism, the anti-war movement, postmodernism and globalization.

ART 306 - Women and Art (4)

This course examines the history of female artists from the Middle Ages to the present, with an emphasis on artists working in Europe and the United States for the first half of the course, and a global perspective on modern and contemporary art for the second.

Students explore how the identity of the "woman artist" has been socially constructed over time, with particular emphasis upon how gender and sexual-identity, social class, race, and ethnicity have informed both artistic creation and reception. The course addresses how art history and institutions (educational and exhibition forums) have accounted for--or failed to account for--women's artistic production in a global context.

ART 307 - Asian Art (CD) (4)

This lecture course examines periods and monuments of Asian art from India, China, and Japan, and offers an introduction to the methods of art-historical analysis.

Emphasis will be placed on the understanding of works of art in their original religious, intellectual, political, and social contexts, with particular attention to the ways each developed characteristics appropriate to these contexts. Among the topics to be explored are ritual arts, Buddhist art (painting, sculpture, and architecture), secular painting, and garden architecture.

ART 308 - African Art (CD) (4)

This introductory class helps students gain knowledge and appreciation of the plastic and kinetic arts of sub-Saharan Africa. Mythology, masking traditions, ritual and spirituality, gender and cultural issues of traditional and contemporary African cultures are examined through slide lectures, videos, and museum visits.

ART 309 - Art of the Americas (4)

This course surveys the arts of the Americas from pre-Columbian North and South America through the present. The course emphasizes the native arts of the Americas in the broadest sense by examining the work of native cultures, immigrant cultures with special attention to Latino art.

ART 310 - Drawing 2 (4)

This course investigates at a more advanced level the complex representation of space on the two dimensional drawing plane. The focus is on issues such as figure and still life as well as personal and conceptual questions in aesthetics and in the larger culture. The student will work in a range of scales and with a range of drawing materials.

ART 315 - Digital Literacy (4)

Digital Literacy will introduce students to the practice and history of screen-based interactive design and web publishing using Dreamweaver, Flash, and introductory program languages. Course work will cover topics of interaction design, networked culture, and critical analysis of the use of technology in design and our everyday lives.

ART 316 - Filipino American Arts (CD) (4)

This combined studio and cultural history course offers a survey of Filipino American artistic production, looking at visual art, literature, music, and performance. The goal of the course is for students to develop their own artistic voice in response to histories of colonization, transnationalism, and globalization.

ART 320 - Painting 2 (4)

This intermediate studio class will build upon previous experience gained from Painting 1. The course will provide students with the introduction to personal subject matter while still providing expertise with technical issues in acrylic painting. Personal expression will be emphasized within the context of painting's history and contemporary issues with society and culture.

ART 325 - Color Theory (4)

COLOR THEORY is an intermediate course for students in the four majors of the Department of Art + Architecture. This class is designed to meet the needs of students to prepare them for aesthetic and theoretical color use in their respective disciplines. Each student will attend presentations, workshops and group critiques, and create a portfolio of studio work individually and collaboratively.

ART 330 - Sculpture 2 (4)

This course builds upon the student's creative and technical skills developed in Introduction to Sculpture. As a continuing exploration of the physical means of realizing an idea three-dimensionally, students make molds of their own original clay sculptures and then cast them in a variety of media. Emphasis is placed on quality and craftsmanship, while students are encouraged to develop their own unique styles and visual language.

ART 335 - Information Visualization (4)

This course will introduce students to the study of information visualization as a wide-ranging practice for the creation of complex visual messages. Through sustained

project work, students will investigate the ways that illustration, text, photography, sound, and the moving image can, in different ways, participate in the process of communicating multi-faceted and multi-dimensional systems of information. Lectures, readings, and student research will supplement project work, introducing students to the concentrated disciplines of mapping, timelines, and the history of information representation.

ART 345 - Exhibition Design Practicum (4)

Exhibition Design Practicum will provide students working experience with the professional practice of exhibition design. Through research and collaborative project work, students will curate, design, and mount an exhibition for the university's Thacher Gallery.

ART 350 - Advanced Typography (4)

This course will build on the skills and framework learned in Typography to allow students to create advanced typographic project work and research. Students will develop their own design for a single-case font as well as integrate digital and non-digital technologies to develop an experimental type.

ART 351 - Stained Glass 2 (4)

Stained Glass 2 builds on skills developed in the introductory class. Course includes flat glass painting, kiln work, fusing, slumping, and glass casting techniques.

ART 355 - Design Internship (4)

This internship offers students an opportunity to work on self-directed study projects with external and/or internal non-profit clients. Students are encouraged to locate internship-type opportunities to engage in client-based work and gain direct, full-immersion experience working with selected design professionals in their studios and businesses.

ART 360 - Mural Painting (4)

This is a studio course in mural painting that will contextualize the studio activities within the history and theories of mural painting and art activism. The field of cultural studies will be used to raise issues and questions fundamental to creating collaborative, public and activist art.

ART 363 - The Triumph of Impressionism (4)

This course is an introduction to the most famous artistic movement in the history of art and one of the most important: Impressionism. It analyzes how a group of passionate young men and women struggled for years to offer their own vision of art and planted the seeds of many 20th century art movements.

ART 370 - Installation/Public Art (4)

This course investigates a visual art making through a multi-disciplinary approach. Students will utilize the potential of landscape, environmental, social and aesthetic phenomena for initiating group and/or individual actions. Students will experience the full public art process (collaboration with communities/local agencies, preliminary presentation, permitting process, fundraising, publicity, and preparation and implementation of an installation piece).

ART 375 - Printmaking 1 (4)

This intermediate level course introduces students to traditional printmaking practices. Wood relief and copper intaglio methods will be used to create original multiples of art. Environmentally sensitive chemicals and safe processes will be used.

ART 380 - Stained Glass 1 (4)

This course introduces students to the history of stained and leaded glass design and technique through background and slide lectures and site visits to Bay Area churches and installations ("Glass Traditions"). The bulk of the class is in studio format in which the students learn to design and construct stained glass panels.

ART 385 - Interaction Design (4)

Interaction Design will advance students' technical and conceptual skills in interaction design within the digital environment. Coursework emphasizes immersive and engaging user experience, site optimization, data visualization, and networked databases, along with readings that examine the history of human-machine interaction.

• Prerequisite: ART 315.

ART 390 - Special Topics (1 - 4)

One-time offerings of special interest courses in art history.

ART 398 - Directed Study/Research (1 - 4)

Directed study of a subject. The written permission of the instructor and the dean is required. Offered every semester.

ART 405 - Drawing 3 (4)

In this course, students of Drawing will build upon their general knowledge of the field of study while making an in-depth investigation of this particular focus.

ART 415 - Painting 3 (4)

In this course, students of Painting will build upon their general knowledge of the field of study while making an in-depth investigation of this particular focus.

ART 420 - Art and Business/Prof. Practice (4)

Students learn the practical "nuts and bolts" business aspects of the art world through museum and gallery visits, curating of exhibitions, and presentations on finance, insurance, portfolio building, and grant writing from art professionals.

ART 421 - Internship/Fine Arts Museum (1 - 4)

This internship places students in a museum setting where they learn the skills of community outreach, educational programming, fund raising, curating of exhibitions, among other skills. Partner organizations include: the Fine Arts Museums of San Francisco (De Young Museum and Legion of Honor), the San Francisco Museum of Modern art (SFMOMA), the Contemporary Jewish Museum, the Exploratorium, the Museum of Craft and Design, among others.

ART 422 - Internship/Commercial Gallery (1 - 4)

This internship serves as an opportunity for students to develop patterns of professional behavior in the commercial art world setting. Students will be placed in a Bay Area art gallery where they will learn skills such as client interaction, cataloguing of works of art, shipping and insuring art, sales techniques, curating exhibitions, planning receptions, art fairs, and other public events, etc. Partner art galleries in San Francisco include: Franklin Bowles, Braunstein/Quay, Catharine Clark, Christopher Clark, Frey Norris, Haines Gallery, Hespe Gallery, Robert Koch, and Toomey Turrell Fine Art.

ART 423 - Internship/Arts Non-Profit (SL) (1 - 4)

This internship places students in a non-profit arts organization where they learn the skills of community outreach, fund raising, and curating of exhibitions in an alternative arts setting. Partner organizations include: Creativity Explored, Intersection for the Arts, Mission Cultural Center for Latino Arts, New Langton Arts, and the San Francisco Arts Commission Gallery.

ART 425 - Sculpture 3 (4)

In this studio/practicum course students will learn how sculptors working in such areas as the film industry and medical and forensic science apply their art in creative and innovative ways.

ART 450 - Design Internship (4)

Design Internship provides students a supervised work experience within a professional Bay Area design setting that complements the theoretical, methodological and practical instruction received in the Design major. Additional course work will contextualize the students' work experience and will help them to prepare for future work within the field.

ART 460 - Senior Design Project (4)

This course prepares students for exploring employment, internship and graduate educational opportunities. Concepts, cross platform developments and issues concerning aesthetics, interface design and use of media are addressed. Students investigate specific areas of the graphic design industry and prepare applications and portfolios geared towards their area of interest. Students collect relevant material and produce a CD/DVD/Web-based portfolio, packaging for CD/DVD, resume, cover letter, business card, and a flatbook portfolio. Corequisite concurrent lab.

ART 460L - Senior Design Project Lab (0)

Corequisite: ART 460 Senior Design Project studio.

ART 465 - Fine Art Internship (1 - 4)

The course Fine Arts Internship offers students supervised pre-professional internship experiences designed to complement the conceptual, theoretical and practical instruction received in the Fine Arts major in the Department of Art + Architecture.

ART 470 - Senior Studio (4)

Senior Studio is a capstone course in the Fine Arts major in the department of Visual Arts that is designed to meet the professional needs of students whose concentration is studio art. The goal of the course is to prepare students for lives as working visual artists. Each student will complete a studio internship with a professional artist, attend

presentations, workshops and group critiques, and create a solo senior exhibition and accompanying slide or CD portfolio.

ART 475 - Printmaking 2 (4)

This advanced level course introduces students to contemporary methods and processes, building upon experiences from the prerequisite course: ART 375 - Printmaking 1. Solar intaglio, lithography and linocut methods will be used to create original multiples of art. Environmentally sensitive chemicals and safe processes will be used.

ART 480 - Professional Practice in Design (4)

Professional Practice in Design will bring students greater awareness of the career options that will be available to them following graduation and will provide them with the skills that will enable them to successfully enter the profession.

ART 487 - Art OR: Artist as Citizen (CD) (4)

First part of a year-long sequence. Artist as Citizen A is primarily conceptual and theoretical. The class is composed of lectures/discussions with guests from various communities, readings, slides, journal keeping and a full scale proposal for a community-based art project.

ART 488 - Art OR: Artist as Citizen (SL) (4)

Artist as Citizen B, Artist in the Community, is the outreach portion of the year-long sequence, (the "street" component). This includes work on site, collaborations, designing visual narratives and survival strategies that focus on marginalized communities. Possible communities could be those concerned with environmental issues, health, homelessness, teens at risk, racism, educational institutions, among others.

ASL 101 - First Semester American Sign Language (4)

Study of the fundamentals of American Sign Language. Preparation for visual/gestural communication including basic information relating to Deaf culture, intensive work on comprehension skills and grammatical structures. Novice to Beginner proficiency. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. • Prerequisite: None. Not open to native signers.

ASL 102 - Second Semester American Sign Language (4)

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Upper beginner to moderate proficiency. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. • Prerequisite: Completion of ASL 101 or equivalent. Not open to native signers.

ASL 201 - Third Semester American Sign Language (4)

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Moderate to lower advanced proficiency. • Prerequisite: Completion of ASL 102 or equivalent. Not open to native signers.

ASL 390 - Special Topics (1 - 4)

ASP 110 - Foreword: Math (.5)

ASP 111 - Foreword: Writing (.5)

ASP 112 - Foreword: Contemporary Issues (.5)

ASP 113 - Foreword: Computer Literacy (.5)

BAIS 101 - The World Since 1945 (4)

An interpretive political history of the world since 1945, focusing on major actors, events, and international affairs, both Western and non-Western. Offered intermittently.

BAIS 102 - Intro to Int'l Politics (4)

A course which situates and compares the political institutions, cultures, and processes of states in a variety of world regions. Special attention is paid to the comparison of non-Western regions, including Africa, Asia, and Latin America. Offered every semester.

BAIS 103 - The Global Economy (4)

This course offers an introduction to the world economy, international trade, and economic development, designed especially for non-economics majors. Foundations of international markets and trade, comparative advantage, foreign investment,

international inequality, and the study of international institutions such as the IMF, the World Bank, and the World Trade Organization will form key components of the class.

BAIS 201 - Research Methods (4)

Quantitative and qualitative research skills with applications to international topics. Applied statistical reasoning; establishing causal relationships; introductory regression analysis; experimental methods; interviewing, focus group, and case study techniques; archival and oral history methods; and data sources for international research projects.

BAIS 390 - Special Topics (2 - 4)

This course focuses on a special subject in International Studies. Offered intermittently. Course may be repeated for credit as subject varies. Prerequisites may be applied in any given semester at the discretion of the professor offering the course.

BAIS 398 - Directed Study (1 - 4)

BAIS 495 - Capstone Course (4)

This course provides students with an opportunity to engage in a focused study of a topic in International Studies using advanced theoretical readings as well as primary and secondary material to write an honors thesis or policy brief.

BIOL 100 - The Science of Life (4)

A survey of selected biological concepts, including the chemical basis of life, cell structure, organismal physiology, genetics, evolution, and ecology. This course should provide the non-biologist with a working knowledge of life science that will be useful in making informed decisions on health and the environment. Two lectures and one laboratory weekly. Offered Fall and Spring.

BIOL 100L - Laboratory (0)

BIOL 103 - Human Biology (4)

A course for non-majors surveying the major systems of the human body and introducing concepts of human health and disease. Two lectures and one laboratory weekly. Offered Fall and Spring.

BIOL 103L - Laboratory (0)

BIOL 105 - General Biology I (4)

Introduction to the principles and concepts of biology with emphasis on molecular biology and cell physiology. Intended for science majors and pre-med students. Not recommended for non-science students. Three hours lecture and one laboratory session each week. Offered every Fall and Spring.

BIOL 105L - Laboratory (0)

BIOL 106 - General Biology II (4)

Introduction to the principles and concepts of biology with emphasis on biological diversity, organismal biology and ecology. Intended for science majors and pre-med students. Not recommended for non-science students. Three hours lecture and one laboratory session each week. Offered every Fall and Spring.

BIOL 106L - Laboratory (0)

BIOL 108 - Biology of Human Aging (3)

A course for non-majors surveying basic human biology, biological theories of aging, aging-related changes in physiological and anatomical systems, and medical conditions associated with aging. Three hours lecture each week. Offered every Fall.

BIOL 109 - Laboratory in Biology of Human Aging (1)

Laboratory exercises illustrating and examining topics covered in lecture. One laboratory session per week. Offered every Fall.

BIOL 113 - Human Anatomy (3)

Corequisite: BIOL - 114. A survey of the structure of the tissues and organs in the human. Three hours lecture each week. Offered every Fall and Spring. Intended for Nursing, Exercise and Sport Science students and related fields. Does not satisfy Biology major requirements. Offered every Fall and Spring.
• Majors restricted to Chemistry, Nursing, and Exercise and Sport Science.

BIOL 114 - Human Anatomy Lab (1)

Corequisite: BIOL - 113. One laboratory session each week.

BIOL 115 - Survey of Human Physiology (3)

Corequisite: BIOL - 116. Survey of the functions of tissues, organs and organ systems in the human with an emphasis on the mechanisms involved. Three hours lecture each week. Offered every Fall and Spring. Intended for Nursing, Exercise and Sport Science students and related fields. Does not satisfy Biology major requirements. Offered every Fall and Spring.

• Majors restricted to Chemistry, Neuroscience, Nursing, and Exercise and Sport Science.

BIOL 116 - Laboratory in Survey of Human Physiology (1)

Corequisite: BIOL - 115. One laboratory session each week.

BIOL 134 - Microbiology (3)

Corequisite: BIOL - 135. An elementary study of bacteria and other microorganisms causing disease and immunity. Three hours lecture each week. Offered every Fall and Spring. Intended for Nursing, Exercise and Sport Science students and related fields.

Does not satisfy Biology major requirements. Offered every Fall and Spring.

• Majors restricted to Chemistry, Nursing, and Exercise and Sport Science.

BIOL 135 - Microbiology Lab (1)

Corequisite: BIOL - 134. One laboratory session each week.

BIOL 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Biology.

BIOL 195L - Laboratory (0)

BIOL 212 - Cell Physiology (4)

Study of cellular activities, with emphasis on the fundamental relationships between structure and function at the cellular and molecular levels. Four hours lecture each week. Offered every Fall and Spring. • Prerequisites: BIOL - 105 with a minimum grade of C-; and BIOL - 106 with a minimum grade of C-; Pre- or corequisite: CHEM - 236 or CHEM - 230.

BIOL 310 - Genetics (4)

Basic principles of Mendelian and molecular genetics covering both prokaryotic and eukaryotic organisms. Three hours lecture and one hour recitation each week. Offered every Fall and Spring. • Prerequisites: BIOL - 212 with a minimum grade of C; Pre- or corequisite: CHEM 231 or CHEM 236.

BIOL 310D - Genetics Discussion (0)

BIOL 319 - Ecology (4)

The principles of the structure and function of ecosystems and types of data/analyses utilized in order to study, e.g., energy flow, biogeochemical cycling, and population dynamics. Four hours lecture each week. Offered intermittently. • Prerequisites: Concurrent CHEM 231 or concurrent CHEM 236 and BIOL 310 with minimum grade of C or concurrent BIOL 310.

BIOL 320 - Human Physiology (3)

Survey of the function of the tissues, organs and organ systems in the human, with an emphasis on the mechanisms involved. Three hours lecture each week. Offered every Spring. • Prerequisites: CHEM 231 or CHEM 236 and BIOL 310 with minimum grade of C or concurrent BIOL 310.

BIOL 321 - Human Physiology Lab (1)

Corequisite: BIOL - 320. One laboratory session each week.

BIOL 330 - Female Biology (SL) (4)

Focuses on topics specific to females, including health issues, reproduction, genetics, evolution, sexuality, anatomy, physiology, neurobiology and behavior. Four hours lecture each week. Offered every other Fall. • Prerequisite: BIOL - 310 with a minimum grade of C.

BIOL 331 - Herpetology (3)

A study of the reptiles and amphibians of North America, with an emphasis placed on northern California species. Three lecture hours each week. Offered every Fall. • Prerequisites: Concurrent CHEM 231 or concurrent CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 332 - Herpetology Lab (1)

Corequisite: BIOL - 331. One laboratory session or field trip each week. (May be some weekend field trips). Offered every Fall.

BIOL 333 - Endocrinology (3)

A study of basic endocrine function, hormonal mechanisms, endocrine disorders, and contemporary issues in endocrinology. Three hours of lecture each week. Offered every Spring. • Prerequisites: CHEM 231 or CHEM 236 and BIOL 310 with minimum grade of C or concurrent BIOL 310.

BIOL 334 - Endocrinology Laboratory (1)

Corequisite: BIOL - 333. One laboratory session each week.

BIOL 340 - Animal Toxicology (4)

Mechanisms of uptake, distribution, metabolism, excretion, and toxicity of selected chemicals in animals. Emphasis will be on toxicity to cells and organ systems. Offered every Spring. • Prerequisites: CHEM 231 or CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 341 - Medical Microbiology (3)

An introduction to microbiology and survey of microbial pathogens, mechanisms of pathogenicity, and host responses. The emphasis is on microbes that cause disease in humans. Three hours of lecture each week. Offered every Spring. • Prerequisite: BIOL - 310 with a minimum grade of C. Corequisite: BIOL - 342.

BIOL 342 - Laboratory in Medical Microbiology (1)

Corequisite: BIOL - 341. One laboratory session each week.

BIOL 345 - Virology (4)

Structure, replication, and genetics of viruses with emphasis on viruses that infect vertebrates and dynamics of host-virus interactions. Four hours lecture each week. Offered intermittently. • Prerequisite: BIOL - 310 with a minimum grade of C.

BIOL 346 - General Microbiology (3)

An introduction to microorganisms: structure, metabolism, and biological properties. Three hours lecture each week. Offered every Spring. • Prerequisite: BIOL - 310 with a minimum grade of C. Corequisite: BIOL - 347.

BIOL 347 - Laboratory in General Microbiology (1)

Corequisite: BIOL - 346. One laboratory session each week.

BIOL 350 - Comparative Animal Physiology (4)

Animal physiology, from invertebrates to mammals, emphasizing basic physiological principles. Four hours lecture each week. Offered intermittently. • Prerequisites: BIOL 310 with a minimum grade of C.

BIOL 355 - Developmental Biology (3 - 4)

An introduction to the processes of organismal development in both vertebrates and invertebrates. • Prerequisite: BIOL 310 with a minimum grade of C.

BIOL 356 - Developmental Biology Lab (1)

Laboratory exercises on cell, tissue and organ differentiation.

BIOL 362 - Histology (3)

A study of the microscopic anatomy of cells, tissues, and organs of the human body. Three hours lecture each week. Offered every Spring. • Prerequisites: BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 363 - Histology Lab (1)

Corequisite: BIOL - 362. One laboratory session each week.

BIOL 365 - Human Anatomy (2)

A survey of the structure of the tissues and organs in the human. Two hours lecture each week. Offered every Fall. • Prerequisites: BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 366 - Human Anatomy Lab (2)

Corequisite: BIOL - 365. Two laboratory sessions each week.

BIOL 368 - Neurobiology (4)

A study of basic neural function, neuroanatomy, neurophysiology, disorders of the nervous system, and contemporary issues in neurobiology. Four hours lecture each week. Offered intermittently. • Prerequisites: CHEM 231 or CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 370 - Biology of Cancer (SL) (4)

An introduction to cancer biology, including molecular mechanisms for cancer initiation and progression, cancer diagnosis and treatment, and contemporary issues related to

cancer. Four hours lecture each week. Offered every Spring. • Prerequisite: BIOL - 310 with a minimum grade of C.

BIOL 379 - Conservation Biology (SL) (3)

A study of conservation biology, examining ecological methods for monitoring and maintaining biodiversity on the planet. Three hours lecture. Offered every Spring. • Prerequisites: Concurrent CHEM 231 or concurrent CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 380 - Conservation Biology Lab (1)

Corequisite: BIOL - 379. One laboratory session or field trip each week. Some weekend trips are required.

BIOL 381 - California Wildlife (3)

A study of the natural history, phylogeny and ecology of the vertebrates, especially California species. Three hours lecture each week. Offered every Spring. • Prerequisites: Concurrent CHEM 231 or concurrent CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 382 - Laboratory in California Wildlife (1)

Corequisite: BIOL - 381. One laboratory session or field trip each week. (This class may be scheduled on Saturdays.)

BIOL 385 - General Parasitology (3)

A study of the major protistan and helminth parasites causing disease in animals and humans. Three hours lecture each week. Offered every Fall. • Prerequisites: Concurrent CHEM 231 or concurrent CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 386 - General Parasitology Lab (1)

Corequisite: BIOL - 385. One laboratory session each week.

BIOL 390 - Marine Biology (2)

A study of the natural history of marine organisms, exclusive of protozoa and insects, with emphasis on local intertidal invertebrates and fishes. Two hours lecture each week. (May be scheduled on Saturdays.) Offered every Spring. • Prerequisites: Concurrent CHEM 231 or concurrent CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 391 - Marine Biology Lab (2)

Corequisite: BIOL - 390. Two laboratory sessions or field trips each week. (May be scheduled on Saturdays. Some weekend trips are required.)

BIOL 392 - Oceanography (3)

An introduction to the major physical, chemical and biological factors in the marine environment. Special emphasis on the interaction of these variables in determining the ecology of the world's oceans. Three hours lecture each week. Offered every Fall. • Prerequisite: BIOL - 310 with a minimum grade of C. Corequisite: BIOL - 393.

BIOL 393 - Oceanography Laboratory (1)

One laboratory session or field trip each week. (May be some weekend field trips.) Offered every Fall. Corequisite: BIOL - 392.

BIOL 395 - Special Topics in Biology (4)

This course treats topics not covered in other Biology courses, but of interest to faculty and students. May be repeated for credit. Offered intermittently. • Prerequisite: BIOL - 310 with a minimum grade of C, or corequisite.

BIOL 395L - Laboratory (0)

BIOL 398 - Readings for Advanced Undergraduates (1 - 4)

Inquiry into a specific topic requiring a literature search for current information, supervised by a faculty member with credit to be fixed in each case. Designed for outstanding upper-division students. (Note: There are restrictions on the maximum number of credits for 0201-398 that can be applied to upper division credit. See BIOL 498). Offered every Fall and Spring. • Prerequisite: Minimum science GPA of 3.0 and consent of instructor and department chair.

BIOL 405 - Molecular Medicine (4)

A study of the field of pharmacogenomics, which examines the genetic influence of drug responses in humans. Four hours lecture each week. Offered every other Fall.

BIOL 414 - Evolution (4)

A study of modern evolutionary theory, including processes and patterns of evolution. Four hours lecture each week. Offered every Fall and Spring. • Prerequisites: BIOL - 310 with a minimum grade of C; Senior Standing; Minimum GPA of C.

BIOL 420 - Molecular Biology (4)

Advanced study of the molecular basis of cell function, with an emphasis on the unifying principles and approaches that define the field of molecular biology. Four hours lecture each week. Offered intermittently. • Prerequisite: BIOL - 310 with a minimum grade of C.

BIOL 443 - Immunology (3)

Introduction to humoral and cell-mediated immunity in health and disease, with a focus on cellular and molecular immunology and immunochemistry. Three hours lecture each week. Offered every Fall. • Prerequisite: BIOL - 310 with a minimum grade of C. Corequisite: BIOL - 444.

BIOL 444 - Immunology Laboratory (1)

Principles of immunological techniques. A survey of those techniques used widely in diagnostics and research. One laboratory session each week. Corequisite: BIOL - 443.

BIOL 458 - Techniques in Light and Electron Microscopy (2)

Theory of light and electron microscope operation and preparation of biological specimens for microscopy. Two hours of lecture. Offered every Fall. • Prerequisites: CHEM 231 or CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 459 - Techniques in Light and Electron Microscopy Lab (2)

Corequisite: BIOL - 458. Preparation of biological specimens for light and electron microscopy. Two laboratory sessions each week.

BIOL 460 - Comparative Anatomy (4)

A phylogenetic study of the anatomy of the vertebrate classes. Three hours lecture and one laboratory session each week. Offered intermittently. • Prerequisites: BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 464 - Photobiology (4)

A study of the effects of solar radiation on biological systems. Four hours lecture each week. Offered intermittently. • Prerequisites: Concurrent CHEM 231 or concurrent CHEM 236 and BIOL 310 with a minimum grade of C or concurrent BIOL 310.

BIOL 470 - Environmental Animal Physiology (3 - 4)

Principles of animal physiology and adaptive mechanisms. Three hours lecture each week. Offered intermittently. • Prerequisites: BIOL 310 with a minimum grade of C.

BIOL 471 - Laboratory in Environmental Animal Physiology (1)

Corequisite: BIOL - 470. Project-oriented course with an emphasis on adaptive mechanisms and environmental toxicology. One laboratory session each week. Offered intermittently.

BIOL 481 - Techniques in Cell Biology (2)

Principles and practices of laboratory techniques used in cell biology. Two hours lecture each week. Offered every Fall. • Prerequisite: BIOL 310 with a minimum grade of C.

BIOL 482 - Laboratory in Techniques in Cell Biology (2)

Corequisite: BIOL - 481. Two laboratory sessions each week.

BIOL 485 - Molecular Genetics and Biotechnology (2)

Recombinant DNA techniques; methods of nucleic acid isolation and characterization. Two hours lecture each week. Offered every Spring. • Prerequisite: BIOL - 310 with a minimum grade of C. Corequisite: BIOL - 486.

BIOL 486 - Laboratory in Molecular Genetics and Biotechnology (2)

Corequisite: BIOL - 485. Two laboratory sessions each week.

CBMN 101 - (4)

This course introduces students to the language of Tagalog. Particular emphasis will be given to facilitate the student's ability to communicate in the praxis sites.

CBMN 310 - Philippine Politics and Governance (4)

The course seeks to study the actors, ideas, and the institutions of governing Philippine political system. The course looks into the theories that frame and reframe the analyses of events that describe continuity and change in Philippine politics.

CBMN 330 - Natural Resource Management and Sustainable Development (4)

This course looks at human-environmental relations through sociological and anthropological lenses/perspectives. Key concepts such as culture, social structure, and agency are applied to Philippine and Asian case studies that demonstrate how human interaction with the environment and their resource management practices are embedded in society's norms, institutions, social organization and culture. Case studies will highlight different resource management regimes in the upland, coastal and urban environments. The course will also examine the iterative relationship between natural resource utilization and management practices and the prevailing development paradigm in particular societies.

CBMN 350 - Suffering, Solidarity and God (4)

This course will examine a range of philosophical and theological questions that emerge as students critically engage experiences of interconnection, solidarity, and suffering in their praxis communities.

CBMN 370 - Gender, Equality and Women's Empowerment in the Philippines (4)

This course will focus on the role of women in Filipino society. Particular attention will be given to women living in poverty as well as the area of human trafficking.

CBMN 380 - Accompaniment, Community, and Vocational Discernment (2)

This seminar will provide students with the chance to process their praxis experience in the communities. Emphasis will be given to the themes of accompaniment, community and discerning one's vocation.

CHEM 1 - Foundations of Chemistry (4)

Designed for students intending to take CHEM 111-113, with intensive study of problem solving. Offered every spring.

CHEM 100 - Getting a Grip on Science: From Mass and Motion to Molecules (4)

This multidisciplinary introductory course for non-science majors fulfills Area B2 of the CORE. It explores several key topics including the solar system, energy and its forms, and the composition and behavior of atoms. Science is presented as a human endeavor through which we come to understand the natural world of which we are a part. Three lectures per week plus one two-hour lab session. Offered intermittently.

CHEM 100L - Laboratory (0)

CHEM 105 - Evolution and Human Origins (4)

How can we understand ourselves? In this interdisciplinary course we will examine the evidence that all life forms on earth, including human beings, have evolved from a common ancestor by means of natural selection. We will draw on ideas from biology, geology, paleontology, philosophy and history in order to gain an evolutionary perspective on what it means to be human. This lecture/lab course fulfills the CORE B2 Science requirement for non-science majors. Field trips during class time will include SF Zoo, SF Botanical Garden and Cal Academy of Science. Corequisite: CHEM 105L Laboratory.

CHEM 105L - Laboratory (0)

CHEM 110 - Molecular Gastronomy (4)

The lecture/lab course Molecular Gastronomy fulfills the Core B2 Science requirement for non-science majors. This course will focus on the science of food and drink, including pasta, coffee and ice cream. What happens on the molecular level when eggs are whipped? And why does popcorn pop? Such questions will form the basis for the science you will learn in lecture and underlie our approach to the laboratory component of the course where we will cook, scientifically examine (and eat) food. This course is for SII students only.

CHEM 110L - Laboratory (0)

CHEM 111 - General Chemistry I (3)

The first in a two-semester course sequence, this course introduces the fundamental principles of modern chemistry, including atomic and molecular structure, periodicity of the elements, stoichiometry, properties of gases and of solutions. Three lectures weekly. • Prerequisite: Concurrent registration in CHEM 112 Lab. Offered every Fall.

CHEM 112 - Laboratory (1)

A laboratory course designed to accompany General Chemistry I. Emphasis is placed on experiments that illustrate the fundamental principles and laws of chemical behavior and engage students in cooperative data acquisition and analysis. Topics include accuracy/precision, qualitative analysis, titrations, atomic spectroscopy, properties of gases and of solutions. Assessment based on laboratory technique, pre-lab assignments, written laboratory reports, accuracy of analysis, and a final exam. One

four-hour lab per week. Prerequisite of co-requisite: Concurrent registration in CHEM 111, or prior completion of that course with a grade of C or higher. Offered every Fall.

CHEM 113 - General Chemistry II (3)

The second in a two-semester course sequence, this course covers the principles of modern chemistry with an emphasis on quantitative problem solving. Topics include energy, equilibrium, kinetics, acids, bases and buffers, thermochemistry, redox chemistry and coordination compounds. Three lectures weekly. Offered every Spring. • Prerequisite: CHEM 111 with a grade of C or higher; concurrent registration in CHEM 114 Lab.

CHEM 114 - Laboratory (1)

A laboratory course designed to accompany General Chemistry II. Topics include techniques of data analysis, thermochemistry, chemical kinetics, equilibrium, acids, bases and buffers, electrochemistry and coordination chemistry. Wherever appropriate, computer skills are introduced and applied to data collection and analysis. Assessment based on laboratory technique, pre-lab assignments, written laboratory reports, accuracy of analyses, and a laboratory practical exam. One four-hour lab per week. Prerequisite or co-requisite: CHEM 111 and CHEM 112 with a grade of C or higher; concurrent registration in CHEM 113, or prior completion of that course with a grade of C or higher. Offered every Spring.

CHEM 195 - First-Year Seminar (4)

An interesting introduction to a topic in the field of Chemistry.

CHEM 195L - Laboratory (0)**CHEM 230 - Organic Chemistry I (3)**

First semester of a two-semester course. This course introduces students to the fundamental concepts necessary for understanding organic molecules. These include nomenclature, conformational analysis, stereochemistry, radical and nucleophilic reactions, and spectroscopy. Strongly recommended for pre-medical students. Offered every Fall. • Prerequisite: CHEM 113 with grade of C (2.0) or higher.

CHEM 231 - Organic Chemistry II (4)

Second semester of a two-semester course. Surveys the chemistry of functionalized organic compounds emphasizing mechanisms and multi-step syntheses. Offered every Spring. • Prerequisite: CHEM 230 with grade of C (2.0) or higher.

CHEM 232 - Organic Chemistry Lab I (1)

Experimental course that highlights the concepts learned in lecture. Students will learn and employ techniques for the preparation, isolation, purification and characterization of organic molecules. Offered every Fall. Prerequisite or corequisite: CHEM 230 or CHEM 236.

CHEM 233 - Organic Chemistry Lab II for Majors (2)

Experimental course emphasizing advanced laboratory techniques and concepts in organic chemistry. These include the handling of air-sensitive reagents, spectroscopic analysis of compounds, and the use of computational methods to complement experimental results. In addition, students will learn literature searching techniques and ACS-style writing. Offered every Spring. • Prerequisites: CHEM 230 with minimum grade of C and CHEM 232 with minimum grade of C. Restricted to Chemistry Majors.

CHEM 234 - Organic Chemistry Laboratory II (1)

A continuation of the first semester lab course. Students will gain more experience in multistep synthesis and analysis of products. Offered every Spring. For non-Chemistry Majors. • Prerequisites: CHEM 230 with minimum grade of C and CHEM 232 with minimum grade of C.

CHEM 236 - Fundamentals of Organic Chemistry (4)

A survey of the fundamentals of organic chemistry. May be taken prior to, or along with, CHEM 232. This course may not be substituted for CHEM 230. Offered every Spring. • Prerequisite: CHEM 113 with minimum grade of C-.

CHEM 260 - Analytical Chemistry (4)

Modern and classical methods of quantitative analysis. Detailed chemical equilibria. Two lectures and two laboratory periods weekly. Offered every Spring. • Prerequisite: CHEM 113 with grade of C (2.0) or higher.

CHEM 260L - Laboratory (0)**CHEM 311 - Environmental Chemistry (4)**

This course provides in-depth coverage of major topics in the chemistry of the environment, including tropospheric air pollution, stratospheric ozone depletion, aquatic chemistry, water pollution and water treatment, soil chemistry, and toxic organic compounds. Offered intermittently. • Prerequisites: CHEM 113 with a minimum grade of C-, and one of the following: ENVS 212, CHEM 230, or CHEM 236. Cross-listed with: ENVS 311.

CHEM 340 - Physical Chemistry I (4)

First semester of a two-semester sequence. The main topics are thermodynamics, electrochemistry, and kinetics. Offered every Fall. • Prerequisites: CHEM 113, PHYS 210 and MATH 110 with a minimum grade of C.

CHEM 341 - Physical Chemistry II (4)

Second semester of a two-semester sequence. The main topics are: quantum mechanics, spectroscopy, and statistical thermodynamics. Offered every Spring. • Prerequisite: CHEM 340 with minimum grade of C.

CHEM 350 - Biochemistry I (4)

First semester of a two-semester course. Surveys the physical and chemical properties of biomolecules and how these properties lead to observed biological functions. Offered every Fall. • Prerequisites: CHEM 231 with minimum grade of C, or CHEM 236 with minimum grade of C, BIOL 105 with minimum grade of C- and BIOL 106 with minimum grade of C-.

CHEM 351 - Biochemistry II (4)

Second semester of a two-semester course. Surveys the major metabolic pathways and the control of metabolism at the nucleic acid and protein levels. Offered every Spring. • Prerequisite: CHEM 350 with minimum grade of C.

CHEM 352 - Experimental Biochemistry (4)

Techniques commonly used in biochemical research, with emphasis upon protein and enzyme isolation and characterization. Instructor approval required. Priority given to Chemistry Majors with a concentration in Biochemistry. Offered every other year. • Prerequisite: CHEM - 350 with minimum grade of C. Corequisite: CHEM - 351.

CHEM 356 - Fundamentals of Biochemistry (4)

A survey of biochemical concepts emphasizing the nature of cell components, their interaction in metabolism and the regulation of metabolism. Offered every Fall. • Prerequisites: CHEM 231 with minimum grade of C, or CHEM 236 with minimum grade of C.

CHEM 386 - Special Topics in Chemistry (4)

Topics not covered by other Chemistry curriculum offerings. Three hours lecture or two hours lecture and two hours lab. Offered intermittently. Pre-requisites: CHEM 111, CHEM 113, CHEM 230 and CHEM 231.

CHEM 397 - Research Methods and Practice (1)

The primary purpose of the course will be a hands-on research experience as part of a faculty-led research or scholarly project. Students must be accepted into a research group before adding the course, with priority given to majors who have completed CHEM 231/260. In fall, all undergraduate researchers will meet periodically to evaluate the chemical literature, review safety and give an informal presentation. In addition, the faculty will assist students in writing a required research progress report from work completed in fall or the preceding summer. In spring, the course instructor will assist students in preparing a professional oral or graphical presentation of research for a campus, local and/or national meeting. A full written report is required for students in their final semester who are completing the optional ACS-certified degree. Offered every semester for 1 credit and can be repeated for a maximum of 4 credits.

CHEM 398 - Directed Study (1 - 3)

Study of selected topic, under the guidance of a member of the faculty. The consent of the instructor is required.

CHEM 399 - Undergraduate Research (1 - 2)**CHEM 410 - Integrated Laboratory (2 - 4)**

In this laboratory course students will perform experiments designed to deepen instrumentation skills and build upon the conceptual material being delivered in the second semester P-Chem lecture course (CHEM 341). The introduction of quantum mechanics will allow a deeper discussion of spectroscopy and reaction kinetics. The conceptual basis of NMR will be elaborated upon and NMR spectroscopy will form a major element of the course. Offered every Spring. • Prerequisite: CHEM 340 with minimum grade of C.

CHEM 420 - Inorganic Chemistry (4)

Bonding, structure, and reactivity of the elements, inorganic, and organometallic compounds. In the laboratory students will perform experiments designed to: a) build upon foundational measurement taking and documenting skills learned in Analytical Chemistry (CHEM 260) as well as b) reinforce and extend the conceptual material being presented in the Physical Chemistry lecture course (CHEM 340), c) build upon previous lower division experience with Inorganic and Organic synthesis and characterization. Three lectures weekly and two laboratory periods. Offered every Fall. • Prerequisite: CHEM 340 with minimum grade of C.

CHEM 420L - Laboratory (0)**CHEM 450 - Biochemical Genetics (2)**

Selected biochemical research topics focusing on gene structure and molecular genetics, using research literature. Offered every intermittently. • Prerequisites: CHEM 351 with minimum grade of C or CHEM 356 with minimum grade of C.

CHIN 101 - First Semester Chinese (4)

Intensive grammar, composition, conversation, reading. Stress on spoken language. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Fall.

CHIN 102 - Second Semester Chinese (4)

The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Spring. • Prerequisite: CHIN - 101 or equivalent competence as determined by the Department. Continuation of CHIN 101.

CHIN 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Chinese.

CHIN 201 - Third Semester Chinese (4)

The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Fall. • Prerequisite: CHIN - 102 or equivalent competence as determined by the Department. Continuation of CHIN 102.

CHIN 202 - Fourth Semester Chinese (4)

The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Spring. • Prerequisite: CHIN - 201 or equivalent competence as determined by the Department. Continuation of CHIN 201.

CHIN 301 - Third Year Chinese (4)

Develops intermediate-to-advanced-level skills in oral and written expression, and introduces modern literary Chinese through texts such as newspapers, short stories, and essays. • Prerequisite: CHIN - 202 or equivalent.

CHIN 302 - Advanced Chinese: Contemporary Chinese Cinema (4)

Develops intermediate-to-advanced level skills in oral and written expression, and introduces modern literary Chinese through newspaper articles, short stories, and literary essays. • Prerequisite: CHIN - 301 or equivalent.

CHIN 310 - Business Chinese I (4)

Business Chinese is a language course for students interested in international business and seeking a more in-depth perspective on contemporary Chinese business communications. It is aimed to enhance students' Chinese skills in everyday business situations and to promote their understanding of the business environments and culture in the contemporary China. Class will be taught in Chinese. • Prerequisite: three semesters of Chinese or equivalent language proficiency.

CHIN 350 - Traditional Chinese Culture (CD) (4)

A history of the literati arts of landscape and bird and flower painting, calligraphy, and zither music, along with closely affiliated pursuits such as poetry, garden design, religious or literary pilgrimage, and philosophical contemplation. The impact of literati culture on Japan, Korea, and elsewhere is also covered.

CHIN 355 - Chinese Literature in Translation (4)

An introduction to significant examples of classical and modern literature, with emphasis on fiction, drama, and poetry (shi and ci). Offered every Fall.

CHIN 381 - Modern China: Rev and Moderniz (4)

A broad survey of China since 1840, emphasizing China's response to the West and the impact of the Revolutions of 1911 and 1949. Offered every other year.

CHIN 384 - The Rise of China Since Mao (4)

A comprehensive survey of the enormous changes, yet also important continuities, in China's domestic and foreign policy since 1978. Important themes include the transition to a market economy or 'market Leninism'; environmental impacts and the sustainability of growth; population policy; military modernization and the 'China threat' scenario; village democracy and human rights issues; changing attitudes to sex and sexuality; and the search for values both new and traditional. Offered every other year.

CHIN 386 - History of U.S.-China Relations (4)

A study of the United States-China relations from the 1780s to the present day, with special emphasis on the period since 1945. Offered every other year.

CHIN 398 - Dir Reading and Research (1 - 4)

The written permission of the instructor, the department chair and the dean is required. Offered every semester.

CLAS 110 - Ancient Epic and the Classical World (4)

The development of epic, epic hero, and the social backdrop of epic in ancient Greece and Rome. Of special importance are the influence of Homer on Virgil and Virgil's originality.

CLAS 120 - Classical Mythology (4)

An introduction to the principle myths of ancient Mediterranean society, particularly those of ancient Greece and Rome, with an emphasis on the transformation of primary mythic themes (e.g., origin of the gods, creation, the mythic hero) in a variety of historical, cultural, and social contexts.

CLAS 205 - History and War in Antiquity (4)

The classical world as portrayed in present film. Ancient Greek and Roman texts are examined through modern films with classical themes. The interdependence of war and social phenomena is examined. The readings and films are analyzed from historical, cultural, and modern perspectives.

CLAS 315 - Greek and Roman Religion (4)

An examination of the major religious themes and practices of ancient Greeks and Romans. While we will survey historical developments, our focus will be on the Classical Period for the Greeks and the Imperial Period for the Romans. Special consideration will be given to the relationship between beliefs, rituals and concerns of the state, as well as various reactions to "state religion" by philosophers, practitioners in mystery cults, Jews, and Christians.

CLAS 320 - Gender and Power in Antiquity (4)

The course links the study of gender and sexuality to the values and practices of power in ancient Greece and Rome. The readings trace the articulation of gender historically through epic, lyric, Greek tragedy, Plato's moral position, and Roman pronouncements and orientations. The readings are substantiated by illustrations from Greek and Roman art.

CLAS 322 - Classical Rhetoric (4)

This course examines the creation and emergence of classical rhetorical theories and practices from early to late antiquity. Students will read, analyze and research the varying rhetorical traditions that helped shape educational practices and civic debate within different social contexts. This class is a Writing Intensive course. Passing this class with a B- or better counts toward the Certificate in Rhetoric and Writing. This class also counts as an elective toward the Interdisciplinary Minor in Classical Studies.

CLAS 390 - Special Topics in Classical studies (4)

A varying series of topics examined by means of critical theory, research methods and cultural context. Topics include mythology, political theater, gender and the classical world, ancient arts. Offered every year. • Prerequisites: CLAS 110 or SII 100 or THETR 301.

CLAS 398 - Directed Study (1 - 4)

CMPL 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Comparative Literature and Culture.

CMPL 200 - Introduction to Comparative Studies: Literature of the Body (4)

A substantial introduction to the basic principles and concepts needed for understanding and comparing works of literature and cultures from different parts of the

world. Students will read and analyze a selection of literary works with a comparative focus, be it a genre, a time period, a cross-disciplinary theme or its relevance to another discipline. This course is required for all majors and minors in CMPL.

CMPL 299 - Critical Analysis (4)

This course builds on the analytical and critical skills introduced in CMPL 195 or CMPL 200 through examination of the major methodologies of Twentieth Century literary theories. Offered in the Fall only.

CMPL 398 - Directed Study (1 - 4)

CMPL 400 - Capstone Seminar: Political Fiction (4)

A course that integrates the comparative knowledge and skills derived from previous work in a seminar setting and a significant research project. Offered every Spring. • Prerequisites: CMPL 200 ENGL 390 and senior standing.

COMS 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Communication Studies.

COMS 202 - Rhetoric and the Public Sphere (4)

This course focuses on the history and theory of rhetoric as an art central to public life, exploring the ways that language affects how we construct knowledge, create communities, delimit social space, promote our collective interests, and critique the laws and norms that bind us together. Offered every semester. • Prerequisite: Core A2; Co-requisite RHET 250 or RHET 295 (see instructor for permission).

COMS 203 - Communication and Everyday Life (4)

This course examines how the communication experiences in daily life - interactions with friends, family, significant others, peers, and coworkers - are illuminated by interpersonal communication theory. Throughout this course, students engage with a variety of materials designed to enhance both their analytic and experiential knowledge about everyday communication. Offered every semester. • Prerequisite: Core A2; Co-requisite RHET 250 or RHET 295 (see instructor for permission).

COMS 204 - Communication and Culture (CD) (4)

This introduction to the field of communication examines how cultures and sub-cultures differ in their language use, and how their communicative practices shape the production, interpretation, and reproduction of social meanings. Students will learn how to conduct fieldwork to study everyday cultural communication. Offered every semester. • Prerequisite: Core A2; Co-requisite RHET 250 or RHET 295 (see instructor for permission).

COMS 252 - Critical and Rhetorical Methods (4)

This course explores methods for close textual reading and analysis. Students study a number of theoretical approaches to rhetorical criticism and apply those theories in analyzing speeches, essays, images, public spaces, and other texts. Offered every semester. • Prerequisite: COMS 202 or permission from instructor.

COMS 253 - Quantitative Research Methods (4)

This course explores methods for understanding and conducting experimental and survey research. Students study a number of approaches encompassed in empirical research methods and apply those data analysis techniques in reading, designing, and analyzing quantitative research. Offered every semester. • Prerequisite: COMS 203 or permission from instructor.

COMS 254 - Qualitative Methods (4)

This course explores methods for understanding and conducting qualitative research. Students will learn and practice a number of approaches to qualitative data collection such as interviewing, focus group, participant-observation, and audio/video recording and inductive data analysis techniques that analyze meaning and understanding in communication. Students will practice the skills of reading, designing and analyzing qualitative research. Prerequisite: COMS 204 or permission from instructor.

COMS 255 - From Acupuncture to Yoga (4)

This introduction to the social scientific study of holistic health care examines the role of communication in complementary and alternative medicine settings in the U.S. Students will have the opportunity to try holistic health practices in class. This class does not count toward the COMS major/minor.

COMS 302 - The Dark Side of Interpersonal/Family Communication (4)

This course sets out to explore research and theory that illuminates the dark side of interpersonal and family communication and provides an orientation for understanding the dark side as inseparable from the brighter side in understanding human

communication. • Prerequisites: COMS 203 and COMS 205, 253, or 254 or permission from instructor.

COMS 306 - Family Communication (4)

This course will focus on the central role that communication plays in family life. Some topics covered include: family forms, family systems and communication patterns, family rituals and stories, conflict, and family stress. • Prerequisites: COMS 203 and COMS 205, 253, or 254 or permission from instructor.

COMS 314 - Intercultural Communication (CD) (4)

Analysis of major variables affecting interpersonal communication between persons of different cultural and subcultural backgrounds. • Prerequisite: COMS/ANTH 204 or permission from instructor.

COMS 315 - Asian American Culture and Communication (4)

This course explores the communication patterns of Asian Pacific Americans. Students will examine cultural practices, language, and discourse and how these construct shared and contested individual and collective identities. • Prerequisite: Core A2 or permission from instructor.

COMS 320 - Public Relations Principles and Practices (4)

An introduction to the theory and practice of public relations as an applied social science. Provides an overview of historical approaches, discussion of current trends, analysis of legal and ethical issues, and application of strategic communication theories in the field of public relations. Offered every Fall. • Prerequisites: Core A1 and A2.

COMS 322 - Public Relations/ Advertising Law and Ethics (4)

An investigation of legal and ethical concerns in public relations. Using actual public relations cases, students assess the ethical dilemmas presented and devise ethical, theoretically sound solutions. Offered every Spring. • Prerequisite: Core A1 and A2.

COMS 323 - Public Relations Writing (4)

Public relations writing employs a variety of styles, formats, message structures, and technologies in the design, implementation, and evaluation of communication programs. Students apply advanced persuasive strategies across a variety of print and electronic media. Offered every Fall. • Prerequisites: Core A2 and COMS 320.

COMS 326 - Public Relations Campaigns (4)

Using a combination of case-study and experiential approaches, students learn to create communication programs for nonprofit organizations. Topics covered include planning, strategic and ethical message construction, risk assessment, and crisis management. Offered every Spring. • Prerequisite: COMS 320.

COMS 335 - Rhetoric of Social Movements (SL) (4)

This service-learning course examines how social movements employ rhetoric to bring about social change. We will study the foundations of social movement theory while examining various historical movements in order to understand how rhetorical strategies and techniques move various audiences to action. • Prerequisite: COMS 202.

COMS 336 - Rhetoric of Law (4)

This course offers students both a theoretical understanding of the relationship between rhetoric and law, as well as the practical knowledge of how to read, engage and critique legal texts addressing a specific social problem or legal question.

COMS 337 - Rhetorics of Sex, Gender, and Sexuality. (4)

This course investigates how discourses structure and critique our experiences of sex, gender, and sexuality. Students will be introduced to a variety of theories about gender and sexuality that will help them analyze and evaluate everyday discourses and objects. • Prerequisite: COMS 202 or permission of instructor.

COMS 350 - Nonverbal Communication (4)

Theoretical approaches and methods to study nonverbal communication. Focus on individual and cultural differences; functions by stage and type of social relationships. Offered every Fall. • Prerequisite: COMS 203 and COMS 205, 253 or 254 or permission from instructor.

COMS 352 - Health Communication (4)

This class examines communication's role in maintaining, creating, and promoting health. Some topics covered include: practitioner-patient communication, ethnicity and health, social support, gender and health, health campaigns, media and health, and health beliefs. • Prerequisite: COMS 205 or COMS 253 or COMS 254 or permission from instructor.

COMS 356 - Organizational Communication (4)

An analysis of the communication theories used to explore the complex structures and processes within organizational settings. • Prerequisite: COMS 205 or 253 or 254.

COMS 358 - Persuasion and Social Influence (4)

The study of behavior, attitude formation and change, and the principles of persuasion. Offered every Fall. • Prerequisite: COMS 205 or 253.

COMS 360 - Language and Social Interaction (4)

This class explores language in use including how people use language to accomplish tasks, create meaning, and interact with one another. Students will learn language components such as phonetics, syntax, semantics, and pragmatics in relation to the communication process. Examines sociolinguistics, roles in prejudice, differences in language use in functional communication skills. • Prerequisite: COMS/ANTH 204 or permission from instructor.

COMS 364 - Communication for Justice and Social Change (SL) (4)

This seminar service-learning looks cross-culturally at the issue of justice and social change in various communicative environments - from courtrooms to non-governmental organizations, to the media and international assemblies. The course will explore the communicative practices involved in legal proceedings, human rights, conflict resolution, and the struggle for social justice and change. Using a format that combines lectures, discussions, and student's service-learning projects, we will tackle issues such as the communicative nature of conflict; the unequal access to justice and other social resources; the debate over universal vs. relativistic human rights; the cultural and communicative practices involved in conflict and its resolution; the link between power and communication. • Prerequisite: Core A2 or permission from instructor.

COMS 365 - Geographies of Communication (4)

This course explores how our experience of communication is shaped by the physical realities of communication media: transportation routes, cable lines, switchboards, relay stations, GPS and communication satellites, computer networks, cellular towers, and the fiber optic layout of the postmetropolis. Such media generate a communicative environment, or infosphere, that empowers a growing number of people with the electronic capabilities to produce and disseminate communication all over the world. In this class we will use contemporary communicative theories to study how geography and communication interact. • Prerequisite: Core A2 or permission from instructor.

COMS 366 - The Ethnography of Communication (SL) (4)

Students in this service-learning seminar will explore the communicative practices of various organizations concerned with social justice through ethnographic participant-observation in a community non-profit organization. Readings from cultural and communication theory will provide the conceptual background for their fieldwork. • Prerequisite: COMS/ANTH 204.

COMS 368 - Communication and Aging (4)

Communication and Aging examines the construction of what it means to age and be "old", specifically, the communication processes inherent in this phenomenon, the impact of aging on human relationship/communication, and communication in contexts involving and impacting older adults. • Prerequisite: COMS - 203 or permission from instructor.

COMS 370 - Message Design and Health Interaction (4)

An advanced course designed to provide an understanding of the communication processes in health-related interaction. Specifically, the curriculum addresses the types of health-related messages produced, their pragmatic goal, the known effectiveness of these messages, and the theoretical and methodological concerns when examining messages used in health-related interaction in a medical context. • Prerequisite: COMS 205 or 253 or permission from instructor.

COMS 372 - Communication, Disability, and Social Justice (SL) (4)

An advanced service-learning course designed to examine the attitudes and perceptions of and toward persons with disabilities, how communication creates and perpetuates an inaccurate and unjust depiction of disabled persons, the communicative behaviors of persons who are disabled and the nondisabled during their interaction, and how theories of communication and social justice can illuminate how this socially interactive inequity may be remedied. • Prerequisite: COMS 205 or 253 or permission from instructor.

COMS 373 - Rhetorical History of the US (4)

This course explores the history of the United States from the perspective of the rhetoric that shaped historical events. It examines how history has been made and re-

made rhetorically. The course analyzes radical social movements and rhetorics of dissent; struggles to expand the public sphere and citizenship rights; the uses of cultural memory; and symbolic constructions of 'America'. • Prerequisite: COMS 202 or permission from instructor.

COMS 398 - Directed Study (1 - 4)

A faculty supervised program of reading and study in communication. May be repeated for credit. Requires written permission of instructor, chair, and dean. See COMS website for full guidelines. Offered every semester.

COMS 399 - Directed Project (1)

A faculty supervised project (such as internship or research experience) for credit. Does not count toward the COMS major. Students can accumulate a maximum of 8 units.

COMS 490 - Topics in Communication Studies (4)

Advanced topics not examined in regular course offerings. May be repeated for credit. This class counts toward the COMS major/minor.

COMS 496 - Communication Studies Internship (4)

Field experience in a setting that relates communication study to the student's professional goals. Students may count no more than four (4) credits of Internship credit toward the major. Offered Fall, Spring and Summer. • Prerequisite: Junior/Senior standing.

CS 103 - Web Programming (4)

This course provides students who are not computer science majors with an introduction to web programming. The course focuses on the design and development of web sites and applications, emphasizing problem solving, design, and deployment in the real world.

CS 106 - Computers, Genes, and Society (4)

We'll investigate how computer science, biology and math come together in Bioinformatics to impact our lives. We'll study applications of Bioinformatics, such as CSI and gene therapy, including ethical concerns. We'll use simple Bioinformatics tools and propose policy. No prerequisites.

CS 107 - Computing, Mobile Apps, and the Web (4)

An introduction to computer science for non-majors with little prior programming experience. Students develop programs using visual and high-level programming languages to control robots, create animated simulations, and build Internet and general applications. In addition, students are exposed to an overview of computing and its influence on modern society. Offered Fall and Spring.

CS 110 - Introduction to Computer Science I (4)

Use of procedures, parameter passing, block structures, data types, arrays, abstract data structures, conditional control, iterative and recursive processes, and input/output in programming solutions to a variety of problems. Top-down and bottom-up design and functional decomposition to aid in the development of programs. Four hours lecture and two hours lab. Offered Fall and Spring.

CS 112 - Introduction to Computer Science II (4)

Design and development of significantly sized software using top-down design and bottom-up implementation. Dynamically allocated data, object-oriented programming, architecture of memory, basics of language translation, and basics of algorithm analysis. Development of simple graphical user interfaces. Four hours lecture. Offered Fall and Spring. • Prerequisite: CS 110 (grade of C or better).

CS 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Computer Science.

CS 212 - Software Development (4)

Advanced programming topics including inheritance and polymorphism, multi-threaded programming, networking, database programming, and web development. Techniques for debugging, refactoring, and reviewing code. • Prerequisite: CS 112 (grade of C or better).

CS 220 - Introduction to Parallel Computing (4)

Introduction to the C programming language. Overview of parallel architectures. Programming shared and distributed memory parallel computers. Parallel program performance evaluations. Four hours lecture. Offered every Fall. • Prerequisites: CS 110 (grade of B or better) and permission of instructor or CS 112 (grade of C or better).

CS 221 - C and Systems Programming (4)

Introduction to the C programming language and UNIX/Linux systems programming. Pointers in C, libraries, devices, processes, threads, system calls, memory management, and interprocess communication with sockets. • Prerequisite: CS 110 (grade of C or better).

CS 245 - Data Structures and Algorithms (4)

Algorithm analysis and asymptotic running time calculations. Algorithm design techniques and implementation details. Algorithms for sorting and searching, trees, graphs, and other selected topics. Four hours lecture. Offered every Spring. • Prerequisites: CS 112 (grade of C or better) and MATH 201 (grade of C or better).

CS 286 - Special Topics in Computer Science (1 - 4)

Topics not covered by other CS curricular offerings. Students may register for this class in more than one semester. Consent of instructor required. Offered intermittently.

CS 315 - Computer Architecture (4)

Performance analysis techniques, instruction set design, computer arithmetic, digital design, processor implementation, and memory systems. Performance enhancement using pipelining and cache memory. Four hours lecture and two hours lab. Offered every Spring. • Prerequisites: CS 220 or CS 221 (grade of C or better) and CS 245 (grade of C or better).

CS 315L - Laboratory (0)**CS 326 - Operating Systems (4)**

The design and implementation of operating systems. Study of processes, threads, scheduling, synchronization, interprocess communication, device drivers, memory management, and file systems. Four hours lecture and two hour lab. Offered every Fall. • Prerequisites: CS 220 or CS 221 (grade of C or better) and CS 245 (grade of C or better).

CS 326L - Laboratory (0)**CS 333 - Intro to Database Systems (4)**

Data modeling, record storage, and file organization; database theory; relational, hierarchical, and network models; database management systems and query languages, programming language interfaces to databases; web-based client-server development. Four hours lecture. • Prerequisites: CS 112 (grade of C or better) and CS 245 (grade of C or better).

CS 336 - Computer Networks (4)

Current methods and practices in the use of computer networks to enable communication. Physical and architectural elements, and layered models of networks. Communication protocols and associated algorithms; local and wide area networks; network security. Four hours lecture. • Prerequisites: CS 112 (grade of C or better); CS 245 recommended.

CS 345 - Prog Language Paradigms (4)

Syntax, semantics, concepts, capabilities, and implementation details of several different programming languages, including imperative, functional, object oriented, and logical languages. Comparative advantages and disadvantages of different languages and paradigms. Four hours lecture. • Prerequisites: CS 112 (grade of C or better); CS 245 recommended.

CS 385 - Special Lecture Series in Computer Science (1)

Weekly colloquium and discussion session on current developments in various aspects of computer science. Students may register for this course in more than one semester. Majors must take this course at least twice. One hour lecture. Offered Fall and Spring. Prerequisite: CS 112 with a grade of C or better.

CS 386 - Special topics in Computer Science (1 - 4)

Topics not covered by other CS curricular offerings. Students may register for this class in more than one semester. Consent of instructor required. Offered intermittently.

CS 398 - Directed Reading and Research (1 - 4)

Written permission of the instructor, chairperson, and dean is required.

CS 411 - Automata Theory (4)

Finite state automata with bounded and unbounded memory. Regular languages and expressions. Context-free languages and grammars. Push-down automata and Turing machines. Undecidable languages. P versus NP problems and NP-completeness. Four

hours lecture. Offered every Fall. • Prerequisites: MATH 201 (grade of C or better) and MATH 202 (grade of C or better).

CS 414 - Compilers (4)

Lexical analysis, parsing, semantic analysis, and code generation. Optimization techniques. Compiler design tools and compiler compilers. Four hours lecture. Offered every Spring. • Prerequisites: CS 245 (grade of C or better); CS 345 recommended and CS 411 recommended.

CS 419 - Computer Graphics (4)

Theory and production of interactive computer graphics. Topics chosen from graphics programming and algorithms, modeling, rendering, ray-tracing, and animation. Four hours lecture. • Prerequisites: CS 112 (grade of C or better) and MATH 202 (grade of C or better), or permission of instructor.

CS 420 - Game Engineering (4)

Study of the design and implementation of 3D Computer Games. Topics include 3D Modeling and Texturing, 3D Math (including rotational and translational matrices and quaternions), collision detection, physics engines, and 3D Graphics engines. • Prerequisites: CS 245 with a minimum grade of C and CS 212 with a minimum grade of C

CS 430 - Numerical Analysis (4)

Floating point representation of numbers, error analysis, root finding, interpolation, numerical integration and differentiation, numerical solution of linear systems, numerical solution of differential equations. Four hours lecture. • Prerequisites: CS 112 (grade of C or better) and MATH 202 (grade of C or better).

CS 461 - Logic for Computer Science and Math (4)

Propositional and predicate calculus, syntax and semantics, formal theories, logic programming, lambda calculus. Applications of logic to computer science and mathematics. Four hours lecture. • Prerequisite: MATH 201 (grade of C or better), or permission of instructor.

CS 480 - Computers and Society: Privacy, Security, Ethics, and Service (4)

Computer and network security measures; encryption protocols. Ethical theory and applications in computing. Seminar discussion on value systems, social impact, and human factors, and about use and misuse of computers. Four hours lecture. • Prerequisite: CS 112 (grade of C or better), or permission of instructor.

CS 486 - Special Topics in Computer Science (1 - 4)

Topics not covered by other CS curricular offerings. Students may register for this class in more than one semester. Consent of instructor required. Offered intermittently.

CS 490 - Senior Team Project (4)

Students working in teams investigate, specify, design, implement, test, document, and present to their classmates a significant software project. Sound software engineering practices are presented in lectures and used to evaluate each stage of the project. Written and verbal communication is emphasized through frequent documentation submissions, informal group discussions, code walk-throughs, and student presentations. With the instructor's permission, the course may be repeated for credit. Four hours lecture. Offered Fall and Spring. • Prerequisite: CS 212 (grade of C or better) and senior standing.

CS 498 - Directed Reading and Research (1 - 4)

Written permission of the instructor, chairperson, and dean is required.

DANC 110 - Beginning Dance/Creative Movement Series (1 - 2)

Introductory classes in various dance styles and techniques including ballet, jazz dance, modern dance, tap, social and ballroom, swing, flamenco, ethnic/folk dance and creative movement. (Course may be repeated for credit.)

DANC 141 - Music for Dancers (1 - 2)

This course will introduce students to ways of understanding and utilizing music and sound as part of the process of dance-making. In addition to learning fundamental musical concepts, students will also learn basic sound editing skills in the creation of their own music/sound scores. The combined practice of studying and making music will develop student's abilities to communicate musical problems and ideas clearly and knowledgeably to dancers, choreographers, musicians and composers

DANC 150 - Apprec of Perf Arts: Dance (4)

The course provides an overview of theater, dance, and musical theater focusing on the current state of the arts, but also examining their roots and possible futures. Areas

covered include scenography, costuming, movement, acting and directing, forms of dance, choreography, theater and dance criticism.

DANC 151 - Partnering and Contact Improvisation (1 - 2)

This class will develop basic partnering skills for contemporary dancers. To cultivate effective means for moving in contact with another body, we will research breath, finding one's center, sharing weight, harnessing momentum and stillness.

DANC 161 - Body in Performance: Laban (1 - 2)

This course provides an introduction to Laban Movement Analysis and Bartenieff Fundamentals and their applications to movement description, observation, and execution. Students in all artistic disciplines will develop physical approaches to their training that address core support, postural concerns, injury prevention and rehabilitation. Through the cultivation of a vital, conscious relationship with one's body, dancers, actors and musicians will become aware of personal movement patterns that help and/or hinder expressive potential.

DANC 180 - Popular Dance Culture and Subcultures (4)

A semester-long entry into and questioning of dance's culture-making function. While we will consider concert dance, this is only one aspect of our greater research into how dance participates in national and international culture, and how various dance practices create subcultures whose values often complicate dominant modes of thought. Through readings, guest lectures, videos, discussions, participation in classes, event attendance, and a final fieldwork-driven project, we will address the notions of culture and subculture, and the imbedded themes of identity, entertainment, aesthetics, criticism, value, and lifestyle. Areas may include: ballroom, tango, capoeira, circus arts, ballet, street dance, music videos, club and drag performance, contact improvisation, Broadway musicals, film and television, and YouTube. No prior dance experience is required. Crosslisted with SOC 280.

DANC 181 - Dance and Social History (4)

Dance, like all of the arts, is a product of the culture in which it is created. Social and political climates, cultural values, and issues of personal identity create the framework within which all dance artists create their work. Throughout history, dancers and choreographers have responded to their cultural contexts in more or less conscious ways. Many have used the craft of choreography to give a voice and/or visibility to ideas, issues or populations that directly challenge the attitudes of their communities. This has manifested itself in many ways as dance has evolved as a presence in our culture. This course will use the history of Western concert dance as a means for exploring these connections in greater depth. Particular focus will be paid to the history of ballet, jazz and modern dance and the principle figures of these fields whose work has impacted the ways we think about dance as an agent for activism, artistic innovation and change.

DANC 195 - Dance in San Francisco (4)

An interesting introduction to a topic in the field of Dance.

DANC 210 - Intermediate Ballet (1 - 2)

DANC 211 - Intermediate Modern Dance (1 - 2)

DANC 212 - Jazz/Theatre Dance (Intermediate/Advanced) (1 - 2)

This course is designed to advance and refine the students' jazz theater dance technique, in order for them to experience the great traditions of musical theater. A continuation of the ideas introduced in Beginning Jazz Theater Dance, this class will explore more advanced ways of developing strength, flexibility and stylistic versatility.

DANC 230 - Composition I (4)

Examines the elements of creative movement, with attention to motivation and the use of dance for the expression of ideas and feelings. (Required for Performing Arts Majors.) • Prerequisites: PASJ 130 or DANC 130.

DANC 231 - Composition II (4)

The final Dance Studio, explores choreography, the techniques and tools of composition, space and design, rhythm and pulse, duration and time, energy and dynamics. (Required for Performing Arts Majors.) • Prerequisite: DANCE 230 or PASJ 230.

DANC 290 - Special Topics (1 - 2)

DANC 302 - Analysis of Dance and Fundamental Skills (4)

Study includes analysis of fundamental skills and dance technique, teaching progression, evaluative techniques, instructional strategies and organizational procedure.

DANC 310 - Ballet (Intermediate - Advanced) (1 - 3)

Continuing development of ballet technique with emphasis on more advanced ballet combinations, port de bras, musicality, and artistry. Course may be repeated for credit.

DANC 311 - Intermediate/Advanced Modern Dance (1 - 3)

Continuing development of modern technique with emphasis on more advanced movement combinations, musicality, and artistry. Appreciation of the history of modern dance. Course may be repeated for credit.

DANC 312 - Jazz/Theatre Dance (Int/Adv) (1 - 3)

Continuing development of jazz/theatre dance technique with emphasis on more advanced rhythms and combinations, various styles, individual expression, and artistry. Appreciation of the origin and evolution of dance. Course may be repeated for credit.

DANC 331 - Performing Arts and Comm Ex (SL) (4)

This course is designed for students who are interested in merging social activism, dance/theater and teaching. Students will learn how to use movement and theater as tools for social change in settings such as senior centers, schools and prisons. In studio sessions, students will identify, approach and construct classes for community sites. Selected films and readings will provide a context for discussion and assist in the development of individual student's research and teaching methods. The class will include lab sessions at designated off-campus sites where students will lead and participate in teaching workshops.

DANC 340 - Balinese Dance and Culture (CD) (4)

Through study of the dances of Bali we examine the arts in contemporary Balinese life, along with the various historical and socio-political forces that have influenced its evolution. Lecture/discussion format, videos, and classes in Balinese music and dance.

DANC 360 - Dance in the Community (4)

This course is designed for students who are interested in arts education, specifically teaching dance to children in school settings. This class meets on-campus twice a week to develop an understanding of the history and theory of children's dance education and the ability to plan and implement dance curriculum. Students will teach off-campus once a week, applying the information from the class session to a practicum experience.

DANC 366 - Music Analysis for Dance (4)

The study of music theory including meter, rhythm, phrasing, melody, harmony and its relationship to dance.

DANC 390 - Special Topics (1 - 4)

DANC 397 - Field Experience in Dance (1 - 4)

Work experience in the field of dance which may include teaching, performance, and management placement.

DANC 398 - Directed Study (1 - 4)

Independent dance-based project overseen by faculty adviser. By permission of instructor.

DANC 456 - Advanced Practice in Production and Performance (3 - 4)

A faculty-supervised performing arts project which engages the student in practical production. • Prerequisite: Written permission of department chair and dean.

DANC 480 - Workshop in Dance Production (0 - 4)

This course is fulfilled through participation in the USF Dance Ensemble Fall or Spring concert and/or the USF intergenerational performance company, the Dance Generators. Dancers must audition and attend all rehearsals and performances to receive credit for this course. Students may also receive credit for this course by being involved in the production aspects of these performances.

DANC 490 - Dance and Movement Workshop for California Educators (4)

Designed to promote interest in professional advancement for dance, physical education, and classroom teachers. The workshop provides classes in many dance forms and movement techniques and encourages a sharing of talent, experience, and programs among educators throughout the state of California. Offered intermittently.

DANC 499 - Senior Project in Dance (4)

A faculty-supervised dance project incorporating research and development. Consent of instructor is required.

ECON 101 - Principles of Microeconomics (3)

Introduction to price theory, stressing market structures, distribution, and the organization of economic systems. Offered especially for students in the McLaren School of Business. Offered Fall and Spring.

ECON 102 - Principles of Macroeconomics (3)

Introduction to aggregate economics, stressing the forces that shape overall economic activity and determine economic growth, employment, interest rates, and inflation. Offered especially for students in the McLaren School of Business. Offered Fall and Spring.

ECON 111 - Principles of Microeconomics (4)

Introduction to price theory, stressing market structures, distribution, and the organization of economic systems. Offered Fall and Spring.

ECON 112 - Principles of Macroeconomics (4)

Introduction to aggregate economics, stressing the forces that shape overall economic activity and determine economic growth, employment, interest rates, and inflation. Offered Fall and Spring.

ECON 120 - Economic Methods (4)

An introduction to the statistical tools and mathematical techniques that economists use to analyze the world. The course leads students through the tools needed for study of economics at an intermediate and advanced level. Offered every Fall.

ECON 230 - Environmental Economics (4)

Significant changes to the world environment have been brought on by increasing levels of economic industrialization. This course studies both broad trends at the macro level in the quality of air, water, and land resources as well as the underlying causes of these changes at the micro level. Students will learn to apply basic economic theory to better understand phenomena such as the "tragedy of the commons", environmental pollution and resource degradation, and how we can become better stewards of creation.

ECON 280 - The Global Economy (4)

This course offers an introduction to the world economy, international trade, and economic development, designed especially for non-economics majors. Foundations of international markets and trade, comparative advantage, foreign investment, international inequality, and the study of international institutions such as the IMF, the World Bank, and the World Trade Organization will form key components of the class.

ECON 283 - Economies of Southeast and East Asia (4)

This course surveys the economic development/economic growth process, political system, and the current economic issues of the East Asian and Southeast Asian countries including China, Hong Kong, Japan, Singapore, South Korea, North Korea, Taiwan, Malaysia, Indonesia, the Philippines, Thailand, Vietnam, and India. Students will emerge from the course with a solid understanding of Asian culture, society, and economics.

ECON 285 - Econ of Modern Africa (CD) (4)

This course examines the making of economic societies and specifically the evolution of the African (Third World) economies from pre-capitalist traditional societies through the colonial period to the present status of economic dependency. The class will strive to make students conscious of the interaction between Africa and the developed world, and the implications of these interactions, in historical perspective. Offered Fall or Spring as demand warrants.

ECON 286 - Econ of Latin America (CD) (4)

Economic theory and historical accounts are combined in an attempt to understand the various forces that have shaped economic development in Latin America. The first half of the course looks at historic and macroeconomic issues. We will discuss development policies ranging from the import-substituting industrialization policies of the 1950s-1970s, to the market-oriented reforms of the 1980s through the present. The second half of the course will look at microeconomic issues such as poverty, inequality, agriculture, education, and corruption. • Prerequisites: ECON 101 or ECON 111 AND ECON 102 or ECON 112, or permission of the instructor.

ECON 300 - U.S. Economic History (4)

The growth and development of the American economy from colonial times to the present. The course emphasizes America's role as the first frontier economy to

industrialize and its role as the only pre-WWI industrial economy with a frontier, as well as the growth of the giant industrial enterprise and wealth-accumulation over the last hundred years. • Prerequisites: ECON 102 or ECON 112.

ECON 306 - Economies of Modern Europe (4)

European economic, political, and social developments from the Industrial Revolution to modern times. Topics include Europe's key place in the development of the modern world economy, European industrial stagnation between the World Wars, Europe's economic miracle after W.W.II, and the recent movement towards European unification. Offered as demand dictates. • Prerequisites: ECON 102 ECON 112.

ECON 310 - Foundations of Economic Thought (4)

A course in the history of economic thought, exploring the intellectual foundations of the analysis of economic problems and policies. Offered as demand dictates. • Prerequisites: ECON 101 or ECON 111 or ECON 102 or ECON 112.

ECON 311 - Intermediate Microeconomics (4)

Course examines the choices and decisions of consumers and firms in the context of full information, uncertainty, and imperfect information. Offered every Fall. • Prerequisites: ECON 101 or ECON 111.

ECON 311D - Intermediate Microecon Disc (0)

ECON 312 - Intermediate Macroeconomics (4)

Analysis of national income determination; function of money and commercial banking; methods and objectives of fiscal policy. Offered every Spring. • Prerequisites: ECON 102 or ECON 112.

ECON 318 - Game Theory (4)

An introduction to the basic concepts of game theory with emphasis on strategic interaction in the real world. Strategic interaction affects every facet of life; from businesses jockeying for dominance in a marketplace, to politicians vying for re-election, to nations in international conflict. The class studies solution concepts for an array of games from different fields of study. Offered every Spring. • Prerequisites: ECON 101 or ECON 111.

ECON 320 - Econometrics (4)

This course prepares the student in the use of econometric techniques, such as linear regression, hypothesis testing, and model-building. The focus is on the application of econometrics to applied problems in finance, macroeconomics, development, and international. Offered every Spring. • Prerequisite: ECON 120.

ECON 350 - Money, Banking, and Financial Institutions (4)

This course investigates the changing role of financial institutions, financial markets, and monetary policy in a modern economy. The focus is on how monetary policy influences macroeconomic variables and financial institutions and markets. Offered every Fall. • Prerequisites: ECON 101 or ECON 111 and ECON 102 or ECON 112.

ECON 370 - International Economics (4)

Introduction to the theory and policy of international trade and international economic relations. Course also covers areas of migration, international corporations, and investment. Offered every Fall. • Prerequisites: ECON 101 or ECON 111 and ECON 102 or ECON 112.

ECON 372 - Economic Development (CD) (4)

Processes of economic change and industrialization in developing nations and comparative analysis of underlying social factors; interactions between traditional and modern sectors, and international relationships. Offered every Fall. • Prerequisites: ECON 101 or ECON 111 and ECON 102 or ECON 112.

ECON 390 - Experimental Courses (1 - 4)

Courses not presently in the catalog which the department offers on an experimental basis.

ECON 398 - Directed Reading (1 - 4)

The written permission of the instructor and the Chair of Economics is required.

ECON 415 - Mathematics for Economists (4)

Applications of linear algebra and calculus to equilibrium, dynamic, and optimizing models of economic theory. Offered every Fall. • Prerequisites: ECON 120 or ECON 311.

ECON 416 - Special Topics in Mathematics for Economists (4)

Topics may include: Applications of differential equations, phase diagrams analysis, stability analysis, optimal control theory, calculus of variations, applications in probability and statistics to financial economics and the economics of uncertainty, differential games, and dynamic programming in economics. Offered as demand merits. • Prerequisite: ECON 415.

ECON 424 - Internet Data Sources (4)

Understanding how to find and manipulate economic data is an important tool for undergraduate Economics students who are about to enter the job market. Students in this course will learn how to obtain economic and financial data on the Internet for the analysis of a wide variety of economic issues. This course will teach students how to find and utilize data measuring GDP, inflation, and unemployment statistics. • Prerequisites: ECON 311 or ECON 312.

ECON 425 - Econometrics of Fin Markets (4)

This course introduces students to the econometric theory and techniques most useful in examining and testing models common in finance and macro-economics. This includes such topics as forecasting prices and returns of financial instruments, testing hypotheses regarding market efficiency and arbitrage, and modeling the time-series nature of financial market data.

ECON 451 - Monetary Economics (4)

This course concentrates on the role played by money in influencing macroeconomic variables such as output, interest rates, and inflation. It also investigates the ways in which government can control economic activity through its regulation of the banking system and the supply of money. • Prerequisites: ECON 120 or ECON 311.

ECON 452 - Model Federal Reserve (2)

This course is designed in conjunction with the Federal Reserve Bank of San Francisco and San Francisco State University. Students will study closely on the functions and structure of the Federal Reserve System and its policy making.

ECON 455 - Options and Futures (4)

Options, futures and other derivative contracts are widely used to manage risk by businesses and financial institutions. This course provides students with a solid understanding of: i) the economic functions of futures, forwards and options; ii) the operation of futures and options markets; iii) the pricing of futures, options and other derivatives; and iv) basic strategies in trading options. Offered every Spring. • Prerequisites: ECON 120 and ECON 350.

ECON 460 - Industrial Organization (4)

Survey of market structure, conduct, and performance of industry and the economics of regulation and anti-trust laws. Offered as demand merits. • Prerequisite: ECON 311.

ECON 463 - Experimental Economics (4)

This course introduces modern laboratory experimental methods to students with well-developed interests in economics and with an intermediate-level knowledge of microeconomics and statistics. The course will examine experimental techniques in detail and will survey recent applications in fields such as markets, development, choice under certainty and games. Students will use the lessons to conduct original research and set up their own experiment. • Prerequisite: ECON 311 Intermediate Microeconomics OR permission of the instructor.

ECON 465 - Law and Economics (4)

Law and Economics offers undergraduates an understanding of how economic theory provides a framework to analyze legal systems. It will also teach students the fundamental importance of the law in fostering economic growth and development. The economic foundations of both domestic and international institutions will be studied extensively. • Prerequisite: ECON 311.

ECON 471 - International Finance (4)

The world monetary system, international monetary policy, foreign exchange markets and their uses in the fields of international investments and finance. Offered every Spring. • Prerequisite: ECON 312.

ECON 473 - Development Microeconomics (4)

Study of microeconomic behavior in developing countries, especially focusing on development traps, causes and consequences of poverty, economics of corruption, credit and labor issues, and women in development. Offered every Spring. • Prerequisite: ECON 311.

ECON 474 - Developmental Macroeconomics (4)

How can countries achieve sustained growth and significantly reduce poverty? This course examines the central question of long-term growth and growth management policies. It uses an integrated approach combining theoretical material with hands-on real world data-based econometric case studies. Offered every Fall. • Prerequisite: ECON 312.

ECON 475 - Finance and Investment in Emerging Economies (4)

This course is intended for advanced undergraduates who have completed intermediate levels of micro and macroeconomics. The class will analyze the economics of foreign investment in emerging economies such as the newly industrializing economies of Asia and Latin America. Emphasis will be placed on understanding transnational capital flows, foreign direct investment, privatization of industry, the role of exchange rate and currency risk, and models of foreign portfolio investment. • Prerequisites: ECON 311 and ECON 312.

ECON 476 - Natural Resource Economics and Development Policy (4)

Natural resources and the environment and their role in economic development are hotly debated issues. For some countries the abundance of natural resources has been a curse, for others it has been a boon. This course will examine the issues surrounding changes in the environment in developing nations during the process of industrialization, trade-offs between economic growth and resource depletion, and sustainable development. • Prerequisite: ECON 311.

ECON 477 - International Political Economy (4)

Study of the economic, political and technological forces that have shaped the post-war international economic system. Topics include the role of multilateral financial institutions, economic regionalism, the North-South gap, relationships between states and markets, economic globalization and its implications, and challenges to sustainable development. • Prerequisite: ECON 312.

ECON 478 - Population and Labor Economics (4)

The uses of economic analysis to understand the problems of population growth and population policy, household formation, immigration, labor market discrimination, and income inequality and poverty.

ECON 479 - Advanced Topics in International Economics (4)

This course focuses on current international economic policy issues, including the on-going global financial crisis, the challenges and opportunities of globalization for developing as well as developed countries, the stress in the current international monetary and trade systems resulting from the rapid development of India and China and the external adjustment problems of the United States, and the evolving role of the IMF.

ENGL 192 - Intro to Literary Study (4)

An introduction to literary study, focusing on poetry, drama and fiction. Students will learn basic literary terms and practice textual analysis through writing and discussion. Emphasis will be on the formal features of literary works, as well as on the cultural and historical contexts that inform them. English majors only. Offered every semester.

ENGL 195 - FYS: First-Year Seminar (4)

First Year SEminars in the English Department serve as focused introductions not only to important literary texts but also the many tools of literary study, such as interpretation, vocabulary, research, and analysis..

ENGL 198 - Ignatian Literary Magazine (1 - 4)

Laboratory course in magazine editing and production that uses the Ignatian literary magazine as its' vehicle. Offered every year.

ENGL 202 - Great Works of Western Literature (4)

This class explores, celebrates, and interrogates "great works" of varying traditions. The topics, texts, and themes change according to the instructor. Recent topics include Literature and the Law, Science Fiction, the Harlem Renaissance, Literature and War, The Journey, and Children's Literatures.

ENGL 203 - African American Literature Survey I (4)

The purpose of this course is to explore the major developments, themes, and works of African American literature from its eighteenth century beginnings to the dawning of the twentieth century. Beginning with an exploration of early eighteenth century African American song, sermon, speech and poetry, the course moves forward through the nineteenth century abolitionist and women's movement to the period of Reconstruction, featuring both major and minor writers.

ENGL 204 - African American Literature Survey II (4)

This course is the second half of the introductory survey of the literature of African Americans. Starting in 1915 at the beginning of the Harlem Renaissance, the course moves forward through the Black Arts Movement of the 1960s and 1970s to the Women's Movement of the 1970s, 1980s, and 1990s, featuring both major and minor writers.

ENGL 205 - Native American Literature and Film (4)

An introduction to American Indian experiences and cultures from the perspective of oral, written, and visual texts produced by Native North American Indians. The course will focus on various texts representative of emerging Native American literary and cinematic traditions beginning with early oral and ethnographic texts, culminating with a concentration on contemporary American Indian prose, poetry, and film.

ENGL 206 - Tales and Transformations (4)

Stories of transformation and metamorphosis have captivated cultures and writers for centuries. In this course, students read, think about and interpret both kinds of transformations: the changes that happen in stories, and the literary changes that happen to stories. Through reading and discussion, students practice written literary analysis and acquire familiarity with such literary matters as plot and character development, connotative and figural language, and the basic elements of poetry.

ENGL 207 - Major American Novelists (4)

Introductory survey of some landmark fiction written in the United States in the 19th and 20th centuries. Likely authors include Hawthorne, Twain, Chopin, Wharton, Faulkner and Fitzgerald. The course will explore and analyze the development and the continuities and discontinuities of the American novel.

ENGL 208 - Survey of Women's Literature I (4)

This course studies the traditions of literature by women to the early nineteenth century. Through readings of poems, short fiction, novels, and non-fiction prose, the courses explores how women from diverse ethnic, racial, religious, and class background articulated the female experience. Special attention is paid to women's understanding and representation of creative authority as well as to the historical, cultural, and literary contexts in which writing by women is produced.

ENGL 209 - Survey of Women's Literature II (4)

This course examines a diverse body of works from the 19th and 20th centuries. We will read novels, poetry, plays, short stories, and essays with a particular focus on how women writers break and restructure traditional genre forms.

ENGL 210 - Shakespeare: An Introduction (4)

This class studies seven of Shakespeare's plays, the Early Modern period, and Shakespeare's relationship to this period. The course examines the literary, historical, social and cultural influences on Shakespeare's plays along with the moral judgments Shakespeare leads his readers to formulate on disparate topics.

ENGL 211 - Asian American Literature Survey (4)

This course introduces students to Asian American experiences through writings and films by Asians in America (including Chinese, Filipino/a, Japanese, Korean, Southeast Asian, South Asian, and Pacific Islanders--both immigrants and U.S.-born), from the late nineteenth century to the present day. Students analyze the evolution of Asian American consciousness expressed through their writings, raising historical and political issues such as acculturation processes, intergroup relations, media representation, race, culture, gender, sexuality, identity and Third World politics.

ENGL 212 - Introduction to Chicano/a Literature Survey (4)

This course introduces Chicano/a and Latino/a literary and cultural production in its various genres, including poetry, novels, short stories, plays, essay writing, performance and film.

ENGL 215 - Contemporary American Poetry (4)

An introduction to American poetry written after 1945, this class looks at major figures and movements that have shaped not just American literature but American culture. This class looks at poetry as an extension of historical and cultural contexts while also paying attention to the history and the craft of poetry. Authors include Charles Wright, Billy Collins, Allen Ginsburg, Jorie Graham, Louise Erdrich, Sherman Alexie, Terrance Hayes, W. S. Merwin, Susan Howe and many others.

ENGL 220 - Creative Writing for Non-English Majors (4)

In Creative Writing, students will be required to read and respond to (in writing and discussion) various short stories and poems, by both published and student writers, and to produce a portfolio of new and original fiction and poetry, including some revision.

ENGL 230 - Literature, Gender and Sexualities (4)

Through an exploration of ways that authors have written about gender and sexualities and have gendered and sexualized their writing, students will learn that gender and sexuality operate as analytic categories which inform not only the representation of characters and behaviors, but also textuality itself: the construction of plots, the mobility of syntax, tropes, and schemas, and the designs of language on the reader.

ENGL 235 - Literature and the Environment (4)

A survey of poetry, fiction and nonfiction across centuries and cultures. We will examine the philosophies that underpin ideas of nature, culture and 'the wild'; and examine the nature and place of creative literature in addressing environmental issues.

ENGL 295 - SIT: Seminars (4)

SIT Seminars in the English Department serve as focused introductions not only to important literary texts but also the many tools of literary study, such as interpretation, vocabulary, research, and analysis.

ENGL 310 - Literature 1 (4)

In-depth reading and discussion of major literary works from the Medieval period through the Renaissance, including those in the popular tradition. Topic changes regularly. Offered every semester with a new topic. Recent topics include Arthurian Legends, Medieval Literature, and The Supernatural Other.

ENGL 311 - Writing Faith: Exploring Poetics and the Politics of Spirituality in Medieval Literature (4)

This course will explore the social, spiritual, and aesthetic elements in Medieval writings that speak to the intellectual, moral, and spiritual responses of individual faith and society at large. Our readings will allow us to discuss how Medieval writers, especially women writers, express spirituality, hope, compassion, self-sacrifice, and justice. We will examine the elements of spirituality in the following general themes: mysticism, history, gender, and literary conventions. The course will end with explorations into the ways writers and filmmakers represent and appropriate Medieval faith in our contemporary world.

ENGL 320 - Literature 2 (4)

In-depth reading and discussion of major literary works from the 18th and 19th Centuries. Offered every semester with a new topic. Recent topics include 19th Century American Short Fiction, The Gothic, Law and Culture, and Romantic Gardens.

ENGL 321 - History of the English Language (4)

This class provides both linguistic and literary approaches to the history and development of the English language. By examining fragments and excerpts from literature of each phase in the development of English, students will become aware of language change and the interrelationship between English and other languages. In addition, students will develop an understanding of the relationship of language to literature, including the influence of culture and history on both. This is a Writing Intensive course and fulfills the Core A2 requirement for qualified transfer students.

ENGL 330 - Literature 3 (4)

In-depth reading and discussion of major literary works from the 20th and 21st Centuries. Offered every semester with a new topic. Recent topics include the Harlem Renaissance, The U.S. Novel from 1950-2000, and Nature, Gender, Modernism.

ENGL 335 - Feminist Thought (4)

An introduction to a variety of feminist theories and approaches with emphasis on the arts, philosophy, politics, and media. Offered every Spring.

ENGL 340 - Shakespeare (4)

Examination of principal plays in the light of recent and contemporary criticism. Offered every semester.

ENGL 350 - Rhetoric and Culture (4)

An examination of the craft of writing as an artistic activity that links writers and readers with social issues and civic goals. Focusing on the confluence of rhetoric and semiotics, this class examines traditional notions of rhetoric and persuasion within a contemporary context. An advanced writing course, students research and write on issues of social and personal import in which they offer arguments into topics such as gender, law, race, environmental issues, popular culture, and other aspects of contemporary culture. Offered every Fall.

ENGL 360 - Studies in Non-Fiction (4)

The genre of "nonfiction" is named for what it isn't—it's not fiction. Which tells us only that it isn't made up. Which doesn't tell us very much at all. In this seminar then, we will

draw from the rich tradition of nonfiction in order to appreciate the power and versatility of the genre. By studying contemporary examples of essays alongside historical ones, our primary course goal will be to understand and define "nonfiction" more specifically and generously, and the reading list will include "classic" essayists as well as examples of the lyric essay, literary journalism, and other work more difficult to categorize. Student writing--exercises and creative essays--will be an equally important part of the endeavor.

ENGL 361 - Studies in Fiction (4)

What makes literary fiction "fiction"? What makes it "literary"? Why do we read and write it? What are our expectations of it? In this course, we will focus on an exploration of the various technical, stylistic, aesthetic, ethical, and formal aspects of literary short fiction, novellas, and novels. Students will read a diverse range of short and long fiction, which may include writings by Woolf, Duras, Doctorow, Wideman, Chekhov, Wharton, and Carver, and will respond to the writings both critically and creatively.

ENGL 362 - Studies in Poetry (4)

An introduction to Poetry as a Genre. Students will be required to read classic examples of narrative, dramatic and lyric poetry, as well as poems from the Romantic period to present day. This course examines the development of poetry and explores issues of rhetorical structures, closed and open forms, prosody, diction and audience. requirements will include writing assignments of both the creative and analytical varieties, as well as exams.

ENGL 363 - Studies in Drama (4)

A history of the development of Drama as a Genre, from antiquity to present day. Students will be required to read examples from a range of dramatic periods and styles, which might include Greek Tragedy, Elizabethan Comedy, French Farce, Restoration Comedy, Realistic Dramas, Social Dramas, Absurdist Theatre and Experimental Theatre. Requirements will include writing assignments of both the creative and analytical varieties, as well as exams.

ENGL 370 - Ethics, Writing and Culture (4)

This course focuses on the political and social questions surrounding writing and publishing. Students study issues of censorship, racism, sexism, and social responsibility both within the publishing world and recent literatures. The course looks at how novels, poems, essays, and columns have altered and influenced contemporary culture, exploring the responsibility of the writer to his or her audience.

ENGL 398 - Directed Study (1 - 4)

Offered every semester.

ENGL 399 - Critical Analysis (4)

This course builds on the analytical and critical skills developed in English 190 and 191 through examination of the major methodologies of Twentieth Century literary theories. Offered every Fall.

ENGL 400 - Special Topics in Writing (2 - 4)

Advanced seminar in writing that requires students to produce writing suitable for publication. A close attention will be paid to issues of style, rhetorical strategies and audience. Recent topics include Writing and Popular Culture, Gender and Sexuality and Writing and Social Change. Course may be taken more than once with a different topic.

ENGL 405 - Capstone Seminar; Asian American Studies (4)

As the culmination of the certificate program in Asian American studies, this course requires students to integrate the content and models of core and elective courses into a coherent grid of analysis and agenda for social action. A primary component of this course will be service-learning activities in collaboration with local and regional Asian Pacific American community agencies. Students will be required to submit a capstone portfolio, including a thesis paper, at the end of the semester that integrates their service-learning experiences with their academic foundation. Offered Spring 2003.

ENGL 410 - Special Topics in Literature and Film (4)

A varying series of topics examined by means of critical theory and research methods. Offered every year.

ENGL 450 - Advanced Workshop in Creative Writing: Fiction (4)

A workshop designed to give students a stronger understanding of fiction writing and revision processes. Exit requirement is a portfolio of new, original, and revised work. Non-majors welcome with the permission of the instructor.

ENGL 460 - Advanced Workshop in Creative Writing: Poetry (4)

A workshop designed to give students a stronger understanding of poetry writing and revision processes. Exit requirement is a portfolio of new, original, and revised work.

ENGL 470 - Advanced Workshop in Creative Writing: Nonfiction (4)

A workshop designed to give students a stronger understanding of nonfiction writing and revision processes. Exit requirement is a portfolio of new, original, and revised work. Offered every Spring.

ENGL 480 - Internships in Literature and Writing (SL) (1 - 4)

Internships introduce and acclimate students to professional opportunities in the fields of literature, writing, and literary publication. May be directed toward professional work or service. Offered every Spring.

ENGL 490 - Senior Seminar in Literature (4)

A course which integrates the knowledge and skills derived from previous work in a significant research project. Work is submitted to both the instructor and an outside reader. Offered every Spring.

ENGL 491 - Senior Seminar in Writing (4)

A course which integrates the knowledge and skills derived from previous work in a significant creative writing portfolio or research project. Work is submitted to both the instructor of record and an outside reader. Offered every Spring.

ENVA 109 - Environment and Society (4)

This course introduces students to environmental studies by focusing on social science approaches to understanding the human causes of environmental change. Sociological, psychological, anthropological, historical, economic, political, and moral perspectives are examined. The concept of the "tragedy of the commons" is used to highlight the social factors underlying environmental problems. Offered every spring.

ENVA 110 - Understanding Our Environment w/Lab (4)

This course serves as an introduction to and covers broad aspects of environmental science and environmental studies. For all cases, the resulting environmental impacts are studied in detail. Specifically, this course examines the risks associated with growth in a developing world; environmental impact of population growth on natural resources; mineral and resource extraction; water resource uses; and renewable and non-renewable sources for power generation. Emphasis is placed on a holistic approach to environmental science using laboratory exercises, environmental surveys, and class discussions to reinforce scientific principles. Cross-listed With: ENVS 110.

ENVA 110L - Laboratory (0)

ENVA 130 - Community Based Urban Agriculture: Design and Management (4)

This is an introductory course to the art, science and practical implementation of community gardening techniques. Students study local community-supported agriculture programs, analyze different models for urban garden projects, and develop and hold community garden design meetings. Based on research, field trips, first-hand study of the university garden site and hosting of university-wide meetings, students will produce a draft proposal for the university garden by the end of the semester.

ENVA 140 - Garden as Art: History, Design and Implementation (4)

This is the second semester of a year-long introductory course on the art, science and practical implementation of community garden design and techniques. In the first term students studied local community supported agriculture programs, analyzed different models for urban garden projects, and organized and held community garden design meetings. Based on research, field trips, first hand study of the university garden site and the hosting of university-wide meetings, students produced a draft proposal for the university garden at the end of the semester. In the spring semester students will implement the Community Garden design while simultaneously engaging in Service-Learning with non-profit organizations working on food security issues.

ENVA 145 - Community Garden Outreach (SL) (4)

Students explore food security issues through semester-long Service Learning internships with organizations involved in the production, use, distribution and/or promotion of locally grown organic produce. Students engage in on-going reflection on their Service Learning internship experience.

ENVA 210 - Ecology and Human Impacts w/Lab (4)

This course introduces students to biological and ecological aspects of environmental science. It will include lectures, laboratory exercises and field exercises. The goal of the course is to give the student an overview of basic ecology, ecological management issues, and ecosystem policy with special emphasis on local issues in the San Francisco Bay Area. Cross-listed with ENVS 210.

ENVA 210L - Laboratory (0)**ENVA 212 - Air and Water w/Lab (4)**

This course covers broad physical and chemical aspects of the atmosphere and water resources. Specifically, this course considers atmospheric composition, weather processes, and air pollution; water resources, regulations, and defining water quality based on intended use. For all cases, the resulting environmental impacts are studied in detail. Emphasis is placed on a holistic approach to environmental science using field trips and sampling exercises, laboratory exercises, environmental surveys, and class discussion to reinforce scientific principles. Cross-listed with ENVS 212.

ENVA 212L - Laboratory (0)**ENVA 230 - Introduction to Urban Sociology (4)**

An introduction to the historical development and social structure of cities; their changing historical importance in the growth of social, economic, and political life; and their crucial role in the political economy of a global society. Offered in Fall. Cross Listed With: SOC 230.

ENVA 231 - Introduction to Globalization (4)

Globalization has become a buzzword in our society. But what is globalization? In this class we will examine what it is, how it shapes our lives and where it happens by looking at both the theory and reality of globalization.

ENVA 232 - Environmental Economics (4)

Significant changes to the world environment have been brought on by increasing levels of economic industrialization. This course studies both broad trends at the macro level in the quality of air, water, and land resources as well as the underlying causes of these changes at the micro level. Students will learn to apply basic economic theory to better understand phenomena such as the "tragedy of the commons", environmental pollution and resource degradation, and how we can become better stewards of creation.

ENVA 235 - Literature and the Environment (4)

A survey of poetry, fiction and nonfiction across centuries and cultures. We will examine the philosophies that underpin ideas of nature, culture and 'the wild'; and examine the nature and place of creative literature in addressing environmental issues.

ENVA 240 - Ethics: Environmental Issues (4)

This course critically analyzes ethical arguments and various positions on contemporary ethical issues. The course will be composed of three focus areas: Ethical Theory, Social Issues, and Ethics of Everyday life. Approximately one-third of the course will be devoted to each area. This section focuses on the more specific ethical issue, Environmental Issues.

ENVA 250 - Environmental Data Analysis (4)

This course provides students with two types of mathematical tools for environmental problem solving; estimating tools and statistical tools. Students will learn how to characterize environmental problems with mathematical relationships, find necessary data and make assumptions, and estimate quantitative answers. We will use statistical tools to gather meaning from environmental data, by examining data patterns (distributions), determining relationships among data (correlations), and checking data quality. The course will address such problems as water contamination, toxic waste, noise pollution, air emissions, and climate change. Cross-listed With: ENVS 250.

ENVA 280 - Alaska: Culture, Environment and Tourism (4)

This 17-day, 4-credit Arrupe Justice immersion course in anthropology and environmental studies examines the relationship between culture and the environment in the unique island setting of Sitka, Alaska. Students will learn about the region's terrestrial and marine environments, its occupation and use by the indigenous Tlingit population and by non-Native peoples, and contemporary controversies surrounding the appropriate use of its natural resources – its fish, timber, and natural beauty. The focus will be on experiential learning, beginning with a 3-day trip up the Inland Passage aboard an Alaska Marine Highway ship. All students are welcome to apply; especially suited for Anthropology and Environmental Studies students.

ENVA 308 - Research Methods (4)

This course stresses the comprehension and assessment of research methods in sociology. Students critically consider the logic and variety of methods that sociologists use to observe the social world by examining the most common qualitative and quantitative techniques. The focus is on assessing how well research strategies address the underlying sociological question(s), how the evidence provides tenable

knowledge of social phenomena, and how the evidence can be used in developing new theories or testing the adequacy of existing theories. Offered every semester.

ENVA 319 - Health and Environment (4)

This course explores illness due to environmental pollution. An overview of sociological perspectives on health and illness is followed by examination of the role of scientific knowledge and other social factors in identifying, treating, and preventing environmental illness. Cross-listed with SOC 319.

ENVA 320 - Global Environments and Societies (4)

This course explores how characteristics of human societies influence human uses of, and our relationship to, the environment. Topics include: the roles of science and technology, government, the economy, and culture in shaping human impacts on the environment; the environmental movement; and environmental justice. Cross-listed with SOC 320.

ENVA 322 - Globalization and Resistance (4)

This course examines social, economic, political and cultural dimensions of globalization from a sociological perspective. Theoretical approaches to the globalization thesis, neo-liberalism, and the decline of the nation-state are analyzed along with case studies of transnational movements of resistance that include workers, students, women, indigenous peoples, and environmentalists. Offered intermittently.

ENVA 342 - Environmental History of Africa (4)

Introduction to the environmental history of Africa from 1800 to the present. Topics examined include Africa's physical environment, role of natural resources in the development of African societies, demography, agriculture, desertification, deforestation, conservation, famine, and economic development. Offered every other Spring. Cross-listed with HIST 342.

ENVA 350 - Energy and Environment (4)

In this course, students will examine energy production and consumption as an underlying cause of multiple environmental problems. Beginning with an overview of energy-environment connections, the course will cover major fuel types and energy sources—from coal and natural gas to solar, and advanced energy carriers and storage systems (e.g., hydrogen and fuel cells). • Prerequisites: ENVA 212 and ENVA 250.

ENVA 360 - International Environmental Politics (4)

Study of the politics of ethnicity and nationalism in the contemporary world and ramifications for state sovereignty, international cooperation and security. Case studies from a wide variety of settings (i.e., South-Southeast Asia, Africa, the Middle East, Canada, Eastern Europe and the former Soviet Union, Yugoslavia) will be used to illustrate conceptual and empirical issues. Offered every other year. Cross-listed with POLS 360.

ENVA 361 - Religion and the Environment (4)

Explores the religious underpinnings of contemporary attitudes and practices concerning the environment. Both historical and contemporary understandings of nature as expressed in various religious traditions. Offered intermittently.

ENVA 363 - Environmental Law (4)

Environmental Law examines the basic legal setting for the protection and management of the environment. It discusses how environmental law is created and applied. This course reviews how the common law traditionally addressed environmental issues before entering the new era of federal environmental regulation. Major statutes covered include the Clean Air Act, Clean Water Act, National Environmental Policy Act, Superfund (CERCLA), and the Endangered Species Act. During the course we will discuss how many of the areas studied may play a role in the current efforts to address climate change. We will finally address formal legal efforts to address climate change on the international level as well as local California initiatives. The course also includes material on economic analysis, scientific and legal causation, and expert testimony.

ENVA 364 - Urbanization and Development (4)

This course examines some of the major factors that contribute to urban development in post-industrial and newly industrializing countries. It will cover issues of de-industrialization, labor and capital mobility, immigration, the logic of spatial location, metropolitanization, and the growth and political economy of global cities. Offered in Spring.

ENVA 365 - Brazilian Culture and Society (4)

This course provides socio-historical approaches to contemporary Brazilian culture and society from a race, class, and gender/sexuality perspective. Case-studies of

popular/political cultures, social movements, inequalities and identities illustrate major developments in Brazilian culture and society within the context of democratization and globalization. Offered intermittently.

ENVA 366 - Intro to Environmental Policy (4)

The purpose of this course is to introduce students to the processes, participants, and institutions that surround the making and implementing of environmental policy. It combines lectures, case studies, and some "hands on" field exercises to illustrate how these elements interact. Cross Listed With: ENVA - 366.

ENVA 367 - Environmental Justice (4)

This course examines how environmental 'goods' like clean air and water' and environmental 'bads' like hazardous waste and industrial pollution' come to be unequally distributed in societies, often along lines of race, class, and gender.

ENVA 390 - Special Topics (4)

ENVA 396 - Environmental Studies Internship (4)

Internship in an organization related to Environmental Studies.

ENVA 404 - Environmental Ethics (4)

Provides an overview of ethical responsibilities for the natural world. The course explores the diverse ethical responses to environmental problems including contemporary philosophical and religious beliefs regarding nature. Cross-listed with THRS 404.

ENVA 410 - Environmental Monitoring w/Lab (SL) (4)

Capstone field and laboratory methodologies class that draws upon materials presented in the foundation courses. • Prerequisites: ENVA 210, ENVA 212 and ENVA 250.

ENVA 410L - Laboratory (0)

ENVA 450 - Capstone Practicum in Environmental Studies (4)

An upper division seminar that serves as a capstone to the program. Students explore diverse environmental issues from the perspectives of the humanities as well as the natural and social sciences. The student's environmental portfolio is reviewed during this seminar.

ENVA 498 - Research for Advanced Undergraduates (1 - 4)

Original research supervised by a member of the staff, with credit to be fixed in each case. Designed to give students an acquaintance with, and an appreciation of, the principles and methods of original scientific investigation. A research report must be filed.

ENVS 100 - Understanding our Environment w/lab (4)

This course is an introduction to environmental science and environmental studies for non-science majors. It examines the environmental impact of population growth on natural resources; mineral and resource extraction; water resource use and water pollution; air pollution and climate change; and conventional and sustainable energy supplies. Emphasis is placed on a holistic approach to environmental science using class discussions, laboratory exercises, and environmental surveys to reinforce scientific principles. Offered every semester.

ENVS 100L - Laboratory (0)

ENVS 110 - Introduction to Environmental Science w/Lab (4)

This course serves as an introduction to and covers broad aspects of environmental science and environmental studies. For all cases, the resulting environmental impacts are studied in detail. Specifically, this course examines the risks associated with growth in a developing world; environmental impact of population growth on natural resources; mineral and resource extraction; water resource uses; and renewable and non-renewable sources for power generation. Emphasis is placed on a holistic approach to environmental science using laboratory exercises, environmental surveys, and class discussions to reinforce scientific principles.

ENVS 110L - Laboratory (0)

ENVS 210 - Ecology and Human Impacts w/Lab (4)

This course introduces students to biological and ecological aspects of environmental science. The course will include lectures, laboratory, and field exercises that emphasize basic ecology principles. The goal of the course is to give the student an overview of basic ecology, ecological management issues, and ecosystem policy with special

emphasis on local issues in the San Francisco Bay Area. Cross-listed With: ENVA 210.
 • Prerequisite: ENVS 100 or 110 with C- or better.

ENVS 210L - Laboratory (0)

ENVS 212 - Air and Water w/Lab (4)

This course covers broad physical and chemical aspects of the atmosphere and water resources. Specifically, this course considers atmospheric composition, weather processes, and air pollution; water resources, regulations, and defining water quality based on intended use. For all cases, the resulting environmental impacts are studied in detail. Emphasis is placed on a holistic approach to environmental science using field trips and sampling exercises, laboratory exercises, environmental surveys, and class discussion to reinforce scientific principles. Cross-listed With: ENVA 212. • Prerequisite: ENVS 100 or 110 with C- or better and MATH 108 or the equivalent.

ENVS 212L - Laboratory (0)

ENVS 230 - Environmental Impacts and Economic Decision-Making (4)

Is there a conflict between the profit motive and the health of the environment? Focusing on real-world problems through case studies, students explore the link between environmental issues and economic decisions. • Prerequisites: ECON 111 or ENVS 110 or ENVA 110.

ENVS 250 - Environmental Data Analysis (4)

Provides students with foundations in quantitative analysis methods used to analyze environmental data. These methods are applied to real-world cases, and students will conduct a full analysis and prepare a professional report as part of a group process. Cross-listed With: ENVA 250. • Prerequisites: ENVS 100 or 110 with C- or better and MATH 108 or the equivalent.

ENVS 311 - Environmental Chemistry (4)

This course provides in-depth coverage of major topics in the chemistry of the environment, including tropospheric air pollution, stratospheric ozone depletion, aquatic chemistry, water pollution and water treatment, soil chemistry, and toxic organic compounds. Offered intermittently. Cross-listed with: CHEM 311. • Prerequisites: CHEM 113 with a grade of C- (1.7) or higher, and one of the following: ENVS 212, CHEM 230, or CHEM 236.

ENVS 312 - H2O Resource Analy w/Lab (4)

This course explores two primary aspects of water resource availability: surface water hydrology and water quality. Process analyses of environmental problems are used throughout this course to aid in the development of scientific knowledge and environmental impacts on water. • Prerequisite: ENVS 212

ENVS 312L - Laboratory (0)

ENVS 320 - Restoration Ecol w/Lab (4)

An overview of concepts and practices in restoration ecology. Emphasis will be on the application of ecological principles to restoration design, implementation, and monitoring. Two lectures and one laboratory session each week. • Prerequisite: ENVS 210.

ENVS 320L - Laboratory (0)

ENVS 321 - Wetland Ecology w/Lab (4)

This upper-division lecture and laboratory course reviews basic concepts of ecology as they apply to wetland ecosystems. Major course topics include: wetland hydrology and soils, wetland biota and their adaptations, wetland types, and policies for wetland management. • Prerequisite: ENVS 210 or permission of instructor.

ENVS 321L - Laboratory (0)

ENVS 350 - Energy and Environment (4)

In this course, students will examine energy production and consumption as an underlying cause of multiple environmental problems. Beginning with an overview of energy-environment connections, the course will cover major fuel types and energy sources--from coal and natural gas to solar, and advanced energy carriers and storage systems (e.g., hydrogen and fuel cells). • Prerequisites: ENVS 212 and ENVS 250.

ENVS 360 - Climate Change: Science and Policy (4)

In this course, students will develop a deeper understanding of the greenhouse effect and human influences on the Earth's climate. Building on this scientific base, the course will emphasize climate change mitigation--options for changing human activities and

reducing emissions of greenhouse gases to avert negative climate change impacts. • Prerequisites: ENVS 210 ENVS 212 and ENVS 250.

ENVS 370 - Introduction to Landscape Ecology and GIS w/lab (4)

This course serves as an introduction to environmental remote sensing and Geographic Information Systems (GIS). It is designed to provide students with basic concepts, principles and applications of remote sensing and GIS and their use in natural resource management. This course has a corequisite laboratory. • Prerequisites: ENVS 100 or 110 with C- or better, ENVS 210 with C- or better.

ENVS 370L - Laboratory (0)

ENVS 390 - Undergraduate Special Topics (4)

Courses offered occasionally on a special topic in Environmental Science.

ENVS 410 - Methods of Environmental Monitoring w/Lab (4)

Capstone field and laboratory methodologies class that draws upon materials presented in the foundation courses. • Prerequisites: ENVS 210, ENVS 212 and ENVS 250.

ENVS 410L - Laboratory (0)

ENVS 490 - UG Seminar in Env. Science (1)

Topics in Environmental Science. Open to Juniors and Seniors only.

ENVS 498 - Advanced Undergraduate Research (1 - 4)

Original research supervised by a member of the staff, with credit to be fixed in each case. Designed to give students an acquaintance with, and an appreciation of, the principles and methods of original scientific investigation. A research report must be filed. Cross-listed With: ENVA 498

ESL 1 - Academic Oral Comm Skills I (0)

Focus is on active listening and speaking skills that are necessary to function successfully in a university class. Development of listening strategies, note taking techniques, presentation skills and discussion skills are emphasized. Cross-listed with: ESL - 111.

ESL 11 - Academic Oral Comm Skills II (0)

Focus on active listening skills in academic and non-academic situations. Development of note taking techniques and discussion and writing skills needed when responding to academic lectures. Cross-listed with: ESL - 121.

ESL 110 - Academic Reading/Writing I (8)

Focus is on improving students' abilities in reading comprehension and vocabulary skills and on the organization and writing of paragraphs and short essays. Cross-listed with: ESL - 002. • Prerequisite: paper and pencil TOEFL 460-497/ibtTOEFL 48-60.

ESL 111 - Academic Oral Communication I (4)

Focus is on active listening and speaking skills that are necessary to function successfully in daily life and in a university class. Cross-listed with: ESL - 001. • Prerequisite: paper and pencil TOEFL 460-497/ibt TOEFL 48-60.

ESL 113 - Grammar I (4)

Focus is on intermediate English grammar structures and functions. Cross-listed with: ESL - 003. • Prerequisite: paper and pencil TOEFL 460-497/ibtTOEFL 48-60.

ESL 114 - English Through Computers (4)

Focus on using computers in improving English skills and on learning basic computer skills such as word processing, spread sheets, graphics programs, e-mail, and the world wide web.

ESL 115 - Seminar Series (2)

Focus on specific aspects of English such as idioms or vocabulary and overall improvement in English language skills. Cross-listed with ESL - 015. • Prerequisite: paper and pencil TOEFL 460-547/ibtTOEFL 48-80.

ESL 116 - TOEFL (4)

Focus on test taking and skill areas covered on the TOEFL test: listening, speaking, writing, and reading/vocabulary. Some focus on written structure also. Emphasis is on building test taking and language skills needed to do well on the TOEFL. Cross-listed with ESL - 016. • Prerequisite: paper and pencil TOEFL 460-547/ibtTOEFL 48-78.

ESL 12 - Acad Reading/Writing II (0)

Focus is on reading university-level material more rapidly and more efficiently, and on demonstrating comprehension through an articulate oral or written response and on the skills needed for writing academic reports and essays. Cross-listed with: ESL - 120.

ESL 120 - Academic Reading/Writing II (8)

Focus on reading university-level material rapidly and efficiently, and on demonstrating comprehension through an articulate oral or written response and on the skills needed for writing academic reports and essays. Cross-listed with IEP 012.

ESL 121 - Academic Oral Comm II (4)

Focus on active listening and speaking skills that are needed to function successfully in a university class. Development of listening strategies, note taking techniques, oral production skills and formal presentation skills. Cross-listed with ESL - 011. • Prerequisite: paper and pencil TOEFL 500-574/ibtTOEFL 62-78.

ESL 122 - Oral Skills III (4)

Focus on high-level performance of longer speeches in academic and professional settings with emphasis on listening, complex construction, pronunciation, behavioral skills, visual aids, and greater comfort with a variety of audiences. Cross-listed with IEP -020.

ESL 123 - Grammar II (4)

Focus is on advanced English grammar structures and functions. Cross-listed with IEP - 013. • Prerequisite: paper and pencil TOEFL 500-547/ibtTOEFL 62-78.

ESL 124 - Academic Reading/Writing III (8)

Focus on reading complex university-level material of various genres more efficiently and rapidly, on responding to readings and academic topics using multiple and appropriate writing and speaking genres, and on advanced academic writing, research and documentation skills. Cross-listed With: IEP 018.

ESL 126 - Grammar III (4)

Focus is on advanced English grammar structures and functions. Cross-listed with IEP-021. • Prerequisite: paper and pencil TOEFL 500-547/ibtTOEFL 62-78.

ESL 128 - English for Business (4)

This course focuses on improving students' abilities in all four basic language skills (reading, listening, writing, speaking) by surveying key areas of business and by providing students opportunities to understand and express key concepts in business. Cross-listed with IEP-021. • Prerequisite: pbtTOEFL score of 500 or higher, ibtTOEFL score of 61 or higher, or an IELTS of 5.5 or higher.

ESL 13 - Grammar II (0)

Focus is on advanced English grammar structures and functions. Cross-listed with: ESL - 123.

ESL 132 - Pronouncing American English (2)

Designed for non-native speakers who wish to have more American pronunciation and speech patterns and who wish to gain confidence in using English in academic, professional and social situations. Cross-listed with ESL - 017.

ESL 135 - ESL Writing (4)

Focus is on preparing non-native speakers of English for college level writing by developing accuracy and fluency in written communication. • Prerequisite: paper and pencil TOEFL 550-587/ibtTOEFL 79-95.

ESL 14 - Special Topics II (0)

ESL 15 - Seminar Series (0)

Focus on specific aspects of English such as idioms or vocabulary and overall improvement in English language skills. Cross-listed with: ESL - 115.

ESL 16 - TOEFL (0)

Focus on test taking and skill areas covered on the TOEFL test: listening, speaking, writing, and reading/vocabulary. Some focus on written structure also. Emphasis is on building test taking and language skills needed to do well on the TOEFL. Cross-listed with ESL - 116. • Prerequisite: paper and pencil TOEFL 460 and above /ibtTOEFL 48 and above.

ESL 17 - Pronouncing American English (0)

Designed for non-native speakers who wish to have more American pronunciation and speech patterns and who wish to gain confidence in using English in academic, professional and social situations. Cross-listed with: ESL - 132.

ESL 2 - Academic Reading/Writing I (0)

Focus is on improving students' abilities in reading comprehension and vocabulary skills and on the organization and writing of paragraphs and short essays. Cross-listed with: ESL - 110.

ESL 299 - Directed Study - Matriculated (1 - 4)**ESL 3 - Grammar I (0)**

Focus is on intermediate English grammar structures and functions. Cross-listed with: ESL - 113.

ESL 30 - Grad Wrtg/Speaking Pract (0)

Focus on academic writing and speaking skills needed by graduate students. (ESL 601 open to IME students ONLY.) Cross-listed with: ESL - 007 and ESL - 601.

ESL 31 - Integrated Skills (0)**ESL 32 - Oral Communication Skills (0)****ESL 4 - Special Topics I (0)**

Focus on the integration of English language skills in learning and discussing cultural and academic issues.

ESL 41 - Integrated Skills I (0)

Low intermediate level. Focus is on improving students' basic English skills of grammar, reading, vocabulary, and writing.

ESL 42 - Oral Communication Skills I (0)

Low intermediate level. Focus is on conversational skills, pronunciation, and vocabulary in daily situations.

ESL 51 - Integrated Skills II (0)

Intermediate level. Focus is improving students' basic English skills of grammar, reading, vocabulary, and writing with some discussion.

ESL 52 - Oral Communication Skills II (0)

Intermediate level. Focus is on listening and speaking skills in daily situations. Academic oral skills are also introduced.

ESL 61 - Integrated Skills III (0)

Low advanced level. Focus is on integration of the basic English skills of grammar, reading, vocabulary, and writing.

ESL 62 - Oral Communication Skills III (0)

Low advanced level. Focus is on listening and speaking skills in daily situations and academic settings.

ESL 7 - Grad Writing/Speaking Pract (0)

Focus on academic writing and speaking skills needed by graduate students. (ESL 601 open to IME students ONLY.) Cross-listed with: ESL - 601 and ESL - 030.

ESL 71 - Integrated Skills IV (0)

High advanced level. Focus is on integration of the basic English skills of grammar, reading, vocabulary, and writing for academic purposes.

ESL 72 - Oral Communication Skills IV (0)

High advanced level. Focus is on listening and speaking skills in daily situations and academic settings.

ESL 73 - Business English (0)

Focus is on integration of listening, speaking, reading, and writing using business content.

ESL 8 - ESL Writing (0)

Focus is on preparing non-native speakers of English for college level writing by developing accuracy and fluency in written communication.

ESL 99 - Dir Study - Non Matriculated (0)**ESS 100 - Motor Skill Performance and Analysis (1)**

ESS majors must take at least 4 sections, each chosen from 4 different areas. Sections meet two hours a week. Offered every semester.

ESS 120 - Foundations of Exercise and Sport Science (4)

An introductory course aimed at the entry level student. Focuses on the integration of biological, behavioral, and cultural perspectives in Exercise and Sport Science. Particular attention is paid to students' academic, personal, and professional expectations. Offered every semester. • Prerequisite: ESS majors only.

ESS 200 - Statistics (4)

On completion of this course students will have an understanding of basic research methods and techniques and how these might be used in solving research problems, and basic statistical calculations and the relevance of their uses. Offered every semester. • Prerequisite: ESS majors only.

ESS 220 - Motor Development (4)

Study of physical growth, body type, and motor development through childhood, adolescence, and the adult stages; age and sex differences in motor performance. Offered every semester. • Prerequisite: ESS majors and Child Studies minors only.

ESS 240 - Interdisciplinary Study of Human Aging (SL) (4)

This course is intended to introduce students to a wide range of topics and disciplinary interests in gerontology and to explore their influence on the ability for older adults to successfully age in today's world. The changing demographics of the aging population will be emphasized as well as the biological, psychological and sociological effects of human aging. Offered intermittently.

ESS 300 - Kinesiology (4)

The purpose of this course is to analyze human movement using applied anatomy and biomechanics, with the goal of skill enhancement and injury prevention. Offered every semester. • Prerequisites: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 310 - Exercise Physiology (4)

This course will study how exercise affects the structure and function of the human body. Attention will be given to each bodily system as well as the biochemistry of exercise. A weekly laboratory familiarizes students with the assessment of human performance. Offered every semester. Prerequisites: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 310L - Laboratory (0)**ESS 315 - Exercise Psychology (4)**

Study of the reciprocal relationship of body movement and inner states. Topics include motivation, stress, group and leadership dynamics, psychological skills, body image, burnout, and injury. Offered every semester. Prerequisites: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 320 - Motor Learning (4)

Study of interaction of cognitive, perceptual, task, and physical variables that influence skilled movement. Information-processing, dynamical, and neuroanatomical models are discussed. Applications include activities of daily living, elite motor skills, physical rehabilitation, and ergonomics/human factors. Offered every semester. Prerequisite: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 325 - Exercise and Disease Prevention (4)

This course examines the mechanisms of chronic disease, including the etiology, epidemiology, and role of exercise in the management and prevention of diseases such as cardiovascular disease, diabetes, and cancer. Offered every Spring. Prerequisites: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 330 - Exercise and Health Promotion (4)

The purpose of this course is to provide students with the tools to develop effective exercise and health promotion interventions for a variety of populations. The underlying theories of exercise and health behavior and their application to program development will be studied. Exercise and health promotion program development including planning, implementation, and evaluation will be studied extensively. Offered every Fall. Prerequisites: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 340 - Neuroscience (4)

The general purpose of this course is to provide students with an introduction to the field of neuroscience. Emphasis is placed on the biological structures and functions of the brain and nervous system in health and disease. Offered every Spring.

Prerequisites: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 350 - Biomechanics (4)

The knowledge and methods of mechanics as applied to the structure and function of the living human system. Offered intermittently. Prerequisite: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, ESS 220 and ESS 300 (or consent of instructor).

ESS 354 - Exercise Program Design (4)

This course will train students to develop exercise programs for health people and those with controlled diseases. Benefits and risks of physical activity will be discussed in addition to various methods of human performance and assessment and movement analysis. Offered intermittently. Prerequisite: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, ESS 220, ESS 300 and ESS 310 (or consent of instructor).

ESS 356 - Movement for Special Groups (SL) (4)

The theory and practice of adaptive physical education as applied to the exceptional person. Topics studied include sensory impairments; behavioral and learning disorders; fitness and structural problems; cardiovascular, pulmonary, and metabolic problems; interventions and activities for the special person. Offered intermittently. Prerequisites: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 358 - Clinical Exercise Testing (4)

Clinical exercise physiology deals with the effects of chronic disease such as heart disease, obesity and diabetes on exercise capacity and the benefits of exercise training in managing chronic conditions. Lecture and laboratory experiences will introduce students to clinical exercise testing, electrocardiography, and exercise prescription for clinical populations. Offered intermittently. Prerequisite: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, ESS 220 and ESS 310 (or consent of instructor).

ESS 358L - Laboratory (0)

ESS 360 - Exercise and Healthy Kids (4)

Exercise and Healthy Kids will discuss major issues unique to health for children and youth. This course emphasizes the influencing factors of childhood obesity as well as examining sport participation, physical activity and nutrition from a global perspective. Offered every Spring. • Prerequisite: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, ESS 220 and ESS 310 (or consent of instructor OR declared Child Studies Minor)

ESS 362 - Sport, Culture and Society (4)

Course focuses on local and global forces in the production and promotion of sport and fitness practices, representations, and discourses. Cross-listed With: SOC 324. Offered intermittently. • Prerequisite: Junior standing.

ESS 364 - Curriculum and Instruction: Elementary School PE (3 - 4)

The elementary school physical education program. Games, sports, fundamental rhythm and dance, and other activities commonly taught at the elementary level. Offered intermittently. • Prerequisite: Junior standing.

ESS 366 - Curriculum and Instruction: Secondary School PE (4)

Knowledge of selected curriculum issues, for example, physical education as a profession, patterns for organizing curricula, legal liability, health education, recreation, evaluation, supervision, and teaching problems and practices. Offered intermittently. • Prerequisite: Junior standing.

ESS 368 - Nutrition for Exercise and Health (4)

This course will study the influence of nutrition on both health and human performance. Students will study how diet affects the prevention of various disease processes as well as nutritional strategies that can be employed to enhance athletic performance. Offered intermittently. Prerequisites: BIOL 113 and 114; BIOL 115 and 116; ESS 120, ESS 200, and ESS 220 (or consent of instructor).

ESS 370 - Social Issues in Personal and Community Health (SL) (4)

Issues related to personal and community health. Areas of concern will be mental health, drug abuse, prejudice, personal safety, fitness, disease, environmental health, nutrition, and selected topics in human sexuality. Offered every semester.

ESS 372 - Substance Abuse Prevention and Treatment (SL) (4)

An emphasis on the social and psychological aspects of substance abuse and its prevention and treatment. Offered every semester.

ESS 376 - Teaching Sport Skills (4)

An analysis and methods of teaching class for students interested in teaching movement and sport skills in physical education, sport, and fitness settings. Offered intermittently. • Prerequisites: ESS majors only; Junior standing.

ESS 390 - Special Topics in ESS (1 - 4)

Experimental course focusing on exploration and discussion of material which complements that found in the regularly offered curriculum. Topics are variable. Offered intermittently.

ESS 391 - CEU: Special Topics (1 - 4)**ESS 397 - Field Observation in Physical Education (1)**

Observation of and assistance with physical education programs at middle and high school levels. Offered every semester. • Prerequisites: ESS majors only; senior standing and permission of instructor.

ESS 398 - Professional Practicum (1 - 4)

Supervised work in a community setting relevant to exercise and sport science. Physical therapy, occupational therapy, specialist clinics, health and fitness clubs, hospitals, recreation centers, public and private organizations. Offered every semester. • Prerequisites: Permission of instructor.

ESS 399 - Directed Study (1 - 4)

Offered every semester. • Prerequisite: ESS majors only. Written permission of the instructor and the dean is required.

ESS 410 - Research Seminar (4)

Research methods and scientific research principles. In-depth explorations and discussion of latest findings, theories and applications. Topics variable. Offered intermittently. • Prerequisite: Permission of instructor.

ESS 50 - Intercollegiate Sports (1)

Advanced instruction and coaching for intercollegiate competition in the following sports is open to students in acceptable physical condition who can qualify for a place on the team: baseball, basketball, cross-country, golf, soccer, tennis, and volleyball. Only the grade Satisfactory or Unsatisfactory is given. (If Satisfactory is granted, credit for the course will be counted toward the total credits required for graduation, but will not be counted in computed grade point averages.) ESS majors may not use this credit towards the major. Must enroll during season, one semester per year. May be repeated for 4 credits total credit. Offered every semester.

FREN 100 - Intensive French (8)

French 100 combines first and second semesters of Elementary French while offering a smaller class size (16 students), cutting edge language learning technologies, and a small stipend to support outings in the City.

FREN 101 - First Semester French (4)

An elementary French course. Accent on listening, speaking, reading and writing skills at the beginners level. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

FREN 102 - Second Semester French (4)

Continuation of First Semester French. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. • Prerequisite: FREN 101 or equivalent competence as determined by the placement test.

FREN 133 - Intermediate French Conversation (2)

French conversation at the intermediate level. Introduction to French and Francophone culture and society. (May be repeated for a maximum of 6 credits). Offered every semester.

FREN 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of French or Francophone literature and culture.

FREN 201 - Third Semester French (4)

Review of grammar. Accent on developing listening, speaking, reading, and stress on conversation. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. •

Prerequisite: FREN - 102 or equivalent competence as determined by the placement test.

FREN 202 - Fourth Semester French (4)

An intermediate-level course focusing on developing the elementary reading, writing, listening and speaking skills as well as grammar acquired in the first year. In addition, there is an increased focus on cultural knowledge and the inclusion of a full-length work of literature. • Prerequisite: FREN - 102 or equivalent competence as determined by the placement test.

FREN 216 - Foreign Language Teaching Methodology (2)

Required for all Spanish and French conversation tutors. While simultaneously teaching conversation sessions, students will specifically learn how to: identify issues underlying communicative language and task-based teaching, create well designed language learning activities that engage learners in communicative language learning tasks, sequence those tasks, apply appropriate language teaching terminology during class discussions, reflect about themselves as learners and teachers, and participate in intellectual discussions about second language acquisition and foreign language teaching issues. • Prerequisite: FREN 202 or SPAN 202 or SPAN 222.

FREN 250 - Africa Films Africa (CD) (4)

The diversity of the African continent as seen through the eyes of its filmmakers. Weekly viewings and discussions will be informed by critical literature on African film and its place in the West and the developing world.

FREN 255 - Diplomatie Sans Frontieres (4)

This course is designed to serve students intending to do internships or gain employment in French-speaking environments or countries. Although fully developing the language skills to function in international institutions takes years, learning the conventions associated with different kinds of communication and expanding your vocabulary in the areas of your specialization (whether it is politics, commerce, human rights, cultural diplomacy) can facilitate your assimilation once you find yourself immersed in that kind of environment.

FREN 260 - a.k.a. Africa: Mapping Identities in African Literature and Film (4)

A substantial introduction to the literature and film of the African continent. Works from five different regions and more than a dozen countries ranging from traditional folk tales to experimental novels will expose students to the diversity of the continent through its rich literary heritage.

FREN 265 - Les Enfants Terribles (4)

What can we learn from rebellious figures, those men and women who refuse to live by the rules? Meet some of France's celebrated "unruly children," explore their creative contributions to contemporary French culture, and brush up on your colloquial French. • Prerequisite: FREN 202

FREN 275 - Cultures de France (4)

Cultures de France focuses on the study of French society from 1851 to the present. In this course, students will study cultural phenomena in the context of major historical, political, and social events. • Prerequisite: FREN - 202 or equivalent.

FREN 312 - Finesses de la langue (2)

This course is designed to help students develop a greater understanding and appreciation of the subtleties of the French language. They will develop their vocabulary, grammatical sophistication, and reading proficiency.

FREN 315 - Paris: Biographie d'une ville (4)

This course offers a study of cultural currents that have made Paris a global metropolis. It invites students to explore diverse facets of Parisian life and encourages them to look at French culture through their own experience and artistic sensitivity.

FREN 320 - Le plaisir du texte (4)

An introduction to reading and analyzing literary works, with special emphasis on the acquisition of critical vocabulary through readings in major genres (poems, plays, novels) and multiple writing assignments.

FREN 322 - Le bon sens et la folie (4)

An introduction to the major literary currents of the 17th and 18th centuries, to the historical events that helped shape them, and to other cultural manifestations associated with them.

FREN 324 - Guerre et paix (4)

An introduction to the major literary currents of the 19th, 20th and 21st centuries to the historical events that helped shape them, and to other cultural manifestations associated with them.

FREN 330 - Rencontres: L'Afrique francophone (4)

An intensive and comprehensive introduction to the literature and culture of the almost thirty French speaking countries of Africa through representative texts produced in three very culturally diverse regions: North, West and Central Africa.

FREN 332 - Rencontres: Le monde francophone (4)

An intensive and comprehensive introduction to the Francophone world excluding Africa (which is covered in French 330). Texts, DVDs, and artifacts will be used as the basis for an exploration of the literary, cinematic and popular production, and the cultural and linguistic specificity of French-speaking groups in North America, the Caribbean, Southeast Asia and Oceania.

FREN 340 - French Cinema and Literature (4)

A comprehensive history of French Cinema and literature from the turn of the 20th Century to the present. Students will read, analyze, compare and contrast literary and cinematic works of each significant period starting with the invention of the first camera and the Lumiere's Brothers' first films to the different movements that influenced today's film and literary productions. Taught in English.

FREN 350 - Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century (4)

The course explores the many cultural exchanges between France and Germany from the late 1800s to the early decades of the 20th century. In this period, Paris and Berlin were centers of artistic productions. The new perspectives in literature, art, architecture, and film of this period and their integration with social and political developments are focal points. The foundation is Nietzsche's manifesto of personal self-overcoming.

FREN 390 - Special Topics (2 - 4)

FREN 398 - Dir Reading and Research (1 - 6)

Individual project on various topics of French and Francophone studies to be determined with the instructor. Written permission of the department chair and the dean is required. Offered every semester at the upper-division level only to help students complete their requirements for the major or the minor.

FREN 399 - Internship (1 - 9)

Internship in French companies (businesses or financial institutions), or French government agencies (Consulate, Chamber of Commerce). Written permission of the instructor, the department chair and the dean is required.

FREN 440 - Seminar: Special Topics in French Literature and Culture (4)

Examples of courses: Images du féminin; Conditions de l'amour; Culture des affaires.

FREN 450 - Seminar: Special Topics in Francophone Literature and Culture (4)

Examples of courses: Carte d'identité; Migrations; L'Algérie française, la France algérienne.

GERM 101 - First Semester German (4)

Intensive grammar, composition, and conversation. Stress on the spoken language. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

GERM 102 - Second Semester German (4)

Intensive grammar, composition and conversation. Continuation of GERM 101. • Prerequisite: GERM - 101 or equivalent competence as determined by the Department. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

GERM 201 - Third Semester German (4)

Review of grammar, composition, extensive reading and conversation. • Prerequisite: GERM - 102 or equivalent competence as determined by the Department.

GERM 202 - Fourth Semester German (4)

Review of grammar, composition, extensive reading and conversation. • Prerequisite: GERM - 201 or equivalent competence as determined by the department.

GERM 305 - Intermediate German (4)

Review and expansion of grammatical concepts covered in First through Fourth Semester German. Emphasis on reading, discussing, and writing about authentic materials in a culturally relevant context. The program "Stationen" offers a culture-

based approach to continued language acquisition with many authentic texts as well as reviews of grammatical concepts. • Prerequisite: GERM 201 or equivalent competence as determined by the department.

GERM 310 - Advanced Readings and Composition (4)

Taught in German. This course stresses advanced grammar, especially problems of syntax; secondly, its focus is on creative writing and discussion; finally, the course introduces the critical reading of advanced literary texts.

GERM 315 - Contemporary German Civilization (4)

Taught in German. Addresses the rise of post-war Germany as a democracy and the process of Reunification. Examines the parliamentary system, Germany as an economic power and her place in the European Union, as well as customs and traditions. • Prerequisite: GERM - 310 or consent of instructor.

GERM 318 - Jewish Literature and Culture in 20th Century Europe (4)

This course focuses on literary expressions of Jewish culture and living conditions in 20th century Europe. Issues of assimilation and exclusion and the rise of anti-Semitism escalating in the Holocaust shall be discussed, as well as testimonies of survivors and the renewal of Jewish communities, particularly in reunified Berlin. Cross-listed with Judaic Studies.

GERM 320 - German Literature and Culture/1945-Today (4)

This course focuses on German literature and film from the end of WWII to the present. Special themes are post-war trauma, Germany's division, the fall of the Wall, and cultural diversity in the "new" Republic. Discussions of texts in different genres, including prose, poetry, theory, and film, provide an understanding of the contexts in which personal and (trans-)national issues are expressed and new ideas and forms are developed. Taught in English. Listed as elective for European Studies.

GERM 350 - Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century (4)

The course explores the many cultural exchanges between France and Germany from the late 1800s to the early decades of the 20th century. In this period, Paris and Berlin were centers of artistic productions. The new perspectives in literature, art, architecture, and film of this period and their integration with social and political developments are focal points. The foundation is Nietzsche's manifesto of personal self-overcoming. Listed as elective for Jewish Studies and Social Justice.

GERM 398 - Dir Reading and Research (1 - 4)

The written permission of the instructor, the department chair and the dean is required. Offered every semester.

GREK 101 - First Sem Ancient Greek (4-6)

An intensive introduction to the phonology, morphology, and syntax of Attic Greek, supplemented with readings from various Greek authors. Offered every Fall.

GREK 102 - Second Sem Ancient Greek (4-6)

Continuation of First Semester Greek. Offered every Spring.

GREK 201 - Third Sem Ancient Greek (4)

GREK 398 - Dir Reading and Research (1 - 6)

The written permission of the instructor, the department chair, and the dean is required. Offered every semester.

HEBR 101 - First Semester Hebrew (6)

Intensive study of grammar, composition, and conversation. Stress on the spoken language. Introduction to Biblical Hebrew. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Fall.

HEBR 102 - Second Semester Hebrew (6)

Continuation of First Semester Hebrew. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Spring

HEBR 398 - Dir Reading and Research (1 - 6)

The written permission of the instructor, the department chair and the dean is required.

HIST 110 - European Civilization (4)

This course provides working familiarity with the major ideas and developments of European civilization from antiquity to the present. Offered every semester.

HIST 115 - European/U.S. History (4)

This course will prepare prospective elementary-school teachers in the fields of European and United States history, as required by the public school standards of the State of California. It will cover European history from the ancient civilizations of the Near East up through the Enlightenment and United States history from the colonial era up through the industrial revolution. Open only to students in the Dual Degree program.

HIST 120 - History of the U.S. (4)

The course will acquaint students with the political, social, economic, ethnic and international dimensions of the history of the United States. It aims to stimulate both analytical and moral understanding of critical issues from the nation's past. Offered every semester.

HIST 125 - African American History (4)

This course introduces students to the diverse experiences of African Americans throughout U.S. history and their impact on American politics, economy and culture. Topics will include slave life and resistance, quests for citizenship, military involvement, and the rise of the Black Nationalist and Civil Rights Movements.

HIST 130 - East Asian Civilizations (CD) (4)

Introductory survey of the three East Asian civilizations of China, Japan, and Korea. The course offers a selective treatment of key issues and important achievements of these societies. Its methodology is historical, analyzing the political, economic, social, and cultural institutions as they have developed from antiquity to the present. The emphasis will be on the modern period, primarily after the middle of the nineteenth century. Offered every semester.

HIST 135 - Indian Civilizations (4)

A broad survey of South Asian history from antiquity to modern times. Beginning with the rise of the Indus valley civilization, the course considers topics like European colonialism and imperialism, nationalism, and the post-independence period. Offered intermittently.

HIST 140 - Latin American Perspectives (CD) (4)

A social and cultural survey from pre-Columbian roots to the present, focusing on how Latin Americans have shaped their lives within colonial, authoritarian, and paternalistic societies. Offered every semester.

HIST 150 - Modern African History (CD) (4)

This course introduces students to the diverse history of Africa from 1450 to the present. Topics examined include the development of African societies and political systems, internal and external slave trades, African societies and politics, African resistance to foreign rule, European colonization, nationalist struggles for independence, and legacies of colonial rule.

HIST 160 - World History (4)

This course offers a broad survey of world history, focusing especially on the period from 1400 to the present. Limited to History majors.

HIST 195 - First year Seminar - Topics in History (4)

An interesting introduction to a topic in the field of History.

HIST 210 - Historical Methods (4)

A study of the history of historical writing based on primary sources, and devoting attention to the theories, philosophies, methodologies, and issues of interpretation that arise from the texts. Completion of a research paper on an approved topic. Required of all History majors and suggested for History minors. Offered every semester.

HIST 220 - World Geography (4)

Systematic approach to the spatial distribution of resources, populations, cultural features, processes, and relationships. Required of students who would like to obtain a teaching credential in the Social Sciences. Offered every other year.

HIST 259 - The Civil Rights Movement in History and Film (4)

Explores the history of the civil rights movement in the U.S. through scholarship and film. Considers historical scholarship and historical films as complementary ways of understanding the history of the movement.

HIST 269 - Oral History (4)

Introduction to oral history, its evolution, methodology, and application. Students will learn about the many facets of the oral history process, interview techniques, the nature of oral historical evidence, transcribing and editing, legal and ethical concerns, and the various uses of oral history. Offered intermittently.

HIST 300 - The World Since 1945 (4)

An interpretive political history of the world since 1945, focusing on major actors, events, and international affairs, both Western and non-Western. Offered intermittently.

HIST 310 - The Ancient Near East (4)

The rise and development of the societies, cultures, religions and governments of the eastern Mediterranean (Mesopotamia, Egypt, Palestine, Asia Minor, Minoan Crete and Mycenaean Greece), from the fourth millennium to about 1000 B.C. Offered every other year.

HIST 311 - The Classical Mediterranean World, 1200 B.C. to 31 A.D. (4)

A study of the new forms of society, culture, economy, and government that arose in the central and eastern Mediterranean after the collapse of ancient civilization around 1200 B.C.; the origins of the Greek city-states; the creations of the new empires by Athens, Alexander the Great, and the Romans; the creation of classical literature, philosophy, and art. Offered every other year.

HIST 312 - The Roman Empire (4)

The origins and evolution of Roman imperial society, government, and culture, from the first century B.C. to the third century A.D. The class also examines the interrelationship between archaeology and history as a means of discovering the past. Offered every other year.

HIST 313 - Late Antiquity (4)

The evolution and reorganization of the late Roman Empire, and a study of its social, cultural, religious, and political transformations. Offered every other year.

HIST 314 - Medieval Europe (4)

The social, economic, political, cultural and administrative revolutions of the twelfth through the early fifteenth century in Western Europe. Offered every other year.

HIST 315 - Renaissance Europe (4)

During the Renaissance, artists such as Leonardo da Vinci began to experiment with new visual techniques, theorists such as Machiavelli forwarded bold and new political ideas, and Italian merchants began to perfect an economy based on currency and trade. These developments helped end the Middle Ages and, in the long run, paved the way for the rise of secularism, individualism, mass communication, and capitalism – in short, the rise of modern society. Yet, as this course will reveal, there is more to the Renaissance than beautiful art and the beginnings of progress. Themes include the persistence of the “medieval”; princely and papal courts; gender and religion in everyday life; early printed books; politics and conspicuous consumption; European encounters with Islam; art and society; and the value of the idea of the Renaissance today. Offered intermittently.

HIST 316 - Religion and Society in Reformation Europe (4)

How did an arcane theological dispute explode into what some call the first successful mass media campaign in history? We trace the massive cultural, political, and social changes that the Protestant Reformation and Catholic Counter-Reform wrought in sixteenth-century Europe, not only in the realm of religion, but also in politics, popular culture, gender roles, and printed communications. Taught intermittently.

HIST 317 - Transatlantic Encounters: Europe in the Americas, 1492-1700 (4)

We examine the first major wave of European exploration, conquest, and colonization in the Americas from 1492 to 1700, a complex series of encounters that profoundly changed European, American, and African peoples and cultures on both sides of the Atlantic. Themes include religious and cultural interactions; violence and coexistence in everyday life; constructions of race, gender, and ethnicity; slavery and other forms of labor; trans-Atlantic migration, both voluntary and forced; and European and indigenous anthropologies of the ‘other.’ Focus is on Spanish, French, and Portuguese territories in Latin America.

HIST 318 - From Plague to Revolution: Early Modern Europe (4)

Tumultuous transformations marked the end of the Middle Ages in Europe. We examine the period that began with the Black Death, and led to the Renaissance, the Protestant and Catholic Reformations, the New World discoveries, scientific thought, and, finally, the French Revolution. Themes include witchcraft; sexuality, gender, and everyday life; women and religion; heresy and the Inquisition; and European encounters with the New World and Islam. Additional topics: the emergence of print; attitudes toward the poor and poverty; politics and the papacy; peasant revolt and religious change; and new consumer products such as coffee and sugar.

HIST 319 - Muslims, Christians, and Jews in Medieval Spain (4)

Examines interactions between members of the three religions in Islamic and Christian Spain through Muslim, Jewish, and Christian historical sources, literature, art, and architecture. Also analyzes mythologizations of medieval Spain in modern films, literature, and scholarship. Offered every other year.

HIST 322 - The Holocaust (4)

The origins of European anti-Semitism and the history of Germany with focus on the persecution of Jews which culminated in genocide during World War II. The course examines the machinery of death as well as the bystanders, perpetrators and victims. The course also addresses the latest scholarly literature on the topic. Offered intermittently.

HIST 327 - Modern European Intellectual History (4)

A study of the breakthrough to modernity. The course covers major philosophical, cultural, and literary currents from Romanticism to the present day. Offered every other year. • Prerequisite: HIST - 110 or equivalent.

HIST 330 - History of Britain to the Reformation (4)

This class examines the archaeology and history of Britain from about 10,000 BC to the Norman Conquest in 1066. Topics examined include the rise of the Neolithic period and its associated monuments, such as Stonehenge and Orkney; the social, economic, and political transformations of the Iron Age; and the Roman conquest. The second half of the class will consider the the collapse of the Roman empire and its impact on Britain, and the appearance and rise of the Anglo-Saxons.

HIST 331 - History of Sexuality (4)

An examination of the various and changing western attitudes towards human sexuality. While we might think that most men and women in western history have shared our own sexual beliefs, or at least those of our parents, we will discover that both the biological and the social understanding of this important human drive has been very contested over time and space. To this end, we will look at various sorts of sources: scientific and medical, philosophical, practical, theological, and literary. We will at the same time encounter some of the major trends in the historiography of sexuality, especially feminism and post-modernism, and see how these challenge our traditional understanding of the past. Offered intermittently.

HIST 332 - History of Ireland (4)

HIST 334 - History of Modern France (4)

The development of France from the Revolution of 1789 to the present. Offered intermittently.

HIST 335 - Modern German History (4)

A survey of the most important developments in Germany from the Bismarck Reich to the unification of 1990. Particular emphasis on the social, economic and cultural conflicts of the second Empire; the Weimar Republic; competing interpretations of the rise of Nazism; the Holocaust; and the post-World War II period. Offered intermittently.

HIST 338 - The History of Russia and the Soviet Union (4)

The course of Russian history from the time of Peter the Great to the fall of the Soviet Union. Offered intermittently.

HIST 340 - History of South Africa (CD) (4)

Introduction to South African history from the 16th century to the present. Topics examined include the interaction between African societies and European settlers, economic development, apartheid, the struggle for majority rule, and the problems plaguing the New South Africa. Offered every other year.

HIST 341 - Feast and Famine: A History of Food (4)

A comparative study of how food has shaped human societies and the environment. Topics include: food production, role of technology, food cultures, famine, and politics of food distribution. Case studies from Africa and the United States. Offered every other year.

HIST 342 - Environmental History of Africa (4)

Introduction to the environmental history of Africa from 1800 to the present. Topics examined include Africa's physical environment, role of natural resources in the development of African societies, demography, agriculture, desertification, deforestation, conservation, famine, and economic development. Offered every other year.

HIST 343 - Pre-Colonial Africa (CD) (4)

This course introduces students to the diverse history of pre-colonial Africa. Topics examined include the development of African states, spread of Islam, economic development, slave trades, and European interests in Africa. Offered every other year.

HIST 352 - The Civil War and Reconstruction (4)

An examination of the epic conflict between North and South in 19th-century America. This course will analyze the causes of the war and explore the war's meaning to its varied participants: whites and African Americans, women and men, soldiers and civilians. It will trace the war's aftermath and its legacy for race relations in the United States. Offered every other year.

HIST 353 - The Gilded Age in U.S. History, 1870-1900 (4)

A study of the era named for its conspicuous display of wealth: an era of ascendant capitalism, the rise of big cities, racial segregation, and the acquisition of Hawaii and the Philippines.

HIST 357 - Topics in American Foreign Policy since 1840 (4)

A survey and analysis of critical events in American foreign policy, focusing on Mexican-American relations, the Spanish-American War and Cuba, the policies of Theodore Roosevelt, Woodrow Wilson and Franklin Roosevelt, World War II and the Cold War. Offered every other year.

HIST 358 - Women in U.S. History (4)

This course presents women's history both as an integral part of U.S. history and as a distinct subject of historical study. Using a variety of sources, it explores the private lives and public roles of women of different class, race, ethnic and religious backgrounds from the colonial period to the present. Offered every other year.

HIST 360 - American Women and Political Activism (4)

An overview of women's involvement in social and political movements in the U.S. from the 1880s to the 1990s. Topics include: the women's suffrage movement, social reform, anti-lynching campaigns, peace movements, labor politics, feminism and anti-feminism, the civil rights and black power movements, and women in right-wing politics. Offered every other year.

HIST 361 - History of American Popular Culture (4)

A survey of the development and effect of popular culture in America, focusing on the rise of the Western, pulp fiction, popular music, the urban comic tradition, inspirational literature, movies, radio, and television. Offered every other year.

HIST 362 - Religion in United States History (4)

An examination of the central themes and issues in the history of American religion, emphasizing the links between religious experience and American society and culture. Offered every other year.

HIST 363 - Race and Ethnicity in United States History (4)

An exploration of the major racial and ethnic groups that have contributed to the making of American history, focusing on their distinctive cultures and patterns of interaction with one another. Offered every other year.

HIST 367 - The History and Geography of California (2 - 4)

A study of California's development from the American conquest and statehood to the present time of its social, economic, and political pre-eminence. Offered once per year.

HIST 370 - Colonial Latin America (4)

The blending of indigenous, European, and African cultures during the colonial period to form and create Latin America. This survey explores the tensions and richness embedded in this diverse and dynamic history and tracks how colonial attitudes and ideologies shape the region today. Offered every other year.

HIST 371 - Modern Latin America (4)

A survey of Latin America from the late colonial period to the present. Major themes include: political instability, authoritarianism, and the struggle for democracy; economic dependency, underdevelopment, and the search for national sovereignty; social inequality, culture wars, and recent religious transformations. Offered every other year.

HIST 372 - Indigenous and Colonial Mexico (4)

A comprehensive analysis of the social, political, economic and cultural history of colonial Mexico. Questions of power, identity, gender, race, ethnicity, and popular culture among Mexico's indigenous and colonial societies are central to the class. Course themes focus on pre-colonial societies, patterns of colonization in Northern, Central, and southern Mexico, development of a Spanish-Mexican society and culture, and the process leading to independence from Spain. Offered every other year.

HIST 373 - Modern Mexico (4)

A comprehensive analysis of the social, political, economic and cultural processes that shaped the growth and development of modern Mexico. Questions of power, identity, gender, race, ethnicity, and popular culture are central to the class. Course themes will focus on: nation building; the search for order, stability, industrialization, progress, modern development, popular upheaval, social reform, and national identity. Offered every other year.

HIST 374 - History of Central America and the Caribbean (4)

A comprehensive analysis of the historical processes that have shaped the lives, values, beliefs, and practices of the people of Central America and the Caribbean. It focuses on the region's response to global trends: colonization, integration into the world economy, imperialism, modernization, development, the cold war, and revolutionary movements. Offered every other year.

HIST 375 - Brazil and Amazonia (4)

Interdisciplinary survey of the geography, culture, and history of Brazil and Amazonia since 1500. Course themes include indigenous cultures, the impact of European expansion on the native people and the land, African and indigenous slavery, colonialism and its legacies, development, extractive economies, and nationalism. Offered every other year.

HIST 377 - The Southern Cone (4)

A survey and thematic comparison from the histories of Argentina, Chile, Paraguay, and Uruguay. Most of the material will date from the last two centuries with some attention given to the colonial period. Course themes include the impact and legacy of colonialism, the process of nation building, militarism and civilian politics, and the significance of women and modernization. Offered intermittently.

HIST 378 - Andean Nations (4)

A survey and thematic comparison of the histories of Bolivia, Peru, Ecuador, Colombia, and Venezuela, focusing mostly on the national period. Salient themes include Andean civilizations and cultures, the impact of European colonialism, the process of nation building in multiethnic societies, violence and social change, and the tensions between dictatorship and democracy. Offered every other year.

HIST 379 - Latinos in the U.S. (4)

A study of the historical experiences of Mexican Americans/Chicanos, Central Americans, Puerto-Ricans, Cubans and Dominicans, as well as other Latin Americans living in the United States. Topics: identity, prejudice, immigration, social and political experiences, and participation in film, art, music, and other artistic expressions. Offered every other year.

HIST 380 - Traditional China to 1839 (4)

A broad survey of China's history prior to 1840, covering social, political, economic, and cultural developments. Offered intermittently.

HIST 381 - Modern China: Revolution and Modernization (4)

A broad survey of China since 1840, emphasizing China's response to the West and the impact of the Revolutions of 1911 and 1949. Offered every other year.

HIST 383 - Modern Japan Since Perry (4)

A survey of Japan's history after 1868, emphasizing its rapid modernization and its rise to great power status. Offered every other year.

HIST 384 - The Rise of China Since Mao (4)

A comprehensive survey of the enormous changes, yet also important continuities, in China's domestic and foreign policy since 1978. Important themes include the transition to a market economy or "market Leninism"; environmental impacts and the sustainability of growth; population policy; military modernization and the "China threat" scenario; village democracy and human rights issues; changing attitudes to sex and sexuality; and the search for values both new and traditional. Offered every other year.

HIST 386 - History of U.S.-China Relations (4)

A study of the United States-China relations from the 1780s to the present day, with special emphasis on the period since 1945. Offered every other year.

HIST 387 - History of U.S.-Japan Relations (4)

Consideration of a broad variety of political, social, economic, and cultural issues concerning America's relationship with Japan, beginning with Commodore Perry's visit in 1853 and including contemporary economic and security concerns. Offered every other year.

HIST 388 - Islamic Empires (4)

This is an upper-division course that addresses empire in the Islamic world. This course focuses on three Islamic Empires, the Ottoman Empire (1300-1922), the Safavid Empire (1501-1722), and the Mughal Empire (1526-1707) and is arranged both chronologically and thematically. While the focus of this course is pre-modern empire, this course will examine how a study of the pre-modern Islamic world challenges current narratives of empire, imperialism, and Islamic identity.

HIST 389 - The Modern Middle East (4)

This upper-division course provides students with a historical framework for understanding current political events in the Middle East and examines the intellectual trends that influence representations of the region. This course begins by framing the modern Middle East within the context of European imperialism in the 18th and 19th centuries, discusses decolonization and nationalism during the two World Wars, and concludes with the impact of American foreign policy on the Middle East today.

HIST 390 - Special Undergraduate Studies in History (4)

Experimental course focusing on exploration and discussion of material which complements that found in the regularly offered history curriculum. Topics are variable; the course involves the study of rarely-taught subject matter and/or innovative approaches to traditional historical themes. Offered intermittently.

HIST 396 - History Internship (SL) (4)

Provides an overview of the many ways that history is practiced in the field of public history. Includes supervised work at a public history placement, such as museums, archives, and historical sites. Offered once per year. • Prerequisite: HIST - 210 or permission of instructor.

HIST 398 - Directed Study (1 - 9)

The written permission of the instructor and the dean is required. Offered under special circumstances. • Prerequisite: one or more upper-division courses in the area of the proposed topic for directed study.

HIST 410 - Undergraduate Seminar in European History (4)

Topics will be announced before the seminars are offered, and range from Antiquity, the Middle Ages, the Early Modern period, to the nineteenth and twentieth centuries. Cross-listed with ENVA 441. Offered once per year.

HIST 420 - Undergraduate Seminar in United States History (4)

Topics vary. Offered once per year.

HIST 421 - Native Americans in U.S. History: Seminar (4)

Readings and discussions of major recent works exploring the place of Native American peoples in the history of the United States. The course will survey the field both chronologically and geographically, but will focus intensively on the impact of the dominant American culture on a selection of particular tribes. Offered intermittently.

HIST 425 - The American Revolution: Seminar (4)

Exploration of the history and meaning of the American Revolution through readings and discussion of major recent works. Covers the causes of the Revolution, the war years, and the political events up through ratification of the Constitution. Offered intermittently.

HIST 430 - Undergraduate Seminar in Latin American History (4)

A reading and research seminar focused on specific geographical areas - the Southern Cone, Brazil, the Andean Region, Central America and the Caribbean, Mexico, the Borderlands - or on particular comparative themes relevant to Latin America - Revolution, Religion, Labor and Politics, Women, Race and Class. Offered once per year.

HIST 440 - Undergraduate Seminar in Asian History (4)

Topics will be announced. Offered intermittently.

HIST 450 - Undergraduate Seminar in African History (4)

Topics will be announced. Offered intermittently.

HIST 470 - Honors Senior Thesis (4)

Offered every Fall.

HIST 471 - Honors Senior Thesis Continuation (4)**HON 312 - Ancient Greece and Rome (4)**

The classical experience and imagination as the formative beginning and paradigm of Western civilization is traced through the study of select major literary works of Greek

and Roman literature. The historical context, literary style, and intellectual influence of these works are explored and analyzed. Offered every Spring.

HON 314 - The Origins of Judaism and Christianity (4)

The intersection of the history, politics, religion, and culture of the Ancient Near East and Mediterranean World from 500 BCE to 500 CE is examined on the basis of primary literary and extra-literary sources. Particular attention is given to the origin and development of Judaism and Christianity within the course of empire building. Offered every Fall.

HON 316 - Late Antiquity and the Dawn of the Middle Ages (4)

Ranging from the conversion of the Roman Empire to the death of Charlemagne, this course examines the role of the humanities during the last days of the classical world and the beginning of the Middle Ages. Along with an examination of some of the most important works written during this 500-year period, the fine and minor arts and architecture are considered. Offered every Spring.

HON 318 - The Middle Ages: The Age of Chivalry (4)

This seminar discusses the phenomena of knight and court as fundamental social and civilizing processes in European culture (10th-14th Centuries) and the modern indebtedness to these phenomena. The seminar examines the concepts of kingship and its classical inheritance, and the aristocratic family as a culture of power. Special consideration is given to the characteristically medieval interrelationships between literature, art and music. Offered every Fall.

HON 322 - Renaissance Culture (4)

The relation of works of literature and art to the culture from which they arise is explored through the readings of Renaissance literary works and a stylistic analysis of Renaissance paintings. Students investigate the intricate ways in which the characteristic style of an age is manifested in its literature, politics, art, and other cultural phenomena. Offered every Spring.

HON 324 - Renaissance in England and Its Roots (4)

This seminar explores the English Renaissance from social, historical, artistic, and literary perspectives and provides both an overview of Renaissance art and an examination of new conceptions of "the universe," "art" and "man". Topics include: humanism; religious skepticism; political theory; the situation of women. Offered every Spring.

HON 326 - From Baroque to the Enlightenment (4)

Works of principal eighteenth century French and English studies on the nature of human society are read and discussed, and their influence on America considered. Styles of eighteenth-century art, literature and music, especially the opera, are examined as well. Offered every Fall.

HON 328 - The Social Implications of Scientific Rationality (4)

This seminar examines whether the Enlightenment-based progressive ideal of technological and scientific modernism has led to human happiness, justice, and progress, or alienation and destruction. Readings in science, social science, and philosophy (e.g., Kant, Condorcet, Weber, Foucault); studies in modern art. Offered every Spring.

HON 332 - The American Experience (4)

Through a reading (and viewing) of classic American works, including the autobiographies of Malcolm X and Richard Rodriguez, the essays of Ralph Waldo Emerson, the poetry of Emily Dickinson, the novels of Mark Twain, Willa Cather, Edith Wharton and Saul Bellow, the films and plays of Frank Capra and Sam Shepard and the painting of Edward Hopper, this seminar explores fundamental themes, tensions and values in U.S. culture. Offered every Spring.

HON 334 - Romanticism and Revolution: 19th Century Europe (4)

This seminar explores selected nineteenth century European classics that mirror the social mores and artistic revolution-texts prophetic and pre-modern. Major figures include Marx, Darwin, Freud, Ibsen and Dostoevsky. Offered every Fall.

HON 336 - The Socialist Tradition (4)

This seminar examines the key writings of the Socialist tradition in Europe, the U.S., and around the world. Readings will include classic works of socialist non-fiction, socialist biography and autobiography, and socialist perspectives on areas such as art, music, literature, film, photography, community, work, gender, race, class and political consciousness. Socialism's historical development and impact, and its present condition, will also be examined. Offered every Fall.

HON 338 - The Modern Period (4)

This seminar attempts to clarify the characteristically "modern" ways of defining and shaping reality through an examination of significant intellectual and imaginative works of our century, especially the "classical modern" period (1890-1950). What dominant insights do we inherit from living in (or just after?) an era which has self-consciously called itself "modern"? Works of fiction are synthesized with readings selected from the physical and social sciences as well as the humanities. Offered every Spring.

HON 339 - Late Modern Intellectual History; Existentialism and Humanism (4)

The course takes as its focus the question of how to live an ethical and meaningful life in a world no longer moored to universally accepted transcendental truths. The ancient Greeks called the search for practical wisdom *phronêsis*, and modern philosophy has witnessed a renewed interest in practical questions about the art of living. The main reading will be taken from texts by the so-called "proto-existentialists," Schopenhauer, Kierkegaard and Nietzsche, as well as famous twentieth century existentialists such as Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir and other French feminists. Besides European philosophy, the course will also include readings, viewings and presentations from modern and postmodern art, photography, music, film and drama.

HON 498 - Directed Research (1 - 4)

After the completion of five seminars, students have the option of engaging in an approved research project under the direction of the Honors Program faculty. Written permission of instructor and dean required. Offered every semester.

IEP 1 - Academic Oral Comm Skills I (0)

Focus is on active listening and speaking skills that are necessary to function successfully in a university class. Development of listening strategies, note taking techniques, presentation skills and discussion skills are emphasized. Cross-listed with: ESL - 111.

IEP 11 - Academic Oral Comm Skills II (0)

Focus on active listening skills in academic and non-academic situations. Development of note taking techniques and discussion and writing skills needed when responding to academic lectures. Cross-listed with: ESL - 121.

IEP 12 - Acad Reading/Writing II (0)

Focus is on reading university-level material more rapidly and more efficiently, and on demonstrating comprehension through an articulate oral or written response and on the skills needed for writing academic reports and essays. Cross-listed with: ESL - 120.

IEP 13 - Grammar II (0)

Focus is on reviewing basic grammatical structures and acquiring more complex structures. Practice is communicative, both oral and written. Cross Listed With: ESL-123

IEP 14 - Special Topics II (0)**IEP 15 - Seminar Series (0)**

Focus on specific aspects of English such as idioms or vocabulary and overall improvement in English language skills. Cross-listed in with: ESL - 115.

IEP 16 - TOEFL (0)

Focus on test taking and skill areas covered on the TOEFL test: listening, speaking, writing, and reading/vocabulary. Some focus on written structure also. Emphasis is on building test taking and language skills needed to do well on the TOEFL. Cross-listed with ESL - 116. • Prerequisite: paper and pencil TOEFL 460 and above /btTOEFL 48 and above.

IEP 17 - Pronouncing American English (0)

Designed for non-native speakers who wish to have more American pronunciation and speech patterns and who wish to gain confidence in using English in academic, professional and social situations. Cross-listed with: ESL - 132.

IEP 18 - Academic Reading/Writing III (0)

Focus on reading complex university-level material of various genres more efficiently and rapidly, on responding to readings and academic topics using multiple and appropriate writing and speaking genres, and on advanced academic writing, research and documentation skills. Cross-listed With: ESL 124.

IEP 19 - English for Business (0)

This course focuses on improving students' abilities in all four basic language skills (reading, listening, writing, speaking) by surveying key areas of business and by

providing students opportunities to understand and express key concepts in business.
Cross-listed with ESL - 128.

IEP 2 - Academic Reading/Writing I (0)

Focus is on improving students' abilities in reading comprehension and vocabulary skills and on the organization and writing of paragraphs and short essays. Cross-listed with: ESL - 110.

IEP 20 - Oral Skills III (0)

Focus on high-level performance of longer speeches in academic and professional settings with emphasis on listening, complex construction, pronunciation, behavioral skills, visual aids, and greater comfort with a variety of audiences. Cross-listed with ESL-122.

IEP 21 - Grammar III (0)

Focus is on accuracy, fluency and meaningful use of complex structures in context and in various types of discourse, both oral and written. Cross Listed with: ESL-126.

IEP 3 - Grammar I (0)

Focus is on intermediate English grammar structures and functions. Cross-listed with: ESL - 113.

IEP 31 - Integrated Skills (0)

IEP 32 - Oral Communication Skills (0)

IEP 4 - Special Topics I (0)

Focus on the integration of English language skills in learning and discussing cultural and academic issues.

IEP 41 - Integrated Skills I (0)

Low intermediate level. Focus is on improving students' basic English skills of grammar, reading, vocabulary, and writing.

IEP 42 - Oral Communication Skills I (0)

Low intermediate level. Focus is on conversational skills, pronunciation, and vocabulary in daily situations.

IEP 51 - Integrated Skills II (0)

Intermediate level. Focus is improving students' basic English skills of grammar, reading, vocabulary, and writing with some discussion.

IEP 52 - Oral Communication Skills II (0)

Intermediate level. Focus is on listening and speaking skills in daily situations. Academic oral skills are also introduced.

IEP 61 - Integrated Skills III (0)

Low advanced level. Focus is on integration of the basic English skills of grammar, reading, vocabulary, and writing.

IEP 62 - Oral Communication Skills III (0)

Low advanced level. Focus is on listening and speaking skills in daily situations and academic settings.

IEP 7 - Grad Writing/Speaking Pract (0)

Focus on academic writing and speaking skills needed by graduate students. (ESL 601 open to IME students ONLY.) Cross-listed with: ESL - 601 and ESL - 030.

IEP 71 - Integrated Skills IV (0)

High advanced level. Focus is on integration of the basic English skills of grammar, reading, vocabulary, and writing for academic purposes.

IEP 72 - Oral Communication Skills IV (0)

High advanced level. Focus is on listening and speaking skills in daily situations and academic settings.

IEP 73 - Business English (0)

Focus is on integration of listening, speaking, reading, and writing using business content.

IEP 81 - Integrated Skills V (0)

IEP 82 - Oral Communications V (0)

INTD 100 - Martin Baro Scholars Prog (CD) (4)

INTD 101 - Martin Baro Scholars Prog (SL) (4)**INTD 210 - Esther Madriz Transborder (0)****INTD 211 - GLC Belize Immersion Trip (0)****INTD 220 - Catholic Social Thought (4)****INTD 298 - Directed Study (0 - 2)****INTD 301 - Erasmus Community (4)****INTD 302 - Erasmus Community (SL) (4)****INTD 303 - Erasmus Overseas Program (0)****INTD 303D - Erasmus Overseas Program Dummy (0)****INTD 329 - India Today (2 - 4)****INTD 330 - South Africa Today (SL/CD) (4)**

This course offers students the opportunity to learn about the complexities of race relations in South Africa, the struggle against Apartheid, and the problems plaguing the New South Africa. The four-week tour includes visits to townships, rural communities, and urban development centers. Students meet and learn from South African activists working on social justice issues such as the problems of street children, gender inequity, HIV/AIDS, and environmental conservation. Offered every summer.

INTD 330T - South Africa Today/Travel (0)**INTD 331 - Zambia Today (SL) (4)**

Zambia, which derives its name from the Zambezi River is home of the Victoria Falls, Mosi-oa-Tunya (the smoke that thunders), and lies in a region with the highest AIDS prevalence in the world. The service learning course in Zambia will explore the strength of a community pulling together (ubuntu) to get beyond the AIDS impasse. This 4 credit USF Study Abroad Summer Program, will achieve the best outcome through a synthesis of pre-travel service learning and a post travel reflection paper.

INTD 332 - Tunisian Cultural Anthropology (3)**INTD 333 - Tunisian Arabic II (3)****INTD 334 - Egypt Today (4)****INTD 336 - Contemporary Spain (2)**

For two weeks, you will live in the heart of the Basque Region of northern Spain, an area rich with Roman, Jewish, Arab and Basque cultures, a diverse geography, and a complex social, political and economic environment. Bilbao is a historic and a modern city where you can discover history, art and gain insight into the current social, political and economic issues facing Spain. Some of the important landmarks include the Guggenheim Museum-Bilbao and the Peace Museum in Gernika close by Bilbao. You will also travel to Madrid, the heart and capital of Spain, and to historic cities of Toledo and Segovia. You will be immersed in the language and culture of Spain with a unique opportunity to experience some of the most complex cultures in all of Europe. Offered in collaboration with Universidad de Deusto and USF's Latin American Studies Program.

INTD 336T - Contemporary Spain/Travel (0)**INTD 337 - French Studies in Lille (4)****INTD 340 - African Lit: Islamic Perspect (4)**

The course will explore the imaginative responses to Islam by sub-Saharan African writers. The full gamut of literary responses to Islam will be examined, ranging from those by outright Islamic promoters, such as Cheikh Hamidou Kane and Tahir Ibrahim, to those of Ayi Kwei Armah, who portrays Islam as violent and colonial in nature. Offered intermittently.

INTD 342 - China Today:Immersion (CD/SL) (4)

Course is taught in China.

INTD 350 - Davies Seminar (4)**INTD 350L - Laboratory (0)****INTD 385 - DDTP Fieldwork (1 - 2)**

This course helps students to integrate their fieldwork with the pedagogical approaches/methods which can address the needs of culturally diverse students in California classrooms.

INTD 390 - Special Topics (2 - 4)

INTD 395 - Special Topics (2 - 4)

INTD 395D - Special Topics Dummy (0 - 4)

INTD 398 - Directed Study (1 - 4)

Permission of Instructor, Program Director, and Dean required.

INTD 399 - Public Service and Community Engagement Capstone (2)

This seminar is the culmination of a course of study in public service and community engagement. Its purpose is to guide students in analysis of concepts of service, social justice, and community engagement through the lens of academic scholarship and personal experience.

INTD 54 - College Success for Athletes (2)

INTD 55 - Peer Assistance and Education (1)

INTD 56 - Psychology of Success (1)

ITAL 101 - First Semester Italian (4)

Intensive grammar, composition, and conversation. Stress on the spoken language. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Fall.

ITAL 102 - Second Semester Italian (4)

Intensive grammar, composition and conversation, stress on spoken language. Continuation of ITAL 101. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Spring. • Prerequisite: ITAL - 101 or equivalent competence as determined by the Department.

ITAL 201 - Third Semester Italian (4)

Review of grammar, reading, stress on composition. Continuation of ITAL 102. Offered every Fall. • Prerequisite: ITAL - 102 or equivalent competence as determined by the Department.

ITAL 202 - Fourth Semester Italian (4)

Review of grammar, stress on reading, conversation and composition. Offered intermittently in the Spring. • Prerequisite: ITAL - 201 or equivalent competence as determined by the Department.

ITAL 390 - Special Topics (2 - 4)

ITAL 398 - Dir Reading and Research (1 - 4)

Directed Reading and Research (1-4) The written permission of the instructor, the department chair and the dean is required. Offered every semester.

JAPN 101 - First Semester Japanese (4)

This course will introduce basic Japanese grammar, vocabulary, and writing systems (katakana and hiragana), together with some relevant aspects of Japanese culture. Emphasis on developing communicative conversational skills. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Fall.

JAPN 102 - Second Semester Japanese (4)

Continuation of JAPAN 101. Some basic kanji will be introduced. The course will focus on developing conversational skills and reading/writing skills. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Spring. • Prerequisite: JAPAN - 101 or equivalent competence as determined by the Department.

JAPN 191 - Business Japanese 1 (4)

This course will introduce basic Japanese business communication and the Japanese writing systems (katagana and hiragana). The course is designed for beginners, so no prerequisite is required. It will focus on developing conversational skills in business contexts and on understanding Japanese business customs, manners, and structures. Offered every Spring.

JAPN 192 - Business Japanese 2 (4)

Continuation of JAPAN 190. Kanji typically used for Japanese business will be introduced. Offered every Fall. • Prerequisite: JAPAN - 191 or equivalent competence as determined by the Department.

JAPN 193 - Business Japanese 3 (4)

This course will focus on developing business communication skills with relation to Japanese business customs, manners and structures. Offered every Spring. • Prerequisite: JAPAN - 192 or equivalent competence as determined by the Department. Continuation of JAPAN 192.

JAPN 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Japanese.

JAPN 201 - Third Semester Japanese (4)

Continuation of JAPAN 102. This course will develop communicative conversational skills and reading and writing skills and will familiarize the student with Japanese grammar, vocabulary, and kanji. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Fall. • Prerequisite: JAPAN - 102 or equivalent competence as determined by the Department.

JAPN 202 - Fourth Semester Japanese (4)

Continuation of JAPAN 201. This course will provide extensive practice for conversation, reading, and writing for advancement to the intermediate level of Japanese. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Offered every Spring. • Prerequisite: JAPAN - 201 or equivalent competence as determined by the Department.

JAPN 301 - Intermediate Japanese (4)

Continuation of JAPAN 202. This course will provide extensive practice for conversation, reading, and writing to consolidate the student's language skills. Offered every Fall. • Prerequisite: JAPAN - 202 or equivalent competence as determined by the Department.

JAPN 302 - Advanced Japanese (4)

Continuation of JAPAN 311. This course will include reading authentic materials (newspapers, periodicals, novels, etc.), discussing the materials in Japanese, and writing compositions. Offered every Fall. • Prerequisite: JAPAN - 301.

JAPN 310 - Zen and the Art of Japanese Calligraphy (4)

This course aims to develop classical Japanese calligraphy skills and to engender a deeper appreciation of the calligraphic arts and of the role of Zen philosophy in Japanese culture. Application of the form and beauty of the characters also makes them easier to remember. The course will provide a hands-on tutorial of basic brush strokes and painting techniques. Offered every Fall.

JAPN 347 - Politics of China and Japan (4)

A study of the emergence of modern East Asia; political changes in China, Japan, Korea, and Taiwan after 1945; survey of international developments.

JAPN 350 - Japanese Culture (CD) (4)

This course will introduce essential aspects of Japanese culture. It is taught in English and may be repeated for credit when different topics are treated. Offered every other Fall.

JAPN 351 - Contemporary Japanese Culture (4)

This course will explore various aspects of contemporary Japanese culture. It is taught in English. Offered every other Fall.

JAPN 355 - Japanese Literature in Translation (4)

This course will introduce the classics of Japanese literature as well as works by the Nobel laureates. The course is taught in English. Offered every Spring.

JAPN 357 - Naturalism in Japanese Literature (4)

A history of the Naturalist Movement in Japan, with special emphasis on Western literary influences, as well as native resistance to and adaptation of them, during this formative period in Japanese literature.

JAPN 360 - Japanese Calligraphy and Ink Painting (4)

The course aims to develop Japanese calligraphy and sumi-e (ink painting) skills, to introduce the history of Japanese painting, and to engender a deeper appreciation of the calligraphic and sumi-e arts. • Prerequisite: JAPAN - 310.

JAPN 368 - Japanese Religion and Society (CD) (4)

This course surveys nearly 2000 years of the religious traditions, heritage, and culture of the Japanese people. We will explore key texts, charismatic leaders, and periods of conflict and stability in our goal to understand both historical and contemporary religious and spiritual examples within Japan and abroad.

JAPN 370 - Zen Buddhism (4)

This course examines the origins, teachings, and practices of Zen Buddhism, from ancient China to contemporary East Asia and North America. It emphasizes both academic and participatory understanding of this tradition. Offered intermittently.

JAPN 379 - Buddhist Paths (4)

JAPN 383 - Modern Japan Since Perry (4)

A survey of Japan's history after 1868, emphasizing its rapid modernization and its rise to great power status. Offered every other year.

JAPN 387 - History of US/Japan Relations (4)

Consideration of a broad variety of political, social, economic, and cultural issues concerning America's relationship with Japan, beginning with Commodore Perry's visit in 1853 and including contemporary economic and security concerns. Offered every other year.

JAPN 390 - Special Topics (1 - 4)

JAPN 395 - Special Topics in Japanese (4)

Courses offered on an experimental basis. Topics vary. Offered intermittently.

JAPN 398 - Directed Reading and Research (1 - 4)

Permission of Instructor, Department Chair and Dean required.

JAPN 401 - Edo Culture (Fourth Year Japanese) (4)

The course is conducted in Japanese. It introduces many characteristically Japanese traditions and concepts originating during the Edo period when the Shogunate government closed Japan to foreign commerce. • Prerequisite: JAPN 302.

JAPN 410 - Introduction to Japanese Linguistics (4)

This course aims to develop linguistic knowledge about the Japanese language. The course will focus on understanding the Japanese language in terms of history, lexicon, phonology, morphology, syntax, pragmatics, and sociolinguistics. Such linguistic training provides essential background for teaching Japanese. Offered every Spring. • Prerequisite: JAPAN - 202 (or equivalent competence).

LAS 201 - Third Semester Spanish (4)

A one-semester intensive review of the basic structures of Spanish. Class conducted in Spanish, with activities designed to practice and consolidate all language skills: listening, speaking, reading, and writing. Cultural readings to expand vocabulary, stimulate discussion, and broaden students' understanding of the Hispanic world. Offered every semester.

LAS 210 - Music of the Americas (CD) (4)

Topics include: music and its evolution, music and society, music and culture. Focus is on Latin American music, including music of the colonial period, and North American music from the Pilgrims to the twentieth century. Included are genres such as tango, samba, Chilean protest songs, Cuban and Mexican music, Andean music; the blues, jazz, swing; music of the Native Americans.

LAS 233 - Women in Developing Countries (CD) (4)

This course examines women's experiences in developing countries in the light of local and global inequalities and connections. Major theoretical approaches are used to understand how gender relationships shape and are shaped by development policies within national and global contexts. These approaches are illustrated by case studies in Africa, Asia, the Middle East, Latin America, and the Caribbean. Offered intermittently.

LAS 286 - Econ of Latin America (CD) (4)

Economic theory and historical accounts are combined in an attempt to understand the various forces that have shaped economic development in Latin America. The first half of the course looks at historic and macroeconomic issues. We will discuss development policies ranging from the import-substituting industrialization policies of the 1950s-1970s, to the market-oriented reforms of the 1980s through the present. The second

half of the course will look at microeconomic issues such as poverty, inequality, agriculture, education, and corruption. • Prerequisites: ECON 101 or ECON 111 AND ECON 102 or ECON 112, or permission of the instructor.

LAS 301 - Religion in Latin America (4)

LAS 303 - Latin American Literature I (CD) (4)

This course covers a representative sample of the literature written in Latin America from the inception of Colonial power to Independence (from the 15th to the 19th century). Course is conducted in Spanish. Cross Listed With: LAS - 303.

LAS 309 - Art of the Americas (4)

Art of the Americas is an upper division art history course focusing on the art made by the numerous and different peoples of North and South America, from antiquity to the present.

LAS 310 - Border Issues I (4)

LAS 311 - El Salvador Today I (4)

LAS 311T - El Salvador Today/Travel (0)

LAS 312 - Sarlo Scholars: Global SL (2 - 4)

Helping Sarlo Scholars make the most of experiences in Uganda and Nicaragua, students write a 12-15 page social science research paper in a multi-step writing process all while critically evaluating their experiences in host countries.

LAS 313 - Latin@-Chican@ Cult and Society (4)

This course provides socio-historical and theoretical frameworks for understanding those U.S. populations known as Chicanos/as and Latinos/as. The course is intended for students who would like to rigorously pursue an independent research project that further expands their knowledge of these populations.

LAS 315 - Telenovelas/Soap Operas (4)

A survey of the soap opera and melodrama genre focusing on its Latino version: telenovelas. The course looks at the production, distribution, and content of soaps, and their audiences around the world. It explores questions of class, gender, race and ethnicity, and the use of soaps for education and social change.

LAS 317 - Latin American Cinema (4)

This course is an introduction to films made by Latin American filmmakers about Latin America. It explores how the national cinemas of the Americas narrate their history and portray their societies' experiences, conflicts, and challenges. Students analyze films in historical and cinematic terms, exploring the various relations between cinema and the state, questions of ideology, national identity, class, race and ethnicity, gender, concerns about historical representations and political memory, and the use of film as a tool for social change.

LAS 322 - Liberation Theology (CD) (4)

This course engages with the transcendent biblical concept of justice as an irreversible commitment of God in history as articulated in the prophets, the Gospel of Jesus and emergent liberation theologies in Latin America, Africa, Asia, in North America responses, in feminist responses, and in ecological knowledge, processes and paradigms. Offered yearly.

LAS 331 - Latin American Politics (CD) (4)

An introduction to the major economic, cultural, and institutional factors that shape contemporary Latin American politics, including the role of the United States, the changing international economy and its impact on public policy and political behavior. Offered every other year.

LAS 340 - Panamerican Saints: Hagiography and Politics (4)

This course surveys the lives of saints, both Catholic and "popular," to examine how spirituality and political charisma cross-fertilize in social-justice movements. Includes studies of the Virgin of Guadalupe, Martin Luther King, Malcolm X, Che Guevara, Diana of Wales, Archbishop Romero, Rev. Jim Jones.

LAS 350 - Human Rights and Film (CD) (4)

This course introduces students to the study of human rights issues through film screening, readings, and writing assignments, and by collaborating in the organization of the Human Rights Film Festival at USF. The course is designed around a selection of both U.S. and foreign documentary and narrative films addressing civil, political, economic, cultural, social, women's and LGBT rights. This course is restricted to those with Junior or Senior standing.

LAS 361 - Women and Religion in Latin America (4)

This course provides socio-historical approaches to contemporary Brazilian culture and society from a race, class, and gender/sexuality perspective. Case-studies of popular/political cultures, social movements, inequalities and identities illustrate major developments in Brazilian culture and society within the context of democratization and globalization. Offered intermittently.

LAS 362 - History, Literature, and Film in Latin America (4)

This team-taught course involves professors from the Departments of History and Modern Languages and focuses on how the facts and fictions, the history and the literary, the text and film have shaped our ideas, images, and understanding of Latin America. Here we will unpack disciplines, narratives, and media as we ponder and reinterpret Latin America.

LAS 363 - Latin American Philosophy (4)

This course is an introduction to philosophy in Latin America, Vasconcelos, Mariategui, Zea, Dussel, etc.) and significant philosophical movements

LAS 365 - CELASA Seminar (4)

Every spring semester this interdisciplinary seminar offers a selected group of students of high academic standing (the CELASA scholars,) the opportunity to study, discuss, experience, and better understand a contemporary Latin American topic. The CELASA Seminar involves either travel to a Latin American country, guest lectures by distinguished Latin American figures in the field of study, or both. Registration by application process only.

LAS 370 - Colonial Latin America (4)

The blending of indigenous, European, and African cultures during the colonial period to form and create Latin America. This survey explores the tensions and richness embedded in this diverse and dynamic history and tracks how colonial attitudes and ideologies shape the region today. Offered every other year.

LAS 372 - Indigenous and Col Mexico (4)

A comprehensive analysis of the social, political, economic and cultural history of colonial Mexico. Questions of power, identity, gender, race, ethnicity, and popular culture among Mexico's indigenous and colonial societies are central to the class. Course themes focus on pre-colonial societies, patterns of colonization in Northern, Central, and southern Mexico, development of a Spanish-Mexican society and culture, and the process leading to independence from Spain. Offered every other year.

LAS 373 - Modern Mexico (4)

A comprehensive analysis of the social, political, economic and cultural processes that shaped the growth and development of modern Mexico. Questions of power, identity, gender, race, ethnicity, and popular culture are central to the class. Course themes will focus on: nation building; the search for order, stability, industrialization, progress, modern development, popular upheaval, social reform, and national identity. Offered every other year.

LAS 375 - Brazil and Amazonia (4)

Interdisciplinary survey of the geography, culture, and history of Brazil and Amazonia since 1500. Course themes include indigenous cultures, the impact of European expansion on the native people and the land, African and indigenous slavery, colonialism and its legacies, development, extractive economies, and nationalism. Offered every other year.

LAS 376 - Latin American Perspectives (CD) (4)

A social and cultural survey from pre-Columbian roots to the present, focusing on how Latin Americans have shaped their lives within colonial, authoritarian, and paternalistic societies. Offered every semester.

LAS 380 - Latin@s in the U.S. Media (CD) (4)

This course examines the multiple experiences of Latin@ communities in the United States, focusing on media representations within historical, cultural, political, and economic contexts. Students study film, television, the news, advertising, and the music industry. Topics analyzed include stereotypical representations of this group and the development of Latin@ media.

LAS 390 - Special Topics (1 - 4)**LAS 396 - Internship (4 - 8)****LAS 398 - Directed Study (1 - 4)**

LAS 401 - Latin American Seminar (4)

A reading and research seminar focused on specific geographical areas - the Southern Cone, Brazil, the Andean Region, Central America and the Caribbean, Mexico, the Borderlands - or on particular comparative themes relevant to Latin America - Revolution, Religion, Labor and Politics, Women, Race and Class. Offered once per year.

LAS 430 - Undergraduate Seminar in Latin American History (4)

A reading and research seminar focused on specific geographical areas - the Southern Cone, Brazil, the Andean Region, Central America and the Caribbean, Mexico, the Borderlands - or on particular comparative themes relevant to Latin America - Revolution, Religion, Labor and Politics, Women, Race and Class. Offered once per year.

LATN 101 - First Semester Latin (6)

An intensive introduction to phonology, morphology, and syntax supplemented with readings from various Latin authors and simple composition. Offered every Fall.

LATN 102 - Second Semester Latin (6)

Continuation of LATIN 101, with emphasis on reading prose authors, on prose composition, and simple Latin poetry. Offered every Spring.

LATN 201 - Third Semester Latin (4)

Selections from various prose authors and Virgil's Aeneid, I-IV. Offered every Fall.

LATN 202 - Fourth Semester Latin (4)

Selections from Cicero and Ovid. Exercises in composition. Offered intermittently in the Spring.

LATN 398 - Directed Reading and Research (1 - 6)

Offered every semester.

MATH 100 - Great Ideas in Mathematics (4)

Math 100 is an overview of some of the seminal achievements in mathematics from ancient to modern times. Topics include Problem Solving, Number Theory, Geometry, Fractals, Topology, Probability and Statistics, and applications to other fields.

MATH 101 - Elementary Statistics (4)

This course will introduce students to the processes by which valid statistical inferences may be drawn from quantitative data. Topics include design of experiments; sample surveys; measurement; summary and presentation of data; regression and correlation; elementary probability; the law of averages; the central limit theorem; the normal, t and chi-square distributions; confidence intervals; and hypothesis testing. A computer laboratory component will introduce the student to spreadsheets and statistical applications. Offered every semester.

MATH 102 - Biostatistics (4)

This course, required of biology majors, is a survey of statistical concepts and methods, with an emphasis on concepts critical to the life sciences. Topics include design of experiments; measurement; summary and presentation of data; regression and correlation; elementary probability; the normal, binomial, t-, and chi-square distributions; confidence intervals and standard error; and hypothesis testing. Offered every Spring. • Prerequisite: MATH 104 or sufficiently high score on the Mathematics placement exam (consult with the Mathematics Department for the exact score needed).

MATH 104 - Algebra for Business and Science (2)

This course covers mathematical theory and techniques fundamental to university level scholarship. Topics include: the real number system with number theory concepts (algorithms for computation); percentage; simple and compound interest; linear and exponential functions; systems of linear equations; descriptive statistics. Two hours lecture. Offered every semester.

MATH 105 - Mathematics for Educators (4)

This course provides the requisite mathematics preparation for Multiple Subject Teaching Credential Candidates. The curriculum satisfies the California Subject Examination for Teachers (CSET) content domain categories: number sense; algebra and functions, measurement and geometry; statistics; data analysis and probability. • Prerequisite: MATH 104 or sufficiently high score on the Mathematics placement exam (consult with the Mathematics Department for the exact score needed).

MATH 106 - Quantitative Methods in Business (4)

Applied mathematics and statistics taught through the medium of spreadsheets (Excel). Topics include Introduction to Excel; basic algebra for spreadsheet modeling; descriptive statistics; elementary probability theory. • Prerequisites: Sufficiently high score on the Mathematics placement exam (consult with the Mathematics Department for the exact level needed), or MATH - 104.

MATH 107 - Calculus for the Liberal Arts (4)

This course provides a one semester introduction to the theory of differential and integral calculus with an emphasis on technical fundamentals. The curriculum is designed for non-science majors for whom advanced coursework in mathematics is not required. • Prerequisite: MATH 104 or sufficiently high score on the Mathematics placement exam (consult with the Mathematics Department for the exact score needed).

MATH 108 - Precalculus (4)

Topics include polynomial functions; factor and remainder theorems; complex roots; exponential, logarithmic, and trigonometric functions; and coordinate geometry. May not be taken for credit after completion of 0206-109. Offered every semester. • Prerequisites: Two years of high school algebra and sufficiently high score on the Mathematics placement exam (contact the Mathematics Department for the exact level needed), or MATH - 104.

MATH 109 - Calculus and Analytic Geometry I (4)

Differentiation of algebraic, exponential, logarithmic, trigonometric, and inverse trigonometric functions; implicit differentiation; curve sketching; indeterminate forms; velocity and acceleration; optimization; other applications of differentiation; Fundamental Theorem of Calculus, with applications to area and volume. Four hours lecture. Offered every semester. • Prerequisite: Math 108 or sufficiently high score on the Mathematics placement exam.

MATH 110 - Calculus and Analytic Geometry II (4)

Topics include: Techniques of integration, including trigonometric substitutions, partial fractions, and integration by parts; selected applications of integration, including arc length, surface area, and volume; introduction to differential equations; parametric equations and polar coordinates; infinite sequences and series, including Taylor series. Offered every semester. • Prerequisite: MATH - 109.

MATH 130 - Elementary Linear Algebra (4)

Topics include systems of linear equations, matrices and determinants; the geometry of vectors in Euclidean space; general properties of vector spaces, bases and dimension; linear transformations in two and three dimensions, eigenvalues and eigenvectors. Offered every Fall. • Prerequisite: MATH - 109.

MATH 190 - Real-World Mathematics: A Service-Learning Math Course (4)

Contemporary society is filled with political, economic and cultural issues that arise from mathematical ideas. This service-learning Core mathematics course will engage students in using mathematics as a tool for understanding their world with a focus on the connection between quantitative literacy and social justice. Topics covered will include financial mathematics, voting theory, data representation and statistics.

MATH 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Mathematics.

MATH 195L - Laboratory (0)

MATH 201 - Discrete Mathematics (4)

Topics include algebraic structures, graph theory, combinatorics, and symbolic logic. Offered every Fall. • Prerequisite: CS - 110 or permission of instructor.

MATH 202 - Linear Algebra and Probability (4)

Matrix arithmetic and matrix algebra (determinants, adding and multiplying matrices, matrix inverse, using matrices to solve systems of equations), geometric applications of linear algebra (matrices as transformations, vectors in 2- and 3-dimensions, equations of planes, etc.); discrete probability, random variables, discrete and continuous probability distributions (including binomial and normal), expected value and variance. Offered every Spring.

MATH 211 - Calculus and Analytic Geometry III (4)

Topics include analytic geometry in three dimensions; vector functions; arc length and curvature; motion in space; partial differentiation and chain rule; directional derivative and gradient; optimization and Lagrange multipliers; multiple integrals, line integrals, and surface integrals; divergence and curl; theorems of Green, Gauss, and Stokes. Offered every Fall. • Prerequisite: MATH - 110.

MATH 235 - Introduction to Formal Methods (4)

Topics include logic and mathematical proof; set theory, equivalence relations, and mappings; mathematical induction; modular arithmetic; isomorphism; groups; structures of real numbers; convergence and continuity. Emphasis on concepts of proof and mathematical formalism. Offered every Spring. • Prerequisite: MATH - 110.

MATH 295 - SIT: Transfer Seminars (4)**MATH 295L - Laboratory (0)****MATH 301 - Problem-Solving Seminar (4)**

An informal, discussion-oriented class to develop skills for investigating and solving mathematical problems. Topics include elementary mathematics, combinatorics, geometry, number theory and calculus, as well as problems from contests such as the International Mathematical Olympiad and the Putnam Examination. Strongly recommended for students interested in teaching mathematics. • Prerequisite: MATH - 110 or permission of instructor.

MATH 310 - History of Mathematics (4)

A history of the development of arithmetic, algebra, geometry, and calculus. Selected topics from recent mathematical history. • Prerequisite: MATH - 110 or permission of instructor.

MATH 314 - Mathematical Circles (SL) (4)

An introduction to the Eastern European Mathematical Circles culture. Students will learn mathematical folklore and problem-solving methods drawn from geometry and discrete mathematics, and will both observe and teach students in several mathematical circles in the Bay Area. In addition to the mathematics and pedagogy, students will explore issues of equity in educational opportunity. This is a service earning course designed for math, physics, or computer science majors who are interested in teaching.

MATH 340 - Differential Equations (4)

Topics include a review of first-and second-order equations, series solutions, systems of linear and non-linear differential equations, numerical methods, qualitative methods, introduction to partial differential equations. • Prerequisites: MATH - 130 or PHYS - 110 , and MATH - 211 , or permission of instructor.

MATH 345 - Mathematical Modeling (4)

The methodology of mathematical modeling will be explored in several case studies from fields as diverse as political science, biology, and operations research. Problems of data collection, model fitting, and model analysis will be explored. Case studies incorporate topics from: analysis of conflict (business, military, social), population dynamics, and production management. • Prerequisites: MATH - 110 and MATH - 130.

MATH 355 - Complex Analysis (4)

Topics include integration and differentiation of functions of a complex variable, Laurent series, conformal mapping, residues, and Cauchy's theorems. • Prerequisites: MATH - 130 and MATH - 211 , or permission of instructor.

MATH 367 - Number Theory (4)

Topics include prime numbers, congruences, quadratic reciprocity, number-theoretic functions, and diophantine equations. • Prerequisite: MATH - 235 or permission of instructor.

MATH 370 - Probability and Statistics (4)

Topics include descriptive statistics and data analysis; probability, random variables, and probability distributions; mathematical expectation; confidence intervals and hypothesis tests. • Prerequisite: MATH - 211 or permission of instructor.

MATH 380 - Foundations of Geometry (4)

Topics chosen from axiomatics, Euclidean and non-Euclidean geometries, vector spaces and inner products, and symmetry groups. • Prerequisite: MATH - 110 or permission of instructor.

MATH 394 - Applied Mathematics Research Laboratory (4)

This course offers selected upper division students an opportunity to work on a sponsored research project under the direction of a faculty member. May be repeated for credit. Offered as often as suitable projects can be found. • Prerequisite: Permission of instructor.

MATH 395 - Selected Topics in Mathematics (2 - 4)

This course treats topics not covered in other Mathematics courses, but of interest to faculty and students. May be repeated for credit. Offered intermittently. • Prerequisite: Permission of instructor.

MATH 398 - Directed Reading and Research (1 - 4)

May be repeated for credit. Offered every semester. • Prerequisite: Written consent of instructor and dean.

MATH 422 - Combinatorics (4)

An in-depth study of combinations and permutations, inclusion-exclusion, the binomial theorem, recurrence relations, and graph theory, with additional topics depending on student and instructor interest (for example, generating functions, combinatorial number theory, finite-state machines). Offered every other Fall. • Prerequisite: MATH - 235 or permission of instructor.

MATH 435 - Modern Algebra (4)

Topics include an introduction to the theory of groups, rings, fields, vector spaces, and other algebraic structures. • Prerequisite: MATH - 235 or permission of instructor.

MATH 453 - Real Analysis (4)

Topics include sequences and series, topology of the real line, limits and continuity, the real number system, the derivative and Riemann integral. • Prerequisites: MATH 211 and MATH 235 or permission of instructor.

MATH 482 - Differential Geometry (4)

Topics include classical differential geometry of curves and surfaces, curvature, the bending of surfaces, shortest paths in a surface, and tensors in geometry and physics. • Prerequisite: MATH - 211 or permission of instructor.

MATH 485 - Topology (4)

Topics selected from point-set topology, algebraic topology, geometric topology, and differential topology. • Prerequisite: MATH 235 or permission of instructor.

MS 100 - Introduction to Media Studies (4)

Critical introduction to contemporary issues and debates in media and society. Offered every semester. Pre- or co-requisite Core A2.

MS 102 - Introduction to Film Studies (4)

This class is designed to introduce students to the world of films from a semiotic, historical and critical perspective. The main objective of the course is to provide students with the formal and rhetorical devices to understand film language in its own terms. Offered every semester.

MS 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Media Studies.

MS 200 - Media Institutions (4)

Exploration of political, economic and cultural context of current media institutions including the press, film, TV, and digital media industries in San Francisco, the US and around the world. Focuses on issues of commercialism, the public interest and creativity. Offered every semester. • Prerequisite: MS-100.

MS 204 - Media, Stereotyping, and Violence (4)

Qualitative and quantitative approaches to media content and audiences, with special emphasis on violence and stereotyping.

MS 205 - Media Audience and Research (4)

Theory and practice of media and communication research methodologies including content/text analysis, ethnographic methods, interview, and survey methods. Offered every semester. • Prerequisite: MS-100.

MS 221 - Audio Production (4)

Theories and techniques including program structures, elements and formats; planning, budgeting and scheduling; sound and acoustics; studios and control rooms; specific equipment, their design and operation, including consoles/mixers/control surfaces, and microphones; analog and digital audio. Includes significant lab work utilizing Pro Tools digital audio workstations. Offered every semester. Limited enrollment.

MS 222 - Video Production (4)

An introduction to the techniques, aesthetics and practices of video production. Offered every semester. Limited enrollment. • Prerequisites: MS-100 or MS-102.

MS 223 - Journalism I: Reporting (4)

An introduction to basic news reporting. Skills emphasized include lead writing, story structure, note-taking and interviewing. Students will be assigned a variety of story types, including the coverage of speeches, press conferences and meetings as well as writing profiles and police and accident stories. Students will be introduced to AP style. Offered every semester. Limited enrollment. Pre- or co-requisite Core A2.

MS 224 - Journalism II: Advanced Reporting (4)

Advanced news reporting. Research, interviewing, analysis, writing and editing advanced journalism stories. Offered every semester. Limited enrollment. • Prerequisite: MS 223 or permission of instructor.

MS 250 - Africa Films Africa (CD) (4)

The diversity of the African continent as seen through the eyes of its filmmakers. Weekly viewings and discussions will be informed by critical literature on African film and its place in the West and the developing world. Cross Listed with: FREN-250.

MS 301 - Green Media (4)

Green Media is a media studies production class devoted to making media about making food. Throughout the semester, students will learn about the history of television cooking shows; research, cook, and share a selection of seasonal, regional recipes; and use social media like twitter, flickr, facebook, blogs, and video to make and share media about making food.

MS 306 - The Documentary (4)

History and analysis of documentary film and video. • Prerequisite: MS 102 or MS 200.

MS 311 - Communication Law and Policy (4)

Social and legal dilemmas over communication resources, rights and responsibilities. Analysis of law and policy as responses to social conflicts surrounding communication practices. Some topics covered include the First Amendment, media ownership, intellectual property, advertising, obscenity and hate speech. Offered every Spring. • Prerequisite: MS-200.

MS 312 - The Popular Arts (4)

An introduction to the study of popular culture that is interdisciplinary in its approach. Popular culture is understood here to mean those areas of cultural production and consumption made and consumed by mass publics. The overview of issues offered in this class is not intended to be comprehensive; rather its goal is to establish a new framework for thinking about culture and the arts generally, and in relation to popular culture in particular. Particular emphasis is placed on an overview of aesthetic theory in relation to the history and philosophy of art, which is then applied systematically to case studies in contemporary media culture.

MS 313 - Media Theory and Criticism (4)

Social and cultural theory of media and communications applied to analysis of media events and texts. Application of research methods and strategies to analyse media content. • Prerequisite: MS-205.

MS 315 - Telenovelas/Soap Operas (4)

A survey of the soap opera and melodrama genre focusing on its Latino version: telenovelas. The course looks at the production, distribution, and content of soaps, and their audiences around the world. It explores questions of class, gender, race and ethnicity, and the use of soaps for education and social change.

MS 317 - Latin American Cinema (CD) (4)

This course introduces students to films made by Latin American filmmakers about Latin America. It offers the chance to explore how the national cinemas of the Americas portray their societies' experiences. Topics covered include: relations between cinema and the state, questions of ideology, national identity, class, race and ethnicity, gender, concerns about historical representations and political memory, and the use of film as a tool for social change and human rights education. Cross Listed with: LAS-317. • Prerequisite: MS 102 or MS 200.

MS 318 - Indian Cinema (4)

Examines the institutions, texts, and audiences of the National ('Bollywood') and regional cinemas of India in the postcolonial context. • Prerequisite: MS 102 or MS 200.

MS 319 - LGBT Cinema (4)

This course explores and analyzes Lesbian, Gay, Bisexual and Transgender cinema from the 1920s to the present. We will consider how LGBT cinematic traditions have been shaped by key historical factors, such as the Motion Picture Code in 1930, the rise of fascism in Europe, the HUAC hearings of the 1950s, the women's movement, the gay liberation movement, and the AIDS crisis. • Prerequisite: MS 102 or MS 200.

MS 320 - Digital Media Production (4)

Digital Media Production is a course designed around creating, sharing, and collaborating with digital media. Students will make digital media using platforms like facebook, twitter, flickr, yelp, blogs, google maps, transmedia, and kiva. By the end of the semester, students will learn how to use digital media creatively and effectively, how to use digital media collectively and collaboratively, and how to learn new tools quickly and independently. • Prerequisite: MS 200.

MS 322 - Media Production III: Advanced Production (4)

• Prerequisites: MS 222 or permission of Film Studies director.

MS 323 - Publication Editing and Design (4)

Basic editing and design techniques for print and web publications. Emphasis on editing for grammar, spelling, usage and Associated press style, plus an introduction to the principles of page layout. Limited enrollment. • Prerequisite: MS 224 or permission of instructor.

MS 325 - Feature Writing (4)

Students produce typical feature/magazine stories, such as the process story, the trend story, the travel story and both the short and long profile, with a concentration on the techniques of narrative and characterization used in so-called literary journalism. Limited enrollment. • Prerequisite: MS 224 or permission of instructor.

MS 327 - Media Production III: Scriptwriting (4)

This course trains students to write a full-feature script. By viewing films and reading scripts of already produced films, students will become familiar with the narrative and dramatic structures of diverse film scripts. The course involves a considerable amount of film viewing, as well as workshops in writing, collective critiques of classmates' works and weekly writing assignments. • Prerequisites: MS 102 and MS 222 or permission of instructor.

MS 328 - Photojournalism (4)

Introduction to the philosophies, techniques and methods of photojournalism for newspaper, magazine and Internet. From basic photography to hands-on digital imaging. Includes social context and ethics of photojournalism. • Prerequisite: MS 224 or permission of instructor.

MS 329 - Arts Reporting/Review (4)

This course is divided into two sections, reporting and reviewing. Because solid reporting is the foundation for credible reviewing, we will spend the first half of the semester on reporting. We will focus on five genres: music, movies, theater, food and one to be determined. In addition to covering and reviewing events, we will meet with a series of arts writers and discuss various aspects of arts reporting and criticism for popular audiences. Class provides a chance for students to strengthen their reporting skills and fine tune their writing voices. Limited enrollment. • Prerequisite: MS 223 or permission of instructor.

MS 330 - Media Production III: Documentary Production (4)

This course delves into strategies and techniques involved in making documentary films and videos. Students will produce several short documentaries that demonstrate their understanding of the non-fiction genre. • Prerequisites: MS 100 or MS 102 and MS 222.

MS 331 - Media Production III: Narrative Fiction/Film Production (4)

Aiming at the production of narrative shorts as final projects, in this course students will become familiar with the different stages involved in completing a film project: from the writing of the film, through the actual shooting and production components, to the visual and sound editing of the project. Students will work in 16mm and 8mm film formats, but have also the option to shoot their projects in video formats. Offered every Fall. Limited enrollment. • Prerequisites: MS 100 or MS-102 and MS 222.

MS 335 - Feminist Thought (4)

An introduction to a variety of feminist theories and approaches with emphasis on the arts, philosophy, politics, and media. Offered every Spring. Cross Listed with: ENGL-335 and PHIL-335. • Prerequisite: Junior or Senior standing.

MS 340 - Media Production III: Experimental Cinema (4)

Students will learn an abundance of experimental filmmaking strategies by exploring the rich history of low budget, do-it-yourself, avant-garde filmmaking. Each student will create several films that incorporate the learned techniques. • Prerequisites: MS 100 or MS 102 and MS 222.

MS 350 - Human Rights and Film (CD) (4)

This course introduces students to the study of human rights issues through film screening, readings, and writing assignments, and by collaborating in the organization of the Human Rights Film Festival at USF. The course is designed around a selection of both U.S. and foreign documentary and narrative films addressing civil, political, economic, cultural, social, women's and LGBT rights. • Prerequisite: Junior or Senior standing.

MS 380 - Latin@s in the U.S. Media (CD) (4)

This course examines the multiple experiences of Latin@ communities in the United States, focusing on media representations within historical, cultural, political, and economic contexts. Students study film, television, the news, advertising, and the music industry. Topics analyzed include stereotypical representations of this group and the development of Latin@ media. • Prerequisite: Junior or Senior standing.

MS 390 - Special Topics in Media Studies (1 - 4)

Topics and prerequisites vary by semester.

MS 395 - Media Workshop (SL) (1 - 4)

Faculty-supervised on-campus media production workshop including opportunities with KUSF, The Foghorn, USFtv, and other USF media outlets. Offered every semester. • Prerequisite: MS-200.

MS 396 - Media Internship (SL) (1 - 4)

Faculty-supervised off-campus internship. Offered every semester. • Prerequisite: MS 200.

MS 397 - Directed Project (1 - 4)

Faculty supervised production project. Requires written permission of instructor, chair, and dean. • Prerequisite: Completion of 200-level requirements.

MS 398 - Directed Study (1 - 4)

Faculty supervised research project. Requires written permission of instructor, chair, and dean. • Prerequisite: Completion of 200-level requirements.

MS 400 - Politics and the Media (4)

An in-depth investigation of the relationship between politics and the news media in the U.S., emphasizing the role of news in democracy and in public policy formation. Cross-listed with Politics department. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MS 403 - Race, Ethnicity, and Media (CD) (4)

A survey of the relationship between diverse racial/ethnic groups and the media within the context of the United States. It explores representation and diversity in popular media, racial equity in media industries, and ethnic minorities as audiences and as independent producers. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MS 405 - Gender and the Media (4)

Examination of feminist theories and analytical practices for understanding images of gender in media and of cultural formation of gender and sexuality through representation. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MS 407 - Alternative Media and Social Change (4)

Investigation into the content, practices and politics of alternative and community-based media and social change communications practices in US and internationally. Students will conduct fieldwork in San Francisco. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MS 409 - International/Global Media (4)

Analysis of structures and content of international media and role of culture in globalization. Cross Listed with: AS-409. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MS 410 - Popular Music and Communication (4)

Aesthetics, economics and history of Anglo-American popular music and relationship of pop music to mass media, including radio, film and television. Students will produce a 30-page paper over the course of the semester that comprehensively investigates the history, economics, aesthetics and conditions of consumption of one album/CD/mixtape of their own choosing. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MS 411 - Popular Culture Studies (4)

Seminars vary by semester. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MS 412 - Media, Memory, History (4)

This seminar explores how communities write their history and memories and the role that the media play in this process. Students look at the social construction of memories, their trans-generational transmission, and their representation in a variety of media that include television, magazines, film, music, monuments and memorials. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MS 420 - American Journalism Ethics (4)

This course is the capstone in the Journalism minor, and students should review its prerequisites before signing up for it. In it students will explore the historical development of the First Amendment in the United States and then consider the dilemmas that arise in contemporary journalism when reporters attempt to reconcile the idea that freedom of the press should be absolute with the limitations, both legal and ethical, that many would place on news gathering and newswriting. The course will not propose easy answers to these difficult questions. The emphasis will be on promoting ethical awareness and developing a process for tackling such questions. Offered every Fall. • Prerequisite: MS-224.

MS 490 - Honors Seminar in Media Studies (4)

This is a capstone course for selected senior Media Studies students in which they will research a significant Media Studies problem and produce an Undergraduate Honors Thesis in Media Studies. • Prerequisites: MS 311 or MS 313 or permission of instructor.

MUS 100 - Musicianship and Principles of Tonal Theory (4)

An intensive course on musicianship and theory. Its goal is to develop a foundation in the theory and practice of music. It covers notation, ear-training, scales and modes, intervals, triads, seventh chords, chord progressions, melody, rhythm and form. It also includes basic principles of counterpoint and analysis. Written exercises are required weekly.

MUS 101 - Music Appreciation (4)

A general introduction to the history and genres of music as these developed in Europe and America from the Middle Ages through the 20th Century.

MUS 110 - Choir (0 - 2)

Credit earned by singing in one of the choral ensembles on campus and performing in end-of-semester concerts. For details on the various groups see www.usfca.edu/artsci/music. Sections available include: USF Classical Choral Ensembles, Gospel Choir, ASUSF Voices, and St. Ignatius Choir.

MUS 111 - Instrumental Ensemble (0 - 2)

Credit earned by performing in one of the instrumental ensembles on campus. Sections available: Jazz Ensemble, Latin American Music Ensemble, USF Dons Marching Band, Chamber Music Ensemble, and Computer Music: Laptop Ensemble. For details on the various groups see www.usfca.edu/artsci/music.

MUS 120 - Voice Lessons (2)

Credit earned by taking voice lessons, preparing repertoire appropriate to the student's level, taking part in the midterm evaluations ("juries") and participating in some form (performer or crew) in the Music Student Showcase.

MUS 121 - Guitar Lessons (2)

Credit earned by taking guitar lessons, preparing repertoire appropriate to the student's level, taking part in the midterm evaluations ("juries") and participating in some form (performer or crew) in the Music Student Showcase.

MUS 122 - Piano Lessons (2)

Credit earned by taking piano lessons, preparing repertoire appropriate to the student's level, taking part in the midterm evaluations ("juries") and participating in some form (performer or crew) in the Music Student Showcase.

MUS 123 - Violin and Viola Lessons (2)

Credit earned by taking violin or viola lessons, preparing repertoire appropriate to the student's level, taking part in the midterm evaluations ("juries") and participating in some form (performer or crew) in the Music Student Showcase.

MUS 124 - Flute, Oboe and Piccolo Lessons (2)

Credit earned by taking flute, oboe or piccolo lessons, preparing repertoire appropriate to the student's level, taking part in the midterm evaluations ("juries") and participating in some form (performer or crew) in the Music Student Showcase.

MUS 160 - Body in Performance Alexander Technique (2)

Careers in music are often accompanied by physical problems such as back pain, tendinitis and repetitive stress injuries. The Alexander Technique is an educational

process that helps musicians use their "primary instrument"- mind and body- without strain and excessive tension. All the basic principles of the Technique will be covered and all students will participate in applying the Technique to performance and counteracting stage fright and nervousness. No pre-requisite, required of PASJ majors with Music Concentration.

MUS 180 - Music and Social History (4)

This course looks at the relationship between music and social justice. Using case studies from different historical times and different parts of the world we will examine how musicians create and perform music both in reaction to the social environment and to change it. Required for PASJ majors with music concentration, and Music Minors, or by permission of instructor.

MUS 195 - (4)

An interesting introduction to a topic in the field of Music.

MUS 200 - Studies in Popular Music (4)

This survey course offers a general introduction to the most influential popular music styles in the United States from 1850 to the present. The approach is interdisciplinary, but the focus is on analyzing music sounds alongside historical studies. Popular music styles will be culturally situated, analyzed for their role in broader social and political movements, technological advances and engagement with mass media and commercial industries.

MUS 202 - Jazz, Culture and Social Justice (4)

This course presents an overview of the history of jazz music, both in terms of the important stylistic innovations in its musical forms and of the cultural impact that musicians have had on contemporary United States. We consider jazz music and its performance as a cultural practice, assessing its importance for its political efficacy and as a tool to promote social change and expose social injustices, while simultaneously celebrating individual achievements and empowering participants.

MUS 203 - Music and Social Protest (CD) (4)

Music can be a vehicle for social change and singing songs can comment on as well as affect changes within society. Using multicultural case studies from the US and Latin America, we consider how musicians and activists use musical sounds and performance practices as tools to empower people. The class contains a historical survey/lecture component and a performance lab component (no prior musical experience required).

MUS 210 - Music of the Americas (CD) (4)

This introductory survey course explores the sounds, history, modes of engagement, circulation, and political and social aspects of influential transnational music styles found throughout "the Americas", including music from North America, Central America, South America, and the Caribbean. Students examine the cross-cultural interactions that led to the creation of the music we study, and enhance their listening skills with the help of readings and class discussions.

MUS 211 - Asian Musical Cultures (CD) (4)

This introductory survey course explores different musical forms and genres from various Asian cultures, as well as contemporary music made by Asian Americans. Students will attend concerts, develop listening skills, and investigate these musics' aesthetics, meanings, and sociological contexts.

MUS 212 - Survey of African Music (CD) (4)

This introductory survey course provides students with an overview of phenomenal richness of Africa's musical and rhythmic landscape. We examine the impact of a rapidly changing technological world and its influence on the traditional musics of Africa, as well as the sociocultural implications of such changes.

MUS 222 - Romantic Piano Music (4)

An exploration of the romantic literature for the piano through dozens of short pieces by Chopin, Liszt, Brahms and Clara Schumann, Felix and Fanny Mendelssohn and others. We will also discuss the romantic movement in general and issues such as the role of the artist in society and of women composers and performers.

MUS 230 - Introduction to Opera (4)

Opera is a singular genre, one involving multiple art forms (literature/acting/dance/set design/costumes, etc.). This survey course introduces students to the history and development of the operatic genre. Class meetings include discussions of staging and directing, reception and social implications. Students attend at least three live concerts as part of the course work. No prerequisite except intellectual curiosity and propensity to enjoy learning something new.

MUS 231 - Gender and Music (4)

This course explores how gender roles have influenced composers, performers, and listeners of Western music from the Middle Ages to the present. We will look at case studies including operas that featured castrati and women dressed as men. We will discuss women composers who worked in both traditional and avant-garde styles. We will also examine popular genres such as blues and disco and artists like David Bowie and Lady Gaga.

MUS 232 - Mozart's Greatest Operas (4)

In-depth study of selected operas composed by W. A. Mozart (Don Giovanni, The Marriage of Figaro, *Così fan tutte* and The Magic Flute). Each opera is examined within the context of its creation and reception in 18th century Vienna, is scrutinized for how issues of gender and class are presented on stage. Students learn about opera as a genre, its social role and implications, and the methods to analyze plots and musical forms of individual works, to consider how music changes our understanding of the text or how singing differs from speech.

MUS 300 - Music Theory I (4)

An intensive course in diatonic harmony, including ear training, four-part writing, and analysis of phrase, melody, and simple forms. Excerpts for analysis are taken from the Baroque, Classical, and Romantic literature. A placement test will be administered on the first day of class. • Prerequisite: placement test, MUS 100, or AP Music.

MUS 301 - History of Western Art Music (4)

An in-depth study of European Art Music within its historic, social, political, and economic environment, with emphasis placed on analysis of representative pieces of all eras and genres. Secular and sacred, vocal and instrumental music from the origins of notation in the 9th century to the present time. • Prerequisite: MUS 300 (or MUS 100 and permission of instructor).

MUS 303 - Music and Art (4)

Examination of the development of art and music within the Western tradition from the Middle Ages to the present through the study of representative figures. Focuses on the direction of changes as seen in the work of a few major artists and musicians. Offered Fall.

MUS 305 - Anthropology of Music (CD) (4)

This course introduces students to ethnomusicology, the study of music using anthropological methods, using case studies of music from selected traditions from around the world. We will explore various modes of engagement with music by analyzing academic texts, doing in-class listening and performance labs, and participating in fieldwork research in the SF Bay Area.

MUS 310 - Advanced Western Theory (2)

An intensive course in chromatic harmony, covering analysis, ear training, four-part writing (figured bass and harmonization), modulation and larger forms (rondo, sonata, and fugue). Music for analysis is chosen primarily from the Classical, Romantic, and Modern literature. • Prerequisite: MUS 300 (or MUS 100 and permission of instructor).

MUS 311 - Songwriting (2)

A course primarily for PASJ majors/Music concentrators and Music Minors, or by permission of instructor. Students will study the art form of song writing in different styles and historical periods, specifically the intertwining of harmony, melody, rhythm and text to create an art form. • Prerequisite: MUS 300 (or MUS 100 and permission of instructor).

MUS 312 - Introduction to Music Technology (2)

In this course students learn about sound and the computer, investigating established principles of computer audio such as synthesis techniques, sound sampling, digital signal processing, file formats and audio processing. Applications of digital audio for video will also be included.

MUS 391 - Seminar in Non-Western Music (4)

A course for PASJ majors with a Music Concentration. This seminar will cover one particular topics of Non-Western Music every time it is offered. Examples may include music of one particular cultural and geographic area (the Andes, Sub-Saharan Africa) or a particular tradition.

MUS 392 - Seminar in Western Art Music (4)

A course for PASJ majors with a Music Concentration. This seminar will cover one particular topic every time it is offered. Examples may include Romanticism in Music, The Symphony from 1780-1880, Reformation and Counter-Reformation Music, Baroque Oratorio and Cantata, etc. Prerequisite is MUS 301 or instructor's permission.

MUS 398 - Directed Study (1 - 4)**MUS 480 - Senior Project (4)**

Required for all PASJ majors, this is the final course in the major where students will develop an individual or collective project in their area of concentration.

PASJ 130 - Dance Studio: The Craft (4)

Intensive study in the rudiments of the dancer's vocabulary and craft, with intensive instruction in movement in order to develop range of motion, strength, coordination, balance, centering, while learning to care for the body.

PASJ 160 - Body in Perf: Alexander Tech (2)

Careers in music are often accompanied by physical problems such as back pain, tendinitis and repetitive stress injuries. The Alexander Technique is an educational process that helps musicians use their "primary instrument"- mind and body- without strain and excessive tension. All the basic principles of the Technique will be covered and all students will participate in applying the Technique to performance and counteracting stage fright and nervousness. No pre-requisite, required of PASJ majors with Music Concentration.

PASJ 161 - Body in Performance: Laban (1 - 2)

This course provides an introduction to Laban Movement Analysis and Barthelemy Fundamentals and their applications to movement description, observation, and execution. Students in all artistic disciplines will develop physical approaches to their training that address core support, postural concerns, injury prevention and rehabilitation. Through the cultivation of a vital, conscious relationship with one's body, dancers, actors and musicians will become aware of personal movement patterns that help and/or hinder expressive potential.

PASJ 171 - Production and Design I (2)

Production and Design I focuses on the design, technical, and managerial elements that are essential to the presentation of any performance. These include lighting, sound and multi-media components, as well as management and organizational structure. In this course, students will learn about the history of stage technologies, as well as their contemporary applications, with an emphasis on innovation and the self-producing artist.

PASJ 180 - Music and Social History (4)

This course looks at the relationship between music and social justice. Using case studies from different historical times and different parts of the world we will examine how musicians create and perform music both in reaction to the social environment and to change it. Required for PASJ majors with music concentration, and for Music Minors.

PASJ 181 - Dance and Social History (4)

Dance, like all of the arts, is a product of the culture in which it is created. Social and political climates, cultural values, and issues of personal identity create the framework within which all dance artists create their work. Throughout history, dancers and choreographers have responded to their cultural contexts in more or less conscious ways. Many have used the craft of choreography to give a voice and/or visibility to ideas, issues or populations that directly challenge the attitudes of their communities. This has manifested itself in many ways as dance has evolved as a presence in our culture. This course will use the history of Western concert dance as a means for exploring these connections in greater depth. Particular focus will be paid to the history of ballet, jazz and modern dance and the principle figures of these fields whose work has impacted the ways we think about dance as an agent for activism, artistic innovation and change.

PASJ 182 - Theater and Social History (4)

This course studies the role that theater and theater artists have played in creating a "safe space" for engaging relevant social issues affecting communities throughout time. With a focus on western traditions it looks at performance as part of processes of social consciousness and transformation. Required for PASJ majors with theater concentration, and for Theater minors.

PASJ 369 - Workshop in Dance Production (1 - 4)**PASJ 380 - Performing Arts and Community Exchange (4)**

This course is designed for students who are interested in merging social activism, dance/theater and teaching. Students will learn how to use movement and theater as tools for social change in settings such as senior centers, schools and prisons. In studio sessions, students will identify, approach and construct classes for community sites. Selected films and readings will provide a context for discussion and assist in the development of individual student's research and teaching methods. The class will

include lab sessions at designated off-camps sites where students will lead and participate in teaching workshops.

PASJ 390 - Special Topics (2 - 4)

PASJ 480 - Senior Project (4)

Required for all PASJ majors, this is the final course in the major where students will develop an individual or collective project in their area of concentration. Depending on your concentration (Dance, Music, Theater) you may enroll in a different section. See your advisor for guidance on specific projects before enrolling in this class.

PASJ 480L - Laboratory (0)

PHIL 110 - Great Philosophical Questions (4)

An Introduction to classic texts of philosophy, focused on major philosophical issues including the problem of knowledge, the existence of God, the mystery of evil, free choice vs. determinism, and the essence of human nature. Offered every semester.

PHIL 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Philosophy.

PHIL 202 - Philosophy of Religion (4)

What counts as a "religion"? Must it affirm the existence of God? What do most people and cultures seem to mean by "God"? Can the existence of God be demonstrated? Is it reasonable to believe God exists? Can God's existence be reconciled with human freedom and with the existence of evil? The course takes up these and related questions, ponders the answers given by classical and contemporary thinkers, and discusses them. Offered intermittently.

PHIL 203 - Social and Political Philosophy (4)

This course will examine significant philosophical contributions to an understanding of politics and society. Among the questions it will address are: What is the nature and basis of the state? Which form of government is best? How do we determine whether political institutions are just? What conceptions of human nature underlie various political philosophies? The course will draw from classical, modern, and contemporary sources in political philosophy. Offered every year.

PHIL 204 - Philosophy of Science (4)

A critical examination of conflicting interpretations of scientific practice. Major issues include the nature of scientific explanation, the development of instrumentation and experimental techniques, how scientific knowledge is validated, whether theories are to be interpreted as literally true or as instrumentally adequate, scientific revolutions, and the rationality of science. Offered every year.

PHIL 205 - Philosophy of Biology (4)

This course engages in a philosophical reflection of evolutionary theory and the theory of the gene. Among questions we will address are: Why is intelligent design not as good of a theory of species origin as evolution? Is it possible to hold a rational belief in Christianity and in evolutionary theory? Do genes determine human behavior? Does biology just reduce to chemistry and physics? Offered every year.

PHIL 208 - Liberation Philosophy (4)

Using primary sources, the course will address the questions of the nature of philosophy and reason in a post-colonial, post-modern, and multi-cultural world. The course focuses on philosophies of liberation from eurocentrism, racism, and colonialism from a variety of historical and geopolitical spaces. Offered intermittently.

PHIL 209 - Aesthetics (4)

Traditional and contemporary theories of art and aesthetic experience; a study of selected problems in philosophy of art. Offered every semester to students in the Art and Architecture and Performing Arts and Social Justice majors.

PHIL 211 - Ancient Philosophy (4)

This course studies texts in ancient philosophy, from the Presocratics to Hellenistic philosophy, and has a special focus on the writings of Plato and Aristotle. Offered intermittently.

PHIL 220 - Asian Philosophy (4)

This course examines the historical development and contemporary debates of some of the main philosophical traditions of Asia. The topics include metaphysical, epistemological, and ethical questions raised in Hindu, Buddhist, and Confucianist philosophies. References will also be made to the larger cultural and political issues that are relevant in these traditions today. Offered every year.

PHIL 225 - Prisons and Punishment (SL) (4)

In this course, students will examine philosophical justifications for punishment, the morality of incarceration, and the genealogy of what recently has been called the "prison-industrial complex." As a Service Learning course, students will volunteer with organizations dedicated to improving the health and welfare of inmates in California prisons. Offered intermittently.

PHIL 230 - Philosophy of Human Person (4)

This course is oriented around the questions "What am I?" and "How should I live?" and explores the answers that both historical and contemporary philosophers have given. Topics include the immortality and nature of the soul, death, the distinction between body and mind, the relational and social aspects of the self, free will, the nature of emotion, and the goals of human life. Offered every semester.

PHIL 231 - African American Philosophy (4)

This course surveys classic and contemporary African American philosophy, and includes such figures as Frederick Douglass, W.E.B. Du Bois, Angela Davis, Martin Luther King, jr. and Frantz Fanon. It considers the relation of this work to major topics of Western philosophy, from the social contract theory to existentialism to cosmopolitanism. Starting from the lived experiences of blacks in the New and Old World, this course takes up key issues and problems in the history of the modern world: theories of nationalism, identity, solidarity, and responses to injustice and domination.

PHIL 240 - Ethics (4)

This course critically analyzes ethical arguments and various positions on contemporary ethical issues. The course will be composed of three focus areas: Ethical Theory, Social Issues, and Ethics of Everyday life. Approximately one-third of the course will be devoted to each area. Some sections focus on more specific ethical issues, such as Business Issues, Environmental Issues, Bio-medical Issues, and Legal Issues, and are so designated in the Course Schedule. Offered every semester.

PHIL 241 - Ethics: Service Learning (SL) (4)

This course critically analyzes ethical arguments and various positions on contemporary ethical issues. The Service Learning component provides concrete experience as students work with organizations dedicated to ameliorating the causes and effects of poverty, racism, gender inequality, and other social ills. Offered every semester.

PHIL 242 - Latin American Philosophy (CD) (4)

This course introduces students to the major figures and movements in the five hundred year history of philosophical production in Latin America. Along the way, we will examine many of the major themes in Latin American philosophy: human nature, race and personal identity, knowledge, freedom, liberation, colonialism, and perhaps most significantly, what it means to do philosophy. Offered intermittently.

PHIL 251 - Mind, Freedom and Knowledge (4)

An examination of three central questions in philosophy: What is the nature of the mind? Do we have free will? How can we know anything at all? Texts by current and historical philosophers. Offered every semester.

PHIL 252 - Plato (4)

Alfred North Whitehead famously said that all Western Philosophy was "a footnote to Plato." He introduces most of its important questions, and many of his answers to them are still being debated. What is courage, friendship, virtue? Can the latter be taught? What is justice and the most just state? Can it realistically be achieved, and, if so, how? Is the truth of all values and statements relative to the ones who holds them or is there an objective standard by which these should be judged? If so, what is it? We will examine these and other questions through an investigation and discussion of Plato's dialogues. Offered every year.

PHIL 253 - Problems in Democracy (4)

An introduction to the philosophy of democratic government. The importance of articulating such a philosophy will be cast in terms of current challenges to democratic society, such as multiculturalism, postmodernism, and the problem of determining the meaning of the Constitution posed by abortion and physician-assisted suicide and same-sex marriage. Offered every year.

PHIL 255 - Philosophy of Education (4)

An introduction to philosophy that emphasizes classic and contemporary ideas that ground the theoretical foundation of educational theory, focusing on broad philosophical questions rather than education policy issues. Offered intermittently.

PHIL 256 - Existentialism (4)

This course is an inquiry into the meaning of human existence with particular emphasis on the self. The course encourages inquiry into the meaning of our experience with absurdity, alienation, anxiety, freedom, God, and being. Direction for thinking about these issues is provided by philosophers such as Nietzsche, Sartre, Kierkegaard, Camus, Dostoevsky, and Heidegger. Through reading, discussion, and reflection students come to understand where they believe the meaning of human existence is located. Offered every semester.

PHIL 266 - The Human Animal (4)

By comparing and contrasting animal and human existence, this course seeks to question the boundaries between animal and human existence as well as to discuss the responsibility we might have towards non-human animals. Historically the course covers the philosophers from Ancient Greece (Aristotle), Medieval Philosophy (Aquinas), Modern Philosophy (Descartes and Kant) to contemporary philosophy (Merleau-Ponty, Singer and Nagel). The course includes major philosophical issues such as questions of selfhood, being, rationality, language, as well as moral questions. Offered intermittently.

PHIL 275 - Asian Amer Philosophy (CD) (4)

This course examines the nature of self and society within the context of Asian American experience broadly conceived. Western and Asian philosophies will be used to consider such topics as the nature of the examined life, happiness, justice, and social transformation. In addition, various 20th century Asian American issues will be considered, such as race, gender, class, modernity, U.S. imperialism, Asian anti-colonialism, immigration, and citizenship. Offered every year. Offered every year.

PHIL 295 - SIT: Transfer Seminars (4)

A variable topic introduction to philosophy or ethics, designed for incoming Transfer students (Students-In-Transition).

PHIL 299 - Writing on Great Philosophical Questions (4)

A writing intensive (WI) introduction to the classic texts of philosophy, focused on great philosophical issues such as the freedom of the will, the immortality of the soul, and the existence of God. Upon completion of three WI courses, students receive a certificate in writing and rhetoric. Offered intermittently.

PHIL 307 - Philosophy of Art (4)

Using a multimedia and historical approach, this class offers an introduction to the different theories of art that have shaped the Western Tradition. Class meetings will be organized around readings dealing with theories of the beautiful, slide presentations that will give students a sense of the works being produced, and, when appropriate, music.

PHIL 310 - Ancient and Medieval Philosophy (4)

This course follows the development of Greek philosophical thought from the Pre-Socratics through the Hellenistic thinkers and then tracks these lines of thought to medieval times. Because of the central importance of their ideas, the writings of Plato and Aristotle will be given special attention. Offered every Fall. • Prerequisite: Majors and minors only.

PHIL 312 - Modern Philosophy (4)

Revolutionary changes in science and politics from the 16th century onwards reconstituted central issues in what is now called Modern Philosophy. This course focuses on knowledge and political community in the works of Descartes, Hobbes, Hume and Kant, among others. Offered every Spring. • Prerequisite: Majors and minors only.

PHIL 315 - Ethics for Majors (4)

This is an ethics course for majors and minors in philosophy. It provides a foundation and orientation for their other electives in this area and a common set of reference terms. It addresses central ethical issues through consideration of historical and contemporary philosophers. Offered every Spring. • Prerequisite: Majors and minors only.

PHIL 316 - Philosophy of Knowledge (4)

A seminar study of classical and contemporary theories of knowledge. Topics include the nature of knowledge, skepticism, perception, theories of justification, a priori knowledge, theories of truth, with close attention given to moderate realism and its relation to contemporary epistemology. • Prerequisite: Majors and minors only.

PHIL 317 - Philosophy of Emotion (4)

This course examines the nature, value, and complexity of emotion. Topics may include: the relation between emotion and reason, the justifiability of negative emotions,

the relation between emotion and social practices, and the roles of philosophy and science in the study of emotion. • Prerequisite: Majors and minors only.

PHIL 319 - Logic (4)

This course emphasizes contemporary symbolic logic. We will study deductive logical systems and learn how to evaluate arguments with both truth-tables and proofs in propositional and predicate logic. We will also learn how to translate ordinary language arguments into a formal symbolic language and back again. Offered every year.

PHIL 325 - Metaphysics (4)

A study of metaphysical systems and theories from ancient Greece to the twentieth century. Topics include metaphysical inquiry and method, the nature of metaphysical discourse, representative schools and metaphysical issues, such as being, essence and existence, personhood, knowledge, freedom, and God. • Prerequisite: Majors and minors only.

PHIL 328 - Kant (4)

A study of the philosophy of Immanuel Kant, with readings from his major works in metaphysics and epistemology, ethics, aesthetics, and politics. • Prerequisite: Majors and minors only.

PHIL 329 - 19th Century Philosophy (4)

This course studies one of the most diverse periods in the history of philosophy. It included post-Kantian thinkers (such as Hegel) who have an absolute faith in reason and who attempt to build complete all-encompassing philosophical systems. Out of these systems Marx's theory arises. On the other side of the spectrum we find the collapse of reason in nihilists such as Schopenhauer and Nietzsche. • Prerequisite: Majors and minors only.

PHIL 335 - Feminist Thought (4)

An introduction to a variety of feminist theories and approaches with emphasis on the arts, philosophy, politics, and media. Offered every Spring. Cross Listed With: MS - 335.

PHIL 339 - Moral Psychology (4)

This course focuses on the psychological states and social conditions involved in moral judgment, practices, and attitudes. Topics may include moral motivation, praise and blame, the nature of moral reasons, the nature of the virtues (and whether we have them), and forms of agency (such as childhood, psychopathy, and autism) that cast light on the cognitive and affective structure of moral judgments, reactions, and practices. Readings may be historical or contemporary

PHIL 341 - Jewish Philosophy (4)

An introductory course to both the history and major themes within modern Jewish thought from the early Enlightenment to our contemporary era, the intention of this course is to present an overview of the major thinkers who have shaped Jewish thought as well the major themes within modern Jewish history. The course will specifically focus on the themes of universalism, hope, and redemption within the context of Judaism's encounter with modernity as reflected on by Jewish intellectuals within the Western philosophical tradition.

PHIL 343 - African Amer Philosophy (CD) (4)

This course surveys a selection of key figures and texts in classic and contemporary African American and African Caribbean philosophy. It includes a selection of the central debates in African American philosophy, such as slavery, race, racism, civil disobedience, revolution, self-respect, affirmative action, and reparations. • Prerequisite: Majors and minors, or minors in African American Studies (AAS) or Ethnic Studies.

PHIL 345 - Feminist Philosophy (4)

A study of selected classical philosophical readings on women, and an examination of several philosophical issues of contemporary feminism such as sex equality, sexual harassment, and feminine versus feminist ethics. • Prerequisite: Majors and minors only.

PHIL 362 - Philosophy of Mind (4)

This course is a survey of philosophical accounts of the nature of the mind, including both historical and contemporary analyses. Special topics will be explored as well, and they may include: artificial intelligence, consciousness, intentionality, emotion, and the role of philosophy in the science of the mind. • Prerequisite: Majors and minors only.

PHIL 367 - Philosophy of History (4)

This seminar course examines universal, critical, and hermeneutic approaches to history in an attempt to discern if human existence has meaning, and if so, what that meaning is. Discussion will focus on the works of such philosophers as Nietzsche, Augustine, Hegel, Oakeshott, Collingwood, and Dilthey. • Prerequisite: Majors and minors only.

PHIL 370 - Philosophy of Action (4)

Investigates the nature of human agency in the world, as distinct from those parts of the world incapable of action and robust agency. Possible topics include: what it is to act for a reason, how agency fits with a causal picture of the world, the nature of free will and whether we have it, weakness of will, addiction, autonomy, and the nature of the psychological elements of human acts (such as motivation, deliberation, belief, and intention). The course may also focus on the significance of these distinctions for practical moral and legal decision-making. • Prerequisite: Majors and minors only.

PHIL 372 - Philosophy of Law (4)

A study of classic and contemporary texts dealing with different theories of the nature of law and the meaning of related concepts such as justice, authority, and legal obligation. • Prerequisite: Majors and minors only.

PHIL 373 - Contemporary Ethical Problems (4)

An in-depth study of a selection of contemporary normative and meta-ethical issues. • Prerequisite: Majors and minors only.

PHIL 377 - Philosophy and Literature (4)

This variable topics course is a study of the philosophical significance of one or more writers of fiction. It may focus on a genre, period, or specific figure. Readings will be juxtaposed with relevant texts from the tradition of philosophy.

PHIL 380 - Special Topics in Philosophy (4)

A variable topics course based on the research or teaching interests of individual faculty.

PHIL 398 - Honors Thesis (4)

Open only to senior philosophy majors with a 3.3 cumulative GPA and a 3.75 GPA in Philosophy together with departmental approval of a prospectus, which must be submitted to the Department at the end of the semester prior to its being written. • Prerequisite: Contact the Philosophy Department Program Assistant for more information.

PHIL 399 - Directed Reading and Research (1 - 6)

Written permission of the instructor, department chair, and dean is required. Offered as needed.

PHIL 402 - Phenomenology (4)

This course focuses on the challenge to Enlightenment rationality mounted by contemporary phenomenologists such as Husserl, Heidegger, and Merleau-Ponty. Through close readings and discussions of primary texts, students will learn to both understand phenomenological texts as well as conduct phenomenological analyses. • Prerequisite: Majors and minors only.

PHIL 403 - Pragmatism (4)

A study of the classic American Pragmatist philosophies of Charles Sanders Pierce, William James, and John Dewey. Pragmatic strains in earlier and later American philosophy will also be examined. • Prerequisite: Majors and minors only.

PHIL 404 - Contemporary Thomism (4)

This course studies the Thomistic revival of the 20th century, which began with Aeterni Patris and culminated in the work of Maritain, Gilson, Pieper, and Lonergan. It may cover the whole movement or focus on a figure within it. • Prerequisite: Majors and minors only.

PHIL 405 - Analytic Philosophy: Frege to Wittgenstein (4)

An historical introduction to the analytic tradition in philosophy, with emphasis on its neo-Kantian roots, the critique of traditional philosophy, the influence of science on philosophy and on the relation of philosophy to avant-garde art, and other cultural movements in the 20th century. • Prerequisite: Majors and minors only.

PHIL 406 - Postmodernism (4)

This course is a variable introduction to the debate concerning the purported end of modernity. We will analyze the postmodern critiques of the myths of the ego, language as representation, history as teleology, and technology as benign. We will also study the postmodern critiques of Marxism, Freudianism, Feminism, and political liberalism.

May be repeated for credit each time a different topic is covered. • Prerequisite: Majors and minors only.

PHIL 480 - Topics in Contemporary Philosophy (4)

An intensive study of selected problems in philosophy. Subject matter will vary with instructor. May be repeated for credit each time a different topic is covered. • Prerequisite: Majors and minors only.

PHIL 481 - Topics in Philosophy of Race (4)

This course examines philosophical concepts central to race relations and policy, such as identity, ideology, social construction, racism and justice. • Prerequisite: Majors and minors only.

PHIL 482 - Topics in the History of Philosophy (4)

An intensive study of selected historical philosophers. Subject matter will vary with instructor. May be repeated for credit each time a different topic is covered. • Prerequisite: Majors and minors only.

PHIL 483 - Topics in Political Philosophy (4)

An intensive study of selected problems in social and political philosophy. Subject matter will vary with instructor. May be repeated for credit each time a different topic is covered. Offered intermittently. • Prerequisites: PHIL - 212 or PHIL - 303 or permission of instructor.

PHIL 484 - Topics in Ethics (4)

An intensive study of selected problems in ethics. Subject matter will vary with instructor. May be repeated for credit each time a different topic is covered. • Prerequisite: Majors and minors only.

PHYS 100 - Introductory Physics I (4)

First course of the two-semester introductory sequence of algebra-based physics. Main topics include mechanics of particles and systems of particles, properties of matter, fluids, heat, waves, and sound. Primarily for students majoring in the life sciences. Concurrent lab enrollment required.

PHYS 100L - Laboratory (0)

PHYS 101 - Introductory Physics II (4)

Second course of the two-semester introductory sequence of algebra-based physics. Main topics include electricity and magnetism, light, and an overview of modern atomic and subatomic physics. Primarily for students majoring in the life sciences. Concurrent lab enrollment required. • Prerequisite: PHYS 100

PHYS 101L - Laboratory (0)

PHYS 110 - General Physics I (4)

First course of the two-semester introductory sequence of calculus-based physics. Main topics include Newtonian mechanics of particles and systems of particles, rigid bodies, gravitation, oscillations, and waves. Primarily for students majoring in the physical sciences and mathematics. Concurrent lab enrollment required. • Corequisite: MATH 109

PHYS 110L - Laboratory (0)

PHYS 120 - Astronomy: From the Earth to the Cosmos (4)

An introduction to the universe, from the Earth to the most distant galaxies. Main topics include stars, galaxies, and cosmology, in addition to foundational topics such as gravitation, light, and matter. Primarily for non-science majors. Concurrent lab enrollment and observation nights required. No math or physics prerequisites.

PHYS 120L - Laboratory (0)

PHYS 121 - Planetary Astronomy (4)

An introduction to the Solar System and extrasolar planetary systems. Main topics include the Sun; the planets and their moons; comets and asteroids; extrasolar planetary systems; and foundational topics such as gravitation, light, and matter. Primarily for non-science majors. Concurrent lab enrollment and observation nights required. No math or physics prerequisites.

PHYS 121L - Laboratory (0)

PHYS 122 - The Geometry of the Cosmos: Einstein, Black Holes, and the Big Bang (4)

An introduction to the geometry of the cosmos, centered on black holes and the Big Bang, as described by Einstein's Universe: general relativity. Problems related to gravitation, space, time, and contemporary astronomy and cosmology are considered. Primarily for non-science majors. No math or physics prerequisites.

PHYS 130 - Concepts in Physics (4)

A mostly conceptual introduction to the principles and applications of physics. Main topics include the laws of motion, conservation principles, gravitation, and the properties of matter, light, and sound. Primarily for students majoring in Architecture and Community Design. Concurrent lab enrollment required. • Prerequisites: Math 107, 109, or high school calculus.

PHYS 130L - Laboratory (0)**PHYS 135 - Masterpiece Physics (4)**

Within a background of artistic masterpieces, this course explores sound, light, color, and how the brain perceives them. Special topics include musical instruments, photographic cameras, and paintings; and the mathematical structures within pieces of artistic expression. Concurrent lab enrollment required. No math or physics prerequisites.

PHYS 135L - Laboratory (0)**PHYS 195 - FYS: First-Year Seminar (4)**

An interesting introduction to a topic in the field of Physics.

PHYS 201 - Physics by Inquiry (4)

A step-by-step introduction to physics and the physical sciences. Starting from their own observations, students develop basic physical concepts, use and interpret different forms of scientific representations, and construct explanatory models with predictive capability. No math or physics prerequisites.

PHYS 201L - Laboratory (0)**PHYS 210 - General Physics II (4)**

Second course of the two-semester introductory sequence of calculus-based physics. Main topics include electromagnetism (electric fields, electric currents, circuits, magnetic fields, Maxwell's equations, and electromagnetic waves) and thermodynamics (heat and the laws of thermodynamics). Primarily for students majoring in the physical sciences and mathematics. Concurrent lab enrollment required. • Prerequisites: PHYS 110 and MATH 109; corequisite: MATH 110

PHYS 210L - Laboratory (0)**PHYS 240 - Modern Physics (4)**

An introduction to relativistic and quantum physics. Topics include special and general relativity, and the experimental and theoretical basis of quantum physics (with emphasis on Schrodinger quantum mechanics). Applications are drawn from atomic, molecular, solid-state, nuclear, and particle physics. Primarily for students majoring in the physical sciences and mathematics. • Prerequisites: PHYS 210 and MATH 110; corequisite: MATH 211 • Prerequisites: PHYS 210 with a minimum grade of C and MATH 110 with a minimum grade of C and concurrent MATH 211 with a minimum grade of C

PHYS 286 - Special Topics in Physics (4)

Topics not covered by other Physics curriculum offerings. Offered intermittently.

PHYS 286L - Laboratory (0)**PHYS 298 - Directed Study for Advanced Undergraduates (1 - 4)**

With the written consent of the instructor and the Department chair, a special study (of various forms and credit values) in experimental, theoretical or mathematical physics.

PHYS 299 - Directed Research for Advanced Undergraduates (1 - 4)

With the written consent of the instructor and the Department chair, a special study (of various forms and credit values) in experimental, theoretical or mathematical physics.

PHYS 301 - Computational Physics (4)

An introduction to the use of computer simulations in physics, with emphasis on computer models and numerical techniques. In addition, special topics (such as chaos, fractals, neural networks, and statistical physics) may be introduced. No previous familiarity with programming languages is assumed. • Prerequisites: PHYS 240 and MATH 211

PHYS 310 - Analytical Mechanics (4)

General theory of three formulations of classical mechanics: Newtonian, Lagrangian, and Hamiltonian; and introduction to the calculus of variations. Applications include linear and nonlinear oscillations, gravitation and central-force motion, noninertial frames, systems of particles, and rigid-body motion. Emphasis is placed on those concepts that provide a transition to quantum mechanics. • Prerequisites: PHYS 210 and MATH 110; corequisite: MATH 211.

PHYS 312 - Statistical and Thermal Physics (4)

Survey of classical thermodynamics and introduction to the theory of equilibrium statistical mechanics in three different ensembles: microcanonical, canonical, and grand canonical. Applications include ideal and real gases, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics, blackbody radiation, specific heats, magnetic systems, and phase transitions. • Prerequisites: PHYS 240 and MATH 211; corequisite: PHYS 371

PHYS 320 - Electricity and Magnetism (4)

General theory of electromagnetism, centered on Maxwell's equations. Topics include electrostatics, Laplace's and Poisson's equations and boundary value problems, multipole expansions, magnetostatics, dielectric and magnetic media, and Maxwell's equations (including potential formulations of electrodynamics and electromagnetic waves). • Prerequisites: PHYS 210 and MATH 211; Corequisite: PHYS 371 • Prerequisites: PHYS 210 with a minimum grade of C and MATH 211 with a minimum grade of C and concurrent PHYS 371 with a minimum grade of C

PHYS 330 - Quantum Mechanics (4)

General theory of quantum mechanics, including its abstract formulation using the Dirac notation. Topics include the quantum postulates, the position and momentum representations, the generalized uncertainty principle, quantum dynamics and the Hamiltonian, the harmonic oscillator, angular momentum, spin, central potentials, and select approximation methods. • Prerequisites: PHYS 240 and MATH 211; corequisite: PHYS 371

PHYS 333 - Solid State Physics (4)

An introduction to the physics of the solid state and condensed matter. Topics include crystal lattices, thermal properties, the free-electron gas, the dielectric constant, band theory, diamagnetism and paramagnetism, and transport theory. Applications are centered on metals, semiconductors, and superconductors, with emphasis on the underlying quantum principles. • Prerequisites: PHYS 240 and MATH 211. Corequisite: PHYS 371

PHYS 340 - Optics (4)

An in-depth study of geometric and physical optics. Applications include matrix formulation of geometrical optics in a form suitable for computer calculations, multiple-layer dielectric films, polarization, interference, diffraction, and holography. Offered in the Fall of even-numbered years.

PHYS 341 - Upper Division Lab I (4)

A group of advanced physics experiments at the upper-division level. Laboratories emphasize optics, in addition to atomic physics, fundamental constants, nuclear physics, and chaos. • Prerequisites: PHYS 240 and MATH 211.

PHYS 342 - Upper Division Lab II (4)

A group of advanced physics experiments at the upper-division level. Laboratories emphasize solid state physics, in addition to atomic physics, fundamental constants, nuclear physics, and chaos. • Prerequisites: PHYS 240 and MATH 211.

PHYS 343 - Astrophysics (4)

An overview of astrophysics themes that includes techniques of Earth-bound observation and a selection from topics on the Solar System, stars, galaxies, and cosmology. The evolution and internal workings of astrophysical systems is discussed, along with spectroscopy, abundances of the elements, nucleosynthesis, and final stages of stellar evolution. Emphasis is on the way that physics is applied to astronomy. • Prerequisites: PHYS 240 and MATH 211

PHYS 350 - Physics Colloquium (1)

Weekly physics colloquium given by invited speakers on miscellaneous topics of current interest. Topics are selected from the frontiers of current physics research, as well as from exceptional historical or philosophical perspectives of the discipline. The course also includes the presentation of seminars by the students. Students may register for this course in more than one semester.

PHYS 361 - Electronics (4)

This course provides an introduction to methods of electronics measurements, particularly the application of oscilloscopes and computer-based data acquisition. Topics covered include diodes, transistors, operational amplifiers, filters, transducers, and integrated circuits. Emphasis is placed on practical knowledge, including prototyping, troubleshooting, and laboratory notebook style. • Prerequisites: PHYS 210 and MATH 110. Corequisite: MATH 211

PHYS 361L - Laboratory (0)

PHYS 371 - Methods of Mathematical Physics (4)

A study of selected mathematical techniques of universal applicability across the different branches of physics. A typical selection includes advanced linear algebra, Fourier series, integral transforms, ordinary and partial differential equations, Green's functions and Sturm-Liouville theory, and complex analysis. • Prerequisites: PHYS 240 and MATH 211

PHYS 380 - Foundations of Computational Neuroscience (4)

An introduction to the physical, mathematical, and computational concepts and techniques used to formulate biophysical models of neurons and synaptic transmissions to study the brain and neural systems. Topics include ion movement through cell membranes, single-neuron models, generation of action potentials, synapses and neurotransmitters, neuronal networks, and learning and memory. No physics, biology, or programming prerequisites.

PHYS 386 - Special Topics in Physics (4)

Topics not covered by other Physics curriculum offerings. Offered intermittently.

PHYS 398 - Directed Study for Advanced Undergraduates (1 - 4)

With the written consent of the instructor and the Department chair, a special study (of various forms and credit values) in experimental, theoretical or mathematical physics.

PHYS 399 - Directed Research for Advanced Undergraduates (1 - 4)

With the written consent of the instructor and the Department chair, a special study (of various forms and credit values) in experimental, theoretical or mathematical physics.

PHYS 410 - Advanced Classical Dynamics (4)

Advanced applications of classical nonrelativistic mechanics. Topics include a comprehensive study of the dynamics of systems of particles and rigid bodies, properties of three-dimensional rotations and tensors, coupled oscillations, and an introduction to the mechanics of continuous media (with fluid dynamics and elasticity). • Prerequisites: PHYS 310 and PHYS 371

PHYS 420 - Advanced Electrodynamics (4)

Advanced applications of Maxwell's equations and the dynamics of the electromagnetic field. Topics include conservation laws, electromagnetic waves (in a vacuum, in infinite linear media, and in bounded regions), optical dispersion in material media, electromagnetic radiation, and the relativistic formulation of electrodynamics. • Prerequisites: PHYS 320 and PHYS 371

PHYS 422 - General Relativity (4)

An introduction to Einstein's general theory of relativity as the classical field theory of gravitation. Topics include special relativity, four-dimensional spacetime, the principle of equivalence, the geometry of curved spacetime (with Riemannian geometry and tensor analysis), and the Einstein field equation. Applications are centered on astrophysical systems, black holes, and cosmology. • Prerequisites: PHYS 240 and MATH 211

PHYS 430 - Advanced Quantum Mechanics (4)

Advanced applications of the abstract formulation of quantum mechanics. Topics include identical particles, time-independent and time-dependent perturbation theory, the variational principle, the WKB method, the adiabatic approximation, scattering theory, and second quantization. The course ends with an introduction to the EPR paradox, Bell's theorem, and the interpretation of quantum mechanics. • Prerequisites: PHYS 330 and PHYS 371 • Prerequisites: PHYS 330 with a minimum grade of C and PHYS 371 with a minimum grade of C

PHYS 450 - Advanced Materials (4)

Surveys modern advanced materials; emphasis on fundamental underlying principles; semiconductors; superconductors; photonic materials; liquid crystals; polymers. • Prerequisites: PHYS 240 with a minimum grade of C and MATH 211 with a minimum grade of C and concurrent PHYS 371 with a minimum grade of C

PHYS 486 - Special Topics in Physics (4)

Topics not covered by other Physics curriculum offerings. Offered intermittently.

POLS 101 - Introduction to American Politics (4)

An introduction to the Constitutional institutions and structures of U.S. government, how they have evolved, and the actors who participate in the process. Topics include electoral politics, social issues, economic policy, federalism, interest groups, the Presidency, Congress, the courts, and related subjects. Offered every semester.

POLS 102 - Introduction to Comparative Politics (4)

A course which situates and compares the political institutions, cultures, and processes of states in a variety of world regions. Special attention is paid to the comparison of non-Western regions, including Africa, Asia, and Latin America. Offered every semester.

POLS 113 - Introduction to International Politics (4)

A course which situates and compares the political institutions, cultures, and processes of states in a variety of world regions. Special attention is paid to the comparison of non-Western regions, including Africa, Asia, and Latin America. Offered every semester.

POLS 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Politics.

POLS 203 - Introduction to Political Theory (4)

Provides a critical survey of Western political theory. The course focuses on authority and resistance, including how political authority is justified, and arguments for civil disobedience, passive resistance, and revolution. Readings include works by Plato, Hobbes, Locke, Rousseau, Marx, Martin Luther King, Jr., Malcolm X and contemporary feminists. Offered every year.

POLS 211 - Community Engagement (SL) (2)

The Community Engagement course emphasizes a focus on the multidimensionality of service in order to be most effective in one's community. Leadership development, theory-practice integration, reflection, critical thinking, negotiation and conflict management skills provide relevant learning opportunities for students throughout the semester.

POLS 218 - Public Policy and Administration (4)

A case study approach is used to examine major themes such as the role of the administrator, intergovernmental relations, personnel motivation, the concept of administrative ecology, and ethics in public service. Class discussion is emphasized as students are introduced to the complex world of public administration. Offered every year.

POLS 222 - Approaches to Political Research (4)

This course exposes students to the fundamentals of applied political research and critical social analysis, from developing a research problem to making recommendations for policy reform and social justice changes at the local, national, and international levels of governance.

POLS 292 - Special Topics in Politics (1 - 2)**POLS 300 - The World Since 1945 (4)**

An interpretive political history of the world since 1945, focusing on major actors, events, and international affairs, Western and non-Western. Cross-listed with HIST 300. Offered every other year.

POLS 301 - Early Modern American Political Thought (4)

A critical examination of the origin, nature, and development of American political thought from the founding(s) to 1865. Central themes include the relationship between the individual and the political community, the tensions between equality and liberty, and the meaning of democracy. Offered every other fall.

POLS 302 - Modern American Political Thought, 1865-present (4)

A critical examination of the nature and development of American political thought from the Civil War to the present. Central themes include the tensions between democracy and capitalism, the role of race, ethnicity and gender in political life, and the development of the American empire. Offered every other spring.

POLS 305 - Critical Race Theory (4)

Explores this new field, an interdisciplinary area of study that began in legal studies and has emerged as a force in political theory, cultural studies, and post-colonial studies. Examines the role of race as a social construct that organizes political interactions. Explores fresh approaches to race relations in the new millennium, particularly through the intersection of theories of political identity and structural explanations of racial and ethnic inequality. Active class participation and a research paper required. Offered intermittently.

POLS 307 - The Socialist Tradition (4)

Cross-listed with Humanities Honors 336. Must be in Honors Humanities Program or have permission of the instructor. Seminar examines the key writings of the Socialist tradition in Europe, the United States, and elsewhere around the world. Readings will include classic works of Socialist non-fiction and fiction, Socialist biography and autobiography, and Socialist perspectives on areas such as art, music, literature, film, photography, community, work, gender, race, class, and political consciousness. Socialism's historic development and impact and its present condition will also be examined. Offered every other Spring.

POLS 308 - Literature and Political Thought (4)

Examines the relationship between politics and literature. Readings include works of literature by writers chiefly known for their political writings (Machiavelli and Montesquieu) and literary works that speak to central political issues (works by Shakespeare, Melville, Morrison, Kundera, DeLillo). Central questions include: What can literature teach us about political life and power? How can writing serve as a means of resisting or eroding power? Offered every other year.

POLS 314 - Theories of Citizenship and Globalization (4)

Study of theory and practice of modern democracies, with an emphasis on recent democratization. Topics include causes of democratization, threats to newly formed democracies, and consolidation of democratic regimes through building state institutions and constitutional structures, designing electoral systems and political parties, establishing civilian control over the military, and creating democratic culture. Other topics include the relation between economic development and democratic consolidation, and between globalization and democratization. Course assesses the state of democracy throughout the world, and explores what democracy should mean today. Offered every other year.

POLS 315 - Race and Ethnicity in Global Politics (4)

Examines a variety of social science methods and their application to the study of the politics of race and ethnicity in American society. Four general cases are examined: African-Americans, American Indians, Asian-Americans, and Hispanic/Latino-Americans. Offered intermittently.

POLS 316 - Law, Politics and the National Pastime (4)

An examination of the relationship between sports and politics, and of the evolution of the American political economy through the lens of baseball. Using the fictional and non-fictional literature of the national pastime, the course will examine the origins, history and contemporary state of the American dream. The U.S. national pastime will be used to reflect on issues of class, gender, race and ethnicity, law and society, foreign policy, labor-management conflicts, and the evolving political economy. Legal cases and debates will be used, in particular, to examine these themes.

POLS 317 - Religion and Politics (4)

The study of the linkages between religion and politics. Religion as a political construct and as an instrument of power in society. Is religion simply a matter of faith? Is it only personal or is it the opiate of the masses? Given the political capital of religion in modern society, is it even possible to maintain the great wall of separation between church and state? Course will focus on the writings of Montesquieu, Marx, Jefferson, David Walker, Malcolm X, Angela Davis, Reinhold Niebuhr, Martin Luther King, Jr., and Hannah Arendt. Individual and group projects will be employed. Offered every year.

POLS 319 - From Baroque to the Enlightenment (4)

Cross-listed with Honors Humanities 326. Must be in Honors Humanities program or have Permission of Instructor. Works of principal eighteenth century French, English and American studies on the nature of human society are read and discussed. Eighteenth century art, literature and music, especially the opera, are examined as well. Offered every other year.

POLS 320 - Urban Politics (4)

Examines urban politics in 20th century America. Topics and issues include: machine and reform politics, federal intervention, the dependent city, and urban economic development; the impact of race, ethnicity, and class; pro-growth politics; housing policy and homelessness, city finances and service delivery, crime, transportation policy, urban violence, community control movements, and black political ascendancy. Offered every other year.

POLS 321 - American Presidency (4)

An analysis of presidential politics, constitutional functions and personalities. Assessments of the elective process, policy-making, leadership, power relations, and past and future directions. Offered every other Fall.

POLS 322 - Politics of American Justice (4)

Evaluation of justice and injustice in the U.S. system, stressing political, economic and social issues, the legal process, crime and victimization, and the relationship between political economy and human rights. Offered every Fall.

POLS 323 - Lawmaking (4)

How a bill becomes a law is examined from the perspective of the institutions and individuals that participate in that process. Focusing on the U.S. Congress, the course covers such topics as elections, institutional change, issues of representation, and the implications for policy. Offered every other Fall.

POLS 324 - African-American Politics (4)

This course surveys African-American political activity and the politics of race in the United States, primarily in the 20th century. Topics to be covered include: black city politics; blacks and American political institutions: law and the courts, Congress, the Presidency; political mobilization in the post-World War II era; popular movements for civil rights, black power, and community control; as well as electoral politics, its promises and consequences. Offered every other year.

POLS 325 - Latino Politics in the U.S. (4)

Examination of contemporary Latino political communities in the U.S. Field-based research project required. Offered intermittently.

POLS 326 - Politics and the Media (4)

A critical overview and evaluation of U.S. media, emphasizing their political, social and economic foundations and influences; their impact on American politics, life, culture and consciousness; and media alternatives. Offered every other year.

POLS 327 - American Reformers and Revolutionaries (4)

A people's political history of modern America as seen through 20th century political movements and through the lives and times of reformers and revolutionary leaders such as Eugene Debs, Big Bill Haywood, John Reed, Emma Goldman, Jack London, Dorothy Day, Cesar Chavez, Malcolm X, Angela Davis, and Tom Hayden. Readings include a political overview, but emphasize a series of political biographies. Offered every other Spring.

POLS 328 - Politics of the '60s in America (4)

Examines both the political thinking and the political activity which strongly challenged the stability of the American system during the 1960s. Includes detailed analyzes of the various civil rights struggles of the '60s as well as the anti-Vietnam War and counter-culture movements. Offered intermittently.

POLS 329 - Women and American Politics (4)

Historical and contemporary focus on the way women have influenced and participated in American politics. Includes women as voters and as office holders, as well as women's influence on public policy areas such as social welfare, war and peace, suffrage, ERA, and affirmative action. Offered intermittently.

POLS 330 - Crime, Law and the Constitution (4)

Examines the procedural and substantive meanings of the concept of due process of law found in the 5th and 14th Amendments of the United States Constitution and the other Bill of Rights provisions that protect people accused of crime. Course will analyze a series of landmark Supreme Court cases on this subject, the response to those decisions, and their impact on criminal justice and law enforcement. Offered every other year.

POLS 331 - Latin American Politics (CD) (4)

An introduction to the major economic, cultural, and institutional factors that shape contemporary Latin American politics, including the role of the United States, the changing international economy and its impact on public policy and political behavior. Offered every other year.

POLS 332 - Political Thought of Developing Countries (4)

This seminar in political theory considers writings by leaders and theorists of the ongoing struggle for decolonization. It examines different tactics for independence and/or liberation such as violent versus nonviolent approaches, nationalism and culture as tools of empowerment, difficulties with achieving economic independence, and religion as a tool of resistance. It also considers the legacies of colonialism today including migration, economic inequalities and regime instability. Specific topics covered include African socialism, Latin American Marxism, Islamic Fundamentalism, negritude, and Indian Independence. Texts by Gandhi, Fanon, Guevara, and Khomeini will be studied. It is highly recommended that students have taken courses in Political Theory or Political Philosophy. Offered every other year.

POLS 333 - American Political Thought (4)

A critical examination of the origin, nature, and development of American political thought from the founding to the present. Central themes include the relationship between the individual and the political community, the tensions between equality and liberty, and the meaning of democracy. Offered every other year.

POLS 334 - Feminist Political Theory (4)

Introduction to the topics and recent developments in feminist thought. Topics include gender inequality, issues of class and race, the family, and gender and political power. Explores the varieties of feminist thought, how they complicate and enhance political thought, and their effects on moral, social, and political issues. Offered every other year.

POLS 335 - Political Power and Constitutional Law (4)

The politics of constitutional history and development, including the constitutional framing, Supreme Court policy-making, and the clash of constitutional rights versus political and economic power. Course will examine 19th and 20th century legal conflicts over federalism and the separation of powers, and over property, privacy, criminal justice, and the war powers. Course will also feature case studies of American political trials and the treatment of constitutional liberties during both hot and cold wars. Offered every other year.

POLS 336 - Race, Equality and the Law (4)

Explores the historical relationship of race and ethnicity to the law, the courts, and the judicial system of the U.S. Course will examine the competing definitions of equality, and how certain concepts have predominated from the Declaration of Independence, the Constitution, and in Supreme Court decisions, including landmark cases such as *Brown v. Board of Education*, the impact of the law on African-American, Asian-American, Latino-American and Native-American communities, from the grassroots and lower courts to national legal policy making. The legal writings of W.E.B. DuBois, Mary Francis Berry, Derrick Bell, Angela Davis, Thurgood Marshall and others will be emphasized. Offered every other year.

POLS 337 - Women and the Law (4)

This course surveys the relationship of women to American law. Topics examined include legal issues related to employment and education; constitutional issues such as the equal protection clause, sex as a semi-suspect classification, the politics of ERA, and *Roe v. Wade* and the issue of abortion; family law: marriage, divorce, and other arrangements; sexual harassment; criminal law and juvenile delinquency; the crime of rape and its treatment in American law and courts; women as lawyers and judges; and the impact of race, sex, identity, ideology, and the women's movement on issues of women and the law. Offered every other year.

POLS 338 - Gender and Politics in Comparative Perspective (4)

This course explores how political phenomena, from the state to public policy, are informed by gender inequality. It also surveys how people have fought discrimination on the basis of gender and sexual preference. Throughout, case studies from the developed and developing world are integrated with service learning experiences.

POLS 339 - Free Expression and the Constitution (4)

This course examines the politics of constitutional law, focusing on the scope, meaning, and practice of individual rights and liberties in the American political system. The course primarily concerns the First Amendment's protection of free speech, free press, assembly, and religious freedom. The course examines issues such as flag burning, pornography, hate speech, censorship, school prayer and regulating the internet. Offered every other year.

POLS 340 - Politics and Change in Russia/Neighboring States (4)

Investigates the reasons behind the collapse of the Soviet Union. Describes and analyzes the challenges facing post-communist Russia and nearby states, including Ukraine, Belarus, and the states of Central Asia and the Caucasus. Evaluates progress towards creating economic prosperity and political democracy, focusing on both domestic and foreign policies. Offered every other year.

POLS 341 - Nonviolence in Theory and Practice (4)

An examination of the theory and practice of nonviolence and nonviolent action and related movements for social change, including the secular and religious foundations of pacifism as well as the ethical and utilitarian bases of nonviolent political movements. Offered every other year. • Prerequisite: At least two courses in Politics or Sociology or permission of instructor.

POLS 342 - Politics and Society in Europe (4)

A comparative analysis of the political cultures, institutions, and societies of contemporary European states. Emphasis on post-Cold War developments leading to the erosion of regional differences in Europe, but also on forces that reflect residual nationalisms. Course will include case studies of selected individual European states. Offered every other year.

POLS 343 - Politics and Change in East-Central Europe (4)

Studies the political traditions of the region, including the post-war communist experience. Explains the upheavals of 1989, including the collapse of the Berlin Wall. Discusses post-1989 efforts to reform economies and political systems, and create Western style democracies. Focuses on the re-emergence of nationalisms in the region, particularly in the Balkan states. Offered every other year.

POLS 344 - Revolution and Reaction in Latin America (4)

This course examines revolutionary movements for change in Latin America and the forces which try to stop them. Topics include the conditions which lead to revolt, liberation theology, Marxist-Leninism, the U.S. role, and nonviolent and armed methods of resistance. Offered every other year.

POLS 345 - Global Economic Justice (4)

This course offers a critical inquiry into the politics, economics and ethical questions regarding inequality, poverty, population growth, the environment, globalization, energy consumption and related issues, with special attention given to relations between countries of the North (industrialized countries) and the South (the Third World). Offered every other year.

POLS 346 - Government and Politics of South and Southeast Asia (4)

A comparative political study of India, Pakistan, Malaysia, the Philippines, and other South/Southeast Asian states, focusing on state-society relations, the military, religion, race, ethnicity, culture, nationalism, and the challenges for economic development and nation-building. Offered every other year.

POLS 347 - Government and Politics of China and East Asia (4)

A study of the emergence of modern East Asia; political changes in China, Japan, Korea, and Taiwan after 1945; survey of international developments. Offered every other year.

POLS 348 - Politics and Development in Africa (4)

This course surveys the organization and diversity of African states, especially in the post-colonial period. Topics include: the impact of European colonialism and neocolonialism, nationalism and revolution, problems of nationhood and governance, ethnic conflict, obstacles to sustainable economic development, political change in South Africa, emerging democracy movements throughout the continent, and U.S. policy towards the region. Offered every other year.

POLS 349 - Government and Politics of the Middle East (4)

An overview of the politics and the governmental systems of Middle Eastern nations, including the historic, religious, ideological, economic and cultural forces that shape government policies, social movements and ongoing conflicts. Topics include the role of Arab nationalism, Zionism, human rights, the Islamic resurgence, terrorism, imperialism and globalization. Offered every other year.

POLS 350 - International Law and Organizations (4)

A study of the influence of law on the relations of nation-states; a survey and assessment of the activities of international and transnational organizations. Offered every other year.

POLS 351 - Global Conflict Resolution (4)

An overview of differing approaches to international conflict resolution and various institutional actors in the process. Includes an examination of some of the major current and recent conflicts in the world and efforts to resolve them. Offered every year.

POLS 352 - Human Rights/Global Change (4)

Domestic and global human rights, and their role in a changing world order. Impact of governments, multinationals, churches, universities, and human rights advocates on political and economic development, and the level of repression in the world. Strategies for global justice and change, with a focus on human rights activists and movements. Offered every year.

POLS 353 - Politics of War and Peace (4)

An examination of the causes of war in relations among and within nation-states; a study and evaluation of efforts to create lasting peace through diplomacy and political action. Offered every other year.

POLS 354 - International Relations of the Middle East (4)

An examination of the foreign relations of Middle Eastern governments, including the impact of pan-Arab and pan-Islamic movements, international terrorism, the United Nations, Western intervention, and the politics of oil. Case studies include the Israeli-Palestinian conflict, the U.S. invasion of Iraq, and the role of Iran. Offered every year.

POLS 355 - United States Foreign Policy (4)

Studies the American foreign policy tradition as well as the evolution of the leading institutions of foreign policy-making, including the office of the President, and executive agencies such as the State Department, the Pentagon, and the CIA. Examines the roles of Congress, interest groups, and public opinion on foreign policy. Discusses select issues of contemporary significance in U.S. foreign policy. Offered every other year.

POLS 356 - The Vatican in Global Politics (4)

Describes and analyzes the role of the Vatican as a sovereign state in international relations. Discusses the Vatican's relations with other nation-states, as well as international organizations including the United Nations. Explores the Vatican's position on major issues of peace and war as well as human rights, economic and social development.

POLS 357 - Integration of Europe (4)

Analysis of efforts reducing national barriers and creating common institutions and supra-national authorities in Europe since the 1950s. Attention paid to the impact of the fall of communist states, the reunification of Germany, and contemporary crises in the European community. Offered every other year.

POLS 358 - International Relations of South and Southeast Asia (4)

A study of the post-war foreign relations of India, Pakistan, Sri Lanka, Thailand, Indonesia, the Philippines, and other selected countries of post-war South/Southeast Asia. An analysis of nonalignment, Cold War impacts, Indo-Pakistani conflicts, Sino-Indian disputes, SEATO, ASEAN, SAARC, APEC and intra-regional issues. Offered every other year.

POLS 359 - International Politics of the Asia Pacific Rim (4)

A study of the foreign relations of China, Japan, Korea, and Vietnam from the 19th century encounters with Western powers and each other through the late 20th century. An analysis of post-war U.S.-China, Sino-Soviet, U.S.-Japan, divided Korea, revolutionary Vietnam, and other selected international relationships. Offered every other year.

POLS 360 - International Environmental Politics (4)

Study of the North-South divide and the challenges it poses for global environmental cooperation. Focus on the politics and processes that underlie environmental negotiation and lawmaking at the U.N., international organizations and selected nation-states, including the problems of implementation and enforcement, sustainable development and the Rio conference. Offered every other year. Cross Listed with: ENVA - 360

POLS 361 - Bureaucratic Politics (4)

The course seeks to answer the question, "Why do bureaucrats behave the way they do?" It begins with a general theory in an effort to explain the seemingly mundane to the more dramatic examples of bureaucratic behavior. Students will discover that often there really is a "method" behind the "madness" that is the bureaucracy. Offered every other year.

POLS 362 - Public Policy (4)

Unravel the world of public policy--how it is formulated, implemented, changed, evaluated. Emphasis on understanding the role played by the political institutions and on learning about subtle interplay between institutions and the public. Homelessness, punishment, welfare, and illegal drugs are among the issue areas used as case studies. Offered every other year.

POLS 363 - Housing and Homelessness Policy (4)

Course focuses on problem of homelessness and evaluates homeless public policy, examining how the homeless are defined and counted, exploring the various paths to homelessness and appreciating the impact of race, gender and the globalization of the economy.

POLS 364 - California Politics (4)

An examination of the role of state governments in the setting and implementing of public policy. The course will discuss the structural context of state politics, state

institutions, and focus on specific policy areas such as education financing, health care, and welfare. Offered every other year.

POLS 365 - Applied Policy Analysis (SL) (4)

Applied Policy Analysis is an opportunity for students to work as part of a research team using the tools of policy analysis to analyze real life problems. Students will participate in all stages of a research project from defining its objectives to reporting on the findings. Offered every other year. • Prerequisite: POLS - 118.

POLS 366 - Intro to Environmental Policy (4)

The purpose of this course is to introduce students to the processes, participants, and institutions that surround the making and implementing of environmental policy. It combines lectures, case studies, and some "hands on" field exercises to illustrate how these elements interact. Cross Listed With: ENVA - 366.

POLS 367 - Public Policy: Drug Policy (4)

This course focuses on how the government has responded to the problem of illicit drugs to illustrate how policy is made in the U.S. It will also examine methods used to evaluate public programs. Topics include how drug policy intersects with issues of crime, sport, race and class, foreign policy and civil liberties. Offered every other year.

POLS 368 - Public Policy: Punishment (4)

This course emphasizes the process of social science research while focusing on issues of demographic incarceration patterns, constitutional "rights of the accused," and the history of punishment in the U.S. from the 17th century to the present. Particular attention given to the "prison-industrial complex" which has emerged with the "crack epidemic" and the "war on drugs" initiated at the national policy level. Offered every other year.

POLS 369 - Asian Politics, Activism and Justice (SL/CD) (4)

Asia Advocacy and Activism is a unique USF service learning and cultural diversity fieldwork course that immerses the student in advocacy, action, and activism among San Francisco's Asia and Asian American social justice organizations. The first part of the course discusses critical issues concerning international and transnational relations of Asia and Asian Americans. The second part exposes students to the influence and consequences of the Asian diasporas through Asiatown ethnotours and fieldwork activities. The third part of the course requires the student to perform faculty supervised political action, community advocacy, or public service that relates directly to the social justice worlds of Asians in North America and elsewhere.

POLS 370 - USF in DC: Policy Seminar (8)

POLS 371 - USF in DC: Internship (SL) (4)

POLS 372 - USF in DC: Research (4)

POLS 373 - USF in DC: Elective (4)

POLS 375 - USF in Sacramento (SL) (2 - 4)

POLS 378 - United States Middle East Policy (4)

Examines the recent history and current manifestations of U.S. foreign policy toward the Middle East, including the 'war on terrorism,' the Israeli-Palestinian conflict, the war in Iraq, the confrontation with Iran, oil interests, non-proliferation issues, Islamic movements and related topics. Offered every other year.

POLS 380 - Social Justice and the Israeli-Palestinian Conflict (4)

In examining this conflict through the lenses of social justice and activism, this course de-exceptionalizes this ostensibly exceptional struggle, empowering students to understand ways to end conflicts that plague those living in Israel, Palestine, and beyond. We will explore ideas such as communal narratives, human rights, power, and sovereignty.

POLS 381 - Feminist International Relations (4)

This course introduces students to the subfield of feminist international relations. Its goal is to question prevailing conceptions of world politics, to examine feminist challenges to the discipline of International Relations and to develop gender-sensitive ways of thinking about issues of identity, security, the political economy and global violence.

POLS 382 - Politics of International Aid and Development (4)

This course is a critical exploration of the premise and implementation of international development activities. It will examine the theoretical concept of development and then

delve into topics including; sustainability, environmental impacts, governance and corruption, bilateral and unilateral foreign aid, and international aid bureaucracies.

POLS 383 - Theories of Intl Relations (4)

POLS 390 - Filipino Pols/Justice (SL/CD) (4)

POLS 392 - Special Topics in Politics (2 - 4)

This course focuses on special subjects and issues of politics. It may be repeated for credit when a different subject is the focus. Offered intermittently.

POLS 393 - Boxing and Social Justice (SL/CD) (4)

Boxing and Social Justice is a unique combined recreational sports, cultural diversity, and service learning course. After the fundamentals of Filipino studies are reviewed and reinforced, students will be trained to teach boxing as a recreational and self-defense activity to at-risk new migrant populations in the San Francisco Bay Area. They will act as mentors, tutors, and service providers. Immersed at their service learning sites, students will reflect on the health, recreational, social, economic, and political issues new migrants to the United States face. • Prerequisite: YPSP 222: Philippine Boxing and Culture or instructor's permission.

POLS 396 - Public Administration Internship (4)

Students do interesting work six to ten hours per week in a federal, state, or municipal agency, giving them a chance to strengthen their skills, and network. They will prepare journal themes, read relevant assigned material, and meet every two weeks in a seminar. Permission of the instructor required. Offered every semester.

POLS 397 - Fieldwork in Public Interest Organizations (4)

Field placement with Bay Area public interest groups, including peace, human rights, legal, media, and community organizations. Students work 6 to 8 hours per week, complete common readings, and write final reports. Offered every semester.

POLS 398 - Directed Study (1 - 4)

The written permission of the instructor and dean is required. Offered every semester.

POLS 399 - Directed Research (1 - 4)

The written permission of the instructor and dean is required. Offered every semester.

POLS 432 - The Politics of Ethnicity and Nationalism (4)

Study of the politics of ethnicity and nationalism in the contemporary world and ramifications for state sovereignty, international cooperation and security. Case studies from a wide variety of settings (i.e., South-Southeast Asia, Africa, the Middle-East, Canada, Eastern Europe and the former Soviet Union, Yugoslavia) will be used to illustrate conceptual and empirical issues. Offered every other year.

POLS 450 - Political Economy of Developing Nations (4)

A study of theory and methodology of competing political-economy approaches to development. Topics include: role of the state and market in development, roots of the poverty problem, multinationals, foreign aid, debt-crisis, gender, the role of the World Bank, the IMF, and sustainable development. Offered every other year.

POLS 494 - Senior Public Service Honors Seminar (4)

This seminar examines the role of public service in our society. It explores themes such as what motivates individuals to serve, do individuals have an obligation to serve, and what is the role of the government in encouraging/coercing service. Students will have the opportunity to complete an original piece of research in the form of a senior thesis. Enrollment is limited to students enrolled in the McCarthy Center Honors Minor program or with instructor permission. Offered every other fall.

POLS 495 - Senior Politics Honors Seminar (4)

POLS 92 - LSAT Prep Course (2)

This skills enrichment course is designed to help students prepare for the LSAT, the standardized examination required by most U.S. law schools as part of the application process. Students will learn the core content as well as the tricks standard to the LSAT. NOTE: This course does NOT count toward major credit in the Politics Department.

PORT 101 - Intensive Portuguese 1 (6)

The first of a two-semester sequence for students with no previous Portuguese instruction in which students complete three semesters in two, this course emphasizes the development of communication skills and acquisition of basic vocabulary. Classroom activities, daily homework, compositions, and weekly quizzes reinforce grammatical structures. The conversation component promotes student comprehension of native speakers of Brazilian Portuguese and develops student fluency. The course

includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

PORT 102 - Intensive Portuguese 2 (6)

The second semester of a two-semester sequence in Intensive Portuguese, this course places increased emphasis on reading skills and writing competence. Using news sources, Brazilian music and film, short stories, and cultural readings, the course presents increasingly specialized vocabulary in context. Exams, compositions, and daily homework enhance student engagement with the readings. The conversation and audio components promote student comprehension of native speakers of Brazilian Portuguese and help students build fluency and confidence. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

PORT 315 - Brazilian Literature in Translation (4)

This course surveys works of Brazilian literature from the sixteenth through twentieth centuries. The texts, representing different genres, are viewed in their historical, cultural, social, and aesthetic contexts. Themes include colonialism and empire, race, negritude, and slavery.

PORT 390 - Special Topics (1 - 4)

PORT 398 - Dir Reading and Research (1 - 6)

PSYC 101 - General Psychology (4)

This course introduces the methods, facts, and theories of modern psychology. Survey of learning, motivation, development, personality, abnormal and social behavior. Offered every semester.

PSYC 195 - First-Year Seminar (4)

An interesting introduction to a topic in the field of Psychology.

PSYC 260 - Psychological Statistics (4)

The rationale and methods of statistical inference through two-way analysis of variance and correlation. Offered every semester.

PSYC 265 - Research Design (4)

Lecture/laboratory course emphasizing various methods of psychological research. Includes research report writing, application of statistics, and computer usage. Requires concurrent registration in affiliated lecture and lab section. Offered every semester. • Prerequisites: PSYC 101. PSYC 260 and RHET 203.

PSYC 265L - Laboratory (0)

PSYC 270 - Biological Psychology (4)

An introduction to the biological correlates of behavior. Offered every semester. • Prerequisite: PSYC 101.

PSYC 301 - Diversity Issues in Psychology (4)

This course will address the issues of diversity as explored in the discipline of psychology. The focus will depend on the expertise and interests of the faculty member. Details are available from the Department of Psychology whenever the course is offered. Offered intermittently. • Prerequisite: PSYC 101.

PSYC 302 - Psychology of Prejudice (4)

This course examines the psychology of prejudice with a particular focus on the effects of interpersonal discrimination. We examine the fundamentals of how and why we are prejudiced against each other, as well as search for ways to decrease prejudice. Stereotypes and prejudice regarding groups defined in terms of their sex, ethnic background, religious or cultural beliefs, sexual orientation, race, national origin, social class, age and groups defined by multiple combinations of these factors are considered. We focus on understanding prejudice with the goal of social justice for all people regardless of their group membership. Offered intermittently. • Prerequisite: PSYC 101.

PSYC 305 - Psychology of Ethnic Groups in the United States (4)

Study of major mental health and related social issues facing individuals from different cultural groups. Attention will be focused on four major ethnic groups in North America: African Americans, Hispanics/Latinos, Asian Americans, and American Indians. Offered every year. • Prerequisite: PSYC 101 or permission of instructor.

PSYC 307 - Cross-Cultural Psychology (4)

This course increases understanding of the similarities and differences among cultures through experimental evidence, group experience, and class discussion. Offered every year. • Prerequisite: PSYC 101 or permission of instructor.

PSYC 310 - Social Psychology (4)

The study of individual motives, cognitions, attitudes; the role of the individual in groups and society; behavior as influenced by social forces. Offered every semester. Cross-listed with SOC 321. • Prerequisites: PSYC 101 or SOC 150.

PSYC 312 - Child Development (4)

Psychological development from birth to adolescence, emphasizing current theory and research. Topics may include perception, cognition, social understanding, language acquisition, attachment, gender role development. Offered every semester. • Prerequisite: PSYC 101.

PSYC 313 - Abnormal Psychology (4)

An intensive study of abnormal behavior, emphasizing definitions, etiologies, symptoms, dynamics, and treatment. Offered every semester. • Prerequisites: PSYC 101 and PSYC 270. The combination of BIOL 115 , BIOL 365 and BIOL 366 can be substituted for PSYC 270 for ESS majors.

PSYC 317 - Asian American Psychology (4)

Comprehensive survey of current psychological issues facing the Asian American community. Topics include family issues, acculturation, ethnic identity, psychopathology, and culturally-responsive treatment strategies. Offered every year. • Prerequisite: PSYC 101.

PSYC 318 - Theories of Personality (4)

A review of approaches currently supported in contemporary psychology so as to understand normal human personality in terms of theory, assessment, application, and relevant research. Offered every year. • Prerequisite: PSYC 101.

PSYC 319 - Learning, Memory and Cognition (4)

An overview of theories of learning, memory, and cognition with an emphasis on human information processing. Offered every year. • Prerequisite: PSYC 101 and either PSYC 270 or BIOL 105.

PSYC 321 - Clinical Psychology (4)

Introduction to the profession of clinical psychology. Career paths, psychodiagnosis, psychotherapy, and community mental health. Offered intermittently. • Prerequisites: PSYC 101, PSYC 270 and PSY 313.

PSYC 322 - Health Psychology (4)

This course addresses the ways in which an individual's psychology may influence his or her adjustment to illness; and the prevention of illness through health-promoting practices. Offered every year. • Prerequisites: PSYC 101 and PSYC 270 or equivalent recommended.

PSYC 327 - Organizational and Group Processes (4)

An introduction to the psychology of group behavior including work behavior, emphasizing personnel decisions, training and career development, job satisfaction, supervision and leadership, the work environment, and research methods in psychology. Offered intermittently. • Prerequisite: PSYC 101 or permission of instructor.

PSYC 328 - Child Psychopathology (4)

The dynamics of maladjustment and psychiatric disorders in children and adolescents. Origins, treatment, and preventive measures. Offered intermittently. • Prerequisites: PSYC 101 and PSYC 312.

PSYC 331 - Psychology of Sexuality (4)

A general survey of the sociological, psychological and physiological factors related to sexual behavior. The course examines theoretical issues and empirical findings from scientific sources. Offered intermittently. • Prerequisite: PSYC 101.

PSYC 333 - Forum on Contemporary Issues in Psychology (1)

This course is designed to promote interaction, dialogue, and understanding among students through study of specific contemporary topics in psychology. Offered intermittently. • Prerequisite: PSYC 101 or permission of instructor.

PSYC 335 - Psychology of Gender (4)

This course reviews the social-psychological research literature, including the impact of biological and environmental factors on sex differences. Offered intermittently. • Prerequisite: PSYC 101.

PSYC 336 - History and Systems (4)

This course surveys the development of modern psychological thought from an historical perspective. Offered intermittently. • Prerequisite: PSYC 101 and Junior standing.

PSYC 339 - Adulthood and Aging (4)

This course examines psychological change in adulthood and old age. Offered intermittently. • Prerequisite: PSYC 101 or permission of instructor.

PSYC 350 - Perspectives in Psychology (4)

This course covers a variety of areas, the focus depending on the expertise of the instructor. Historical perspective and empirical research are stressed. Offered intermittently. • Prerequisite: PSYC 101.

PSYC 351 - Human Neuropsychology (4)

This course introduces the student to the neural bases of mental functioning. It emphasizes both lower-order functions such as motor control and attention, and higher-order functions such as memory and emotion. Offered intermittently. • Prerequisites: PSYC 101 and PSYC 270.

PSYC 388 - Advanced Research Methods (Lab) (4)

Advanced study of research methods in psychology, including a review of the scientific approach, research design and measurement, and research ethics. The research focus will depend on the expertise of the instructor and will be highlighted on the class schedule each semester. Regular topics include: Sibling Relationships, Social Psychology of Aging, Sensation and Perception, Social Influence, Foster Children, Dreams and Mediation, Community Health, Acculturation, Applied Social Psychology, Changing Misconceptions, and Measurement: Peace and Conflict. • Prerequisites: PSYC 101, PSYC 260, RHET 203, and PSYC 265, plus additional prerequisites per Class Schedule.

PSYC 392 - Advanced Topics Seminar in Psychology (4)

A seminar designed to explore in-depth issues in an area of psychology. Emphasis will be on the latest trends and theories in psychology and reflect the interests of the instructor. Junior or Senior standing required. Offered intermittently. • Prerequisite: Junior standing and permission of instructor.

PSYC 396 - Psychology Practicum (SL) (4, summer 1 - 4)

Service Learning in a variety of community settings relevant to psychology (e.g., hospitals, mental health and youth guidance centers, old age homes, pre-school and day care centers, and other public service organizations). All Practicum credits must be done in one semester, unless by permission of the instructor. Offered every semester. • Prerequisite: PSYC 101 and Junior standing.

PSYC 399 - Directed Reading and Research; Independent Study (1 - 8)

Psychology majors initiate and complete a significant reading and research project under the direct supervision of faculty. Permission to take this course must be obtained in writing from the instructor, department chair, and dean. Offered every semester with instructor approval. • Prerequisites: PSYC 101, PSYC 260, RHET 203, PSYC 265 and Junior standing.

PSYC 498 - Thesis Development Seminar (4)

Limited to students pursuing an Honors in Psychology; admission is by application letter or approval of instructor. In this seminar students prepare a research proposal, including an IRB application, a literature review, and a detailed description of how the independent and dependent variables will be measured. Students will also critique the proposals of class members. Offered Spring semester. • Prerequisites: PSYC 101, PSYC 260, RHET 203, PSYC 265 and PSYC 388.

PSYC 499 - Honors Thesis Seminar (4)

Limited to students pursuing an Honors in Psychology. In this seminar students execute the research proposal developed in PSYC 498, including data gathering and analysis, as well as preparation of a written thesis and poster suitable for oral presentation. This course is completed in addition to the 48 units required for the psychology major. Offered Fall semester. • Prerequisites: PSYC 101, PSYC 260, RHET 203, PSYC 265, PSYC 388 and PSYC 498.

RHET 100 - Editing and Proofreading Skills (1)

Open to all students. This one-credit course emphasizes recognizing and correcting errors in grammar, usage and syntax, and strengthens revision practices by having students revise and proofread their papers for other courses.

RHET 101 - Workshop on Academic Writing for Multilingual Students (2)

This course is designed to provide a variety of strategies to assist fully-admitted multilingual students in composing and editing their written work for other classes.

RHET 102 - Writing Center for Credit (1)

Open to all students. This self-paced one-credit C/NC course allows students to work regularly with a Writing Center preceptor to revise papers done for other courses. In order to gain credit, the student must successfully complete a contract agreed upon by the student and instructor.

RHET 103 - Public Speaking (4)

This course introduces students to rhetorical concepts that are fundamental to the study and practice of ethical and effective oral communication. Emphasis is on making effective presentations in classroom and public settings.

RHET 104 - Argumentation and Debate (4)

This class will examine argumentation and debate and its relationship to public speaking. Instruction will focus on the evolution of argumentation from classical to present, the theoretical bases of debate and the construction and critique of debate rhetoric. Students will use research and evidence to build arguments, analyze propositions and perform several mock-debates. This is a public speaking course that fulfills the Core A1 requirement.

RHET 106 - Introduction to Composition (4)

This course focuses on preparing students for academic writing at the college level. The course emphasizes the connection between reading and writing. Students learn and practice the writing process, from idea to final essay (e.g., pre-writing, drafting, revising, and editing), finding and evaluating sources, summarizing, paraphrasing, quoting, citing, and documenting conventions. Individualized attention is given to grammar, vocabulary development, and rhetorical style. The minimum passing grade for this course is C-.

RHET 107 - Workshop on Academic Reading for Multilingual Students (2)

This course is designed to provide a variety of strategies to assist fully-admitted multilingual students in developing comprehension and fluency in reading materials for college classes.

RHET 108 - Introduction to Composition (4)

Introduction to Composition prepares students for college-level composition by helping them gain competence in civic and academic discourse and write persuasively to a variety of audiences. The course emphasizes how writers can achieve focus and coherence; support their claims with evidence, including evidence drawn from outside sources; adapt appeals to emotion to particular audiences and purposes; and use syntax, grammar, punctuation, and spelling to establish their credibility as writers. To achieve these goals, students write a minimum of 6,000 words of revised prose in essays of increasing length and complexity. They develop these essays by writing drafts, revisions, or shorter pre-assignments every week; by assessing their own and other students' writing in small-group and whole class workshops; and by drafting with an emphasis on revision, editing, and proofreading. The minimum passing grade for this course is C-.

RHET 109 - Academic Reading Workshop (2)

Rhetoric 109 introduces rhetorical readings across the disciplines and assists students in the development of strategies to approach the reading and comprehension of given assignments with emphasis on claims of value, fact, and policy and accompanying support and warrants. Pre- and post-diagnostic testing will be employed as a way of measuring entry-level skills, student progress, and exit-level proficiencies. All work will be initiated in-class to lead students to a level of proficiency that will ensure engagement in upper-level courses.

RHET 110 - Written Communication I (4)

In order to prepare students for the kinds of writing typically required in college-level courses and in civic discourse, RHET 110 teaches the composition of thesis-driven argumentative essays that respond to important social and academic issues. Using elements of rhetorical theory, students gain practice in composing brief to medium-length arguments that are focused, clearly organized, well supported and based on accurate critical reading of materials assigned by the instructor. Students develop skills in summary, paraphrase, and quotation; incorporating multiple sources in the service of a unified argument; and in addressing multiple points of view. Students are introduced to library research as a tool of academic inquiry and gain practice revising for whole-text coherence, as well as for clarity and correct usage. The minimum passing grade for this course is C-.

RHET 120 - Written Communication II (4)

Generally it is to be taken in sequence after RHET 110. With a firm basis in the elements of rhetoric, critical reading, written argumentation, and library research established in RHET 110, students in RHET 120 learn to compose more ambitious arguments responding to and incorporating sources of greater number, length, complexity, and variety. In order to meet the demands of advanced academic discourse, students also (a) develop skills in critical analysis of challenging non-fiction prose texts from a range of disciplinary perspectives and subjects, with a particular focus on the linguistic and rhetorical strategies employed in these texts, and (b) conduct extensive library research in the process of planning and composing sophisticated academic papers. Students will also gain practice editing for stylistic fluency in accordance with conventions of advanced academic prose. Finally, students develop greater independence in formulating strategies for revision and expansion of written arguments. The minimum passing grade for this course is C-. This course fulfills Core A2, the University writing requirement. • Prerequisite: RHET 110 with a minimum grade of C-.

RHET 125 - MB Scholars: Wrtg/Spkg in Cmty (4)

This year-long course examines social justice from the perspectives of rhetoric, language, and literature. It meets the learning outcomes of 0102-130/131, Written and Oral Communication and Core C1, Literature, with service learning and cultural diversity designations. Students must also register for 8 credits of INTD 100. This course is a McCarthy Center Certified course. See website for more information and application form; applications are due May 1. • Prerequisite: Enrollment in the Martín Baró Living-Learning Community.

RHET 126 - MBS: Wrtg/Spkg in Cmty (SL) (4)

See RHET 125 for course description of RHET 125/126.

RHET 127 - Rhetoric, Diversity and Class (4)**RHET 130 - Written and Oral Communication (4)**

Written and Oral Communication (130/131) is an accelerated two-semester course (4 credit hours per semester) that, when completed with a grade of C- or better, meets the university requirement for writing and public speaking (Core A1 and A2). In the first semester, students learn the basic practices of oral and written argument by writing a minimum of 7000 words of revised prose in essays of increasing length and complexity, including one research paper, and by giving two prepared speeches. Students learn to use textual support for argument, to read critically, to use transitions and documentation, and to organize appeals in support of a claim. They learn methods of development, practice and delivery for a variety of speeches, including topic selection, speech outlines, audience analysis, and visual aids. In the second semester, students expand their skills of argumentation and style, writing a minimum of 9000 words of revised prose and giving a minimum of two speeches: written and oral arguments of fact, value and policy, including research. Students who take this course should NOT register for RHET 103, Public Speaking.

RHET 131 - Written and Oral Communication (4)

See RHET 130 for course description of RHET 130/131.

RHET 135 - Comp for Multilingual Students (4)**RHET 195 - First-Year Seminar (Public Speaking) (4)**

The seminar in writing, appropriate for exceptionally talented freshmen, fulfills the Core A2 requirement when completed with a grade of C- or better. Seminar topics will vary each semester. In order to meet the demands of advanced academic discourse, students develop skills in critical analysis of challenging non-fiction prose texts from a range of disciplinary perspectives and subjects, with a particular focus on the linguistic and rhetorical strategies employed in these texts. Students will conduct extensive library research in the process of planning and composing sophisticated academic papers. Students will also gain practice in editing for stylistic fluency in accordance with conventions of advanced academic prose. Finally, students develop greater independence in formulating strategies for revision and expansion of written arguments.

RHET 202 - Writing for Performing Arts (4)

This course emphasizes critical thinking and writing skills specifically as they relate to the discipline and theory of performing arts. In particular, this course will focus on the relationship between rhetoric and performance as two separate, but related fields of study and practice. The course introduces students to the concept of rhetoric as a practice and theory of communication, explores the concept of performance in theatre, anthropology, and politics, and considers how performances can be understood and analyzed as rhetorical acts. Recommended for majors in Performing Arts and Social

Justice. • Prerequisites: RHET - 110 or transfer credit in college-level composition with a grade of C- or higher.

RHET 203 - Writing in Psychology (4)

This course features argumentation and critical writing, reading, and thinking skills as applied to analysis of articles central to the field of Psychology. Fulfills Core A2 for qualified transfer students. • Prerequisites: RHET 110, 131, or 195 with a grade of C- or better, or transfer student with a minimum of one prior college-level composition course with a grade of C- or better. Required for and open only to Psychology majors.

RHET 204 - Writing for Media Studies (4)

This course emphasizes critical thinking and writing skills specifically as they relate to the discipline and theory of Media Studies. In particular, will help students understand the role of rhetoric in the media by giving them an overview of key readings – both literary and academic - from the Media Studies canon. The course will also help students approach texts in all forms of media – broadcast, film, print, music and online media – more critically. By introducing the study of rhetoric as a practice and theory of communication, students will be able to understand media texts as rhetorical acts. • Prerequisites: RHET - 110 or transfer credit in college-level composition with a grade of C- or higher.

RHET 206 - Writing for the Sciences (4)

This course is designed to familiarize students with the discourse modes of the physical and life sciences and to develop writing skills for these disciplines, including writing reviews of scholarly articles, writing for the general public and writing a research paper. Through class discussion, group activities, writing, review and revision, students will improve critical thinking and writing skills and be able to communicate with a variety of audiences in a variety of genres. Open only to science and nursing majors.

RHET 250 - Academic Writing at USF (4)

This course is designed to provide transfer students with prior college composition credits an introduction to the standards and research methods expected at the University of San Francisco. It is an intensive course that will fulfill the Core writing requirement and stress academic writing and research skills. A grade of C- or better is required to pass this course.

RHET 295 - S.I.T. Seminar for Transfer Students (4)

These seminars, designed for new transfer students, help students-in-transition become involved in the university and the community. Seminar topics will vary each semester. In order to meet the demands of advanced academic discourse, students develop skills in critical analysis of challenging non-fiction prose texts from a range of disciplinary perspectives and subjects, with a particular focus on the linguistic and rhetorical strategies employed in these texts. Students will conduct extensive library research in the process of planning and composing sophisticated academic papers. Students will also gain practice in editing for stylistic fluency in accordance with conventions of advanced academic prose. Finally, students develop greater independence in formulating strategies for revision and expansion of written arguments.

RHET 297 - Writing in Sociology (4)

This course features argumentation and critical writing, reading, and thinking skills as applied to analysis of texts central to the field of Sociology. Required for and restricted to Sociology majors. Fulfills Core A2 for qualified transfer students. • Prerequisites: A grade of C- or better in RHET - 120 , RHET - 130/131, RHET-195, or transfer credit in college-level composition with a grade of C- or higher.

RHET 304 - Theories and Methods of Argument (4)

One popular textbook tells us that, "argument is everywhere." In fact, many disciplines depend on argumentation as feature of their work: communication, philosophy, law, and linguistics. This course focuses on the growing and (often troubling) study of argument in the past half century by recognizing argumentation as a dynamic concept as well as an art of inquiry and advocacy. We will read challenging theoretical articles about argumentation and use those theories to explore argument practices in the fields of politics, law, and aesthetics. Along the way students will become more critical consumers of arguments as well as the individuals and institutions that produce them.

RHET 310 - Business and Technical Writing (4)

Students will learn the practices of writing in business and technical fields and contexts. Students will produce several major documents (at least one of them collaboratively) typically used in business and technical environments (such as a proposal, a report, an instruction manual, a trade journal article or a web site; a portfolio of correspondence), and will complete a variety of minor assignments (e.g., a Power Point presentation, an oral presentation, or an instruction sheet). Students will also develop skills in editing for

correctness, clarity, and appropriateness of style and tone. Fulfills Core A2 for qualified transfer students. • Prerequisites: A grade of C- or better in RHET - 120 , RHET - 130/131, RHET-195, or transfer credit in college-level composition with a grade of C- or higher.

RHET 320 - How English Works (4)

This course provides students a foundation in linguistics, the study of human language, by focusing on the English language and its impact on society and societal institutions and issues, especially educational ones. In addition to examining the components and communicative function of languages (i.e., phonology, morphology, syntax, semantics, and pragmatics), topics of language variation, language change and history, and the connection between academic linguistics and the everyday use of the English language will be covered. Fulfills Core A2 for qualified transfer students. • Prerequisite: C- or better in 0102-120, 131, 195, or transfer credit in college-level composition with a grade of C- or higher.

RHET 321 - History of the English Language (4)

This class provides both linguistic and literary approaches to the history and development of the English language. By examining fragments and excerpts from literature of each phase in the development of English, students will become aware of language change and the interrelationship between English and other languages. In addition, students will develop an understanding of the relationship of language to literature, including the influence of culture and history on both. Fulfills Core A2 for qualified transfer students. Crosslisted with ENGL 321. • Prerequisite: C- or better in 0102-120, 131, 195, or transfer credit in college-level composition with a grade of C- or higher.

RHET 322 - Classical Rhetoric (4)

This course examines the creation and emergence of classical rhetorical theories and practices from early to late antiquity. Students will read, analyze and research the varying rhetorical traditions that helped shape educational practices and civic debate within different social contexts. This class also counts as an elective toward the Interdisciplinary Minor in Classical Studies. Fulfills Core A2 for qualified transfer students. • Prerequisite: C- or better in Core A2: Rhetoric and Composition 120, 126, 131, 195 or transfer credit in college-level composition with a grade of C- or higher.

RHET 390 - Special Topics (2 - 4)

RHET 398 - Directed Study (1 - 4)

RUSS 101 - First Semester Russian (4)

Grammar, composition, conversation, reading. Offered every Fall.

RUSS 102 - Second Semester Russian (4)

Continuation of RUSSN 111. Offered every Spring.

RUSS 201 - Third Semester Russian (4)

Continuation of RUSSN 102. Offered every Fall.

RUSS 202 - Fourth Semester Russian (4)

RUSS 398 - Dir Reading and Research (1 - 6)

Offered every semester.

SII 100 - Greek and Roman Culture and Literature (4)

Seminar which gives students the opportunity to engage the literary and cultural discourse of Greece and Rome so as to see many of the foundations of our intellectual and religious categories, values and beliefs. Offered Fall.

SII 106 - Sacred Scripture (4)

This course is designed to give students the basic tools for understanding the study of Sacred Scripture. Topics to be covered include: the senses of Scripture, the development of the canon, form criticism, historical criticism, and magisterial teaching since Pope Leo XIII on the study of God's word. Offered Spring/Fall.

SII 110 - Writing Practicum (4)

Course in the liberal arts of grammar and rhetoric which enables students to write persuasive essays. Paper topics are correlated to seminars in Greek and Roman Culture and Literature in the Ancient World. Offered Fall.

SII 120 - Advanced Writing Practicum (4)

Course continues the writing practicum curriculum of the first semester with emphasis on research. Fulfills the Arts and Sciences writing requirement. Offered Spring.

SII 201 - Catholic Thought (4)

Introduction to the foundational theology of Catholic Christianity that draws on classic texts of Western theology. Issues examined include the problem of God, sacraments, spirituality, and prayer. Offered Spring.

SII 203 - Religion and Culture in Late Antiquity (4)

Seminar which discusses the historical forces that shaped the evolution of Mediterranean society and religion from about 100 to about 500. Focus is on Christianity, but other religious traditions which pre-existed Christianity will also be considered. Offered intermittently.

SII 204 - Medieval and Renaissance Literature (4)

Seminar studying representative literary texts of the Middle Ages and Renaissance, with reference to historical, religious, and philosophical developments. Offered Fall.

SII 210 - Ancient Philosophy (4)

Seminar studying texts in ancient philosophy, principally Plato's early dialogues, and Aristotle's ethics and philosophy of human nature. Offered Spring.

SII 211 - Medieval Thought (4)

Seminar which seeks to attain an intellectual synthesis, philosophical, theological, and spiritual, of the main currents of Christian thought in the Middle Ages. Offered Spring.

SII 214 - Theories of Ethics (4)

This is a course on ethics and the nature of morality, with an emphasis on the careful study of some of the seminal texts of broadly Western tradition of systematic ethical inquiry, with some attention to recent developments and applications of those theories. Our inquiry will be guided by questions about the nature of moral goodness, the relative moral significance of consequences, character, and motive in moral action, the nature of moral claims, the foundations of moral norms, and the connection of moral theory to issues in moral psychology and how these theories apply to concrete moral problems. Examples of theories typically covered in this course include consequentialism, deontology, divine voluntarism, virtue theory, and contractualism. • Prerequisite: SII 210 or equivalent, or, permission of the SII Director.

SII 215 - Ethical Theory/Practice (SL) (4)

This is an ethics course for students in the St. Ignatius Institute, focused on historical and contemporary ethical theory, including its practical applications. • Prerequisite: St. Ignatius Institute student or permission of instructor.

SII 250 - Western Heritage (4)

Historical examination of major political, economic, and cultural movements in the western world in the modern period.

SII 270 - The Social Animal (4)

This seminar focuses on sociological and psychological theory and research on humans and their place in the world. Topics may include: the construction of identity; the extent to which our perceptions are created by objective and rational thinking as opposed to emotional and subjective motives and biases; and the nature of humans as a social animal. • Prerequisite: St. Ignatius Institute student or permission of instructor.

SII 302 - Music and Art (4)

Examination of the development of art and music within the Western tradition from the Middle Ages to the present through the study of representative figures. Focuses on the direction of changes as seen in the work of a few major artists and musicians. Offered Fall.

SII 304 - Modern Literature (4)

Seminar studying key texts of European literature in the modern period with reference to historical, social and philosophical developments. Offered Spring.

SII 312 - Modern Philosophy (4)

Study of philosophical issues from the 16-17th century to the 20th century. The course can include: Descartes, Leibniz, Locke, Hume, Kant, Hegel, and Nietzsche.

Philosophical topics addressed: the existence and nature of the physical world, human nature and morality, including human freedom. Offered Spring.

SII 313 - Overseas Program (0 - 18)**SII 320 - Gender and Power in Antiquity (4)**

The course links the study of gender and sexuality to the values and practices of power in ancient Greece and Rome. The readings trace the articulation of gender historically through epic, lyric, Greek tragedy, Plato's moral position, and Roman pronouncements

and orientations. The readings are substantiated by illustrations from Greek and Roman art.

SII 330 - St Ignatius Institute Symposium (1 - 2)

The St. Ignatius Institute Symposium is a two-credit course intended for SII students in which they have the opportunity to study a great book or books, an author, idea, or movement in the Western tradition in the context of a small, informal, seminar. Symposia will be offered every semester. Their structure, meeting time, and curriculum will be determined by the professor. However, Symposia will emphasize student leadership and participation, direction and input, as well as encourage professors to utilize educational opportunities off campus including theatre, opera, museum visits, and lectures. SII students are expected to complete one Symposium each academic year which they are on campus.

SII 390 - Special Topics (1 - 4)

SII 398 - Directed Study (1 - 4)

SII 400 - Great Texts of World Literature (4)

Seminar studying the great religious and literary classics (including modern) of three ancient cultural domains' India, Southeast Asia, and East Asia. Offered Fall.

SII 401 - Classical Cultures of Asia and the Middle East (4)

Utilizing a critical historical-comparative approach, this course will examine the development of Asian societies and cultures from antiquity (about 3000 B.C.) to modern times, covering the period beginning with the rise of the great civilizations through to the long classical and medieval periods, European colonialism, the period of anti-colonial nationalism and finally to the post-independence period. Offered Fall.

SII 405 - Catholic Moral Tradition (4)

Introduction to the Roman Catholic tradition of fundamental moral theology. In addition to an exploration of major themes in moral theology, selected issues in special ethics, especially sexual and medical ethics, will be used to show how the Church applies the fundamental themes of moral theology to practical life situations. Offered Spring.

SII 406 - Psych: Methodologies/Move (4)

A study of the methodologies, movements, and writings of major figures within the field of psychology. Emphasis on the influence of psychology in 20th century thought. Offered Spring.

SII 410 - Topics in the Humanities (4)

An intensive study of selected topics in the Humanities. Subject matter will vary with instructor. May be repeated for credit each time a different topic is covered. • Prerequisite: St. Ignatius Institute junior or senior, or permission of instructor.

SII 413 - Dante's Divine Commedia (4)

A close study of Dante's great work, this course encourages an aesthetic appreciation of the poem. It follows Dante's prescription for reading the Commedia: consider its historical context and engage the poem's erudition and multiple allusions from Classical Antiquity. It will also look at the poem's influence on contemporary literature, as well as reflect on the ethical, political and spiritual relevance of the Commedia in our days. Elective. Cross-listed With: SPAN 413.

SII 420 - Interdisciplinary Topics (4)

Intensive study of selected interdisciplinary topics. Subject matter will vary with instructor. May be repeated for credit each time a different topic is covered. • Prerequisite: St. Ignatius Institute junior or senior, or permission of instructor.

SOC 109 - Environment and Society (4)

This course introduces students to the interdisciplinary field of environmental studies with a particular focus on how social scientists attempt to understand the human causes of environmental change. Sociological, psychological, anthropological, historical, economic, political, and moral perspectives are examined. Offered every year.

SOC 150 - Introduction to Sociology (4)

This course introduces students to the basic concepts, theories, and methods in sociology. It surveys such issues as: culture, socialization, family, social inequality, race and ethnicity, sexism, deviance, and social change. Offered every semester.

SOC 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Sociology. Offered intermittently.

SOC 226 - Social Problems (SL) (4)

An analysis of the ways in which problems come to be socially defined, understood, debated, and resolved. The course will focus on the varied processes through which problems reflect underlying social conflicts. Offered intermittently.

SOC 227 - Violence in Society (4)

This course asks the question, why are humans violent? It examines different types of violence, the various theories that explain violence, and the various methods which social scientists utilize to study violence. Offered intermittently. • Prerequisite: Statistical Reasoning.

SOC 228 - Asians and Pacific Islanders in U.S. Society (SL/CD) (4)

This course examines the long and diverse experiences of people of Asian and Pacific Islander descent in the United States. Looking at historical and contemporary issues, we can understand how the presence of Asian Pacific Americans has affected U.S. society and what it means to be American. Offered every Fall.

SOC 229 - Diversity of American Families (CD) (4)

Focusing on the "family values" debate and the diversity of U.S. families along lines of race, class, gender, and sexuality, the course analyzes how families have changed over time in response to the economy, government, media, feminism, and the New Right. Offered every Fall.

SOC 230 - Urban Places, Faces and Spaces (4)

An introduction to the historical development and social structure of cities; their changing historical importance in the growth of social, economic, and political life; and their crucial role in the political economy of a global society. Offered intermittently.

SOC 231 - Introduction to Globalization (4)

Globalization has become a buzzword in our society. But what is globalization? In this class we will examine what it is, how it shapes our lives and where it happens by looking at both the theory and reality of globalization. Offered every year.

SOC 233 - Gender, Development and Globalization (CD) (4)

This course examines women's experiences in developing countries in the light of local and global inequalities and connections. Major theoretical approaches are used to understand how gender relationships shape and are shaped by development policies within national and global contexts. These approaches are illustrated by case studies in Africa, Asia, the Middle East, Latin America, and the Caribbean. Offered intermittently.

SOC 238 - African American Culture and Society (CD) (4)

This course examines the history and experiences of African Americans. Looking at historical and contemporary issues, we examine key social institutions such as the media, schools and "The State" which have shaped and continue to shape the lives of Blacks in America. Offered intermittently.

SOC 240 - People of Mixed Descent (CD) (4)

This course examines the experiences of mixed race populations (mulattos, mestizos, mixed blood Native Americans, and Eurasians) in comparative perspective. Using these experiences, as well as sociological theories (assimilation, third culture, marginality, and multiculturalism), the course examines how race is a social and political construct, with tangible and material repercussions. Offered intermittently.

SOC 260 - Sociology of Gender (CD) (4)

This course examines the social significance of gender in contemporary U.S. society. It analyzes the social construction of gender ideology and how women and men's experiences are affected by social institutions such as work, education, the family, and the criminal justice system. Men and women's differential experiences are analyzed within the context of race, class, and sexual orientation. The course demonstrates how the experiences of men and women are created through social institutions and can, therefore, be transformed through social and institutional change. Offered intermittently.

SOC 297 - Writing in Sociology (4)

This course features argumentation and critical writing, reading, and thinking skills as applied to analysis of texts central to the field of Sociology. Required for and restricted to Sociology majors. Fulfills Core A2 for qualified transfer students. • Prerequisites: A grade of C- or better in RHET 120, RHET 130/131, RHET 195, or transfer credit in college-level composition with a grade of C- or higher. Offered every semester.

SOC 302 - Global Inequalities and Social Justice (4)

This course explores the structures, cultures, and development of contemporary societies from a sociological, comparative, and global perspective. It examines the institutional arrangements and cultural patterns which underlie class, race and gender-based global inequalities within and between different societies, emphasizing case-

studies from developing countries. Offered every Fall. • Prerequisite: SOC - 150 and upper-division standing; or permission of instructor.

SOC 304 - U.S. Inequalities and Social Justice (4)

This course will explore the institutional arrangements and cultural patterns which underlie inequalities based on race, class, gender and sexuality in American society. Offered every Spring. • Prerequisite: SOC - 150 and upper-division standing; or permission of instructor .

SOC 306 - Sociological Theory (4)

A study of the foundations and development of sociological theory, focusing on arguments and debates that have taken place around questions of agency and structure, order and change, rationality and science, culture and ideology, and the meaning of equality, justice and liberty. Offered every semester. • Prerequisite: SOC - 150 or permission of instructor.

SOC 308 - Research Methods (4)

This course stresses the comprehension and assessment of research methods in sociology. Students critically consider the logic and variety of methods that sociologists use to observe the social world by examining the most common qualitative and quantitative techniques. The focus is on assessing how well research strategies address the underlying sociological question(s), how the evidence provides tenable knowledge of social phenomena, and how the evidence can be used in developing new theories or testing the adequacy of existing theories. Offered every semester. • Prerequisites: SOC - 150; MATH - 101, 102, 105, 106, or PSYC 260; or permission of instructor.

SOC 313 - Latin@-Chican@ Culture and Society (CD) (4)

This course provides socio-historical and theoretical frameworks for understanding those U.S. populations known as Chicanos/as and Latinos/as. The course is intended for students who would like to rigorously pursue a research project that further expands their knowledge of these populations. Offered every Spring.

SOC 319 - Health and Environment (4)

This course explores illness due to environmental pollution. An overview of sociological perspectives on health and illness is followed by an examination of the role of scientific knowledge and other social factors in identifying, treating, and preventing environmental illness. Offered intermittently.

SOC 320 - Global Environments and Societies (4)

This course examines the way in which human societies adapt to and change their physical environment. It studies environmental issues in their political, economic, technological, social, and cultural contexts, looking at the ways in which sociological theories and concepts can help us understand the impact of social factors on the environment. Offered intermittently.

SOC 321 - Social Psychology (4)

The study of individual motives, cognitions, attitudes; the role of the individual in groups and society; behavior as influenced by social forces. Offered every semester.

SOC 322 - Resistance to Corporate Globalization (4)

This course examines diverse forms of resistance to corporate globalization from a sociological perspective. Theoretical perspectives on resistance to corporate and neo-liberal globalization will be addressed in the light of case-studies on transnational movements, world social forums, revolutions, protests and other types of action carried out both in the South and global North. This will include collective struggles for alternative forms of globalization as well as individual acts of resistance to corporate globalization and its impact on inequalities and injustices based on social class, caste, race, ethnicity, nationality, gender, sexual orientation, and/or political views. Offered intermittently.

SOC 324 - Sport, Culture and Society (4)

The social and cultural importance and the structure, variety, and extent of sport in modern societies. Social factors-institutions, processes, and systems-are examined in relation to sport and sport groups as subcultures. Offered intermittently.

SOC 325 - Critical Approaches to Race and Ethnicity (4)

This course is a comparative inquiry into the bases and mechanisms of racial and ethnic thinking which have been used as the criteria to create social inequality. This course looks at the epistemological ways that people have come to understand the concepts of race and ethnicity and have used those understandings to perpetuate social inequality. Offered intermittently.

SOC 326 - Sociology of Popular Culture (4)

Introduction to major theoretical perspectives, empirical work, and methodological issues in the sociology of popular culture: the social production of meanings and symbols (including art, music, literature), and the impact of those meanings and symbols on society. Particular focus on the role of culture in power struggles, investigating when and how dominant groups use culture to maintain their power, and when and how subordinate groups use culture as a means of political resistance.

SOC 327 - Migration and Diversity in East Asia (CD) (4)

East Asia is often mistakenly characterized as a culturally homogeneous region in popular discourse. However, this region has a long history of migration, which has been an important driving force in enriching their cultural diversity. This course examines the history and politics of internal and transnational migration in China, Korea and Japan from the 19th century to the 21st century. This course offers a comparative exploration of how migration impacts various aspects of each society, such as social inequality, ethno-racial identities, nationality and citizenship, gender and family, and political economy. This course investigates how the colonial past and globalization connect these regional powers and influence public attitudes and policies toward migration and diversity today. Offered intermittently.

SOC 329 - Social Worlds of Children (4)

This course examines how societies come to construct children and childhood through an examination of the history of childhood, kids' culture, families, schools, work, the 'traffic' in children, toys, myths and stories, and understandings of gender, race and class. Offered every Spring.

SOC 331 - Social Stratification (4)

This course examines the structural and interpersonal bases of inequality, especially as they relate to differential opportunities, mobility, and power. Offered intermittently.

SOC 332 - Religion and Society (4)

This course examines religion as a social phenomenon emanating from culture and influencing society; its cohesive force and potential for social change. Offered intermittently.

SOC 333 - Nationalism and Citizenship (4)

This course introduces students to the subject of nationalism and citizenship, one of the most fiercely contested topics in modern society. Through an examination of various theories and case studies, the historical, political, and cultural development of nationalism and citizenship will be explored in Latin America, Africa, Asia, and Eastern Europe. By looking at nationalism and citizenship from a more comparative perspective, an appreciation of how the subject affects political, social, and personal identity will be gained. Offered intermittently.

SOC 338 - Sociology of Education (4)

This course provides an overview of sociological theories and research about education in modern societies, with a particular focus on the role of schooling in reproducing and/or redressing social inequalities. Topics include: major theories of education and society; the effects of school characteristics and funding on student achievement and educational attainment; the effects of social class on student achievement; the dynamics and impact of subcultures within schools; race, class, gender, and sexuality differences in curricula, instruction, school organization, and student experience; cross-national differences in educational systems; the commercialization of schooling; education-related controversies; and educational reform movements. The course considers education at a variety of levels, from preschool to university. Offered intermittently.

SOC 340 - Social Change (4)

This course examines the basic concepts, models, and theories used to understand large-scale social change. It uses historical and comparative analyses to look at the structural and psychological ramifications of major social changes in modern societies. Offered intermittently.

SOC 345 - Feminism, Gender, and the Body (4)

This course will examine the body as a site of contentious political struggle. Using feminist perspectives the course explores the social control function of sexual surgery, forced sterilization, reproduction and reproductive technology, and the social construction of beauty. Offered every Fall.

SOC 347 - Sex and Sexualities (4)

This course examines sexuality as a social, cultural and political issue, placing particular emphasis on the social construction of lesbian and gay identities and

communities in the United States. The course will explore the relationship between heterosexual culture and minority sexual cultures and how that relationship affects various social institutions (e.g. family, education, church, politics, etc.) as well as society's response to contemporary social problems. Offered every Fall.

SOC 350 - Social Movements (4)

This course surveys the major principles and perspectives used by sociologists to explain social movements and revolution. It will examine the origins, strategies, recruitment, consequences, decline, and renewal of various social movements and revolutions, drawing on case studies from the industrialized states and the newly industrializing nations of the developing world. Offered intermittently.

SOC 351 - Revolution and Reaction (4)

Revolutions are dramatic and contested attempts to produce social change. Using various theoretical perspectives and historical case studies, this course takes a sociological view of revolutionary change in Latin America, Europe, Asia, and Africa. Offered intermittently.

SOC 352 - Politics and Society (4)

This course examines some basic themes and concepts used in analyzing the relationship between society and politics. It considers various theoretical orientations to power, politics, and the state through a number of contemporary and distinctly American issues, paying particular attention to the social origins of politics, the structure of the political process, and the effects of social, economic, and cultural institutions on political life. Offered intermittently.

SOC 353 - Sociology of Peace and War (4)

An examination of the causes of war, militarism, and weapons production; a study and evaluation of efforts to create lasting peace through social and political action. Offered intermittently.

SOC 354 - Sociology of Law (4)

This course is an introduction to major sociological approaches to law and society. Theoretical perspectives are used to examine how the social structure shapes and is shaped by the creation and operation of law, including case studies of antidiscrimination law in the United States and other topics (such as immigration and international human rights) that illustrate the challenges facing law in the context of global capitalism. Offered every Spring.

SOC 355 - Deviance and Social Control (4)

This course will examine the major theoretical perspectives on deviance, social control, and the consequences of violating normative behavior. The course emphasizes the role of power in the construction and contestation of deviance. Offered intermittently.

SOC 356 - Juvenile Justice (4)

The course examines the historical events that gave rise to a separate system for juveniles and to the development of the concept of delinquency. It focuses on the causes of delinquency and explores some of the empirical problems related to treatment and control of juveniles in the United States. Offered intermittently.

SOC 357 - Criminology (4)

This course is designed to introduce students to the field of criminology, including major theories of crime causation, the making of criminal law and punishment, as well as different types of crime and how they are dealt with in the United States. Students will also learn about recent trends in U.S. crime rates and the functioning of the criminal justice system, with a particular focus on the impact of race, class, and gender. Students will critically analyze criminal justice policies that have been implemented to deal with crime, such as the death penalty, the three strikes law, and mass incarceration. Offered every semester.

SOC 360 - Cities in a Global Context (4)

Cities around the world are becoming increasingly important as locations for capital accumulation, population movement, employment and cultural formations. They are also places of spatial contestation while producing challenges to sustainability and the built environment. By 2030 all developing regions, including Asia and Africa, will have more people living in urban than rural areas. This course examines many of the critical issues that are making cities important centers of human settlement. Likewise, it will focus on theoretical approaches to globalizing cities and their future. Offered intermittently.

SOC 361 - Brazilian Culture and Society (CD) (4)

This course provides socio-historical approaches to contemporary Brazilian culture and society from a race, class, and gender/sexuality perspective. Case-studies of

popular/political cultures, social movements, inequalities and identities illustrate major developments in Brazilian culture and society within the context of democratization and globalization. Offered intermittently.

SOC 365 - Credit, Debt and Society (4)

This course is a study of the role of credit, credit cards, and debt in society and how they influence patterns of social, personal and financial relations. It also explores the world of fringe financial services. Most importantly, it examines the intersections of credit and debt in the life of students and the meaning of credit worthiness. Offered intermittently.

SOC 367 - Environmental Justice (4)

This course examines how environmental goods like clean air and water and environmental bads like hazardous waste and industrial pollution come to be unequally distributed in societies, often along lines of race, class, and gender. Offered intermittently.

SOC 390 - Current Issues in Sociology (2-4)

This course focuses on special topics and issues in sociology. Offered intermittently.

SOC 392 - Community Organizing (SL/CD) (4)

Drawing upon student internships in social change organizations and readings that address community organizing, this course provides an opportunity to learn how to become an effective agent of social change. The course culminates with student-led social change projects. Offered intermittently.

SOC 395 - Fieldwork in Sociology (SL) (4)

This course combines 90-100 hours of volunteer or internship work in the San Francisco Bay Area; reading-based discussion of fieldwork research techniques, ethics, and writing; and classroom workshop discussions of students' projects. Requirements include weekly class meetings; extensive written field notes; class presentations; commentaries on other students' projects; literature review; and a final paper. It is highly recommended that students take SOC 308, Research Methods, before enrolling in this course.

SOC 398 - Directed Study (1 - 4)

Written permission of instructor, department chair, and dean is required. Offered intermittently.

SOC 399 - Directed Reading (1 - 4)

Written permission of instructor, department chair, and dean is required. Offered intermittently.

SOC 410 - Honors Thesis Workshop (4)

The Senior Honors Thesis is an original written work whose topic, elected by the student, is considered the capstone of his/her academic education. The thesis provides an occasion of a creative overview and synthesis of the student's work across the major and allows the student an opportunity to fully exercise her or his independent research and writing skills in an area of sociology. The Honors Thesis Workshop provides a supportive context for researching and writing a thesis. The seminar is open to seniors who have at least a 3.5 grade point average and who meet other requirements for admission as established by instructor. Course may be used as an elective for the Sociology major. Offered every semester. Prerequisites: SOC 306, SOC 308, upper-division standing, and permission of instructor.

SOC 450 - Sociology Capstone Sem (SL) (4)

This course provides students with an opportunity to engage in focused study on a thematic topic using theoretical readings, primary and secondary social research, and by working with a social-justice oriented organization. Required for senior Sociology majors. • Prerequisites: SOC 306, SOC 308, and upper-division standing; or by permission of instructor.

SPAN 100 - Intensive Spanish (8)

An intensive introduction to the Spanish language that allows students to take two semesters in one. Ideal for anyone who has had some Spanish in high school and/or placed into First Semester Spanish on the placement exam with a high score. Note: All incoming students enrolling in a Spanish class at USF for the first time who have taken Spanish before and/or were raised speaking Spanish are required to take the placement test. (Please see the Department of Modern and Classical Languages' website for more information). Offered every semester.

SPAN 101 - First Semester Spanish (4)

The first of a two-semester sequence designed specifically for students with no previous Spanish. Activities and tests designed to accommodate the early stages of language acquisition; grammatical structures and lexical items presented accordingly. Emphasizes the development of communication skills: the ability to comprehend native speakers of Spanish, to speak Spanish with them, to understand Spanish-language texts, and to communicate ideas in Spanish. Students who successfully complete this course will proceed to SPAN 102. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Note: All incoming students enrolling in a Spanish class at USF for the first time who have taken Spanish before and/or were raised speaking Spanish are required to take the placement text. (Please see the Department of Modern and Classical Languages website for more information). Offered every semester.

SPAN 102 - Second Semester Spanish (4)

The second of a two-semester sequence designed specifically for students with no previous Spanish. Activities and tests designed to accommodate the early stages of language acquisition; grammatical structures and lexical items presented accordingly. Emphasizes the development of communication skills: the ability to comprehend native speakers of Spanish, to speak Spanish with them, to understand Spanish-language texts, and to communicate ideas in Spanish. Students who successfully complete this course will proceed to SPAN-201. This course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. Note: All incoming students enrolling in a Spanish class at USF for the first time who have taken Spanish before and/or were raised speaking Spanish are required to take the placement test.) Please see the Department of Modern and Classical Languages website for more information). Offered every semester. • Prerequisite: SPAN-101.

SPAN 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Spanish.

SPAN 201 - Third Semester Spanish (4)

A one-semester intensive review of the basic structures of Spanish. Class conducted in Spanish, with activities designed to practice and consolidate all language skills: listening, speaking, reading, and writing. Cultural readings to expand vocabulary, stimulate discussion, and broaden students' understanding of the Hispanic world. Note: All incoming students enrolling in a Spanish class at USF for the first time who have taken Spanish before and/or were raised speaking Spanish are required to take the placement test. (Please see the Department of Modern and Classical Languages website for more information). Qualifying students who were raised speaking Spanish at home are not eligible to take this course and are required to take "Spanish for Bilinguals 1". (Please see the description for Spanish 221). Offered every semester. Cross-listed with LAS - 201. • Prerequisite: SPAN - 101-102.

SPAN 202 - Fourth Semester Spanish (4)

Students continue to develop reading, speaking, and writing skills, and expand their active vocabulary. The readings (which explore economic development, education, environment, politics, and social institutions in Latin America) are the core of the course, serving as the basis for class discussion and essays and for the selective review of grammar. Students learn to read/write discipline specific content in preparation for upper level classes at USF or abroad. Note: All incoming students enrolling in a Spanish class at USF for the first time who have taken Spanish before and/or were raised speaking Spanish are required to take the placement text. (Please see the Department of Modern and Classical Languages website for more information). Qualifying students who were raised speaking Spanish at home are not eligible to take this course and are required to take "Spanish for Bilinguals II"). (please see the description for Spanish 222). Offered every semester. Cross-listed with: LAS - 202. • Prerequisite: SPAN - 101-102-201.

SPAN 206 - Confluences and Conflicts in the Hispanic/Latino World (4)

This class seeks to strengthen students active skills in Spanish, particularly reading and writing. Students will engage various texts combining different disciplines such as aesthetic: film, fine arts, photography and literature; social sciences: history, sociology, economy, journalism and media studies; and humanities: philosophy and theology. The selected texts will examine the complexity of the Spanish-speaking world in all its geographical amplitude. A feature in this class will be the participation of guest speakers. • Prerequisite: SPAN 202 or SPAN 222.

SPAN 210 - Intensive Spanish in Puebla, Mexico (4)

A four-week program designed for students who wish to acquire fluency in Spanish while being immersed in Mexican culture. The Program includes lectures, conversation hours and field trips that support language proficiency and are inspired by the

University's mission of social justice. Offered in collaboration with Universidad Iberoamericana - Puebla and USF's Spanish and Latin American Studies Program. Students who successfully complete this course will proceed to SPAN 202. Completion of this course is the equivalent of SPAN 201 (Third Semester Spanish) and will satisfy any USF program requiring three semesters of a foreign language.

SPAN 210T - Intensive Span Puebla/Travel (0)

SPAN 211 - Third Semester Spanish in Madrid (4)

A four-week program designed for students who wish to acquire fluency in Spanish while being immersed in Spanish culture. The program includes lectures, conversation hours and field trips that support language proficiency and the opportunity to learn about the culture and history of Spain. Offered in collaboration with Universidad Pontificia Comillas and USF's Spanish and Latin American Studies programs. Students who successfully complete this course will proceed to SPAN 202. Completion of this course is the equivalent of SPAN 201 (Third Semester Spanish) and will satisfy any USF program requiring three semesters of a foreign language.

SPAN 211T - Intensive Span Madrid/Travel (0)

SPAN 216 - Foreign Language Teaching Methodology (2)

Required for all Spanish and French conversation tutors. While simultaneously teaching conversation sessions, students will specifically learn how to: identify issues underlying communicative language and task-based teaching, create well designed language learning activities that engage learners in communicative language learning tasks, sequence those tasks, apply appropriate language teaching terminology during class discussions, reflect about themselves as learners and teachers, and participate in intellectual discussions about second language acquisition and foreign language teaching issues. • Prerequisite: SPAN 202 or 222.

SPAN 219 - Intermediate Spanish Conversation (4)

Students expand vocabulary and develop proficiency by means of extensive conversation. May be repeated once for credit after an interval of one semester. Designed for native speakers of English. Offered every semester. • Prerequisite: SPAN - 101-102-201.

SPAN 220 - Spanish Conversation for Specific Disciplines: Psychology, Business, Health Science, Law (4)

Conversation class for students in a particular discipline. Students will read Spanish-language articles and selections from books on topics specific to their field. In-class discussions and activities, individual presentations, quizzes (written and oral) on content and vocabulary. Discipline alternates. Offered intermittently.

SPAN 221 - Spanish for Bilinguals I (4)

Students will improve linguistic skills and increase exposure to academic Spanish. This may take the form of improving spelling, expanding vocabulary at formal registers, broadening the range of topics controlled in written and oral expression, and so forth. The readings (which explore health, education, politics, bilingualism, biculturalism and social institutions in Latin America) are the core of the course, serving as the basis for class discussion and essays and for the selective review of grammar. Completion of this course is the equivalent of Spanish 201 (Third Semester Spanish) and will satisfy any USF program requiring three semesters of a foreign language. Note: All incoming students enrolling in a Spanish class at USF for the first time who have taken Spanish before and/or were raised speaking Spanish are required to take the placement test. (Please see the Department of Modern and Classical Languages website for more information). Qualifying students who were raised speaking Spanish at home are required to take this course and are not eligible to take Spanish 201. Offered Fall Semester only. • Prerequisite: Native speaking abilities, no junior high or high school study in a Spanish-speaking country, and placement into Spanis 201 (Third Semester Spanish) or permission from Spanish Language Coordinator.

SPAN 225 - Spanish and Spanish Speakers in the US, California and San Francisco (CD) (4)

Who speaks Spanish in the US? What kind of Spanish do they speak? What does it mean to be a Spanish-speaker in the US/California/San Francisco - to a Spanish speaker and to an English speaker? We will examine historical realities, language varieties, and the relationships between language and identity, language and culture. Using sociolinguistic methods, we will explore a variety of contemporary social and political issues associated with the presence of Spanish and Spanish-speakers in the U.S., in California, and in San Francisco, among them language legislation and bilingual education. Sources include published book and articles, web resources, and community contacts. • Prerequisite: SPAN 206.

SPAN 226 - Introduction to Spanish Translation (4)

Reading and translation exercises highlight the multidimensional nature of text and the dynamic nature of reading while honing analytic skills. They encourage experimentation and contribute to the improvement of linguistic and intercultural skills. • Prerequisite: SPAN 206.

SPAN 242 - Latino Lit and Film in the West (4)

Offered in English. This course considers writers who bring a deeper understanding to the Hispanic-Latino-American experience in California and in the West. Both Hispanic-Latino and non-Hispanic-Latino writers are studied. Works are read and discussed in English in a seminar style. Cultural on-site experiences are integral to course objectives. Offered every Spring.

SPAN 301 - Building Bridges: ESL in the Spanish speaking Community (SL) (4)

This Service Learning course is designed for Spanish majors and minors as well as for those interested in the Spanish speaking community living in the US, in the study of gender and immigration issues, in grassroots activism, and in the languages and cultures of Latin/o America. The class will work directly with different community organizations that focus on the Spanish-speaking community of San Francisco.

Different service tasks include: tutoring, translation and labor advocacy. Class topics include: immigration in the US, problems of discrimination based on citizenship, sexuality, gender and ethnicity, collective and individual responses to such forms of oppression, and the role of education and the arts in challenging injustice. • Prerequisite: SPAN 206.

SPAN 311 - Advanced Oral and Written Expression (4)

Students will focus on oral and written expression through an introduction to specific text genres. In addition to a brief review of idiosyncratic structures and the construction of complex sentences, students will read brief texts representative of (primarily) non-literary genres: definition, summary, description, narration, exposition, meditative essay, and critical essay. These texts will serve as models for both written (short essays) and oral practice (the discussion of texts and the ideas presented in them). • Prerequisite: SPAN 206.

SPAN 317 - Introduction to Spanish Linguistics (4)

Overview of basic fields of linguistic analysis (syntax, morphology, phonology, semantics) and consideration of sub-fields (dialectology, bilingualism and biculturalism, language change). • Prerequisite: SPAN 206.

SPAN 325 - Lang and Cult in Lat Am/Sp (CD) (4)

This course examines the languages and cultures of Meso- and South-America that were overlaid by Spanish. In addition to an overview of the languages and cultures themselves, students will explore such issues as (1) the relationship between language and culture, language and nation, (2) colonial policies concerning indigenous languages, (3) contemporary language policies, and (4) the endangerment of indigenous languages. • Prerequisite: SPAN 206.

SPAN 328 - Spanish Literature II (4)

This survey will trace an emerging category of writing called literature from the Enlightenment to the present. Offered every Spring. • Prerequisite: SPAN - 310.

SPAN 331 - Introduction to the Analysis of Literary Texts (4)

Students will focus on oral and written expression through an introduction to the analysis of literary texts. In addition to learning the Spanish-language terminology of literary analysis, students will read short works (poetry, short stories, dramatic texts), practice the concepts and techniques of analysis in class discussion, and write short essays on those texts. Offered every semester.

SPAN 335 - Twentieth Century Spanish-American Literature (4)

Studies various attempts to define cultural identity and artistic expression in the work of the boom novelists, black poets, etc. Course given in Spanish. Offered intermittently. • Prerequisite: SPAN 206.

SPAN 336 - Feminist Discourse and Feminist Theories in Latin American Literature (4)

A study of novels, short stories, and poems by Latin American, Latino-Latina, and indigenous writers in the light of current theories of feminist criticism. Exploration of issues such as writing of desire and the body, revisionist readings and race, class and religion as they affect gender issues. Works are read and discussed in Spanish. Offered every Fall. • Prerequisite: SPAN 206.

SPAN 337 - Love and Sex, Vengeance and Death: Honor in Early Spain (4)

Ideas about honor and the values that reflect them are not static, changing over time. In this course we consider how such changes emerge in Iberian societies, converting a behavior or practice once thought honorable into one considered dishonorable, and elevating other behaviors to occupy the higher moral position. • Prerequisite: SPAN 206.

SPAN 338 - The Invention of Spain: a Metamorphosis of the Modern (4)

This course begins in the 19th Century during the last throws of a dying Spanish Empire. We will track Spanish literature and history through such extreme experience as foreign invasion, nationalism, dictatorships, civil wars, censorship and the (often exiled) avant garde, finally ending with a remarkable return to the freedoms of democracy in the late 20th Century. • Prerequisite: SPAN 206.

SPAN 355 - Cultural Studies of Spain (4)

A social and cultural survey from Medieval Spain to the present, focusing on history, literature, music and the visual arts, including film. Works to be discussed will consider how cultural forces and significant figures have influenced contemporary Spain. Class sessions will be conducted in Spanish. • Prerequisite: SPAN - 310 or instructor.

SPAN 360 - Studies in Latin American Culture (4)

This course combines historical, social, and artistic perspectives. Topic varies. Offered intermittently. • Prerequisite: SPAN 206.

SPAN 380 - Cervantes: Spanish Major Course (4)

The life and works of Cervantes, with emphasis on the Quixote. Class to be given in Spanish. Offered intermittently. • Prerequisite: SPAN - 310.

SPAN 390 - Special Topics (2 - 4)

SPAN 398 - Directed Reading and Research (1 - 4)

The written permission of the instructor, the department chair and the dean is required. Offered every semester.

SPAN 410 - Spanish Linguistics: Phonetics and Phonology (4)

Recognition, description, and transcription of the sounds of Spanish; discussion of intonation, rhythm, pitch, and stress.

SPAN 412 - Special Topics in Linguistics (4)

Topic varies: Spanish dialectology, bilingualism and biculturalism, language change, or contrastive linguistics. • Prerequisite: SPAN 317 or equivalent introduction to linguistics.

SPAN 431 - Traces of Dante's Inferno in Hispanic Contemporary Literature (4)

After a careful reading of Dante's Inferno students will engage the vast and foundational influence of this text in Latin American and Spanish literatures, including Juan de Mena's Laberinto de la fortuna, Valle Inclán's Luces de Bohemia, Juan Rulfo's Pedro Páramo, Borges's El Aleph, José Donoso's Lugar sin límites. To theoretically approach these textual conversations, students will study the concept of dialogism and intertextuality featured in Mikhail Bakhtin's Dialogic Imagination. Cross Listed With: SII - 413.

SPAN 470 - Honors Senior Thesis (4)

SPAN 480 - Senior Seminar: Writing Women and Women Writing in Medieval Spain (4)

This course examines a full range of medieval Iberian women's lives, as the women and their lives were written, and as women wrote ABOUT themselves and their own lives. • Prerequisite: Senior standing or permission of instructor.

SPAN 490 - Special Topics (4)

Course offered by faculty from other departments. Topic varies.

STU 365 - JEP: U. Iberoamer, Leon (12 - 18)

Academic year or semester programs are available at the Jesuit Universidad Iberoamericana in Leon. Students can choose from courses on Spanish language as well as Latin American studies. Students with a high level of Spanish may also enroll in regular university courses in Humanities and Professional studies.

STU 366 - JEP: U. Iberoamer, Tijuana (12 - 18)

Semester or academic year study abroad programs available at the Jesuit university in Tijuana. Spanish Language and Mexican and Latin American Culture programs are offered with an emphasis on the challenges of a border culture. Students enroll in classes with other Mexican students.

STU 367 - JEP: U. Iberoamer, Puebla (12 - 18)

The Jesuit university campus of Universidad Iberoamericana - Puebla is located in one of the most attractive Mexican cities. The university offers 21 areas of professional study including humanities, the arts, business, education and physical sciences. Puebla is located less than two hours from Mexico City and is one of the world's heritage cities. The campus includes a modern group of buildings with excellent sport facilities. USF students enroll in classes with Mexican students and can easily and economically travel to a large number of other Mexican cities.

STU 368 - JEP: U. Iberoamer, Torreon (12 - 18)

Academic year or semester programs are available at the Jesuit Universidad Iberoamericana in Torreon. Students can choose from courses on Spanish language as well as Latin American studies. Students with a high level of Spanish may also enroll in regular university courses in Humanities and Professional studies.

STU 369 - JEP: ITESO, Guadalajara (12 - 18)

Semester or academic year study abroad programs are available at the Jesuit ITESO - Guadalajara. Spanish Language and Mexican and Latin American Culture programs are offered. The program is located in Guadalajara, a city known for its parks, fountains and temperate climate. ITESO is internationally known for its academic programs and the civic engagement of its students. USF students attend classes with other Mexican students.

STU 370 - JEP: Sophia U., Tokyo (12 - 18)

Study at Sophia University, the prestigious Jesuit university in Japan that was founded in 1913. Sophia University offers high quality education with a global perspective. USF students can choose from a full menu of courses taught in one of Sophia's campuses in the center of Tokyo. Students must enroll in a Japanese language course.

STU 371 - JEP: Haaga-Helia U., Helsinki (12 - 18)

Located in Helsinki, a safe, clean and high tech city of one million inhabitants, Haaga-Helia University of Applied Sciences offers courses in business and management, information technology, journalism, sport and tourism. The university's location serve as a bridge between east and west and the student population include students from all over the world.

STU 372 - JEP: UCA, Managua (12 - 18)

A unique opportunity to experience and study in a country of unique cultural richness and natural beauty that is developing a democratic tradition. This program is housed at the Jesuit university in Nicaragua: Universidad Centroamericana which is located in the heart of Managua, the country's capital. Students have the opportunity to become part of service learning opportunities while taking courses in a wide variety of topics.

STU 373 - JEP: U.Catt.del Sacro C.,Milan (12 - 18)

A program hosted by Università Cattolica del Sacro Cuore in the heart of Northern Italy. Milano is known for its economic and industrial strength as well as for its attention to the arts, design and cultural life. The Università Cattolica del Sacro Cuore is Italy's largest Catholic university and is located in the middle of the historical city of Milano. Course offerings include international relations, Italian cinema, communications, media, art, finance, politics, and management. USF students can attend courses taught in Italian if they have the appropriate linguistic ability or spend a semester attending courses taught entirely in English.

STU 374 - JEP: U. Iberoamer, Mexico City (12 - 18)

Academic year or semester programs are available at the Jesuit Universidad Iberoamericana - Santa Fe campus in Mexico City. Students can choose from courses on Spanish language as well as Latin American studies. Students with a high level of Spanish may also enroll in regular university courses in Humanities and Professional studies.

STU 377 - JEP: U. Deusto, Bilbao (12 - 18)

Hosted by the Jesuit university, Universidad de Deusto, in Basque northeastern Spain, this semester or academic year program is dedicated to the study or improvement of the Spanish language, including Spain's literature and culture. Bilbao is a trend setting city located close to San Sebastian and the Atlantic coast of France. The city is known for its cultural traditions, gourmet history and friendliness. Students have easy access to the rest of Spain as well as to a number of European cities.

STU 378 - JEP: U. Ateneo, Manila (12 - 18)

The Ateneo de Manila University, a Jesuit university, offers students the opportunity to study for a semester or an academic year in a variety of subjects in the heart of the Philippines.

STU 379 - JEP: Casa-El Salvador (12 - 18)

This semester-long program at the Casa de la Solidaridad via Santa Clara University offers students an opportunity for service learning in developing communities undergoing a process of democratization.

STU 381 - STA: Univ. College Dublin (12 - 18)

Courses in the Arts and Sciences, Business, Celtic Studies, and Life Sciences are offered at one of Ireland's oldest universities, University College Dublin. Located in one of Europe's most interesting cities, University College continues the tradition of excellence and scholarship that characterized its founding in 1854. A modern and expanding campus located five miles from downtown Dublin includes excellent libraries, classrooms and research facilities. Dublin is a lively and cosmopolitan city of one million residents that offers numerous theaters, museums, galleries, cinemas, cafes, shops, pubs and restaurants.

STU 382 - JEP: USF in Brazil - Env. Sci. (12 - 18)

A special program for Environmental Science or Environmental Studies majors that allows students to explore the environmental issues faced by industrializing nations. For further information, contact the Environmental Science Department.

STU 383 - STA: Catholic U. Leuven, Belgium (12 - 18)

A special program of courses taught in English at one of the best known Catholic universities in Europe: Catholic University of Leuven (Katholieke Universiteit Leuven). Students can take courses in a wide variety of topics including anthropology, business, communications, economics, law, literature, politics, philosophy, psychology and theology. The program is located at a historical university town and students enroll in courses with students from Belgium and other countries around the world. Leuven is located a short distance from Brussels and a large number of other European cities.

STU 384 - JEP: PUC - Rio de Janeiro (12 - 18)

Hosted by Pontificia Universidade Catolica do Rio de Janeiro (PUC-Rio), the Jesuit university in Rio, this program allows USF students to spend a semester taking regular PUC classes in what is probably one of the most beautiful and exciting cities in the world. Students must have taken a minimum of two semesters of Portuguese.

STU 385 - STA: Loyola U., Rome, Italy (12 - 18)

Loyola University Chicago's John Felice Rome Center campus, located on Monte Mario, Rome's highest hill, offers courses in the arts, humanities and social sciences. The campus is a short bus ride from the heart of Rome-ancient, vibrant, and amazing capital of Italy. Classes are offered in the self-contained campus for students from through the United States.

STU 386 - STA: Newcastle, England (12 - 18)

Program is hosted by prestigious Newcastle University, located in northeastern England, between the cities of Leeds and Edinburgh. Newcastle-upon-Tyne is an exciting cosmopolitan city full of cultural, sport and social venues and a short distance by air from London or Amsterdam (3 hours by train from London). Semester or academic year options are available. Courses include the arts and humanities, sciences, business and finance, and pre-medicine. Students take classes with other English and European students.

STU 387 - JEP: U. of Notre Dame, Australia (12 - 18)

Located in the western coast of Australia, Fremantle is home to the best known Catholic university of the country: University of Notre Dame Australia. The campus is located in the heart of the city and students benefit from its vibrancy and style and its proximity to Perth. Classes are offered in Arts and Sciences, Business, Education, Health Sciences, and Nursing. USF students enroll in class with Australians and can obtain special certificates in International Studies, Asia Pacific Studies, Asia Pacific Business or Australasian Ecology after completion of one semester's focused classes.

STU 388 - JEP: Singapore Mgmt. Univ. (12 - 18)

The Singapore Management University offers semester or academic year opportunities for both business and humanities students in exciting Singapore. The university is well known throughout the world and offers courses in a brand new downtown campus. Students enroll in classes with other students from Singapore and from throughout Asia.

STU 389 - STA: Loyola U., Beijing, China (12 - 18)

A semester or academic year program at the Beijing Institute of Language and Culture is offered through Loyola University Chicago. The program is located in the heart of Beijing with easy access to libraries and museums. Courses in the humanities and in business are available. Students enroll in classes with other foreign students.

STU 390 - STA: Univ. of Reading, England (12 - 18)

This program allows you to study in one of the best universities in England: the University of Reading. The campus is located just a short ride from London in a community that welcomes university students. The program offers courses in the same undergraduate majors available at USF and students enroll in regular university classes with other English and European students.

STU 391 - JEP: U. Alberto Hurtado, Chile (12 - 18)

This program allows USF students to spend a semester taking regular university classes at the Jesuit university in Santiago, Chile. The program is hosted by Universidad Jesuita Alberto Hurtado. The university offers a wide menu of courses and its campus is located in the heart of Chile's capital city. Santiago is located within easy reach of the Andes (for skiing or trekking) and not far from world famous lakes and beaches. The Patagonia region or the northern desert can be reached through low-cost flights and the same is true of cities in Argentina, Bolivia and Peru.

STU 392 - JEP: Lille Cath. Univ., France (12 - 18)

Université Catholique de Lille is located at the crossroads of Europe, with Paris or Brussels one hour away and London two hours away by train. The home to one million residents, Lille is known for its culinary traditions, its architecture and its appreciation for culture and year-round festivities. USF students may take courses with French students in the Faculty of Letters and Human Sciences as well as business courses.

STU 393 - JEP: Univ. Pont. Com., Madrid (12 - 18)

The Jesuit Universidad Pontificia Comillas (UPC) allows students to study in Madrid--one of the most exciting cities in Europe. The campus is located in the heart of the city and students can take courses in the social and behavioral sciences, the humanities, nursing and the sciences. Applicants enroll in classes with Spanish students and must have completed four semesters of college Spanish.

STU 394 - JEP: U. Catolica de Cordoba (12 - 18)

Córdoba, the second largest city in Argentina, is known for its historical districts, university life, the friendliness of its residents and its proximity to all regions of Argentina. The program is offered at Universidad Católica de Córdoba, a Jesuit university, the oldest private university in the country. Classes are offered in architecture, business and administration, international relations, social sciences, and physical sciences. Students are enrolled with Argentine students and must have Spanish language skills. A number of volunteer and service learning opportunities are also offered.

STU 395 - JEP: Ritsumeikan U., Kyoto (12 - 18)

Ritsumeikan University in beautiful Kyoto, the city of shrines, offers semester or academic year study, taught in English. The program allows students to experience Japan's tradition and its contemporary development and learn Japanese amidst a beautiful campus. Kyoto is a very manageable city, and a couple of hours via bullet train from Tokyo.

STU 396 - JEP: Sogang U., Seoul, Korea (12 - 18)

The Jesuit Sogang University offers semester or academic year study in 24 majors in its six schools: Humanities, Social Sciences, Natural Sciences, Engineering, Economics and Business Administration. Located on the western side of Seoul in the Sinchon area, the site of three universities and active research, it is easily reached from other parts of Seoul by public transportation.

STU 397 - JEP: IQS-U. Ramon Llull, Barca (12 - 18)

Business students may take courses at IQS one of the institutions that are part of the Universitat Ramon Llull for a semester. A unique opportunity to study in the heart of Barcelona, one of the most exciting cities in the world.

STU 398 - STA: Australian Cath. Univ. (0 - 18)

With small campuses at a choice of locations, ACU National is a public institution which offers programs in the social and environmental sciences, business and information technology, philosophy, theology and the liberal arts. USF students enroll in classes with Australian students.

STU 399 - STA: Freie Univ., Berlin (12 - 18)

Students may study in this vast, bustling, culturally and historically rich city by enrolling at a special program in Berlin's Freie Universitat where courses are taught in English.

STU 400 - JEP: Korea U. Business School (12 - 18)

Accounting, Finance, Management, and International Business, Management Information Systems, Decision Science, and Marketing majors can take semester or academic year courses at Korea University Business School (KUBS). More than 30%

of the business courses are taught in English. Students are also permitted to take any non-business courses.

STU 401 - STA: Univ. of the Arts, London (12 - 18)

A program in art, design, fashion, communication and performing arts at one of Europe's most prestigious universities: University of the Arts London. Learning is mostly through projects and the university has been rated as one of the UK's best universities. USF students work with other English and European students in a lively, friendly and supportive environment. Instruction takes place at one of six colleges located throughout London.

STU 402 - STA: Inst.Cath.de Paris,France (12 - 18)

Unique program that allows students to learn or improve their knowledge of French as well as to study a variety of courses centered on France and French or European culture. The program is located in the heart of Paris at the Institut Catholique de Paris, a department of the Catholic University of Paris. Over 100 different classes are offered every semester in French language and culture. The program is taught by highly experienced professors and makes use of the latest technology in second language learning.

STU 403 - STA: Univ.St. Andrews,Scotland (12 - 18)

Founded in 1413, the University of St. Andrews is the third oldest university in the United Kingdom and one of the most prestigious institutions in Europe. The university is located in a university town, 45 miles north of Edinburgh in an area known for its history and deeply ingrained traditions. St. Andrews offers classes in all areas of the Humanities, Arts, Sciences and Social Sciences and USF students study with other Scottish students as well as with students from throughout the UK and Europe.

STU 404 - STA: U. of Cape Town, S.Africa (12 - 18)

A program hosted at the University of Cape Town, a world class university in one of the most beautiful cities in Africa. The University of Cape Town has a multicultural student body and is located just a short distance from the downtown area of Cape Town. The university offers a wide range of classes in the arts, humanities, natural sciences, and social sciences. USF students enroll in classes with other international students and with South Africans.

STU 405 - STA: Vic.Univ.Well., N.Zealand (12 - 18)

Located in the Capital of New Zealand, Victoria University of Wellington is one of the best known and most prestigious universities in the world. Wellington, a city remarkably similar to San Francisco, is the heart of New Zealand's cultural, artistic, economic and culinary life. Charming Wellington is just a short distance from some of the most beautiful natural environments in the Southern Hemisphere with pristine beaches, active volcanoes, lakes, forests and the bush. Victoria University offers a full menu of courses in all areas of the arts, humanities, social and natural sciences as well as architecture, law and education. USF students register for classes together with students from New Zealand and from around the world.

STU 406 - JEP: St. Mary's, London (12 - 18)

STU 407 - JEP: Hong Kong Baptist Univ. (12 - 18)

STU 408 - JEP:Univ Cat del Uruguay, Mont (12 - 18)

STU 409 - STA: Jagiellonian Univ, Poland (12 - 18)

STU 410 - STA: Rabat, Morocco (12 - 18)

STU 411 - STA: Paris Internship, France (12 - 18)

STU 412 - STA:London Internship, England (12 - 18)

STU 413 - STA: Sydney Intern, Australia (12 - 18)

STU 414 - STA:Dublin Internship, Ireland (12 - 18)

STU 415 - STA:Quito Lang/Lib Art,Ecuador (12 - 18)

STU 416 - STA: Quito Internship, Ecuador (12 - 18)

STU 417 - STA: Northern Ireland Intern (12 - 18)

STU 418 - STA: Scandinavia Internship (12 - 18)

STU 419 - STA: Scand/East Europe Intern (12 - 18)

- STU 420** - JEP:Nat U. of Ireland,Maynooth (12 - 18)
- STU 421** - JEP:Fu Jen Catholic University (12 - 18)
- STU 422** - STA: Fordham U., SOBAM London (12 - 18)
- STU 423** - JEP: Univ. Javeriana, Colombia (12 - 18)
- STU 424** - JEP:Santa Clara U.Burkina Faso (12 - 18)
- STU 425** - JEP: PUJ, Cali, Colombia (12 - 18)
- STU 426** - JEP: UND, Sydney, Australia (12 - 18)
- STU 427** - STA: Cairo, Egypt (12 - 18)
- STU 428** - STA: American University Paris (12 - 18)
- STU 429** - STA: Costa Rica, John Carroll University (12 - 18)
- STU 430** - STA: Hebrew University of Jerusalem/Rothberg International School, Israel (12 - 18)
- STU 431** - STA: BU Internship: Madrid, Spain (12 - 18)
- STU 432** - STA: BU Internship: Shanghai, China (12 - 18)
- STU 433** - STA: BU Internship: Auckland, New Zealand (12 - 18)
- STU 434** - STA: Spring Hill College Italy Center, Bologna, Italy (12 - 18)
- STU 435** - STA: Amideast, Amman, Jordan (12 - 18)
- STU 436** - STA: Fairfield University, Dar es Salaam, Tanzania (12 - 18)
- STU 437** - STA: Australian Catholic University, North Sydney, Brisbane, Melbourne (12 - 18)
- STU 438** - STA: Fairfield University, Florence, Italy (12 - 18)
- STU 439** - STA: Maastricht University, Center for European Studies, Maastricht, the Netherlands (12 - 18)
- STU 440** - JEP: American College of Greece (DEREE), Athens, Greece (12 - 18)
- STU 441** - JEP: Koc University, Istanbul, Turkey (12 - 18)
- STU 442** - JEP: Sciences Po, Paris, (Le Havre, Poitiers, Reims, Nancy, Dijon, Menton), France (12 - 18)
- STU 443** - JEP: IESEG School of Management, Paris, France (12 - 18)
- STU 444** - JEP: Pontificia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil (PUCRS) (12 - 18)
- STU 445** - JEP: Pontificia Universidad Católica, Buenos Aires, Argentina (UCA) (12 - 18)
- STU 446** - JEP: Pontificia Universidad Católica Del Ecuador, Quito, Ecuador (12 - 18)
- STU 447** - JEP: Kazakhstan Institute of Management, Almaty, Kazakhstan (12 - 18)

SWAH 101 - First Semester Swahili (4)

The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

SWAH 102 - Second Semester Swahili (4)

Continuation of First Semester Swahili. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. • Prerequisites: SWAH 101 or equivalent.

SWAH 201 - Third Semester Swahili (4)

Swahili 201 is a 4-credit course designed for students who have already taken Swahili 102. • Prerequisites: SWAH 102 or equivalent

SWAH 390 - Special Topics (2 - 4)

SWAH 398 - Dir Reading and Research (1 - 4)

The written permission of the instructor, the department chair and the dean is required. Offered every semester.

TAGL 101 - First Semester Filipino/Tagalog (4)

First Semester Filipino introduces students to the basic structure of the Philippine national language, its development, grammatical characteristics, and to learn basic "survival" Filipino vocabulary. It also exposes students to important Filipino non-verbal discourse and communication patterns. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time.

TAGL 102 - Second Semester Filipino/Tagalog (4)

This course introduces non-native speakers to an intermediate understanding and comprehension of the Filipino language, its development, and grammatical characteristics. It exposes students to intermediate-level Filipino discourse, exchange, and vocabulary using a functional-situational approach. It also immerses intermediate level students to important Filipino non-verbal communication patterns. The course includes a mandatory one-hour weekly group conversation class with a tutor for nine weeks of the semester outside of the class meeting time. • Prerequisite: TAGL 101 or permission of instructor.

TAGL 201 - Third Semester Filipino/Tagalog (4)

This course introduces non-native speakers to an advanced understanding and comprehension of the Filipino language, its development, and grammatical characteristics. It exposes students to advanced-level Filipino discourse, exchange, and vocabulary using a functional-situational and culture-media immersion approaches. It also immerses advanced level students to simple and complex Filipino verbal and non-verbal communication patterns. • Prerequisite: TAGL 102 or permission of instructor.

TAGL 202 - Fourth Semester Filipino/Tagalog (4)

Emphasis on speaking and listening skills given specific social-cultural situations, and reading and writing skills that center on cultural material. More grammatical structures. Exposure to and understanding of written material such as essays, poems, songs, and recipes. • Prerequisite: TAGL 201.

TAGL 398 - Directed Study (1 - 4)**THRS 100 - The Christian Village (CD) (4)**

The Christian Village explores the central concepts of Christian Theology. Using the lens of teaching, whether as a future parent, a teacher or as a member of the "village" that it takes to raise a "child," we shall consider the following topics: human existence, God, Jesus Christ, and the Church's nature and mission. Offered every semester.

THRS 104 - Mystery of God/Mystery of the Human Person (4)

Using a framework from the Jesuits Karl Rahner and Bernard Lonergan, this course will explore Judeo-Christian narratives as interpreted through the Catholic Christian tradition.

THRS 106 - Introduction to Sacred Scripture (4)

This course is designed to give students the basic tools for understanding the study of Sacred Scripture. Topics to be covered include: the senses of Scripture, the development of the canon, form criticism, historical criticism, and magisterial teaching since Pope Leo XIII on the study of God's word. Offered Spring/Fall.

THRS 143 - History of Christianity (4)

A study of the main issues, themes and persons that shaped the history of Christianity from its origins to the present. Special emphasis will be placed on the correlation of social, political and cultural developments, ecclesiastical structure, and theological doctrine. The course examines how the Christian church has both been shaped by and has shaped the various historical and geographical contexts in which it emerged.

THRS 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Theology and Religious Studies.

THRS 200 - Christian Feminist Theo(SL/CD) (4)

The goal of the course is to develop an understanding of how feminist scholarship provides one fruitful means towards reappropriation of central Christian insights about God. The course will create a dialogue between theological discourse, that is, critical reflection upon the experience of God, and insights from feminist thought.

THRS 201 - Catholic Thought (4)

Introduction to the foundational theology of Catholic Christianity that draws on classic texts of Western theology. Issues examined include the problem of God, sacraments, spirituality, and prayer. Offered Spring.

THRS 202 - Portraits of Christ: An Introduction to the Four Gospels. (4)

An introduction to the historical-critical method of interpreting the Bible as preparation to read and understand the Word of God in the New Testament, and allow twenty-first century persons to appreciate its meaning and message. Offered every semester.

THRS 210 - Intro to Qur'an (4)

This introductory course provides a basic knowledge of the Qur'an, covering its revelation, historical context, form, content, and interpretation and application in the daily lives of Muslims. The course focuses on Muslims' dynamic experiences and interactions with the text as an ever-unfolding ethical guide.

THRS 220 - Catholic Social Thought (SL) (4)

This course provides an in-depth look at Catholic Social Thought as well as movements within the Catholic Church inspired by Catholic Social Thought which engage social issues and moral problems. Ways in which Christian thinkers and activists view Catholic Social Thought as a public calling are addressed. Offered intermittently.

THRS 221 - Economic Justice in Catholic Social Thought (4)

Economic Justice in Catholic Social Thought explores current domestic and international economic implications of the values and principles of Catholic thought. Those values include the priority of labor over capital, international solidarity and the holistic nature of true human development. Policy choices that flow from these priorities will be the focus of student projects.

THRS 256 - First Semester Hebrew (6)

Intensive study of grammar, composition, and conversation. Stress on the spoken language. Introduction to Biblical Hebrew. Offered intermittently. Cross-listed With: HBREW 101

THRS 257 - Second Semester Hebrew (6)

Hebrew II continues Hebrew I and provides instruction in the reading, writing, and speaking of modern Hebrew, with additional attention to Biblical Hebrew. Basic grammar and vocabulary and simple texts and audio materials will be presented. Offered intermittently. Cross-listed With: HBREW 102

THRS 260 - Sexuality and Scripture (4)

The question of gender, sexuality, and same-sex relationships are of ongoing religious debate as developments in the human sciences and anthropology continue to challenge long-standing interpretations of the Bible on these issues. This course will explore these issues from an historical-critical interpretation of the Bible in order to shed new light on the age-old questions of human sexuality and spirituality.

THRS 262 - Homosexuality and the Bible (4)

The question of gender, homosexuality, and same-sex relationships are of ongoing religious debate as developments in the human sciences and anthropology continue to challenge long standing interpretations of the Bible on these issues. This course will explore these issues from a historical-critical interpretation of the Bible in order to shed new light on the age old questions of human sexuality and spirituality. However, the success or failure of this course rests on its ability to demonstrate to students that when discussing issues of same-gender relations within the context of Christian faith and theology, we are ultimately dealing not with issues, but with persons; and more specifically, persons-in-relation. This course, therefore, lends itself to critical assessment of the intersection between theology, the church as both local community and global institution, and homosexual persons and their primary relationships. The integration of our course work with opportunities to dialogue with gay and lesbian Christians will attempt to provide a balance between historical-critical exegesis, Christian theology, and a focus on persons within the San Francisco community who strive to live lives of faith and integrity within the (Catholic) Christian milieu.

THRS 270 - African Theol/Cosmologies (CD) (4)

This course explores the emergence of contemporary African Theology from the intersection of African indigenous religions and cultures, and Christianity in colonial and post-colonial Africa.

THRS 275 - Reading from the Margins: Diverse Biblical Interpretations (4)

The course establishes the exegetical ground-work for modern historical-critical interpretation of the Bible and examines the interpretation of the Exodus Event (Ex. 1-24) by various communities in the margins.

THRS 280 - Migrant and Diaspora Relig (CD) (4)

This course explores diverse religious practices of migrant and diaspora communities, analyzing the complex interplay between religion and economic, political, and cultural dimensions of migrant life.

THRS 305 - Feminist Theology from the Third World(s) (4)

This is an examination of the emergence of diverse Christian Feminist Theologies from Africa, Asia and Latin America and their response to economic, political and religious-cultural challenges of the Third World.

THRS 306 - Theology in HIV/AIDS Contexts (CD) (4)

This course examines the role of religion in HIV/AIDS contexts and explores theological positions guiding the Church's compassionate response to a world facing this global pandemic.

THRS 308 - Who is Jesus? An Introduction to Christology (4)

Jesus in the various Christologies of the New Testament, in the Christological controversies of the 4th and 5th centuries, and in the writings of key contemporary theologians. Who is Jesus for me today? Jesus in liturgy and prayer. Offered intermittently.

THRS 309 - Special Topics in Scriptures (4)

Courses offered from time to time, topics to be determined.

THRS 310 - Celebrating Sacraments (4)

Christ as the sacrament of the encounter with God; the church as a sacrament of Jesus; the seven formal sacraments as actions of the church. The history of their development, contemporary sacramental issues, ethical and ecumenical dimensions, and future possibilities. Offered yearly.

THRS 312 - Christian Marriage (4)

Marriage as human reality and saving mystery; covenant and sacrament. Relational, psychological, sexual, inter-cultural, religious and financial aspects of marriage: goals, responsibilities, problems. Offered yearly.

THRS 315 - Greek and Roman Religion (4)

An examination of the major religious themes and practices of ancient Greeks and Romans. While we will survey historical developments, our focus will be on the Classical Period for the Greeks and the Imperial Period for the Romans. Special consideration will be given to the relationship between beliefs, rituals and concerns of the state, as well as various reactions to "state religion" by philosophers, practitioners in mystery cults, Jews, and Christians.

THRS 318 - Religious Nonviolence and the Politics of Interpretation: The Case of Israel and Palestine (4)

This course explores the relationship between politics and religion through an examination of the phenomenon of religious nonviolence as it manifests among Jews and Muslims living in Israel and Palestine.

THRS 320 - Religion and Culture in Late Antiquity (4)

Seminar which discusses the historical forces that shaped the evolution of Mediterranean society and religion from about 100 to about 500. Focus is on Christianity, but other religious traditions which pre-existed Christianity will also be considered. Offered intermittently.

THRS 322 - Liberation Theology (CD) (4)

This course engages with the transcendent biblical concept of justice as an irreversible commitment of God in history as articulated in the prophets, the Gospel of Jesus and emergent in liberation theologies in Latin America, Africa, Asia, in North America responses, in feminist responses, and in ecological knowledge, processes and paradigms. Offered yearly.

THRS 325 - Modern Jewish Thought (4)

An overview of Jewish philosophy and theology since the seventeenth century, including the Jewish Enlightenment and the tradition of German Jewish idealism, the rise of Jewish existentialism, Jewish-Christian theological dialogue, post-Holocaust theology and Jewish feminist thought. Offered intermittently.

THRS 326 - Holocaust and Genocide (4)

This course engages students in a critical consideration of the moral, religious, and social implications of the Holocaust and of Genocide in the 20th and 21st centuries, and explores various memorial practices and responses to the moral challenge of genocide.

THRS 327 - Social Justice, Activism, and Jews (4)

This course examines social justice activism from Jewish and non-Jewish perspectives, in theory and in practice, through an exploration of some of the most important societal issues confronting Americans today: economic justice, racial and ethnic equality, gender equality, sexual orientation equality, and environmental justice. Students will meet with 15-20 Bay Area Jewish activists over the course of the semester.

THRS 330 - Biblical and Spiritual Drama (4)

From the Bible to the English mystery plays and contemporary versions of the Passion, this course will examine both critically and in performance the theological implications of the great stories of the Bible and other spiritual works. Students will be asked to do small performances in class as well as write reflectively and analytically about their reading and viewing assignments. Offered intermittently. Cross-listed With: THETR 315

THRS 332 - Society and Religion (4)

The study of the linkages between religion and politics. Religion as a political construct and as an instrument of power in society. Is religion simply a matter of faith? Is it only personal or is it the opiate of the masses? Given the political capital of religion in modern society, is it even possible to maintain the great wall of separation between church and state? Course will focus on the writings of Montesquieu, Marx, Jefferson, David Walker, Malcolm X, Angela Davis, Reinhold Niebuhr, Martin Luther King, Jr., and Hannah Arendt. Individual and group projects will be employed. Offered every year.

THRS 335 - What is Catholicism? (4)

This course serves as a primer for understanding the principal expressions, commitments, and claims of the Catholic faith. This course examines the beliefs and practices that Catholics hold in common with other Christians, as well as those that distinguish Catholics from other Christians, other religions, and the secular world.

THRS 340 - Panamerican Saints: Hagiography and Politics (4)

This course surveys the lives of saints, both Catholic and "popular," to examine how spirituality and political charisma cross-fertilize in social-justice movements. Includes studies of the Virgin of Guadalupe, Martin Luther King, Malcolm X, Che Guevara, Diana of Wales, Archbishop Romero, Rev. Jim Jones.

THRS 341 - Christian Contemplative Practice I: Experience (2)

The course will study Ignatian and other methods of Christian contemplative prayer and teach students to put them into practice. Portions of each class, and a day-long hiking retreat integrated into the course, will be dedicated to the practice of Christian meditation.

THRS 342 - Christian Contemplative Practice II: Mystical Theology (2)

Continuing the practice of Christian meditation from the previous class, this course will introduce the theology behind these practices and demonstrate the 'mystical' roots of Christianity through the study of Christian mystics, theologians and their writings.

THRS 343 - Christian Contemplative Practice III: Christianity in Dialogue (2)

This course will continue the practice of in-class meditation and examine how similar and distinctive meditative practices among the world's religions help to foster inter-religious dialogue and deepen our awareness of unity among all people, and all creation.

THRS 344 - Christian Contemplative Practice IV: Contemplation in Action (2)

This final course in the series will return to the Spiritual Exercises of Ignatius and the Centering Prayer practices of Keating in order to demonstrate the Jesuit spiritual ideal of "finding God in all things," beginning with oneself, and extending to all.

THRS 345 - Religion of U.S. Latinos (CD) (4)

This course surveys the religious life of U.S. Latin@ Catholic, Protestant, and Evangelical/Pentecostal faith communities. It reviews contemporary theological, literary, and sociological writings to understand the ways Latinos construct their faith life, with special attention to Chican@ faith and activism, and Latina feminism.

THRS 355 - Philippine Theology and the Revolutions (CD) (4)

The Philippines has witnessed two major revolutions. The first was an armed conflict for national independence and the second a nonviolent movement ("People Power") to restore democracy. We will examine how they were influenced by Catholic thought and practice.

THRS 360 - Sacred Places, Sacred Times (4)

This course will explore several ancient sacred sites, their accompanying religious geographies, and some of the religious practices associated with them (such as

pilgrimage) that continue to transmit a sense of mystery and value for contemporary men and women. Offered intermittently.

THRS 361 - Religion and the Environment (4)

Explores the religious underpinnings of contemporary attitudes and practices concerning the environment. Both historical and contemporary understandings of nature as expressed in various religious traditions. Offered intermittently. Cross-listed With: ENVA 361

THRS 363 - Religion in Latin America (CD) (4)

This course will situate religious pluralism in Latin America and the Caribbean within distinct sociocultural, political and economic contexts. A consideration of the roles that faith and belief play in peoples' lives and culture in Latin America. Offered intermittently. Cross-listed With: LAS 301

THRS 365 - Religion and Globalization (4)

This course emphasizes both the historical foundations of the world's major religious traditions as well as how they have confronted and been shaped by the globalizing forces of modernity. Student research projects will require fieldwork in the Bay Area.

THRS 366 - Religion and Spirituality in Asia (4)

This course explores both historical and contemporary expressions of key religious traditions--Hinduism, Daoism, Confucianism, Buddhism, Shinto, and Christianity--that have helped shape the socio-political development and cultural identities of Asian peoples. Offered every semester.

THRS 367 - Introduction to Buddhism (4)

This class explores the histories, doctrines, and practices of Buddhism(s). Emphasis will be on its historical and philosophical as well as how contemporary men and women live as practicing Buddhists. Through diachronic and synchronic examination, we will get a broad, complex picture of Buddhism(s), a significant Asian tradition that has now taken in root in the West.

THRS 368 - Japanese Religion and Soc (CD) (4)

This course surveys nearly 2000 years of the religious traditions, heritage, and culture of the Japanese people. We will explore key texts, charismatic leaders, and periods of conflict and stability in our goal to understand both historical and contemporary religious and spiritual examples within Japan and abroad.

THRS 370 - Zen Buddhism (4)

This course examines the origins, teachings, and practices of Zen Buddhism, from ancient China to contemporary East Asia and North America. It emphasizes both academic and participatory understanding of this tradition. Offered intermittently.

THRS 371 - Hinduism (4)

Ancient, classical, medieval, modern and contemporary Hinduism. Offered intermittently.

THRS 372 - Jewish-Christian Relationship (4)

A theological survey of Jewish-Christian relations. Focuses on how Jews and Christians have conceptually related to each other symbolically and imaginatively, as well as institutionally and historically. Addresses the Jewish-Christian relationship from Late Antiquity through contemporary times. Topics include such issues as spirituality, human dignity, freedom, morality, responsibility and ritual practices. Offered regularly.

THRS 373 - Introduction to Islam (CD) (4)

Introduction to the depth and richness of religious concepts, worship, spiritual practice, and social institutions found in Islam. Offered yearly.

THRS 376 - Jews, Judaisms, and Jewish Identities (4)

This course explores contemporary Jewish communities and the myriad ways to identify as a 'Jew' through an analysis of the historical development of the foundational beliefs, rituals, and cultural expressions of Judaism from the time of the Hebrew Bible through today, paying particular attention to the dominant Jewish Ashkenazi narrative within the greater corpus of Jewish history among non-Ashkenazi Jews. Offered regularly.

THRS 378 - The Jewish Mystical Imagination (4)

Through the reading of biblical, classical and contemporary mystical and kabbalistic texts in translation, we will examine the great themes of the Jewish mystical imagination. Instead of studying the material historically, we shall approach it as a comprehensive, coherent, and evolving theological worldview.

THRS 379 - Buddhist Paths in Asia and North America (SL) (4)

This course will tour the centuries as we try to understand the traditions, people, teachings, rituals, cultures, and allure of diverse "Buddhisms" in the world today. Of particular concern will be local Buddhist institutions and their global links to Buddhist communities and traditions, near and far. Offered every other year.

THRS 380 - Social Justice and the Israeli-Palestinian Conflict (4)

In examining this conflict through the lenses of social justice and activism, this course de-exceptionalizes this ostensibly exceptional struggle, empowering students to understand ways to end conflicts that plague those living in Israel, Palestine, and beyond. We will explore ideas such as communal narratives, human rights, power, and sovereignty.

THRS 384 - Religion and Nonviolence (4)

This course for Majors and Minors centers on Gandhi, Martin Luther King, Jr., and Dorothy Day. Through spiritual autobiographies, critical theories, and fiction the course explores the theme of nonviolence as a political and religious force in the U.S., India, and elsewhere. Offered yearly.

THRS 388 - Religion, Psychology, Modern Literature (4)

A cross-disciplinary exploration into such themes as psychological types and disorders, the caricatures of power and love, the search for identity, authentic religious faith and its counterfeits. The method will be literary criticism, psychological analysis, and theological reflection. Literature will include fiction, essay, autobiography, poetry, and film. Offered intermittently.

THRS 390 - Ethics (4)

Identify, analyze critically, and consider possible solutions to fundamental ethical problems and how they relate to contemporary issues, with a special focus on such topics as ecology, economic justice, international conflict, gender and sexuality, race, human rights, and religion. Offered regularly.

THRS 395 - Special Topics (1 - 4)

Courses not offered in any regular rotation, but highlighting key issues and concerns.

THRS 397 - Environmental Studies Internship (4)

This internship course assists you in setting up an internship in a nonprofit organization in the San Francisco Bay Area in the fields of theology-religious studies and environmental studies, and is designed to help you and this particular group of students explore issues of spirituality and work. Offered yearly.

THRS 398 - Directed Reading (1 - 6)

Written permission of the instructor and dean is required.

THRS 404 - Environmental Ethics (4)

Provides an overview of ethical responsibilities for the natural world. The course explores the diverse ethical responses to environmental problems including contemporary philosophical and religious beliefs regarding nature. Offered intermittently. Cross-listed With: ENVA 404

THRS 405 - Catholic Moral Tradition: Not Your Grade School Ethics (4)

Introduction to the Roman Catholic tradition of fundamental moral theology. In addition to an exploration of major themes in moral theology, selected issues in special ethics, especially sexual and medical ethics, will be used to show how the Church applies the fundamental themes of moral theology to practical life situations.

THRS 470 - Contemp Moral Issues (SL) (4)

Using principally Catholic and Protestant approaches, this course reflects philosophically and theologically on a representative spectrum of current moral issues from the areas of sexual ethics, ethics (including gender and reproductive issues), biomedical ethics (including genetics and end-of-life issues), abortion, war and peace, and globalization. Offered Fall.

THTR 101 - Appreciation of Theater (4)

This course is designed to introduce students to the art of the theater through the experience of attending a variety of professional theater performances in the Bay Area. Students will learn techniques for analyzing and critiquing live performances, and gain familiarity with the multiple strategies local artists use to create theater that entertains, educates, and promotes social change.

THTR 110 - Acting for Non-Majors (4)

This experiential course introduces students to the history, theory and practices of the craft of acting. Students will learn techniques for analyzing and preparing dramatic

texts, and put them into practice through class exercises and scene assignments. Throughout the course, students will engage in a variety of practical exercises geared toward expanding the expressive potential of their voices, bodies and imaginations. Strong spoken and written English language ability is a prerequisite for this course.

THTR 115 - Hip Hop Theater (4)

This multi-disciplinary course will introduce students to the aesthetic principles, practices and sensibilities of the Hip-Hop movement. Through an investigation of literature, music and historical sources, students will analyze the artistic, cultural and political impact of Hip-Hop and their personal relationship to the genre. Students will also write and perform spoken word poems and monologues informed by Hip-Hop aesthetics and story-telling techniques.

THTR 120 - Acting I: Spoken Text (2)

This course, required for Performing Arts and Social Justice Majors with a Theater Concentration and Theater Minors, provides an experiential introduction to a variety of techniques actors use to embody and articulate dramatic text. Students will examine the theatrical potential of texts from multiple genres, develop specific strategies for energizing and refining their vocal choices, and cultivate a vital and conscious relationship to their voices as expressive instruments for performance.

THTR 172 - Production and Design II (4)

This experiential course, required for Performing Arts and Social Justice Majors with a Theater Concentration and an elective for Theater Minors, focuses on the design, technical, and managerial elements that are essential to the presentation of any performance. Topics include: lighting, sound and multi-media for the stage, as well as stage-management and producing organizational structures. Students will learn about the history of stage technologies, as well as their contemporary applications, with an emphasis on innovation and the self-producing artist. Cross-listed With: PASJ 172.

THTR 182 - Theater and Social History (4)

This course is required for Performing Arts and Social Justice Majors with a Theater Concentration and Theater Minors. This theater history course focuses on the relationship between theater and social change. Using case studies from different key moments in Western theatrical history, we will examine the artistic, social and political forces that have inspired theater artists to develop innovative artistic techniques and new theatrical forms, and consider how those forms have reflected and shaped cultural consciousness and promoted social action. Cross-listed With: PASJ 182.

THTR 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Theater.

THTR 201 - Voice for Performance (4)

In this experiential course, primarily for Performing Arts and Social Justice Majors with a Theater Concentration and Dance, Music and Theater Minors, students will learn about the physiology of the vocal mechanism and develop techniques for vocal relaxation, breath awareness and control, and vocal expressiveness.

THTR 220 - Acting II: Scene Studio (4)

This intermediate-level acting course is required for Performing Arts and Social Justice Majors with a Theater Concentration and for Theater Minors. Through class exercises and practical assignments, students will analyze and interpret play texts, develop tools and techniques for creating dynamic and complex characters, hone their listening and partnering skills, and learn how to approach the actor's work in rehearsal with intellectual, physical and emotional rigor. • Prerequisite: THTR 110 or THTR 120.

THTR 230 - Composition I (4)

This experiential course, required for Performing Arts and Social Justice Majors with a Dance or Theater Concentration, examines some of the diverse movement sources from which dance and theater is made. Students will develop approaches for improvisation and composition and develop awareness and tools for guiding their own creative processes. • Prerequisite: PASJ 161 or by permission of instructor. Cross-listed with DANC 230.

THTR 272 - Lab in Theater Practice (1)

Pre-requisite: Permission of Instructor. This hands-on course allows students to build technical theater skills through production support of projects in Presentation Theater. Note: this course does not count toward the Theater Technique Elective for Performing Arts and Social Justice Majors with a Theater Concentration or for Theater Minors.

THTR 301 - Classical Dramatic Literature (4)

This course will introduce students to the basic elements of classical dramatic literature and the various forms of drama that have evolved from Ancient Greek theater to the

seventeenth century. Although this is primarily a literature course designed to introduce students to a broad range of classic texts, there will also be a strong emphasis on understanding the chosen texts in the context of performance, and in their historical and cultural settings.

THTR 305 - Latin@ American Performance and Culture (4)

This course explores the history, theory and practice of Latin@/Chican@ and Latin American Performance with a particular focus on contemporary works. Performance, in the context of this class, will not be limited to traditional theater productions and plays. Students will be asked to study the subject with a broader lens that includes western-style theatre, but also focuses on culturally specific forms such as pageants and parades, rituals and other spectacles associated with the life of the community, as well as the discipline of performance art, a vibrant form of expression for U.S. Latino artists.

THTR 308 - Women, Performance and Culture (4)

This course will examine the wide range of contributions women have made intellectually, aesthetically and practically to the performing arts. With a focus on plays, films, and theoretical texts, the course will consider how art made by women both reflects and transforms culture. Definitions of gender and feminism will also be examined through theoretical texts as well as historical and cultural markers.

THTR 310 - Sexuality, Performance and Culture (4)

This course will examine the relationship between sexuality and performance, with a particular focus on how queer/lesbian/feminist identities have been expressed, re-imagined and subverted in the performing arts. With a focus on plays, films, and theoretical texts, the course will consider how art made by queer/lesbian/feminist artists both reflects and transforms culture. Definitions of sexual and cultural identity will be examined through theoretical texts as well as historical and cultural markers.

THTR 312 - Asian American Performance and Culture (4)

This course will examine the wide range of contributions Asian American artists have made intellectually, aesthetically and practically to the performing arts. With a focus on plays, films, and theoretical texts, the course will consider how art both reflects and transforms culture. Definitions of race and cultural identity will also be examined through theoretical texts as well as historical and cultural markers.

THTR 316 - African American Performance and Culture (4)

This course will examine the wide range of contributions African American artists have made intellectually, aesthetically and practically to the performing arts. With a focus on plays, films, and theoretical texts, the course will consider how art both reflects and transforms culture. Definitions of race and cultural identity will also be examined through theoretical texts as well as historical and cultural markers.

THTR 320 - Acting III: Viewpoints (4)

This advanced-level acting course, required for Performing Arts and Social Justice Majors with a Theater Concentration and an elective option for Dance Concentration Majors and Theater Minors, will allow students to explore and put into practice the method of Actor/Director training known as Viewpoints. Viewpoints is a highly-physical performance form widely used by contemporary performance ensembles that combines exercises that hone actors' physical and spatial awareness, with compositional tools that allow artists to collaborate to create dynamic and inventive performance material. • Prerequisite: PASJ 161 or by permission of Instructor.

THTR 337 - Acting: Solo Performance (1 - 2)

This intermediate acting course will investigate different genres of solo performance. Through practical exercises and performance assignments, students will develop the physical, vocal and character-transformation skills necessary to sustain a dynamic solo performance onstage. Pre-requisite: THTR 110 or THTR 120 or by permission of Instructor.

THTR 340 - Directing (1 - 2)

This introductory directing course is an Elective Theater Technique option for Performing Arts and Social Justice Majors with a Theater Concentration and for Theater Minors. Through practical exercises and directing assignments, students will learn the conceptual and practical skills directors use to analyze play texts, communicate effectively with actors, create compelling stage pictures, and run a rehearsal process.

THTR 344 - Playwriting (1 - 2)

This introductory playwriting course is an Elective Theater Technique option for Performing Arts and Social Justice Majors with a Theater Concentration and for Theater Minors. Through creative exercises and writing assignments, students will

explore the process of writing a stage play. Students will build skills and understanding of dramatic form, content, structure, style, and how to craft compelling characters and strong dialogue. The class will also involve exploring evolving scripts on their feet to discover how writing translates from the page to the stage.

THTR 349 - Cabaret Production (0 - 2)

Pre-requisite: THTR 172 or by permission of Instructor. This intermediate production course is an Elective Theater Technique option for Performing Arts and Social Justice Majors with a Theater Concentration and for Theater Minors. The course focuses on the organizational and practical tools needed to produce a live performance. Topics include: project design, casting and technical staffing, production management, and publicity.

THTR 360 - Peru: Performance and Culture (4)

This course studies the rich performance and ritual traditions of Peru, with a particular emphasis in its religious and socially engaged theater practices. Three weeks of immersion in Lima, Cuzco and Machu-Picchu. Knowledge of Spanish not required. Can serve as a Theater Technique Elective for Performing Arts and Social Justice Majors with a Theater Concentration and for Theater Minors.

THTR 372 - Workshop: Play Production (0 - 4)

This course requires participation in a Performing Arts Department Theater production. Actors must audition, be cast, and attend all rehearsals and performances to receive credit for this course. Technicians must be "hired" by Production Manager into a particular technical role. Course may be repeated for credit. Can serve as a Theater Technique Elective for Performing Arts and Social Justice Majors with a Theater Concentration and for Theater Minors. Pre-requisite: By Audition or Permission of Instructor.

THTR 390 - Special Topics in Theater (1 - 2)

Topic-specific courses in Theater taught by professional guest artists. Can serve as a Theater Technique Elective for Performing Arts and Social Justice Majors with a Theater Concentration and for Theater Minors.

THTR 396 - Professional Internship (1 - 4)

An elective course for Performing Arts and Social Justice majors with a Theater Concentration, involving a faculty-supervised internship with a professional Bay Area Theater or Production Company. Typically undertaken during the junior or senior year. • Prerequisite: Written permission of the instructor and College of Arts and Sciences Dean.

THTR 399 - Directed Study (1 - 4)

An elective course for Performing Arts and Social Justice majors with a Theater Concentration, involving a faculty-supervised internship with a professional Bay Area Theater or Production Company. Typically undertaken during the junior or senior year. • Prerequisite: Written permission of the instructor and College of Arts and Sciences Dean.

USFB 290 - Special Topics (4)

USFB 310 - Basic Hungarian (1)

USFB 341 - European Integration and the EC (4)

USFB 351 - Central European Literature (4)

USFB 355 - Contemporary Culture/Hungary (4)

USFB 370 - Nationalism and Ethnicity (4)

USFB 380 - The Roma in Hungary (4)

USFB 390 - Cont. Issues in C. Europe (3)

USFB 391 - Cont. Issues in C. Europe II (3)

USFB 391T - Budapest/Travel (0)

USFB 396 - Central European Communities (1)

USFB 398 - Directed Study (1 - 4)

VAIS 238 - Glass Product Design (3)

VARC 322 - Architectural Theory (3)

YPSP 101 - First Semester Filipino/Tagalog (4)

First Semester Filipino introduces students to the basic structure of the Philippine national language, its development, grammatical characteristics, and to learn basic "survival" Filipino vocabulary. It also exposes students to important Filipino non-verbal discourse and communication patterns.

YPSP 102 - Second Semester Filipino/Tagalog (4)

This course introduces non-native speakers to an intermediate understanding and comprehension of the Filipino language, its development, and grammatical characteristics. It exposes students to intermediate-level Filipino discourse, exchange, and vocabulary using a functional-situational approach. It also immerses intermediate level students to important Filipino non-verbal communication patterns. • Prerequisite: YPSP 101 or permission of instructor.

YPSP 195 - FYS: First-Year Seminar (4)

An interesting introduction to a topic in the field of Yuchengco Philippine Studies.

YPSP 201 - Third Semester Filipino/Tagalog (4)

This course introduces non-native speakers to an advanced understanding and comprehension of the Filipino language, its development, and grammatical characteristics. It exposes students to advanced-level Filipino discourse, exchange, and vocabulary using a functional-situational and culture-media immersion approaches. It also immerses advanced level students to simple and complex Filipino verbal and non-verbal communication patterns. • Prerequisite: YPSP 102 or permission of instructor.

YPSP 202 - Fourth Sem Filipino/Tagalog (4)

Emphasis on speaking and listening skills given specific social-cultural situations, and reading and writing skills that center on cultural material. More grammatical structures. Exposure to and understanding of written material such as essays, poems, songs, and recipes. • Prerequisite: TAGL 201.

YPSP 205 - Barrio Fiesta: Introduction (2)

This course is an introductory immersion to the social, arts, cultural, political, linguistic, and historical experiences of the Filipino/a as Asians and as Americans through the 'Barrio Fiesta' a Philippine Cultural Night (PCN). Performance, promotion, and/or production participation is mandatory.

YPSP 206 - Barrio Fiesta: Performance (2)

This unique Philippine studies course focuses on Filipino and Asian American performing arts and social justice. It is an advanced immersion to the social, arts, political, cultural, linguistic, and historical experiences of Filipinos. Participation in the annual Spring Barrio Fiesta promotion, performance, and production is mandatory. YPSP 206 builds on and integrates the conceptual and cultural learning from YPSP 205 Barrio Fiesta: Introduction as well as other YPSP courses.

YPSP 222 - Philippine Boxing and Culture (2)

This is a non-contact Philippine boxing course that introduces students to the history, art, and science of the Filipino/a boxer's workout, exercise, technique, and routines. It focuses primarily on the physical conditioning, protocols, rituals, and self-defense aspects of boxing as influenced by Philippine culture and Filipino traits, behavior, psyche, and antics. A physicians' certificate is required. All students are required to consult his/her physician before beginning this or any other USF fitness, sports, and exercise oriented course.

YPSP 240 - Filipinos and Ethnic Media (2)

This unique USF Philippine studies course focuses on Filipinos in diaspora vis-à-vis other ethnic groups in the media. It examines the intersecting and, at times, competing definitions of ethnic media through class discussions and film analyses surrounding selected classic and contemporary Philippine social and political issues.

YPSP 250 - Filipino Music and Theology (2)

Philippine Spirituality and Music investigates the numerous ways in which music is embedded in the world—particularly its influence on spirituality and society as a whole. The course delves into the intersections of music with the fields of philosophy, religious studies, and sociology. It also explores various musical traditions in the Philippines and the Filipino diaspora, while the class collaborates in rigorous discussion, analysis, and performance of these musical traditions and how they correlate with the course's theories.

YPSP 260 - Filipino American and Philippine Literature (2)

Filipino American and Philippine Literature is a unique Philippine literature survey course where students will read and discuss short works of fiction, essay, and poetry.

written by Filipina/o writers in English. They will also critically analyze literature as art and document, and the writers as cultural historians humanizing the supposedly objective details of academic texts. The course starts at the very beginning of the Filipino relationship with English. Moving through history into the present day, the course expands into writings by the Philippines and Filipinos in diaspora.

YPSP 301 - Philippine History from Pre-Spanish Times to 1900 (4)

The course provides a general introduction to the social, economic, and political history of the Philippines from the early times (i.e. pre-Spanish period) to the Spanish colonial period (1565-1898). The lectures and readings highlight the various aspects of local-indigenous culture before the advent of Spanish colonization, and how the meshing of Spanish-Catholic culture with the local one help explain what is known today as "Philippine culture." The course also includes a discussion on some of the more recent themes in Philippine historical studies, such as gender, identity, and the role of nationalist discourse in shaping historical writing. In addition, a number of original documents, essays, and visual-arts materials, including the reading of *Noli Me Tangere* (a satirical novel written by Philippine national hero José Rizal) are included to provide the students with a more direct feel for earlier eras.

YPSP 303 - Law, Immigration, and the Filipino Experience. (4)

The course examines the legal history of Asian Americans in the United States, focusing on critical topics like immigration, citizenship and naturalization, and the movements against economic and social discrimination. The course also explores the role of dominant groups that utilize the U.S. judicial and legal system as a tool of oppression and the reactions and actions of subordinate groups which use the same system as an instrument towards achieving equality, social justice, and civil rights. Finally, the course looks at the relevance of popular attitudes in the shaping of law in the United States.

YPSP 310 - Philippine History: 1900-Present (4)

Philippine History from 1900 to Present focuses on the political and socio-economic history of the Philippines from the end of the colonial Spanish period (1898), right through the US colonial period and the "Americanization" of the Philippines, the Japanese occupation, the establishment of the Philippine Republic, the martial law years, and the EDSA revolutions. The course also includes in-depth discussions and analyses of important themes, such as colonialism, nationalism, poverty, Muslim-Christian conflicts, globalization, and the pursuit of democracy. Tours to museums/exhibits on Filipinos and the Philippines, as well as films complement the learning experiences in the classroom

YPSP 311 - Asian Amer Perf and Culture (CD) (4)

YPSP 312 - Knowledge Activism (SL) (2)

Knowledge Activism is an introductory course in activism focusing on Filipino and Asian American communities. The course explores issues that are paramount to the Filipino American community, as well as the Asian American community in general.

YPSP 316 - Filipino American Arts (CD) (4)

YPSP 323 - Filipino Polts/Justice (SL/CD) (4)

A survey of the Filipino political and economic experiences and issues in and out of the Philippines. It examines classic and contemporary issues being discussed and engaged by Filipinos in the Philippines and in their diasporic communities found in Asia and all over the world. Discussion topics include: patronage, empowerment, ethnicity, land ownership, poverty and crime, church power, cronyism, corruption, and the historical, economic, political, and social dimensions of the Filipino diaspora.

YPSP 324 - USF in the The Philippines (4)

YPSP 325 - Filipino Culture and Soc (CD) (4)

This course is an introductory survey of the Filipino social and cultural experiences. It encompasses concepts and issues encountered by Filipinos in the Philippines and in their diasporic communities. Discussion topics include: class and kinship formation, values, behavior and psychology, languages, literature, religion, food, music, art, dance, ethnic minorities, education, gender and the Filipinization of the United States.

YPSP 333 - Boxing and Social Justice (SL/CD) (4)

Boxing and Social Justice is a unique combined recreational sports, cultural diversity, and service learning course. After the fundamentals of Filipino studies are reviewed and reinforced, students will be trained to teach boxing as a recreational and self-defense activity to at-risk new migrant populations in the San Francisco Bay Area. They will act as mentors, tutors, and service providers. Immersed at their service learning sites, students will reflect on the health, recreational, social, economic, and political

issues new migrants to the United States face. • Prerequisite: YPSP 222: Philippine Boxing and Culture or instructor's permission.

YPSP 345 - Asians and Lawmaking (4)

This course delves into laws, lawmaking, and the politico-legal systems of selected Asian countries. It examines a sampling of Asian states in the context of their historical and traditional heritage vis-a-vis the sweeping changes that are driven by globalization and democratization. The organization and administration of the courts and judicial system in each country will be discussed. Comparative analysis will be made with the United States and Asian American legal issues.

YPSP 355 - Philippine Theology and the Revolutions (CD) (4)

The Philippines has witnessed two major revolutions. The first was an armed conflict for national independence and the second a nonviolent movement ("People Power") to restore democracy. We will examine how they were influenced by Catholic thought and practice.

YPSP 390 - Special Topics: Philippine Studies (2 - 4)

An intensive study of a selected topic in Philippine Studies.

YPSP 396 - Public Admin Internship (SL) (4)

Students do interesting work six to ten hours per week in a federal, state, or municipal agency, giving them a chance to strengthen their skills, and network. They will prepare journal themes, read relevant assigned material, and meet every two weeks in a seminar. Permission of the instructor required. Offered every semester.

YPSP 398 - Directed Study (1 - 4)

A faculty supervised course of study. Written permission of the instructor and dean is required.

**AE 499 - Directed Study (3)**

By special arrangement.

BSBE 311 - Macroeconomics (3)

Analysis of the economy as a whole, in addition to an examination of determinants of income, employment, and prices. Introductions to money and banking, business cycles, international trade, and economic policy.

BSBE 314 - Statistics (3)

Survey of descriptive and inferential statistical methods applied in economic analysis and business decision-making.

BSBE 321 - Microeconomics (3)

Fundamentals of price theory, supply and demand, resource allocation, cost-benefit analysis, profit maximization, and market structures.

BSBE 326 - Accounting for Managers (3)

Overview and application of accounting principles in managerial decision-making.

BSBE 328 - Economics for Managers (3)

Economics-based approaches to decisions about business strategy and organizational structure. The focus is on leveraging incentives, competitive strategies, and decision rights to create and capture economic value. • Prerequisites: (BSBE 311 and BSBE 321) or (AE 311 and AE 321)

BSBE 437 - Financial Decision-Making (3)

Application of financial theories and techniques to decision-making, with an emphasis on the tools of financial analysis, capital and investment decisions, and cost control.

BSBE 440 - International Trade and Investment (3)

Theories of international trade and globalization, trade policy, cartels and commodity agreements, foreign exchange, balance of payments, exchange rates, foreign investment, and multinationals.

BSBE 490 - Current Issues in Business Economics (3)

Identification, analysis, and evaluation of emerging economic trends that influence decision-making. • Prerequisites: (AE 311 and AE 321) or (BSBE 311 and BSBE 321)

BSBE 492 - Strategic Economic Analysis (capstone) (3)

The formulation, monitoring, and evaluation of business strategy in response to competitive behavior and changing market environments. • Prerequisites: (AE 311 and AE 321) or (BSBE 311 and BSBE 321)

BSIS 310 - Information Systems Theory and Practice (3)

A comprehensive overview of the components of information systems infrastructures, including computing platforms, software architectures, and telecommunications networks.

BSIS 312 - Managing and Leading the Information Technology Organization (3)

Provides an understanding of the growth of the digital economy and its socioeconomic implications for information technology and electronic commerce. • Prerequisite: BSIS 310

BSIS 315 - Software Programming Concepts (3)

Provides an introduction to the principles of software design, development, testing, and maintenance. Basic programming concepts that include problem analysis and program logic are explained and practiced using a popular programming language. • Prerequisite: BSIS 310

BSIS 320 - Systems Analysis and Design (3)

Provides systematic methodologies for analyzing and developing information systems. Emphasis is placed on effective communication and interpersonal skills with users, team members, and others associated with system development. • Prerequisite: BSIS 310

BSIS 330 - Electronic Commerce Strategy, Architecture and Design (3)

Examines the linkage of organizational strategy and electronic methods of delivering products, services, and exchanges in inter-organizational, national, and global contexts.

BSIS 340 - Telecommunications (3)

Analyzes historical and current developments impacting the evolution of telecommunications.

BSIS 400 - Information Technology Hardware and Systems Software (3)

Focuses on developing a comprehensive understanding of hardware and deep layers of system software components required for modern computer systems. • Prerequisite: BSIS 310

BSIS 405 - Database Concepts (3)

Provides an introduction to basic database design, including the exploration of data-modeling techniques, database query functions, and database manipulating concepts.

BSIS 430 - Project Planning and Development (3)

Covers factors necessary for advanced IS students, operating as a high-performance team, to engage in and complete the design, implementation, and integration of an information system.

BUS 100 - Launch into Business (4)

Faculty have chosen topics about which they are especially passionate and informed. That sense of urgency and excitement ignites instructor-student interaction and results in profound learning experiences. Individual course topics will vary, but all will involve students in critical thinking about the intersection of business, ethics, world societies, and the environment. In the process, students learn to discuss and use basic business concepts and trends. • Prerequisites: (concurrent RHET 106 or concurrent RHET 108) or TOEFL Total Score Paper with a minimum score of 587 or TOEFL Total Score Internet with a minimum score of 94 or IELTS Overall Score with a minimum score of 7.0 or SAT Read HI + SAT Write HI with a minimum score of 400 or ACT Engl HI + ACT Read HI with a minimum score of 22

BUS 181 - Hospitality Professional Development (2)

This course is designed for newly declared Hospitality Industry Management majors/minors to begin their progression process through the Hospitality Industry Management Program. The focus of this course is career preparation in Hospitality

Management so done by developing one's career portfolio, identifying industry-related areas of interest through a series of professional skills assessments administered by USF Career Services, and developing an action plan to launch their 800-hour industry-related work experience requirement for graduation in this major.

BUS 195 - Family Business (4)

This course reviews family business basics and family dynamics. Understand family business as a social and economic entity and as a career option. Develop career planning skills and design a personalized career success plan that extends through and beyond college. Learn about family businesses and their growth and development.

BUS 198 - Independent Study: Internship (1 - 4)

BUS 201 - Principles of Financial Accounting (4)

Preparation of financial statements, use of financial information for investment-related decisions. Accounting for cash, receivables and payables, inventory, plant assets, intangibles, liabilities, debt, and owners' equity. Analysis of financial statements. • Prerequisites: concurrent BUS 100 or concurrent BUS 195 or concurrent BUS 181 or RHET 250 or RHET 310 or RHET 295 or COMS 195

BUS 202 - Principles of Managerial Accounting (4)

Preparation and use of accounting information for management decision making. Internal accounting systems and procedures. Managerial accounting reports: budgets, profit performance reports, costing systems, control reports, analytical reports. • Prerequisites: MATH 106 and BUS 201

BUS 204 - Quantitative Business Analysis (4)

Data analysis and modeling using spreadsheet software to support management decision making, including: simple and multiple regression models; forecasting; business simulation models; decision analysis; and optimization models for resource allocation. • Prerequisites: MATH 106 and (concurrent BUS 100 or concurrent BUS 195 or concurrent BUS 181 or RHET 250 or RHET 310) or RHET 295 or COMS 195

BUS 271 - Problems and Methods in Social Sciences (4)

A selection of topics that will critically analyze the contributions of the social sciences to the understanding of the human condition. These topics will share a common introduction to the methodology of the social sciences and teach social science skills. The range of possible social problems to be focused on includes distribution of wealth, family, relations, education, health, war and peace, crime and ecology. • Prerequisites: MATH 101 or MATH 106

BUS 283 - Introduction to the Hospitality Industry (2)

A survey course to introduce the students to the various components of and issues relating to management of hospitality services. Topics that will be covered are food service, lodging, and tourism. The focus of this course will be on learning about careers in the industry, making connections with industry professionals, and exposing students to the possibilities and problems in this dynamic and ever-changing industry. • Prerequisite: BUS 181

BUS 284 - Conference and Events Planning (2)

This course will survey the variety of events and process of bringing innovative conference and event ideas to reality. Learning activities include: event project life cycle, project management process, work breakdown structure, corporate event documents, venue selection, event proposal preparation process, decision tree analysis, risk analysis process, contract management process, web event technology and event financial analysis. • Prerequisites: BUS 181 and BUS 283

BUS 294 - Honors: Quantitative Business Analysis (4)

Data analysis and modeling using spreadsheet software to support management decision making, including: simple and multiple regression models; forecasting; business simulation models; decision analysis; and optimization models for resource allocation. • Prerequisites: MATH 106 and BUS 100 or BUS 195 or BUS 181 or RHET 250 or RHET 310

BUS 301 - The Legal and Regulatory Environment (4)

A survey of the cases and statutes that influence business and impact managerial decision-making. Topical focus is on legal systems, constitutional law, business crimes and torts, real, personal and intellectual property, with a major emphasis on contract law. • Prerequisites: RCOM 110 or RCOM 130 or RCOM 210 or RCOM 310 or RCOM 120 or RHET 195 or RCOM 220 or RCOM 250 or RCOM 125 or RCOM 126 or RHET 125 or RHET 126 or SII 120 or RHET 110 or RHET 130 or RHET 310 or RHET 120 or RHET 250 or RCOM 131 or RHET 131 or RCOM 140 or RHET 140 or RHET 195 or SII 110 or RHET 295 or COMS 195

BUS 302 - Marketing Management (4)

This course introduces fundamental marketing concepts and theories, and demonstrates their applications and practices. Topics include market and competitive analysis, market segmentation and targeting, product positioning, brand and product management, pricing issues, advertising and promotion campaigns, and channels of distribution. Cases, presentations and assignments are used to highlight these topics, illustrate marketing concepts and theories in practices, and allow students to apply them in real and simulated company situations. • Prerequisites: (ECON 101 or ECON 111) and (ECON 102 or ECON 112) and MATH 106 and (BUS 201 and BUS 202) or ADVT 341 or COMS 341

BUS 304 - Management and Organizational Dynamics (4)

Covers the theory and practice of management and organizational dynamics with emphasis on meeting the challenges of a changing work place environment. Topics include: the managerial functions of planning, organizing, staffing, leading and controlling and the study of personal and group behavior in organizations. Course themes are: diversity in the work place, globalization, ethics and social responsiveness, changing technology and effective management of these challenges. • Prerequisites: RCOM 120 or RCOM 250 or RCOM 131 or RCOM 310 or RCOM 220 or RCOM 126 or RHET 126 or RHET 195 or SII 120 or RHET 120 or RHET 250 or RHET 131 or RHET 310 or RCOM 140 or RHET 140 or RHET 295 or COMS 195

BUS 305 - Financial Management (4)

Description of the role of finance in the organization and operation of the firm, including an overview of the global economic and financial environment. The focus of the course will be on value: addressing value creation, real asset and financial asset valuation, and sources of financing. Students will analyze financial statement information, cash flow forecasts, and financing projections to recommend value-creating decisions. • Prerequisites: (ECON 101 or ECON 111) and (ECON 102 or ECON 112) and MATH 106 and BUS 201

BUS 308 - Systems in Organizations (4)

A study of production systems in organizations. Integration of human, technical, and information systems as parts of the process of the creation and distribution of goods and services. Supply chain management, process design, project management, quality control, information and work force management. • Prerequisites: MATH 106 and BUS 201 and BUS 202 and (BUS 204 or BUS 294)

BUS 311 - Advanced Business Law (4)

A continuation of analysis of the cases and statutes that affect the business enterprise. Topics include agency, partnerships, corporations, securities, commercial transactions, franchises, international business transactions, professional liability, and the law of wills, trusts and estates. • Prerequisites: BUS 301 or BUS 491

BUS 312 - Business Ethics (4)

This course offers an introduction to the study of business and organizational ethics at the upper-division level. Although the material will focus on contemporary literature in business and organizational ethics, a key objective of the course will be to encourage personal engagement with, and independent critical thinking about, topics in business and organizational ethics through a living dialogue with themes from the venerable philosophical and theological traditions of ethics that students encounter in their other courses in the university's core curriculum.

BUS 313 - Employment Law for Managers (4)

This course provides a managerial perspective on legal aspects of employment relationships not subject to collective bargaining agreements. The emphasis is upon the managerial implications of legal standards that set the boundaries for the employment relationship. Topics include employment discrimination by race, religion, ethnicity, gender, sexual orientation, age, marital status and disability, employment at-will, wrongful termination, and pre-employment recruitment, screening and selection.

BUS 314 - Personal Law (4)

A practical and applied course, designed to cover a wide variety of legal topics pertinent to everyday life; topics including small claims, personal injury, consumer law, criminal law, bankruptcy, landlord-tenant law, copyright and patent law, and malpractice. Objectives include familiarizing students with the laws and court system so that they can function more effectively in their chosen professions and become more informed and legally wise citizens.

BUS 316 - Real Estate Practice (4)

An exposition of the practical aspects of real estate brokerages including licensing standards, professional ethics, property evaluation, marketing and client services. Field trip and practicum experiences in the current real estate industry.

BUS 317 - Principles of Real Estate (4)

Basic legal, financial, and tax aspects of real estate transactions, including cash flow, equity, leverage, appraisal, contract drafting, negotiations, acquisition, record keeping, tax- deferred exchanges, and residence sales.

BUS 319 - Special Topics (2)

BUS 320 - Intermediate Accounting I (4)

Theory and practice underlying income measurement and the determination of financial position of business entities. Principles of accounting applicable to working capital, plant assets and long-term liabilities. • Prerequisites: BUS 201 and BUS 202

BUS 321 - Intermediate Accounting II (4)

Theory and principles underlying accounting for stockholders' equity, income taxes, pensions and leases, analysis of earnings per share and statement of cash flows. • Prerequisite: BUS 320

BUS 322 - Cost Accounting (4)

The study of product cost flows, accounting for labor, materials and overhead; job-order and process cost accounting; the budgeting process, and standard cost accounting. • Prerequisites: BUS 201 and BUS 202

BUS 323 - Federal Taxation I (2)

Detailed study of the Federal income tax law and regulations, tax implications of business transactions, tax planning, and the preparation of income tax returns. • Prerequisites: BUS 201 and BUS 202

BUS 328 - Special Topics: Accounting (2 - 4)

Study of selected accounting topics. Subject matter will vary with instructor. Offered intermittently.

BUS 329 - Accounting Information Systems (2)

The analysis and design of accounting systems with an emphasis on internal controls. Includes lab work in financial accounting systems applications, pro forma financial planning spreadsheet models, and data base applications in a microcomputer/mainframe environment. • Prerequisites: BUS 201 and BUS 202

BUS 330 - Investment Analysis (4)

The determinants of investment decisions for institutional as well as individual investors are analyzed and different assets such as money market accounts, bonds, and common stocks are evaluated. Multi-asset portfolio management: selection of securities, monitoring and performance represents a significant portion of this course. • Prerequisites: BUS 305 or BUS 495

BUS 331 - Intermediate Corporate Finance (4)

A continuation of managerial finance, with emphasis on problem solving and case-study methodology. Topics include working capital management, capital budgeting, cost of capital, dividend policy, and capital structure. • Prerequisites: BUS 305 or BUS 495

BUS 332 - Financial Institutions and Markets (4)

Examines the nature and regulatory structure of key financial institutions and markets. Principal focus is on US financial institutions, including commercial and investment banks, venture capital firms, insurance companies, pension plans and mutual funds. Course explores the global nature of debt and equity markets, financial derivative instruments and markets, and the regulatory role of government, including the central bank. • Prerequisites: BUS 305 or BUS 495

BUS 333 - Financial Statement Analysis (4)

Analysis of financial statements, and how this information is used to support loan applications, public offering prospectuses, industry analysis, and market analysis. Special emphasis is placed on valuation, forecasting, financial leverage, profitability analysis, and working capital topics. Case studies are used to illustrate key concepts and applications • Prerequisites: BUS 305 or BUS 495

BUS 334 - Essentials of Business Statistics (4)

BA 334 is offered to students who wish to develop his/her ability to understand and apply modern statistical methods. Spreadsheets and statistics software are used to eliminate number grinding while rigorously emphasizing the conceptual understanding

of the course materials. Real databases that include U.S. financial housing market costs, United Nations health data by country, as well as the latest performance and salary data from professional sports organizations of the NFL, NBA, and MLB are employed throughout the course. • Prerequisite: BUS 204

BUS 339 - Special Topics in Finance (4)

Specialized topics in finance. Topical areas provide in-depth coverage of special and/or current interest which give the student a better insight into the broad field of finance. Examples include Insurance and Risk Management; Options and Futures; Investments in the Pacific Rim. • Prerequisite: BUS 305

BUS 342 - Human Resource Management (2)

Principles and techniques of the development and maintenance of sound personnel relations; selection; placement; general morale; comparative analysis of various wage systems. • Prerequisites: BUS 304 or BUS 494

BUS 344 - Essentials of Business Stats (4)

BA 334 is offered to students who wish to develop his/her ability to understand and apply modern statistical methods. Spreadsheets and statistics software are used to eliminate number grinding while rigorously emphasizing the conceptual understanding of the course materials. Real databases that include U.S. financial housing market costs, United Nations health data by country, as well as the latest performance and salary data from professional sports organizations of the NFL, NBA, and MLB are employed throughout the course.

BUS 345 - Introduction to Sustainable Business (4)

Sustainable businesses seek to balance the necessity of economic achievement with environmental quality and social justice. This elective is designed for students who are interested in learning about the business strategies, management tools, and systems of measurement that emerge when companies embrace sustainable principles.

BUS 349 - Creativity, Innovation, and Product Development (4)

Specialized topics in business. Topical areas provide in-depth coverage of special and/or current interest which give the student a better insight into the many aspects of business. • Prerequisites: (BUS 302 or BUS 492) and (BUS 304 or BUS 494)

BUS 350 - International Business (4)

The economic, political, and legal environment of international business and how firms must adapt their strategies and operations as they internationalize. Emphasis is on the financial, production, and marketing challenges of multinational firms • Prerequisites: (BUS 302 or BUS 492) and (BUS 304 or BUS 494)

BUS 351 - Japanese Business, Economy and Society (4)

Students will understand the economic, historical and sociological underpinnings of Japanese business. The cross-disciplinary approach will give provide a variety of insights into the world's second largest economy. Students will learn about the differences between Western and Japanese business culture and the impact it has on successful interaction with Japanese clients. • Prerequisite: BUS 304

BUS 359 - Special Topic: International Business (4)

Topical areas will be developed including international policy; global alliances; specialization in geographic areas; international economic studies. • Prerequisites: BUS 305 or BUS 495 or BUS 350

BUS 360 - Marketing Research (4)

Introduction to the role of marketing research in various marketing decisions. Identification of information needed, types of research designs, methods of data collection, interpretation of findings, evaluation of research, and relationship to marketing concerns and actions. • Prerequisites: MATH 106 and (BUS 302 or BUS 492)

BUS 361 - Advertising and Promotion Strategy (4)

Developing a strong advertising and promotion strategy is integral to the success of any company. However, these basic functions are undergoing dramatic change due to the rapid rate of innovation in technology and communication, particularly on the Internet. This course delves into this shifting landscape and explores the fundamentals of advertising and promotion from the marketing manager's perspective. Topics include: setting objectives and budgets, developing an integrated communications plan, creative development, media planning and buying, sales promotion, PR, direct and interactive marketing, measuring effectiveness, and more. • Prerequisites: BUS 302 or BUS 492

BUS 362 - Multicultural Marketing (4)

Marketing elective) This course focuses on applying marketing principles to multicultural consumer segments in the United States. Hispanic American, African American, and Asian American populations have grown over five times faster than non-ethnic consumers in the past decade. This course is designed to help students develop an understanding of various multicultural consumers in the US and learn how to effectively reach them through various marketing tools. It explores what commonalities among these various cultures make synergistic marketing campaigns feasible and how marketers can connect a general marketing campaign with multicultural consumers • Prerequisites: BUS 302 or BUS 492

BUS 363 - Consumer Behavior (4)

A study of individual and group buying behavior with an emphasis on the consumer as the focal point of the economic system. An interdisciplinary approach drawing on insight from the behavioral sciences. Includes application to practical marketing situations. • Prerequisites: BUS 302 or BUS 492

BUS 364 - Retail Management (4)

Retailing includes all activities used to sell goods or services directly to final consumers. After reviewing the different types of retailers and the new retail landscape, this course examines the key decisions required for successful retail management; setting the retail strategy, merchandising, trade area analysis, personnel management, financing, pricing, promotion, and the legal environment. • Prerequisites: BUS 302 or BUS 492

BUS 365 - High Tech Marketing (4)

(Marketing elective) Course examines the role of marketing in our economics systems, consumer behavior, research, marketing functions and policy. Emphasis on identifying and meeting customer needs, developing effective marketing strategies, ensuring quality of service, and achieving and sustaining competitive advantage for high-technology products and services. Learn fundamental marketing concepts such as segmentation, targeting, and positioning. Be able to change strategies for the key marketplace tools, referred to as the 4Ps (product, price, promotion, place) in light of the fast-changing high technology arena. Explore the latest thinking on strategic marketing with Porter Analysis methodology applied to relevant Harvard Case Studies. • Prerequisites: BUS 302 or BUS 492

BUS 366 - Customer Satisfaction (4)

Customer Satisfaction focuses on the organization and its ability to create satisfied and loyal customers. Customer satisfaction is typically seen as a key performance indicator for businesses with strategies and programs developed around this goal. Efforts often focus on improving the links among operations, human resources and marketing functions and their impact on organization structure and customer satisfaction. • Prerequisites: BUS 302 or BUS 492

BUS 367 - Marketing and Society (4)

(Marketing Elective) This course explores the theory and practice of responsible marketing, addressing the interrelated areas of corporate social responsibility and marketing ethics and the emergent area of social marketing. It examines the impact of established marketing techniques and practices on the promotion of social well-being and behavioural change. You will identify key ethical issues involved in marketing decision-making and the responsibilities of organizations to their stakeholders, including the wider community. Elements of marketing management (such as communications, research and planning) are examined within this wider framework at both a domestic and international level.

BUS 369 - Special Topic: Marketing (4)

(Marketing Elective) This course explores the theory and practice of responsible marketing, addressing the interrelated areas of corporate social responsibility and marketing ethics and the emergent area of social marketing. It examines the impact of established marketing techniques and practices on the promotion of social well-being and behavioural change. You will identify key ethical issues involved in marketing decision-making and the responsibilities of organizations to their stakeholders, including the wider community. Elements of marketing management (such as communications, research and planning) are examined within this wider framework at both a domestic and international level. • Prerequisites: (BUS 302 or BUS 492)

BUS 370 - Internet Business Applications (4)

Use of internet-based services, web platforms, and open source software to support business processes, exchange information, and collaborate. Use of web services, content management, collaboration tools, payments, search, keyword advertising, interfaces with e-commerce exchanges, basic security and analytics. Evaluation of

business benefits. For general management student; assumes no more technical background than BADM 308 (Systems in Organizations).

BUS 374 - Technological Perspectives for Business (2 - 4)

In a forum which allows those aspiring to leadership roles in the use of technology in business to meet with the future users of that technology, the course will seek to develop: 1) sophistication about technology and its use; 2) build practical context for evolutionary use of technology, and 3) practice in the personal and organizational use of technology. The focus of the course will be on technological tools for the future which are available now in the telecommunications, computing and multimedia domains.

BUS 377 - Nuts and Bolts of Entrepreneurship (4)

Learning Objective: To introduce students to the personal implications and practical aspects of being an entrepreneur - actually identifying, starting, and running a business. The phrase, "Eyes on the Sky, Feet on the Ground," represents the class theme that combines the ambition and vision of the entrepreneur with the realistic business skills that turn a vision into a business reality. Course Overview: A BROAD SURVEY of the requirements and realities of entrepreneurship including: idea creation, basic analytical skills in making business decisions, and the concrete actions to turn a plan into a successful company. Topics include: -Understanding the personal implications and impacts of being an entrepreneur -Idea creation -Strategic management: analyzing markets and competitors with the goal of identifying business opportunities -Forming the business in light of legal and financial / tax factors -The nuts and bolts of building a start-up: financing the venture, hiring and managing employees, real estate, sales and marketing The course will use a combination of: lecture, discussion, case analysis, quantitative problem solving, role-play, student presentations, and guest speakers.

BUS 378 - Family Business (4)

This course reviews family business basics and family dynamics. Understand family business as a social and economic entity and as a career option. Develop career planning skills and design a personalized career success plan that extends through and beyond college. Learn about family businesses and their growth and development.

BUS 379 - Special Topics: Entrepreneurship (2 - 4)

Digital Media in Business is a special topics course about making and sharing digital media to help understand technology that impacts businesses today. The student will be introduced to digital media that affects marketing, branding, and the corporate image. Expected topics include: digital media using Facebook, LinkedIn, Twitter, flickr, blogs, Google maps, online video, Yelp, Google docs, and Wikipedia. Readings and discussions about digital media theory and how it affects businesses will accompany the production of media. A digital semester project is expected.

BUS 381 - Restaurant Management and Culinary Arts (2)

This course is structured as a foundation course for the Hospitality Management student. It provides the student with a survey of the major food groups, the skills to analyze restaurant concepts and an overview of the management functions in a restaurant. • Prerequisites: BUS 181 and BUS 283

BUS 382 - Restaurant Entrepreneurship and Culinary Arts (2)

Study of foodservice operations including site selection, market analysis, menu development, competition analysis, equipment selection, staffing requirements, financial analysis, and promotion and advertising through a semester-long entrepreneurial restaurant development project. Methods of cooking and food preparation techniques and systems. • Prerequisite: BUS 381

BUS 383 - Greening the Hospitality Industry (2)

The purpose of this course is to make you aware of how tourism can affect, both positively and negatively, our environment, and what we can do to minimize the negative effects. The course will start with the topic of ecotourism, how it is defined and how it impacts local people and their environment. The course will then narrow in focus by studying the greening of our industry. What does it mean to be green? That question will be answered by specifically studying different sectors of the tourism industry (hotels, airlines, cruises, food and beverage, meetings and events, car rental companies, tour companies and golf courses), how they can impact the environment and what actions we can take to minimize those impacts that are harmful to our environment. It is argued that our impact on the environment is causing global climate change. We will discuss and explore this idea as an important factor in explaining why, or why not, our industry should be concerned with being green. • Prerequisites: BUS 181 and BUS 283

BUS 384 - Hotel Operations and Service Management (2)

Analysis of hotel operations, including: sales and marketing, human resources, accounting and finance, food and beverage, and rooms management. Study of systems and procedures necessary for successful hotel operations. • Prerequisites: BUS 283 and BUS 181 and BUS 181

BUS 387 - Beverage Management (2)

Student must be 21 years of age or older. Study of beverage management in hotels and restaurants. Controls to insure responsibility in marketing, managing and serving alcoholic beverages. Study of the production and quality assessment of alcoholic beverages. Health and social issues relating to alcoholic beverage consumption. • Prerequisite: BUS 382

BUS 389 - Special Topic: Advanced Culinary Skills (2)

This is an advanced course relating to the fundamental methods and theories that are the foundation of modern culinary skills with a hands-on application of cooking techniques. This is also a team menu course which will provide culinary situations that mirror workplace challenges. In the kitchen, team groups will prepare and serve several courses from specific menus. Students will learn about cooking skills and teamwork. They will understand how their work styles impact other team members. Focus will be on productivity and improved workplace dynamics. Students will approach situations with greater confidence, clarity and professionalism and will be motivated to embrace positive life skills. Topics of study will include knife skills, stock production, soup preparation, salad making, sauces, vegetables, main courses, dessert and palate development. Emphasis will be placed on preparations and selection of healthy, sustainable choices in ingredients and products. • Prerequisite: BUS 381

BUS 390 - Leading and Managing with Brains and Hearts (4)

This course is the introductory course in the Business Minor sequence. It is intended to give the student a solid background in Management, and Leadership Theory. The course will develop concepts in social responsibility, law, ethics, and the roles that individuals play in organizations. It will identify the characteristics of successful organizations while outlining basic management strategy, leadership and motivation techniques, the influence of organizational culture, effective communication techniques, and the impact of law and regulation on organizations.

BUS 391 - Managing Money and Evaluating Business Results (4)

Focuses on financial and accounting skills for evaluating business results and making financial decisions. Students will learn to read financial and accounting reports as well as understand balance sheets, income statements, and cash flow statements.

BUS 393 - Competing Locally and Globally (4)

This course focuses on the impact of globalization and the macroeconomic forces driving the world's economies, including offshoring, sustainable business, and other current issues. Students investigate the strategies by which businesses remain sustainable and competitive in a local and global economy.

BUS 397 - International Study Tour (2 - 4)

Students visit selected corporations and organizations, and complete research project studies with emphasis in management, marketing, finance or international business. Students also complete coursework requirements prior to, and upon completion of the tour.

BUS 398 - Directed Study (1 - 4)

Individual student project, working directly with a faculty member intended to facilitate the research and study of topics not normally taught within the framework of the regular curriculum.

BUS 401 - Strategic Management (4)

Senior capstone course, which studies how organizations analyze and respond to changing external environmental condition, challenges, opportunities, and threats that are brought about by these changes. How organizations change direction and modify their resources to compete effectively in a constantly changing dynamic environment. • Prerequisites: BUS 301 and BUS 302 and BUS 304 and BUS 305 and (RCOM 220 or RCOM 120 or RCOM 131 or RCOM 250 or RCOM 310 or RCOM 126 or RHET 126 or RHET 195 or SII 120 or RHET 120 or RHET 131 or RHET 250 or RHET 310 or RHET 140 or RCOM 140 or RHET 195) or RHET 295 or COMS 195

BUS 406 - Entrepreneurial Management (4)

The goal of this course is to provide the student with a general understanding of the rationale, methodology and benefits of operating plans, as opposed to strategic plans which are studied in the Strategic Management course. This course integrates subjects previously learned throughout the business curriculum and requires the students to

develop realistic cases of business plans. Examples of start-ups, small or medium sized firms and particular ventures within corporations (e.g., export/import project) will be adopted in this course to foster integration of business themes. • Prerequisites: BUS 301 and BUS 302 and BUS 304 and BUS 305 and (RCOM 220 or RCOM 120 or RCOM 131 or RCOM 250 or RCOM 310 or RCOM 126 or RHET 126 or RHET 195 or SII 120 or RHET 120 or RHET 131 or RHET 250 or RHET 310 or RCOM 140 or RHET 140 or RHET 195) or (BUS 491 and BUS 492 and BUS 494 and BUS 495) or RHET 295 or COMS 195

BUS 418 - Business Communications (2)

• Prerequisite: BUS 220

BUS 420 - Auditing (4)

Objectives and responsibilities of the independent accountant in the examination of financial statements. Includes the audit process, legal and ethical issues in auditing, planning the audit, the study and evaluation of internal controls, designing audit programs, and preparing the audit report. • Prerequisites: BUS 320 and BUS 321

BUS 422 - Federal Taxation II (2)

Income tax problems of partnerships, corporations, estates and trusts; formation and dissolution of partnerships and corporations; a study of the tax problems inherent in various contractual relationships. • Prerequisite: BUS 323

BUS 428 - Governmental and Not-For-Profit Accounting (2)

The study of uses of fund accounting and the budgetary process in governmental entities. Financial reporting entity, elements of financial statements, and conceptual reporting issues for state and local governments. Accounting and financial reporting for both governmental and non-governmental not-for-profit organizations, including hospitals, colleges and universities, and voluntary health and welfare organizations. • Prerequisite: BUS 320

BUS 429 - Contemporary Accounting Topics (4)

Evaluation and analysis of financial statements. Students will evaluate a series of case studies working in small groups. Organizing, problem-solving, and presentation skills will be addressed. Current issues facing the accounting profession will also be covered • Prerequisite: BUS 321

BUS 430 - International Financial Management (4)

The international financial markets and financial decision-making in multinational firms. Study of capital budgeting and analysis of foreign investments, international capital markets and instruments, international investment, foreign currency hedging, working capital management, accounting, tax, and financial control systems in the multinational firm. • Prerequisites: (BUS 305 or BUS 495) and (BUS 350 or BUS 330 or BUS 331 or BUS 332 or BUS 333)

BUS 431 - Analysis of Global Business Conditions (4)

The primary objective is to develop a framework for analyzing the international macroeconomic environment, focusing on factors which influence fluctuations in GDP growth, interest rates, unemployment, inflation, and foreign exchange valuation. Using this framework, an in-depth analysis of current business conditions in selected regions of the global economy will be performed. • Prerequisites: BUS 305 or BUS 495

BUS 432 - Entrepreneurial Finance (4)

Entrepreneurial Finance focuses on the financing options and strategies that are available for entrepreneurs and managers who are focused on growing their business. While capital is a necessary element of launching a venture the types of capital, the terms of financing, valuation of the enterprise, and follow-up financing alternatives can vary widely. This course will explore the various financing options and enable student entrepreneurs to decide upon which type of financing is most appropriate for their venture, the amount of financing necessary, financial forecasting and milestone planning, and the structuring of the financing contract. • Prerequisite: or BUS 294)

BUS 433 - Real Estate Finance and Investments (4)

Examines the fundamentals of income property finance and investment. Develops a framework for assessing, evaluating and structuring investments based upon the characteristics and risk profile of the real estate. Analyzes office, industrial, retail and multi-family investments, with an emphasis on financing issues. Explores traditional financing sources, as well as innovations in the real estate capital markets such as securitization, collateral mortgage obligations and real estate investment trusts. • Prerequisites: BUS 305 or BUS 495

BUS 434 - Bank Management (4)

Bank financial management focuses on analyzing, understanding, and decision making as they relate to the key factors that affect commercial bank financial performance and profitability. These major areas include: asset/liability management; yield, cost of funds, and spread management; interest rate risk management; and investment portfolio management. Course uses computer simulations to evaluate and provide feedback on bank management decisions. This simulation has been used throughout the world to train professional bank managers in financial bank management. • Prerequisites: BUS 305 or BUS 495

BUS 435 - Personal Finance (4)

BUS 437 - Options and Futures (4)

This course covers forwards, futures, swaps, and options. By the end of the course, students will have good knowledge of how these products work, how they are used, how they are priced, and how financial institutions hedge their risks when they trade the products. • Prerequisite: BUS 305

BUS 438 - Special Topic Strategic Business Modeling (4)

Strategic Business Modeling: Introduces students to the tools of industrial economics, industry analysis, and competitive positioning in order to design, and prescribe solutions for, optimal business profitability. Introduces cutting-edge strategies for corporate and entrepreneurial business models, including those now unfolding in networked competitive environments. Students will emerge from this course equipped to address the following: What forces instigate competitive change, and can these be effectively predicted so as to improve the business modeling process? What are the determinants of effective business models in both incumbent and entrepreneurial environments? What factors shape an industry's profitability, and how do these influence the design and deployment of business models? How does business modeling shape the design and implementation of the strategic planning process? How does a firm build effective business models based on transitions in competitive determinants? How do firms position themselves to optimize profitability, market share and the aggregation of customer bases? How does a firm audit its internal assets and exploit these for the development of its business model? How do firms enhance the value of their business models through networked-based platforms? • Prerequisites: BUS 302 and BUS 304 and BUS 301 and BUS 305

BUS 439 - Senior Topic: Personal Finance (4)

Stages in a person's financial lifetime; the Age Matrix; avoiding common financial problems; FICO scores; student loans; first job compensation considerations - benefits, 401(k) accounts, etc.; Big Ticket items, home, auto, etc.; personal tax basics; insurance; personal vs. institutional investing; online calculators and other resources. • Prerequisites: BUS 330 or BUS 331 or BUS 332 or BUS 333

BUS 440 - Organizational Communication (4)

Presents the theory and practice of communication in an organizational setting with a focus on understanding the complexity of communication content, process, context, and outcomes through the lenses of history, culture, critical theory, technology and ethics. • Prerequisite: BUS 304

BUS 441 - Leadership and Organizations (4)

• Prerequisites: BUS 304 or BUS 494 or BUS 494

BUS 442 - Team Processes and Decision-making (4)

Focuses on understanding group goals, roles and norms; identifying characteristics of effective groups; diagnosing dysfunctional group behavior; and applying communication and problem-solving models and techniques to improve group decision-making performance. Emphasis is placed on experiential learning through group service learning projects. • Prerequisite: BUS 304

BUS 449 - Special Topic: Management (4)

Specialized topics in management. Topical areas provide in-depth coverage of special and/or current interest which give the student a better insight into the broad field of management. • Prerequisites: BUS 304 or BUS 494

BUS 451 - Import/Export Management (4)

Basics of international trade and investment. Identification and evaluation of markets; refinement or development of products or services for international markets. Approaches to market entry including export, agents or distributors, licensing and franchising, joint ventures and wholly owned operations. Identification of overseas strategic partners. Financial aspects of international operations and transactions. • Prerequisites: BUS 350 or BUS 302

BUS 452 - The Manager in the Global Economy (4)

Comparative analysis of business environments and practices in different countries and regions of the world. Study of socio-cultural, organization, communication and human resource systems and how these affect business decisions with an emphasis on global firms. • Prerequisites: (BUS 304 or BUS 494) and (RCOM 220 or RCOM 120 or RCOM 131 or RCOM 250 or RCOM 310 or RCOM 126 or RHET 195 or RHET 126 or SII 120 or RHET 120 or RHET 131 or RHET 250 or RHET 310 or RCOM 140 or RHET 140 or RHET 195)

BUS 457 - International Negotiation (4)

(International Business elective) This course is designed for students who wish to prepare themselves for negotiating with people from other cultures. In the contemporary global business environment, negotiators who understand how culture affects negotiating processes and outcomes have a distinct advantage at the bargaining table. The purpose of this course is to help you understand the theory and the process of negotiation in the context of international business negotiations. You will study other cultures, as well as your own, and explore how cultural differences impact interests, norms, communication styles, and business expectations at the bargaining table. In this course, you will become skilled at identifying cultural variables relevant to negotiation and will develop intercultural effectiveness in negotiations.

BUS 459 - Senior Topic: International (4)

Topical areas will be developed including international policy; global alliances; specialization in geographic areas; international economic studies. Spring 2011: Over the last 10 years, US businesses have continued to engage in "off shored" technology development services to improve cost and productivity. The next generation of innovation workers can expect to work for several international companies, with various parts of their organizations in India and China supporting this trend. As we start a new decade, it will be critical for students to gain an understanding of the dynamics driving technology collaboration and innovation with other countries and cultures. This understanding will enable students to better prepare and advance in their own careers ahead. • Prerequisite: BUS 350

BUS 460 - Sales Management (4)

Sales management involves analyzing, planning, implementing and controlling sales force activities. It includes designing a sales force strategy and structure, as well as recruiting, selecting, training, compensating, supervising and evaluating the firm's salespeople. This course also explores the critical techniques of selling, such as persuasive selling, face-to-face communications and personal presentation. • Prerequisites: BUS 302 or BUS 492

BUS 461 - International Marketing Management (4)

This is a capstone course for Marketing Majors. It examines the challenge of entering and operating effectively in foreign markets. By comparing and contrasting various countries in their economic, socio-cultural, political, and legal characteristics, this course reveals how such environmental factors influence consumers' preferences and their buying behavior. It then introduces proper ways to select foreign markets, and discusses alternative strategies to enter foreign markets. Applying concepts and principles developed in other marketing courses, this capstone course guides students to develop marketing programs that strike a balance between localization and globalization in product, promotion, pricing, and distribution, to meet the needs and expectations of the chosen foreign market • Prerequisites: (BUS 302 or BUS 492) and (BUS 350 or BUS 360 or BUS 363)

BUS 464 - Marketing Strategy and Planning (4)

This course focuses on the development and implementation of marketing strategies that help firms achieve a sustainable competitive advantage. Topics include product development and repositioning, pricing, channels of distribution, sales force, advertising, and marketing research • Prerequisites: (BUS 302 or BUS 492) and (BUS 361 or BUS 364 or BUS 366 or BUS 460 or BUS 465 or BUS 469 or BUS 363 or BUS 461 or BUS 360 or BUS 362)

BUS 465 - e-Business Marketing (4)

This course examines new marketing tools brought about by the Internet. The list includes, but is not limited to, online advertising and promotion, online retailing, online auctioning and related pricing mechanism, online social network and viral marketing, online marketing research, and digitization of certain physical products and personal services. Techniques of designing some of these tools are introduced. Strengths and weaknesses of these tools, in comparison with traditional marketing tools, are discussed. Finally, future developments are explored. • Prerequisites: BUS 302 or BUS 492

BUS 469 - Senior Topic (4)

The objective of this course is to explore consumer behavior and psychographics and develop marketing recommendations in the context of extreme consumption. Students will apply secondary research, ethnography, hermeneutics, and qualitative research to understand consumer practices, devotion, and fanaticism in specific contexts considered unusual or extreme compared to societal norms. Examples of class discussion include Elvis fans, Harley bikers, X-Philers, Trekkies, and college football. The goal is to understand what causes this type of extreme, enduring, and perhaps obsessive devotion and consumption while applying marketing principles that best address consumer needs that supports (and not alienate) their loyalty. • Prerequisite: BUS 302

BUS 471 - Business System Analysis and Design (2 - 4)

Building on the principles learned in the Junior year core courses, students will study and develop information systems for ongoing organizations. Utilize hands-on experience with the tools and techniques of systems analysis and design including application of project planning and CASE tools. • Prerequisites: BUS 308 or BUS 498

BUS 472 - Database Management in Business (2 - 4)

Using ongoing organizations as the context, students will use the appropriate technology to develop database management systems which take advantage of flat, integrated, relational, multiplatform and networked database technologies to manage the information of an organization. The discussion in this seminar will focus on the developing trends in database management systems from the desktop to the enterprise-wide level.

BUS 476 - Social Entrepreneurship (2 - 4)

(elective for Entrepreneurship major.) • Prerequisites: (BUS 375 or concurrent BUS 377)

BUS 479 - Special Topic (4)

BUS 481 - Corporate Event Project Management (2)

Students will learn various dimensions of event planning and management through the actual hands-on management of the Annual USF Hospitality Industry Symposium (350+ attendees). Learning activities include strategic planning, registration, financial/accounting, marketing/PR, human resources, effective communications with student volunteers, attendees, speaker participants, off and on-site vendors and general event operations. They will establish team goals, negotiate a team contract, create a mission statement and develop the internal corporate culture. • Prerequisite: BUS 284

BUS 482 - Hospitality Law and Human Resource Issues (2)

Overview of human resource, legal requirements, and labor relations related to the hospitality industry. Addresses functions of the human resource department in planning, recruiting, selection, performance appraisal, information systems, labor management, and recent legal issues. Highlights practical application of human resource, legal requirements and labor relations to current, real-world situations. • Prerequisites: BUS 301 or BUS 491

BUS 483 - Marketing and Management of Hospitality Service (4)

Marketing and management of hospitality firms provides an overview of managerial concepts and tools necessary to successfully operate and manage a hospitality service company. It introduces various managerial issues of service companies that need to be integrated, such as operations, marketing, strategy, information technology and people. It focuses on the application of service marketing and management principles in the hospitality industry context to help prepare students for management opportunities in service companies and to provide students with the foundation to start their own service business. • Prerequisite: BUS 384

BUS 487 - Catering and Fine Dining Management (4)

Organizing, marketing, financing, and operating a food service business. Course requires a project involving the planning, development and delivery of a major catered event, with attention to facilities, personnel, menu, decor and cost issues. • Prerequisite: BUS 382

BUS 489 - Special Topic: Hospitality (2)

This course will provide students with the theoretical and practical knowledge needed to understand and implement hotel inventory distribution and revenue management tactics. The course will cover revenue management, electronic distribution, online marketing, Search Engine Optimization (SEO), online content management, and inventory management. The course will examine the role revenue management and electronic distribution play in hotel marketing and revenue generation. These disciplines

are the primary engines for generating revenue, maintaining customer loyalty programs, and marketing to consumers. Through industry partnerships the course will incorporate state of the art software systems in combination with hotel market dynamics to reinforce theoretical understanding with practical real world applications. Teams will be formed to develop world hotel marketing and revenue management simulations. Each team will be assigned one hotel from JDV Hotel Management portfolio and implement promotions and yield strategies to address actual market conditions. Each team will need to share one laptop in class. • Prerequisites: BUS 302 and BUS 384 and BUS 480

BUS 491 - Honors: Legal (4)

Survey of Alternative Dispute Resolution, Collections, Jurisdiction, Civil Procedure, Product Liability, Intellectual Property, Cyberspace Law, Constitutional Law, Torts, Crimes, Real, Personal, and Community Property, Consumer and Environmental Law, Landlord/Tenant Law, plus an extensive review of Contracts, using case study method, including numerous writing and presentation exercises. • Prerequisites: RCOM 110 or RCOM 130 or RCOM 210 or RCOM 310 or RCOM 120 or RHET 195 or RCOM 220 or RCOM 250 or RCOM 125 or RCOM 126 or RHET 125 or RHET 126 or SII 120 or RHET 110 or RHET 130 or RHET 310 or RHET 120 or RHET 250 or RCOM 131 or RHET 131 or RCOM 140 or RHET 140 or RHET 195 or SII 110

BUS 492 - Honors: Marketing Management (4)

Examines the broad socioeconomic, political, regulatory, ethical and technological environment of a firm from both a global context and from the firm's immediate environment of customers, partners and competitors. The course analyzes the business opportunities and the actions the firm can take in product design, pricing, promotion and distribution. • Prerequisites: (ECON 101 or ECON 111) and (ECON 102 or ECON 112) and MATH 106 and BUS 201 and BUS 202

BUS 494 - Honors: Management and Organizational Dynamics (Service Learning) (4)

An introduction to the management process and examination of organizational behavior from a social science and behavioral perspective. Focus on understanding and analyzing individual and group behavior in organizations and how leaders implement strategy to impact people, policy and organizational culture. Students will learn to integrate theory and concepts with current business practices and management issues. Students will participate in a Service Learning Project, doing field work in a non-profit organization, applying the skills covered in the course. • Prerequisites: RCOM 120 or RCOM 250 or RCOM 131 or RCOM 310 or RCOM 220 or RCOM 126 or RHET 126 or RHET 195 or SII 120 or RHET 120 or RHET 250 or RHET 131 or RHET 310 or RCOM 140 or RHET 140 or RHET 195

BUS 495 - Honors: Finance (4)

An honors introductory course in finance. Core topics covered include: time value of money, relationship between risk and return, financial environment, financial statements, stock and bond valuation, capital budgeting, and advanced concepts related to current topics in financial markets. • Prerequisites: (ECON 101 or ECON 111) and (ECON 102 or ECON 112) and MATH 106 and BUS 201

BUS 496 - Honors Capstone (4)

Integrates core business knowledge in a culminating senior experience. Specifically the course focuses on strategy and managing performance to create successful organizations. Organizational change processes and the decision maker/leaders role in managing change is explored. Through case analysis, two comprehensive strategy simulations (computerized and experiential) and a semester long corporate consulting project, students develop skill sets in business strategy and analysis; hone critical thinking abilities; and, increase awareness of factors affecting strategy formulation and implementation to positively impact organizations in a business environment. • Prerequisites: BUS 491 and BUS 492 and BUS 494 and BUS 495 and (RCOM 220 or RCOM 120 or RCOM 131 or RCOM 250 or RCOM 310 or RCOM 126 or RHET 126 or RHET 195 or SII 120 or RHET 120 or RHET 131 or RHET 250 or RHET 310 or RHET 140 or RCOM 140 or RHET 195)

BUS 498 - Honors: Systems in Organizations (4)

Develops skills in analyzing and improving business systems in order to create value for the customer. Topics include: work system and business process analysis, performance measures, lean production, operations management tools and issues, quality control, information model development, information flows, and use of IT and enterprise systems. • Prerequisites: MATH 106 and BUS 201 and BUS 202 and BUS 204

BUS 499 - Honors Cohort Program Special Topic: Management (2)

This course is a team taught practicum designed to develop skills in coaching and mentoring teams and individual team members. In addition to training in facilitating team collaboration, you will be applying your skills as a mentor to teams of freshman enrolled in the Freshman Launch Program in the School of Management. During the semester you will also receive coaching in facilitating collaboration by Dr. Vicki Milledge, Principal Consultant, Project:Synchro. Professor Peggy Takahashi will be your academic mentor during the semester. • Prerequisite: BUS 495

BUS CERT - Executive Education Course (0)

IEP 61 - Integrated Skills III (0)

Low advanced level. Focus is on integration of the basic English skills of grammar, reading, vocabulary, and writing.

IEP 62 - Oral Communication Skills III (0)

Low advanced level. Focus is on listening and speaking skills in daily situations and academic settings.

INTD 300 - Critical Thinking Seminar (1)

Students are confronted with substantive interpretive issues, which they address in their written work. This course builds on their knowledge of essay construction, rhetorical strategy, and grammatical and research issues.

INTD 304 - Social Ethics (3)

Students draw on major ethical schools of thought and on strategies of logical argument in applying ethical theory and principles to moral dilemmas as they arise in organizations and personal lives.

INTD 307 - Experience and Critical Writing (3)

This course focuses on written communication, critical interpretation, and an investigation of a substantive body of diverse writings. Students explore connections between critical analysis, personal experience, and historically situated textual material.

INTD 308 - Advanced Expository Writing (3)

In Advanced Expository Writing, students encounter an in-depth reading list which offers the challenges necessary to experience the practical and theoretical issues embedded in the interpretive reading, writing, and research.

INTD 310 - Interdisciplinary Research and Writing (4)

This class offers a comprehensive overview of the critical and expository skills needed by students to conduct research and write essays at the college level. To prepare students for the Interdisciplinary Studies Assessment (ISA) essay writing process, there is targeted focus on autobiographical writing within the larger context of academic writing. For ISA essays, students will learn to integrate their personal experience with their chosen subject and apply interpretative scholarly resource material appropriate for college-level learning. Students will have workshop opportunities to develop experience-based essays for the ISA.

INTD 311 - Ethics and Society (4)

In the movement from self, to society, to global citizenship, students investigate their ethical context and develop their ethical voice. This course applies ethical principles to contemporary issues as they arise in culture, organizations, and in personal life. Drawing on major ethical theories and on strategies of logical argument, students learn how to apply ethical theory to moral dilemmas.

INTD 53 - CSC II: Explore Majors and Careers (1)

MILS 100 - Physical Fitness Leadership Lab (1)

In addition to the MSL courses, Leadership Labs provide practical experience for cadets and are scheduled during each semester. Leadership Labs meet a minimum of 1 hour per week. The Leadership Labs in the BOLC I: ROTC Curriculum are designed to build on the classroom material from the week in which they are scheduled and contain activities for all MSL levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate geographic restrictions, such as winter weather conditions.

MILS 101 - Leadership and Personal Development (3)

The purpose of this course is to introduce cadets to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. The MSL 101 course is designed to support recruiting and retention of cadets by giving them accurate insight into the Army Profession and the officer's role within the Army.

MILS 102 - Introduction to Tactical Leadership (3)

The MSL 102 course expands upon the fundamentals introduced in the previous term by focusing on communications, leadership, and problem solving. "Life skills" lessons in this semester include: problem solving, goal setting, interpersonal communication skills, and assertiveness skills. The MSL 102 course continues to support recruiting and retention of cadets by providing them with interesting lessons yielding immediately useful skills. The course also gives accurate information about life in the Army, including the organization of the Army, employment benefits, and work experiences of junior officers.

MILS 201 - Innovative Team Leadership (3)

The first semester of the MSL II year is designed to develop within cadets knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, cadets develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Offered in the Fall.

MILS 202 - Foundations of Tactical Leadership (3)

The purpose of year two is to work from the same or similar learning objectives - developed as part of years one, three and four - but to provide direct experience. The subject is leadership; so the curriculum necessarily involves understanding how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem-solving, and how to plan and organize. The curriculum also focuses on building character. Where years one, three and four focus on mastering definitions, concepts, ideas and principles, year two focuses on direct, physical experiences. Year two centers on giving cadets the opportunity to apply, practice, and experience leadership principles. Cadets are asked to reflect upon their actions and those of others.

MILS 301 - Adaptive Tactical Leadership (4)

MSL 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership qualities.

MILS 302 - Leadership in Changing Environments (4)

MSL 302 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development and Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operation orders. MSL 302 cadets are evaluated on what they know and do as leaders. • Prerequisite: MILS 301 with a minimum grade of C

MILS 398 - Directed Study (1 - 4)

By special arrangement.

MILS 401 - Developing Adaptive Leaders (4)

MSL 401 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Cadets are challenged to analyze, evaluate, and instruct younger cadets. Both their classroom and battalion leadership experiences are designed to prepare them for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates. • Prerequisites: MILS 301 with a minimum grade of C and MILS 302 with a minimum grade of C

MILS 402 - Leadership in a Complex World (4)

MSL 402 explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios, and "What Now, Lieutenant?" exercises are used to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. •

Prerequisites: MILS 301 with a minimum grade of C and MILS 302 with a minimum grade of C and MILS 401 with a minimum grade of C

OB 499 - Directed Study (1 - 3)

By special arrangement.

PA 351 - Introduction to Public Administration (3)

Designed to establish the learning outcomes for the major and to introduce students to concepts of government and society, public administration leadership, personnel management, budgeting, and policy analysis.

PA 352 - Public Policy Analysis (3)

(For BPA Generalist Students) Explores models of policy decision-making process in public organizations, conducts analysis of select policies, policy actors and stakeholders, policy making, implementation, and judicial interpretations • Prerequisite: PA 351

PA 353 - Organizational Theory and Design (3)

Examines the elements of behavioral science as applied to small and large organizations (primarily public and nonprofit), including analysis of organizational structure, design, and applied leadership theory. • Prerequisite: PA 351

PA 355 - Applied Statistics for Public Administrators (3)

Introduces foundational analytical and statistical tools used by public managers to evaluate and manage programs. • Prerequisite: PA 351

PA 362 - Legal Responsibilities of Public and Nonprofit Managers (3)

Examines general legal responsibilities of managers in the public and nonprofit sectors in regard to citizens and social groups, as well as the legal rights of employers and employees. • Prerequisite: PA 351

PA 364 - Human Resources Management (3)

Examines methods and techniques of human resource administration as they pertain to performance management, employee development, and wage and salary determination. • Prerequisite: PA 351

PA 365 - Introduction to Public and Nonprofit Finance and Budgeting (3)

Analyzes the sources of public and nonprofit revenue and expenditures, and applies analytic tools to track and control agency funds. • Prerequisite: PA 351

PA 366 - Emerging Developments in the Public and Nonprofit Sectors (3)

Reviews state-of-the-art managerial techniques designed for public and nonprofit managers, IT developments, and emerging trends in the field; topics include career planning and professional development. • Prerequisite: PA 351

PA 368 - Field Project in Public Administration (3)

Enables students to identify a topic of interest (Public Administration, Law Enforcement Leadership, or Nonprofit Administration concentration) and, under faculty supervision, to conduct research and develop a report on their findings. • Prerequisite: PA 351

PA 378 - Nonprofit Governance and Development (3)

(For Nonprofit Administration concentration students only) Surveys the most important functions and processes of nonprofit management, as well as strategies leading to increased organizational effectiveness. Aspects of nonprofit board governance, planning and leadership, approaches to fundraising and development, as well as other managerial issues are discussed. • Prerequisite: PA 351

PA 399 - Directed Study (1 - 3)

By special arrangement.

PA 400 - Contemporary Law Enforcement Leadership (3)

(For Law Enforcement Leadership concentration students only) Addresses contemporary leadership issues that challenge today's sheriffs, police chiefs, and other law enforcement managers. The focus will be on proactive strategies for addressing these issues. • Prerequisite: concurrent PA 351

PSAM 310 - African American Philosophies (3)

This course will examine the development of philosophical ideas and concepts as members of the African American community have expressed them from slavery to the present day.

PSAM 398 - PSAM Directed Study (1 - 4)

By special arrangement.

PSAM 425 - History of American Immigration (3)

This course examines the history, experience, and culture of immigrants to the Americas, with a particular focus on the United States. It also serves as an opportunity for students to make a third portfolio submission. Students may submit new portfolio essays or redeveloped essays from a prior submission that have been identified by evaluators as eligible for redevelopment.

PSAM 441 - American Cinema: Genre and Culture, Part 1 (1)

This course explores the American film industry's coalescence into a cinema based on genres, and the numerous cultural and industrial contexts in which it emerged. Narrative films from the 1930s to the present will be examined with one major film of each selected genre the subject individual focus. Part 1 covers comedy and animation.

PSAM 442 - American Cinema Genre and Culture:Part II (1)

This course explores the American film industry's coalescence into a cinema based on genres, and the numerous cultural and industrial contexts in which it emerged. Narrative films from the 1930s to the present will be examined with one major film of each selected genre the subject individual focus. Part 2 covers horror, fantasy, and westerns

PSAM 443 - American Cinema Genre and Culture:PartIII (1)

This course explores the American film industry's coalescence into a cinema based on genres, and the numerous cultural and industrial contexts in which it emerged. Narrative films from the 1930s to the present will be examined with one major film of each selected genre the subject individual focus. Part 3 covers war and sci fi.

PSAM 444 - America in the 1930s (3)

This course examines the interrelationship of politics, economics, and mass market art during the painful decade of the Great Depression. Students will be introduced to the causes and responses to the depression crisis during the 1930s. It also serves as an opportunity for students to make a third portfolio submission. Students may submit new portfolio essays or redeveloped essays from a prior submission that have been identified by evaluators as eligible for redevelopment

PSAM 446 - American Art: Innovation and Idiosyncrasy, Part I (1)

This course focuses on the innovators of major American art movements in the twentieth century, while also examining the art work of American artists who would outside the mainstream in folk and found art styles. Part 1 explores the themes of innovation and idiosyncrasy from the 17th to 19th centuries.

PSAM 447 - American Art: Abstract Expressionism and Pop Art, Part II (1)

This course focuses on the innovators of major American art movements in the twentieth century, while also examining the art work of American artists who would outside the mainstream in folk and found art styles. Part 2 explores abstract expressionism and pop art.

PSAM 448 - American Art: Urban and Folk Art, Part III (1)

This course focuses on the innovators of major American art movements in the twentieth century, while also examining the art work of American artists who would outside the mainstream in folk and found art styles.

PSAM 449 - Literature and Capitalism (3)

This course will examine theories of and perspectives on capitalism in America through analysis of diverse selections from the American literary canon. Students will understand the place of capitalism in the global spectrum of political systems, as well as the range of ideological and political perspectives within the American capitalist construct. Students will identify, analyze, expand upon, and criticize the embodiment of various aspects of capitalism in the characters, plots and settings of various works of fiction, and will come to understand the multiplicity of ways in which the American experience of capitalism has been portrayed by some of the country's most celebrated authors.

PSHI 398 - PSHI Directed Study (1 - 4)

By special arrangement.

PSHI 417 - History of American Wilderness (3)

This course explores the historical and current challenges to preserving and using wilderness areas. Students will achieve an understanding of how different cultures treated and managed the land and learn about the historical efforts undertaken by governments, settlers, and individuals to both acquire and preserve wilderness areas.

PSHI 419 - America in the 1930s (3)

This course examines the interrelationship of politics, economics, and mass market art during the painful decade of the Great Depression. Students will be introduced to the causes and responses to the depression crisis during the 1930s. It also serves as an opportunity for students to make a third portfolio submission. Students may submit new portfolio essays or redeveloped essays from a prior submission that have been identified by evaluators as eligible for redevelopment.

PSPH 326 - African American Philosophies (3)

This course will examine the development of philosophical ideas and concepts as members of the African American community have expressed them from slavery to the present day.

PSPH 327 - Philosophy of Western Civilization, Part I (1)

This course will study the ways in which a broad spectrum of Greek and Roman philosophical writings reflected a reorganization of religious and social values that took place during that fifth century BCE.

PSPH 328 - Philosophy of Western Civilization, Part II (1)

This course will study the ways in which a broad spectrum of Greek and Roman philosophical writings reflected a reorganization of religious and social values that took place during that fifth century BCE.

PSPH 329 - Philosophy of Western Civilization, Part III (1)

This course will study the ways in which a broad spectrum of Greek and Roman philosophical writings reflected a reorganization of religious and social values that took place during that fifth century BCE.

PSPH 349 - Philosophy of Western Civilization (3)

This course will study the ways in which a broad spectrum of Greek and Roman philosophical writings reflected a reorganization of religious and social values that took place during that fifth century BCE.

PSPH 398 - PSPH Directed Study (1 - 4)

By special arrangement.

PSPH 435 - Philosophy and Religion of Asia: Part I (1)

Students will be introduced to the major religio-philosophical traditions of Asia (except Islam). Part 1 focuses on Hindu thought.

PSPH 436 - Philosophy and Religion of Asia: Part II (1)

Students will be introduced to the major religio-philosophical traditions of Asia (except Islam). Part 2 focuses on Buddhist thought.

PSPH 437 - Philosophy and Religion of Asia: Part III (1)

Students will be introduced to the major religio-philosophical traditions of Asia (except Islam). Part 3 focuses on East Asian thought.

PSPH 441 - Classical American Philosophies (3)

This course will introduce students to the history of American philosophies, beginning with Indigenous Peoples up to the late 20th Century. Students will develop their ability to write about, identify points of emphasis, and critically discuss the development of philosophical ideas as they emerge from the American experience. Students will discern what is important, unique, distinct, and valuable in these philosophies and explore ways to apply the knowledge to contemporary issues.

PSPH 444 - Classical American Philosophy (3)

This course traces the roots of the American intellectual tradition and brings them into contemporary American life. American culture has been formed from a stunningly broad composite of intellectual and historical tradition.

PSPH 446 - Political Philosophy (3)

In this course, we will look at several topics concerning the justification for state power. Possible questions to be addressed include the following. What way of distributing resources within the state is required by justice? Who is entitled to join society? When is it just for the state to interfere with our freedom?

PSPH 447 - Artistic Integrity in the Digital Age (3)

With digital manipulation readily available, the question of artistic integrity is examined. Discussion and research will include the Internet's use of images, photojournalism versus privacy computer-generated images, and the legal system's reliance on photographic evidence.

PSPH 449 - Philosophy of Plato (3)

This course will provide an introduction to Plato's life, chief contributions to philosophical thought, and his legacy.

PSRE 398 - PSRE Directed Study (1 - 4)

By special arrangement.

PSRE 433 - African American Religion (3)

This course explores the character and nature of religious feelings as they have been expressed among African American communities that encompass a variety of religious and aesthetic and political concerns.

PSRE 455 - Founders World Rel.I:Jesus (1)

This course examines the founders of Christianity, Buddhism, and Islam as religious leaders, historical figures, and human individuals. Part 1 focuses on Jesus Christ.

PSRE 456 - Founders World Rel.II:Buddha (1)

This course examines the founders of Christianity, Buddhism, and Islam as religious leaders, historical figures, and human individuals. Part 2 focuses on Siddhartha Gautama, the Buddha.

PSRE 457 - Founders World Rel.III:Muhammd (1)

This course examines the founders of Christianity, Buddhism, and Islam as religious leaders, historical figures, and human individuals. Part 3 focuses on the Prophet Muhammad.

PSRE 458 - History of Islam (3)

This course unfolds an understanding of Islam as a historical and political phenomenon rooted in theological principles.

PSRE 459 - Spirituality of Work (3)

This course examines the trends, controversies, theories, and practices of the American corporate movement known as the spirituality of work.

PSRE 464 - Myth and Ritual (3)

In this course students are encouraged to think about religion as an important human phenomenon and to explore the ways in which religious feeling and activity affect lives as individuals and as members of communities. Students will read classic theoretical works and apply characteristic concepts to examples from secular contemporary life.

PSRE 465 - Spiritual Pilgrimage in America (3)

Students will apply traditional definitions of pilgrimage and spiritual experience as they explore the ways in which the concept of a spiritual quest can be applied to non-traditional destinations and activities.

PSSC 309 - Science and Society (3)

This course will look at the impact of science on our modern society, including a survey of current knowledge and important open questions in the major fields of science today: medicine; physics and astronomy; engineering; technology and nanotechnology; and environmental.

PSSC 398 - PSSC Directed Study (1 - 4)

By special arrangement.

PSSC 410 - Plants and People (3)

This course will survey the basic biology of land plants and explore their importance to people and cultures. We investigate plants from the cellular level to the organismal to the range of ecological services they provide. Students have opportunities to study plants in the field and to design their own plant projects.

PSSC 415 - History and Philosophy of Science (3)

This course will examine how science helps us to create a conceptual understanding of the world around us, and how the scientific approach has developed throughout the ages and will discuss the nature of scientific explanation, how the scientific method works, and the sometimes complex and always fascinating relationship between evidence and hypothesis.

PSSC 416 - History of American Wilderness Management (3)

This course explores the historical and current challenges to preserving and using wilderness areas. Students will achieve an understanding of how different cultures treated and managed the land and learn about the historical efforts undertaken by governments, settlers, and individuals to both acquire and preserve wilderness areas.

PSSC 417 - Genes, Genomes and Genealogy (3)

This course provides grounding in genetic science, with the goal of being able to apply this knowledge to crucial social and ethical issues. Topics covered include DNA, genes, genomics, genealogy, medical, legal, and social impact of genetics.

PSSC 418 - Wildlife Con: Birds of Prey (3)

Understanding the relationship between humans and the environment is central to some of the greatest challenges of the 21st Century. Students will critically examine the relationship between human society and the natural world as well as the differing views within our society of how that relationship should be structured. Topics include global climate change, population growth, and endangered species.

PSSC 499 - Directed Study (1 - 3)

By special arrangement.

PSVP 398 - PSVP Directed Study (1 - 4)

By special arrangement.

PSVP 417 - Artistic Integrity in the Digital Age (3)

With digital manipulation readily available, the question of artistic integrity is examined. Discussion and research will include the Internet's use of images, photojournalism versus privacy computer-generated images, and the legal system's reliance on photographic evidence.

PSVP 418 - Sacred Arts of the World (3)

In this course, students will have the opportunity to study art from the creator's vantage point, giving them the ability to assess historical and modern art with an open mind, often finding that first impressions are not the full story, especially in a global world.

PSVP 419 - American Cinema: Genre and Culture. Part I (1)

This course explores the American film industry's coalescence into a cinema based on genres, and the numerous cultural and industrial contexts in which it emerged. Narrative films from the 1930s to the present will be examined with one major film of each selected genre the subject individual focus. Part 1 covers comedy and animation.

PSVP 421 - American Cinema: Genre and Culture, Part II (1)

This course explores the American film industry's coalescence into a cinema based on genres, and the numerous cultural and industrial contexts in which it emerged. Narrative films from the 1930s to the present will be examined with one major film of each selected genre the subject individual focus. Part 2 covers horror, fantasy, and westerns.

PSVP 422 - American Cinema Genre and Culture, Part III (1)

This course explores the American film industry's coalescence into a cinema based on genres, and the numerous cultural and industrial contexts in which it emerged. Narrative films from the 1930s to the present will be examined with one major film of each selected genre the subject individual focus. Part 3 covers war and sci fi.

PSVP 423 - Japanese and American Encounters in Art and Cinema, Pt 1 (1)

This course examines some of the fascinating Japanese and American perceptions, interaction, and influences in art, cinema, and popular culture from 1853-present. Part 1 examines the vast record of Japanese responses to America's insistent arrival through single sheet woodblock prints and drawings which reveal both imaginative and factual observations of the Westerners and explores the Japanese woodblock print aesthetic and form and how American artists appropriated those features.

PSVP 424 - Japanese and American Encounters in Art and Cinema Pt 2 (1)

This course examines some of the fascinating Japanese and American perceptions, interaction, and influences in art, cinema, and popular culture from 1853-present. Part 2 probes the issue of identity through cinematic form and architect Frank Lloyd Wright, the first notable American designer to observe and absorb Japanese architectural sensibility.

PSVP 425 - Japanese and American Encounters in Art and Cinema Pt 3 (1)

This course examines some of the fascinating Japanese and American perceptions, interaction, and influences in art, cinema, and popular culture from 1853-present. Part 3 investigates their individual forms of anime (animation) and manga (comic book/graphic novel) and the subtle relationships between them as well as examining the issues and aesthetic of an individual and artist compelled to live bi-culturally by the example of Isamu Noguchi.

PSVP 443 - American Art: Innovation and Idiosyncrasy (3)

This course focuses on the innovators of major American art movements in the twentieth century while simultaneously examining the artwork of American artists who,

although working on the outside edge of mainstream art, have contributed their idiosyncratic visions to art history.

PSVP 444 - American Art: Innovation and Idiosyncrasy, Part I (1)

This course focuses on the innovators of major American art movements in the twentieth century, while also examining the art work of American artists who would be outside the mainstream in folk and found art styles. Part 1 explores the themes of innovation and idiosyncrasy from the 17th to 19th centuries.

PSVP 445 - American Art: Abstract Expressionism and Pop Art, Part II (1)

This course focuses on the innovators of major American art movements in the twentieth century, while also examining the art work of American artists who would be outside the mainstream in folk and found art styles. Part 2 explores abstract expressionism and pop art.

PSVP 446 - American Art: Urban and Folk Art, Part III (1)

This course focuses on the innovators of major American art movements in the twentieth century, while also examining the art work of American artists who would be outside the mainstream in folk and found art styles.

PSWC 398 - PSWC Directed Study (1 - 4)

By special arrangement.

**L_I 622 - Instructional Uses of Technology for the Learning Specialist (2)**

Principles and practices of computer applications to instruction and management, with training in the operation of the microcomputer. (Open only to students in the Special Education Internship Program.)

L_I 631 - Curriculum and Instruction for Students with Mild/Moderate Disabilities (2)

This course prepares students with a knowledge base for understanding and teaching culturally and linguistically diverse special education students, including interaction with families. The course covers identifying the impact of diverse cultural patterns and linguistic diversity on student academic performance and behavior, selecting and implementing effective strategies to meet the learning, social, and emotional needs of students with disabilities from diverse cultural, linguistic, and/or ethnic backgrounds, developing strategies with parents and students for improving the students' self-management skills, positive self image, and social/emotional behaviors, and conducting formal and informal parent meetings for purposes of planning interventions, establishing home/school communication, and problem resolution.

L_I 633 - Assessment in Special Education (3)

Formal and informal diagnostic procedures for mildly to moderately handicapped and at-risk students including identification, screening, referral, assessment, implementation and evaluation. (Open only to students in the Special Education Internship Program.)

L_I 636 - Educational Practices for the Learning Specialist (3)

Principles of effective instruction, classroom organization, alternative instructional techniques for groups and individuals with learning handicaps in urban schools, behavior management, and modification of the core curriculum. (Open only to students in the Special Education Internship Program.)

L_I 637 - Teaching Diverse Groups (2)

In this course, pre-service teachers will be introduced to teaching students with mild-to-moderate disabilities from culturally and linguistically diverse backgrounds, including English learners. They will learn basic skills needed to create positive, healthy learning environments, collaborate with professionals, and understand various disabilities. Candidates will participate in analytic and reflective discussion, examine decision-making procedures, and discuss critical incidents from case-studies observations of professional teachers. During this course, candidates will begin developing professional portfolios that demonstrate their acquisition of the knowledge and skills defined in the Teaching Performance Expectations (TPEs).

L_I 639 - Intern Teaching Seminar I (2)

This is the first of four courses providing support for candidates as intern-teachers of students with mild-moderate disabilities from culturally and linguistically diverse backgrounds. Candidates will be observed and mentored by fieldwork supervisors, district support providers, and the course instructor. They will observe credentialed instructors in a variety of special education settings. Coursework will include basic knowledge of Individualized Education Plans (IEPs), Individualized Transition Plans (ITPs). Candidates will set goals for the California Teaching Performance Expectations (TPEs). (Open only to students in the Special Education Internship Program)

L_I 640 - Intern Teaching Seminar II (1)

These courses consist of two semesters of supervised full-time teaching in special education classrooms with students who have mild/moderate disabilities from culturally and linguistically diverse backgrounds. The courses include a variety of practica sessions with heterogeneous groupings of members of the cohort group. Candidates participate in analytic and reflective discussions, examine decision-making procedures, and discuss critical incidents from their classrooms and general topics of concern in the field. The courses also include the evaluation component of the fieldwork experience.

L_I 641 - Research in Special Education (3)

The purpose of this course is to introduce credential candidates to a variety of educational research methods in special education. Students will be exposed to issues and topics related to students with disabilities, and qualitative and quantitative research designs including sampling procedures, measurement instruments, data collection methods, data analysis, and statistical analysis. Students will then use the information from class sessions and readings to identify a potential research topic in special education and develop a research proposal for the Masters Thesis or Field Project.

L_I 659 - Consultation and Collaboration (3)

Issues of collaboration, consultation, communication, and teaming in interdisciplinary settings. Models for working with educators, parents, students, and community resource personnel. Ethical and practical applications of appropriate communication strategies. (Open only to students in the Special Education Internship Program.)

L_I 665 - Development of Legal and Educational Foundations for the Learning Specialist (3)

Educational, developmental, legal, environmental issues related to needs of the mildly to moderately handicapped and at-risk students. Child development patterns, language acquisition, learning and cognitive processes, health issues, effects of disabling conditions, legal rights, placement criteria options, and barriers to full student participation. (Open only to students in the Special Education Internship Program.)

L_I 674 - Research and Professional Specialization (1 - 2)

This seminar provides students with the knowledge ability to interpret, apply, and disseminate current and emerging literature (research, theories, legislation, policies, and practices) regarding special education. Students will then apply this literature to their roles in the field and demonstrate expertise in one area of specialization.

L_I 675 - Data-based Instruction (3)

Seminar on applying skills in the areas of assessment, curriculum development and modifications, and adapting instruction and technology for students with mild/moderate disabilities. Issues of law, policies, and procedures pertaining to assessment, curriculum, and instruction. (Open only to students in the Special Education Internship Program.)

L_I 676 - Behavioral Management (3)

This course is designed to prepare candidates in the knowledge, skills, and competencies to plan and implement behavioral interventions and support for students with behavioral or emotional disabilities. Candidates will develop and implement a functional behavioral assessment and classroom management system to ensure healthy, positive learning and social environments for culturally and linguistically diverse students with mild to moderate disabilities.

L_I 678 - Intern Teaching Seminar III (1)

This course and 0701-679 structure the last two semesters of fieldwork supervision. Coordinates the ongoing support for professional self assessment, goal setting, and other induction plan components. Collaboration between University and school district personnel. (Open only to students in the Special Education Internship Program.)

L_I 679 - Intern Teaching Seminar IV (1)

This is the final of four courses providing support for candidates as intern-teachers of students with mild-to-moderate disabilities from culturally and linguistically diverse backgrounds. Candidates will continue to be observed and mentored by fieldwork supervisors, district support providers, and the course instructor. They will continue to observe credentialed instructors in a variety of special and general education settings, focusing on the inclusion of students with disabilities in the general education program and curriculum. Candidates will apply methods and strategies to support students with disabilities in general education settings. Candidates will demonstrate achievement of the California Teaching Performance Expectations (TPEs) through assessments and completion of portfolios. In addition, candidates will develop individual transition plans for post-program advancement towards a clear teaching credential.

L_I 697 - Directed Study (1 - 3)

Independent, in depth study of a specific educational topic. (Open only to students in the Special Education Internship Program.)

L_I 698 - Special Topics Seminar (1 - 3)

Exploration of one or more selected topics in Special Education.

L_I 700 - Cognitive Psychology (3)

The major cognitive psychology theories and research on thinking. Topics include inductive and deductive thinking, analogical thinking, hypothesis testing, mental models, dual-coding, declarative and procedural knowledge, expertise, schemas and scripts, domain-specific knowledge, and social cognition. Special emphasis is placed on the use of literature reviews in research.

L_I 701 - Multimedia Learning (3)

Multimedia Learning provides a theoretical foundation for conducting research into multimedia learning and a practical foundation for constructing effective academic multimedia products. The theoretical foundation is provided through a variety of recent journal articles. The practical portion of the course begins by exploring three foundational areas: graphic design, audio recording, and photography. The course then looks at the key preparation stages of audio editing and creating basic multimedia movies. Finally the course looks at three areas that will allow users to create more polished presentations: layers, audio mixing, and alternative formats for movie construction.

L_I 702 - Human Abilities (3)

A historical examination of empirical theories of cognitive abilities. Theories of intelligence, aptitude, achievement, cognitive style, and learning style are presented. Special emphasis is placed on the use of factor analysis as a statistical technique.

L_I 707 - Literature Reviews (3)

The course provides an introduction to the skills and practices required for constructing a literature review. Students will focus on an area of research of their own choosing and develop their ability to read, critically evaluate and synthesize research in their area.

L_I 709 - Dissertation Proposal Seminar (3)

Development of a research proposal leading to the dissertation. • Prerequisites: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

L_I 712 - Performance-Based Assessment (3)

This course covers methodological issues, and practical applications of performance-based and cognitive-based assessments. The rationale underlying performance assessment and the procedures essential to its design and execution and to the interpretation and use of its results for decision making will be addressed. Recent research in cognition will be explored for its application to educational testing. • Prerequisite: GEDU 714

L_I 713 - Essentials for Teaching in Higher Education (3)

Teaching strategies for becoming an effective college teacher. Students will assess their philosophy of teaching, learning style, and teaching style; learn how to enhance motivation for learning; and acquire methods of assessment and techniques for teaching using case studies.

L_I 715 - Architecture of Learning (3)

This course explores the area of effective instruction. Students will work with an applied model for creating and evaluating learning experiences and develop a digital learning portfolio as the culminating project demonstrating achievement of the course goals. To create this digital learning portfolio students will establish realistic student learning goals, formulate assessment strategies to correspond to those goals, analyze relevant people factors influencing goals and course content, create activities to develop desired thinking and meta-learning skills, design learning activities for individuals and groups of learners, and devise remedial and enrichment activities for learners.

L_I 716 - C and I in Special Education (3)

The course focuses on theory, research and development of curriculum and instruction in the area of mild-moderate disabilities.

L_I 717 - Research-Based Practices and Critical Issues in Special Education (3)

This course is designed to familiarize doctoral students with: a) research-based practices in special education; b) critical issues in special education practices.

L_I 718 - Special Education Law and Public Policy (3)

This course explores major federal legislation (IDEA, ADA, etc) and other legal policies associated with disability rights, special education, and students with disabilities. The course will also examine key statutes and landmark court cases.

L_I 719 - Practicum in SPED Higher Ed I (1)

The college teaching practicum will prepare special education doctoral students to deliver instruction in a special education teacher credential program for mild-moderate disabilities.

L_I 720 - Practicum in SPED Higher Ed II (1)

The college teaching practicum will prepare special education doctoral students to deliver instruction in a special education teacher credential program for mild-moderate disabilities.

L_I 721 - Models of Teaching and Instruction (3)

A survey of empirically-based models of teaching and instruction. Models include individualized instruction. Carroll's model of school learning, Bloom's theory of school learning, process-product models and Rosenshine's explicit instruction, Cronbach and Snow's aptitude-treatment interaction model, and Brown and Campione's cognitive apprenticeship models.

L_I 722 - Practicum in Research in Special Education (1)

The research practicum will prepare special education doctoral students to develop research skills in special education teacher education. The purpose of the practicum is to provide students with structured experiences in designing and conducting research.

L_I 723 - Curriculum Development in Special Education (3)

Curriculum development, systematic approaches to effective teaching and learning, and evaluation in special education.

L_I 724 - Grant Writing (3)

The objective of this course is to prepare doctoral students to develop the skills needed to write an effective grant proposal in a higher education setting. Since federal grants are some of the largest potential sources of funding, this will be the primary focus of the course.

L_I 729 - Proposal Development Seminar (3)

Continuation of proposal development, if needed • Prerequisites: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

L_I 730 - Descriptive Rsch in C and I (3)

The uses and methods of descriptive research; the evaluation of descriptive research; and the design and implementation of descriptive research. Topics include sample selection, data collection techniques (questionnaires, interviews, etc.), scales and indices, coding, analyzing and presenting descriptive data. • Prerequisites: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

L_I 732 - Motivation (3)

Motivational theories with an emphasis on models in intrinsic motivation and how they affect instructional practice. Theories include situational and personal interest, flow, achievement, attribution, goal, control, feedback, and self determination theories. Special emphasis is placed on the use of focus groups as a research technique.

L_I 735 - Creativity (3)

The purpose of the course is to look at the role of creativity in social environments. Creativity is usually investigated from an individual differences perspective. Instead, this course will look at creativity as an environmental variable (i.e., factors in the educational environment which may influence creativity). Of utmost concern is the question: "What can we do to make our educational or business environments more conducive to creative and original thinking?" This environmental psychological approach will incorporate thinkers from the fields of psychology, education, and the arts.

L_I 743 - Constructivism and Technology (3)

This hands-on course covers the history of constructivism as a learning theory, constructivist teaching strategies, curriculum designs, assessment, and the appropriate uses of technology to support student-centered learning.

L_I 752 - Data-Based Decision Making for School Leaders (3)

The course will emphasize how school leaders can collect, analyze, and use data to make instructional decisions to improve the learning of a diverse student populations. Specifically, school leaders will focus on academic outcomes for learners who are at risk for academic failure and often forgotten or neglected.

L_I 790 - Dissertation Proposal Development (1 - 3)

Directed proposal development in consultation with dissertation advisor and committee.

L_I 791 - Dissertation Research and Writing (1 - 3)

The design, preparation, and writing of the dissertation research study in consultation with the dissertation advisor and committee. Advancement to candidacy required.

L_I 797 - Directed Study (1 - 3)

Independent, in-depth study of a specific educational topic.

L_I 798 - Special Topic Seminar (1 - 3)

Exploration of one or more selected topics in Learning and Instruction.

O_L 614 - Introduction to Organization and Leadership (3)

Explorations of theory, research and practice on how individuals make career choices and adjust to work. Focus on the implications of individual development for organizational and counseling practice in a wide range of settings and with diverse populations.

O_L 615 - Information Systems in Educational Management (3)

Examination of the uses of information in the management of educational institutions and issues administrators face in the management of this information, including collection, storage, and dissemination. Focuses on integration and communications of information for decision-making. Includes an introduction to validity and reliability in tests and measurements; use of specific tools, such as school schedulers and student records; and human, technological, and legal issues in sharing information. Students will work in teams to develop hands-on projects. Any student taking this course must have the ability to use any personal computer for word processing or other tasks.

O_L 617 - International Adult Learning: Domestic and Transcultural (3)

An examination of various facets of education needed for success in a global economy. An important focus of this course is the ethical considerations and responsibilities that are inherent in the design of adult education programs. The influence of tradition and culture for the adult learner is explored from an interpretive perspective.

O_L 618 - Culture and Law (3)

This course examines primary legal systems in Eastern and Western settings. Further, the relationship among law, culture and policy formation are investigated.

O_L 619 - Participatory Hermeneutic Research (3)

This course focuses on the theory and application of field-based research grounded in the critical hermeneutic philosophy of Gadamer, Ricoeur and other researchers that use the written and social text as a basis for data analysis.

O_L 621 - Budget and Finance (3)

Accounting, budgeting, finance, planning, funding, fund-raising and business management in public and private educational institutions and other non-profit entities. Emphasis on the relationships among the leadership role, the utilization of resources, and the accomplishment of organizational outcomes.

O_L 622 - Education Law (3)

Survey of federal and state laws and cases that apply to educational institutions. Topics covered may include: a) disability; b) civil rights; c) freedom of speech; church/state

issues; d) evaluation and termination; e) the minor student; f) governing authority of state and local bodies; g) enforcement of educational policy; h) civil and tort liability.

O_L 624 - Human Resources in Educational Management (3)

This course provides theoretical and practical discussions of the tasks, responsibilities and application to K-12 and higher education in educational management.

O_L 626 - Sociocultural Foundations of Organization and Policy (3)

Course examines the foundations of social and cultural imperatives that are transforming organizations in the global economy. Further examination of traditions and rationality systems that have informed assumptions about organizations and policy making. Focus on concepts of ethics, language, technology, and hermeneutics in the emerging paradigms of organizational change.

O_L 627 - Legitimation of Power in Societies and Organization (3)

Study of rationality, power, and authority in modern societies with special attention to political language, technical imperatives, and symbolic aspects of organizations. Sources and processes of power and control will be examined.

O_L 630 - Educational Leadership (3)

Current concepts underlying leadership theories and practices as they relate to leadership activities, including development and planning, implementation and evaluation in K-12 and higher education.

O_L 632 - Educational Management (3)

This course provides theoretical and practical discussions of the tasks, responsibilities and applications in educational management.

O_L 635 - Anthropology of Education (3)

Fundamental principles of anthropology as applied in education, business, and community learning contexts. An overview of the history, tradition, and political ideology of two or more countries, other than the United States, provides a backdrop for the study of culture, technology, and values in an American pedagogical setting.

O_L 645 - Practicum in Higher Education and Student Affairs I (1)

The practicum will provide students with an opportunity to reflect on and apply course content to higher education and student affairs work. Students will participate in a student affairs office, program or other operation on campus and gain guided exposure to various aspects of students affairs work such as student experiences, program planning, implementation, administration and supervision, use of assessment and evaluation tools, application of ethical guidelines.

O_L 646 - Practicum in Higher Education and Student Affairs II (1)

The practicum will provide students with an opportunity to reflect on and apply course content to higher education and student affairs work. Students will participate in a student affairs office, program or other operation on campus and gain guided exposure to various aspects of student affairs work such as student experiences, program planning, implementation, administration and supervision, use of assessment and evaluation tools, application of ethical guidelines.

O_L 647 - Practicum in Higher Education and Student Affairs III (1)

The practicum will provide students with an opportunity to reflect on and apply course content to higher education and student affairs work. Students will participate in a student affairs office, program or other operation on campus and gain guided exposure to various aspects of student affairs work such as student experiences, program planning, implementation, administration and supervision, use of assessment and evaluation tools, application of ethical guidelines.

O_L 648 - Field Experience I (3)

Supervised, planned opportunities to relate and apply concepts of the Administrative Credential Services program and its seven conceptual areas - Educational Leadership, Program Improvement, Educational Management, Governance and Community, Educational Finance, Educational Law, and Information Management - to school practice. Plans are developed jointly with a member of the faculty and a field site supervisor. Students maintain reflective portfolios. May be taken concurrently with Field Experience II. Enrollment is limited to students in the Preliminary Administrative Services Credential program.

O_L 649 - Field Experience II (3)

Continuation and evaluation of Field Experience I. Students must register for both Field Experience I and Field Experience II before the joint evaluation by assigned faculty and field supervisor of their competencies. May be taken concurrently with Field Experience

I. Enrollment is limited to students in the Preliminary Administrative Services Credential program.

O_L 652 - Data-Based Decision Making for School Leaders (3)

The course will emphasize how school leaders can collect, analyze, and use data to make instructional decisions to improve the learning of a diverse student population. Specifically, school leaders will focus on academic outcomes for learners who are at risk for academic failure and often forgotten or neglected such as student with disabilities, students from low-income backgrounds, students of color, and English learners.

O_L 653 - Organization Development and Learning (3)

Attention to organizational development in fast paced environments. This course examines how leaders in organizations can mediate high performance and learning through project team development, communication, collaboration, and individual and group conversation-based assessment.

O_L 654 - Schools, Community and Society (3)

This course examines the relationships among schools, communities, and societies from historical and cultural perspectives. Concepts of authority, power, and influence in a global society provide a basis for learning that cuts across communities and organizations.

O_L 655 - M.A. Thesis/Field Project (3)

A thesis or field-based research project in Organization and Leadership which is submitted in partial fulfillment of the requirements for the Master's degree.

O_L 656 - Student Development in College (3)

Introduction to theories of student development and application of theories to student affairs practice and understanding U.S. college student experiences and outcome.

O_L 657 - Assessment and Evaluation in Higher Education (3)

This course explores perspectives and theories of evaluation and assessment in higher education and provides exposure to basic knowledge and concepts necessary to plan, design and implement assessment in student affairs.

O_L 658 - Culture and Work (3)

Course examines different cultural concepts of work as evidenced in a variety of worksites throughout the world. Particular attention is given to developing and sustaining successful transcultural workforces and globally dispersed teams through the study of culturally specific conceptions of space, time, rationality, promise, and responsibility.

O_L 662 - Campus Environments and Cultures (3)

Introduction to research on college environments and campus cultures. Implications for student outcomes and student affairs practice are highlighted.

O_L 663 - Race, Diversity, and Higher Education (3)

An overview of major theoretical, research, and practical issues related to concepts of race and diversity in higher education.

O_L 667 - Capstone Seminar (3)

This course facilitates the use of concepts and theories learned in previous completed coursework to analyze current issues facing students affairs professionals and to design and initiate a final Capstone Project.

O_L 670 - Ethical Organization (3)

This course explores classic and contemporary, Eastern and Western approaches to ethics with emphasis on application to practical organizational issues. A focus is on the application of complexity sciences - the sciences of connectivity - to informed ethical decision making. This course is offered in a blend of online and face-to-face formats. Please see course schedule for details.

O_L 671 - Complexity and Leadership Realities (3)

This course examines the role of leadership through a complexity sciences framework. Particular focus is on leading self-organizing entities through the integration of, for example, learning in organizations, social and intellectual capital, emotional intelligence, and the Jesuit traditions of risk-taking, collaborative work and change.

O_L 672 - Complexity and Org. Creativity (3)

This course focuses on the underlying dynamics of organizations from the perspective of chaos and complexity. Students examine both the creation of organizations and

innovation and creativity within existing organizations with application to their individual experiences. This course is offered in a blend of online and face-to-face formats.

O_L 697 - Directed Study (1 - 3)

Independent, in-depth study of a specific educational topic.

O_L 698 - Special Topic Seminar (1 - 3)

Exploration of one or more selected topics in Organization and Leadership.

O_L 709 - Dissertation Proposal Seminar (3)

The essentials of developing a model proposal for the research project leading to a dissertation. Specific components of a good proposal, analysis of research proposals, and student research projects. • Prerequisites: GEDU 706 and GEDU 708

O_L 715 - Information Systems in Educational Management (3)

Examination of the uses of information in the management of educational institutions and issues administrators face in the management of this information, including collection, storage, and dissemination. Focuses on integration and communication of information for decision-making. Includes an introduction to validity and reliability in tests and measurements; use of specific tools, such as school schedulers and student records; and human, technological, and legal issues in sharing information. Students will work in teams to develop hands-on projects. Any student taking this course must have the ability to use any personal computer for work processing or other tasks.

O_L 717 - International Learning in Domestic and Transcultural Settings (3)

Examines the various facets of education needed for success in a global economy. An important focus of this course is the ethical considerations and responsibilities that are inherent in the design of adult education programs. The influence of the tradition and culture of the adult learner will be explored from a hermeneutic perspective.

O_L 718 - Culture and Law (3)

This course examines primary legal systems in Eastern and Western settings. Further, the relationship among law, culture and policy formations will be investigated.

O_L 719 - Participatory Hermeneutic Research (3)

This course focuses on the theory and application of field-based research grounded in the critical hermeneutic philosophy of Gadamer, Ricoeur and other researchers that use the written and social text as a basis for data analysis.

O_L 720 - Education Law (3)

Survey of federal and state laws and cases that apply to educational institutions. Topics covered may include: a) disability; b) civil rights; c) freedom of speech; church/state issues; d) evaluation and termination; e) the minor student; f) governing authority of state and local bodies; g) enforcement of educational policy; h) civil and tort liability.

O_L 721 - Budget and Finance (3)

Accounting, budgeting, finance, planning, funding, fund-raising and business management in public and private educational institutions and other non-profit entities. Emphasis on the relationships among the leadership role, the utilization of resources, and the accomplishment of organizational outcomes.

O_L 722 - Leadership in Urban Contexts (3)

An examination of sociopolitical tensions between individualism and community. Special attention to social justice policy and practice in urban contexts.

O_L 723 - Small Group Dynamics (3)

This course is designed to provide a systematic analysis of the theory and research of group dynamics with emphasis on group formation, cohesiveness, communications, conflict, problem solving and decision making, leadership, power, influence, and evaluation. In addition, this course will provide exercises and simulations that will enable you to develop competent group skills.

O_L 724 - Human Resources in Educational Management (3)

This course provides theoretical and practical discussions of the tasks, responsibilities and application to K-12 and higher education in educational management.

O_L 725 - Writing for Publication in Organization and Leadership (3)

Preparation of an article relating to administrative research. The student will prepare an article for publication which will be critiqued by the instructor and other members of the class. The final product will be a manuscript which is submitted for publication in an appropriate journal.

O_L 726 - Sociocultural Foundations of Organization and Policy (3)

Course examines the foundations of social and cultural imperatives that are transforming organizations in the global economy. Further examination of traditions and rationality systems that have informed assumptions about organizations and policy making. Focus on concepts of ethics, language, technology, and hermeneutics in the emerging paradigms of organizational change.

O_L 727 - Legitimation of Power in Societies and Organizations (3)

Study of rationality, power, and authority in modern societies with special attention to political language, technical imperatives, and symbolic aspects of organizations. Sources and processes of power and control will be examined.

O_L 728 - Culture and Work (3)

Course examines different cultural concepts of work as evidenced in a variety of worksites throughout the world. Particular attention is given to developing and sustaining successful transcultural workforces and globally dispersed teams through the study of culturally specific conceptions of space, time, rationality, promise, and responsibility.

O_L 729 - Proposal Development (3)

Continuation of proposal development. Specific components of a proposal, analysis of research proposals, and student research projects. • Prerequisites: GEDU 706 and GEDU 708

O_L 730 - Educational Leadership (3)

Current concepts underlying leadership theories and practices as they relate to leadership activities, including development and planning, implementation and evaluation in K-12 and higher education.

O_L 731 - Politics of Education (2)

The purpose of the course is to provide students with the ability to critically analyze and manage the political context of educational leadership by building an understanding of the politics of education. The course includes an emphasis on K-12 and post-secondary governance structures, stakeholders, policymaking, agenda setting, and the connections between federal, state, and local policy decisions and their impact on student learning.

O_L 732 - Data, Assessment, and Curriculum (2)

The framework for the course will be standards-based reform and a systematic approach to thinking about how leaders in urban school districts work together to improve a whole system of schools and refuse to settle for just a few more good schools as a result of their efforts. The context in urban settings demands that leaders must inspire those they lead with a sense of urgency and convince them to embrace the goal student learning for all. This course also explores ways for shaping a school system as a healthy place for everyone's growth and development, with special attention to faculty, administrators, support staff, and the superintendent.

O_L 733 - Professional Practice of Educational Leadership (1)

Field-based applications of research, knowledge and skills developed as part of the individualized induction plan organized to address principles and concepts of administrative practice centered on the themes of a) organizational and cultural environment, b) dynamics of strategic issues management, c) ethical and reflective leadership, d) analysis and development of public policy, e) management of information systems, and f) management of human and fiscal resources. Includes maintenance of a journal containing observation, documentation and analysis of current issues and reflections on professional practice and personal growth. Enrollment is limited to students in the Clear Credential program.

O_L 734 - Professional Practice of Educational Leadership (1)

Continuation of field-based applications of research, knowledge and skills developed as part of the individualized induction plan organized to address principles and concepts of administrative practice centered on the themes of a) organizational and cultural environment, b) dynamics of strategic issues management, c) ethical and reflective leadership, d) analysis and development of public policy, e) management of information systems, and f) management of human and fiscal resources. Includes maintenance of a journal containing observation, documentation and analysis of current issues and reflections on professional practice and personal growth. Academic coursework may be substituted as approved in the Professional Credential Induction Seminar. Enrollment is limited to students in the Clear Credential program.

O_L 735 - The New Distance Education (3)

In this course, conducted in a World Wide Web environment, students will look for the pedagogy, the problems, and the potential of new forms of distance education in a

variety of educational settings and for different kinds of educational and training needs: personal, corporate, and community. Practical skills and theoretical insights are developed.

O_L 736 - Urban Superintendent (2)

The purpose of this course is to familiarize students with the major technical and leadership functions of the Superintendent. Students will analyze critical issues confronting the urban superintendent in areas such as identifying and scaling up effective practices, fostering instructional leadership among teachers and principals, designing assessment and accountability systems, focusing resources on the improvement of instruction and student learning, and managing relationships with school boards and other influential actors.

O_L 737 - Pressing Urban Issues (2)

This course presents a critical social analysis and critique of current issues for school leaders in urban education. As our society continues to become diverse, leaders must stay current on how to best meet the needs of students in their schools and districts. Each summer the course will focus on a new pressing issues of the time, so that leaders are able to better prepare themselves to meet the needs of their students today.

O_L 738 - Advocacy, Media and Law (2)

Successful urban leaders must advocate for the students, teachers, and the communities they represent. In order to do this leaders must be able to use both the media and law effectively to advocate for their schools and community. This course is an investigation into the public understanding of K-12 education, its sources, its susceptibility to change, and the ways that urban leaders can effectively use the media and law to advocate for their schools and community.

O_L 740 - Higher Education in the Global Environment (3)

Global social, economic, technological, and ideological changes are challenging traditional educational practices in homes, schools, universities, and in industry throughout America and around the planet. The new internationalization is having particular impact on higher and adult education. In this course, students will explore the facts, the forces, and the futures of higher education in the global environment.

O_L 741 - American Institutions in Higher Education (3)

A survey of the missions, organizational structures, governance, and administration of various types of postsecondary and higher education institutions in America.

O_L 742 - Operational Management in Higher Education (3)

Principles and practices of administering higher educational institutions with special attention to governance, organizational structure, finance, plant management, and support services.

O_L 743 - Program and Faculty Development (3)

Current approaches to higher education needs assessment and program development with the integration of post secondary teaching styles for institutions in a rapidly changing environment. Class participants will investigate the tensions between traditional standards and new competitive and market driven forces.

O_L 744 - Academic and Student Affairs in Higher Education (3)

Contemporary problems, issues, and trends in the administration of curricula, instructional programs, student development programs, and student support services are examined in relation to both conceptual models and actual institutional settings.

O_L 750 - Organizational Theory: Applications and Implications (3)

Exploration of theories of human organizations and how they function. Emphasis is on critical analysis of organizational settings with which the students are familiar and applications of theory for improvement and change.

O_L 751 - Leadership Theories (3)

An examination of the theories of leadership with emphasis on linking theory and practice to create effective organizational leadership.

O_L 752 - Data-Based Decision Making for School Leaders (3)

The course will emphasize how school leaders can collect, analyze and use data to make instructional decisions to improve the learning of a diverse student population. Specifically, school leaders will focus on academic outcomes for learners who are at risk for academic failure and often forgotten or neglected such as students with disabilities, students from low-income backgrounds, students of color, and English learners.

O_L 753 - Organizational Development and Learning (3)

Attention to organizational development in fast paced environments. This course examines how leaders in organizations can mediate high performance and learning through project team development, communication, collaboration, and individual and group conversation based assessment.

O_L 754 - School, Community and Society (3)

Examination of the relationships among schools, communities and societies from historical and cultural perspectives. Selected cultural areas are presented for context-based study of learning imperatives that cut across communities and organizations.

O_L 756 - Student Development in College (3)

Introduction to theories of student development and application of theories to student affairs practice and understanding U.S. college student experiences and outcomes.

O_L 757 - Assessment and Evaluation in Higher Education (3)

This course explores perspectives and theories of evaluation and assessment in higher education and provides exposure to basic knowledge and concepts necessary to plan, design and implement assessment in student affairs.

O_L 758 - Fundamentals of Management (3)

A theoretical, systematic discussion of the tasks, responsibilities, and practices of management in today's society.

O_L 759 - Women in Management (3)

Critical analysis of the role of women in positions of leadership; personal traits and environmental factors which enhance the success of women in management.

O_L 760 - Professional Rhetoric and Presentation (3)

Professional representation of one's self and one's organization are key skills in today's world of full disclosure and 24-hour media coverage. The intellectual issues to be addressed and the practical tools to be mastered are the subjects of this "skills with purpose and understanding" course for organizational leaders.

O_L 761 - Policy Analysis in the Pluralistic Society (3)

Policy Analysis is the application of social and economic theory and empirical findings to the prediction of the effects of new laws or rules. The traditional and accepted methods for doing this, which still prevail, are challenged by new political and philosophical forces, which are driving a reconsideration of the values and priorities influencing decision-makers. In this course, students see the basics of traditional policy analysis and learn to articulate their values vis-a-vis any proposed policy.

O_L 762 - Campus Environments and Cultures (3)

Introduction to research on college environments and campus cultures. Implications for student outcomes and student affairs practice are highlighted.

O_L 763 - Race, Diversity, and Higher Education (3)

An overview of major theoretical, research, and practical issues related to concepts of race and diversity in higher education.

O_L 764 - The Community College (3)

American postsecondary education in public and private, two-year, collegiate institutions. Current trends and issues in curriculum, governance, finance, faculty and students will be reviewed systematically through organizational theory.

O_L 765 - Negotiations and Conflict Resolution (3)

Trends in local and international cooperation and competition require new approaches to reaching agreement. The intersections of time, trust, and interest determine constructive solutions. Class participants will learn about culturally embedded approaches to problem recognition, negotiation, and communication.

O_L 770 - Ethical Organization (3)

This course explores classic and contemporary, Eastern and Western approaches to ethics with emphasis on application to practical organizational issues. A focus is on the application of complexity science - the sciences of connectivity - to informed ethical decision making. This course is offered in a blend of online and face-to-face formats. Please see course schedule for details.

O_L 771 - Complexity and Leadership Realities (3)

This course examines the role of leadership through a complexity sciences framework. Particular focus is on leading self-organizing entities through the integration of, for example, learning in organizations, social and intellectual capital, emotional intelligence, and the Jesuit traditions of risk-taking, collaborative work and change.

O_L 772 - Complexity and Org. Creativity (3)

This course focuses on the underlying dynamics of organizations from the perspective of chaos and complexity. Students examine both the creation of organizations and innovation and creativity within existing organizations with application to their individual experiences. This course is offered in a blend of online and face-to-face formats.

O_L 790 - Dissertation Proposal Development (1 - 3)

Directed proposal development in consultation with dissertation committee.

O_L 791 - Dissertation Research and Writing (1 - 3)

The design, preparation, and writing of the dissertation research study in consultation with the dissertation committee. Advanced to candidacy required.

O_L 797 - Directed Study (1 - 3)

Independent, in-depth study of a specific educational topic.

O_L 798 - Special Topic Seminar (1 - 3)

Exploration of one or more selected topics in Organization and Leadership.

TEC 400 - America Reads I (1)**TEC 401 - America Reads IA (1)**

This year-long course is specifically designed for tutors who are in their first year of participation in the America Reads tutoring program, tutoring young children in reading. It provides new America Reads tutors with specific, hands-on information about the tutoring process. Tutors learn how to motivate students to learn to read, how to structure and implement tutoring sessions, and how to keep records and evaluate both students and themselves. Course includes required fieldwork tutoring reading in a culturally and linguistically diverse primary classroom under the auspices of the national America Reads program. Students enroll in this course for two consecutive semesters.

TEC 402 - America Reads IB (1)

This year-long course is specifically designed for tutors who are in their first year of participation in the America Reads tutoring program, tutoring young children in reading. It provides new America Reads tutors with specific, hands-on information about the tutoring process. Tutors learn how to motivate students to learn to read, how to structure and implement tutoring sessions, and how to keep records and evaluate both students and themselves. Course includes required fieldwork tutoring reading in a culturally and linguistically diverse primary classroom under the auspices of the national America Reads program. Students enroll in this course for two consecutive semesters. • Prerequisite: TEC 401

TEC 403 - America Reads IIA (1)

This year-long course is specially designed to help tutors who are in their second year of participation in the America Reads tutoring program. It provides both detailed instruction on how an individual tutoring session should be structured and specific suggestions and strategies for each segment of the session. Most of the examples in the course are drawn from students' own tutoring experiences. Students enroll in this course for two consecutive semesters. • Prerequisite: TEC 402

TEC 404 - America Reads IIB (1)

This year-long course is specially designed to help tutors who are in their second year of participation in the America Reads tutoring program. It provides both detailed instruction on how an individual tutoring session should be structured and specific suggestions and strategies for each segment of the session. Most of the examples in the course are drawn from students' own tutoring experiences. Students enroll in this course for two consecutive semesters. • Prerequisite: TEC 403

TEC 405 - America Reads IIIA (1)

For tutors participating in their third year of the America Reads program, this required year-long course extends their knowledge base of effective instructional practices for primary reading instruction. Course participants engage in fieldwork tutoring struggling readers in culturally diverse urban classrooms. • Prerequisite: TEC 404

TEC 406 - America Reads IIIB (1)

For tutors participating in their third year of the America Reads program, this required year-long course extends their knowledge base of effective instructional practices for primary reading instruction. Course participants engage in fieldwork tutoring struggling readers in culturally diverse urban classrooms. • Prerequisite: TEC 405

TEC 407 - America Reads IVA (1)

Exploration of the knowledge base and effective instructional practices defining reading instruction. Investigation of reading, writing, and the general principles of tutoring.

Course includes required fieldwork tutoring reading in a culturally and linguistically diverse primary classroom under the auspices of the National America Reads program. Extensive reflection on the act of tutoring and its role in education. • Prerequisite: TEC 406

TEC 408 - America Reads IVB (1)

Exploration of the knowledge base and effective instructional practices defining reading instruction. Investigation of reading, writing, and the general principles of tutoring. Course includes required fieldwork tutoring reading in a culturally and linguistically diverse primary classroom under the auspices of the National America Reads program. Extensive reflection on the act of tutoring and its role in education. • Prerequisite: TEC 407

HS 301 - Death and Dying: Exploring New Paradigms (4)

This interdisciplinary course examines end of life issues in our contemporary culture through various models: biomedical/technological, theological/spiritual/religious, diversity/multicultural, and ethical. Students are encouraged to question and challenge prevailing structures, models, beliefs, and ethical questions, while integrating new perspectives of death and dying. A strong service learning component will engage the student in applying the new information, reinforcing individual learning while expanding the collective classroom experience ultimately creating the possibility for new end of life paradigms.

NURS 120 - Nursing in the Jesuit Tradition I (1)

Introduction to the profession of nursing through the lens of the Jesuit tradition with a focus on social justice issues in health care delivery. A primary goal of this course will be to develop an awareness of the health care needs of vulnerable populations locally and globally.

NURS 170 - Introduction to Professional Nursing Practice (1)

Introduction to essential knowledge, skills and attitudes of professional nursing practice: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Focus on learning styles and critical tools for academic success.

NURS 220 - Applied Pathophysiology and Pharmacology I (3)

First course in a two part series of applied pathophysiology and pharmacological treatments of basic body systems. Focus on the etiology, clinical manifestations and general treatment of alterations in selected body systems. • Prerequisites: BIOL 113, BIOL 114, BIOL 115, BIOL 116, BIOL 134, BIOL 135, PSYC 101, NURS120, NURS170 Corequisites: NURS221, NURS222, NURS225.

NURS 221 - Essentials of Pharmacology: Principles and Concepts (2)

Introduction to basic pharmacological knowledge to be used as the foundation of nursing practice: medication administration, terminology and the nurse's role in patient safety. • Prerequisites: BIOL 113, BIOL 114, BIOL 115, BIOL 116, BIOL 134, BIOL 135, PSYC 101, NURS120, NURS170 Corequisites: NURS220, NURS222, NURS225.

NURS 222 - Applied Assessment and Nursing Fundamentals Across the Lifespan I: Health and Wellness (4)

Focus on the concepts of health, wellness, and illness throughout the life span and the knowledge and skills needed for comprehensive assessment for patient-centered nursing care. The course incorporates concepts of nutrition, nursing, pharmacology, and biopsychosocial sciences. Students use scientific inquiry and problem-solving skills to plan interventions appropriate for health promotion, disease and illness prevention. • Prerequisites: BIOL 113, BIOL 114, BIOL 115, BIOL 116, BIOL 134, BIOL 135, PSYC 101, NURS120, NURS170 Corequisites: NURS220, NURS221, NURS225.

NURS 225 - Clinical Lab I: Applied Assessment in Health and Wellness (2)

Clinical Course: Focus on application of theory, concepts and principles to assessment and planning care for patients through the use of the nursing process and scientific inquiry. Students apply the science, technology, assessment skills to address health care needs for health promotion, disease and illness prevention, and by determining the effectiveness of given expected care outcomes. • Prerequisites: BIOL 113, BIOL 114, BIOL 115, BIOL 116, BIOL 134, BIOL 135, PSYC 101, NURS120, NURS170 Corequisites: NURS220, NURS221, NURS222.

NURS 270 - Nutrition (2)

Introduction to normal nutrition across the life span. Health promotion strategies and principles of health teaching related to nutrition. Content includes macro and micronutrients, nutritional assessment basics, cultural considerations, health promotion basics and health teaching strategies for patients and families. • Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225. Corequisites: NURS 270, NURS 271, NURS 272, and NURS 275.

NURS 271 - Applied Pathophysiology and Pharmacology II (3)

Second course in a two part series of applied pathophysiology of basic body systems and their pharmacological treatments. Focus on the etiology, clinical manifestations and general treatment in alterations selected body systems and their alterations. • Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225. Corequisites: NURS 270, NURS 272, and NURS 275.

NURS 272 - Applied Assessment and Nursing Fundamentals Across the Lifespan II: Alterations in Health and Illness (4)

Builds on Applied Assessment and Fundamentals I with a focus on nursing interventions for patients experiencing acute and chronic disease. • Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225. Corequisites: NURS 270, NURS 271, and NURS 275.

NURS 273 - Evidence-Based Inquiry (4)

Introduction to evidence-based nursing practice. Focus on identification of practice issues; appraisal and integration of current evidence and the evaluation of potential outcomes across all healthcare settings and patient populations. Techniques for collaboration and communication across disciplines are emphasized. • Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225, MATH 101. Corequisites: NURS 270, NURS 271, NURS 272, NURS 275.

NURS 275 - Clinical Lab II: Alterations in Health and Illness (3)

Clinical Course: Builds on Applied Assessment and Nursing Fundamentals I with a focus on patients across the lifespan experiencing acute and chronic disease and the knowledge and skills needed for comprehensive, patient-centered care and high quality nursing care outcomes. • Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225. Corequisites: NURS 270, NURS 271, and NURS 272.

NURS 275S - Clinical Lab II: Alterations in Health and Illness (Simulation Lab) (0)

To be taken in conjunction with NURS275: Clinical Lab II. • Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225. Corequisites: NURS 270, NURS 271, NURS 272, NURS 273, NURS 275.

NURS 320 - Community and Mental Health Nursing (4)

Focus on health care delivery to vulnerable populations. The emphasis is on the patient-centered care of individuals, groups, and aggregates in community and psychiatric settings. Students analyze nursing care appropriate for the persons experiencing physiological problems and/or severe and persistent mental illness. Research and

epidemiological data are used to guide the classroom discussion to facilitate student learning and clinical problem solving. • Prerequisites: NURS 270, NURS 271, NURS 272, NURS 275, and RHET 220, or RHET 131, or RHET 250. Corequisites: NURS 321, NURS 322, and NURS 325.

NURS 321 - Health Care Systems I: Nursing Leadership Within Complex Adaptive Systems (2)

Overview of health care delivery systems and an introduction to concepts related to leadership in complex adaptive systems. Historical, present-day and future perspectives of leadership in nursing within the context of the dynamic nature of health care organizations, and nursing leadership and organizations using the complexity science paradigm. • Prerequisites: NURS 270, NURS 271, NURS 272, NURS 275, and RHET 220, or RHET 131, or RHET 250. Corequisites: NURS 320, NURS 322, AND NURS 325.

NURS 322 - Evidence-Based Inquiry and Informatics (4)

Prerequisites: MATH 101, NURS 270, NURS 271, NURS 272, NURS 275. Corequisites: NURS320, NURS321, NURS 325. Introduction to evidence-based nursing practice. Focus on identification of practice issues; appraisal and integration of current evidence and the evaluation of potential outcomes across all healthcare settings and patient populations. Techniques for collaboration and communication across disciplines are emphasized.

NURS 325 - Clinical Lab III: Community and Mental Health Nursing (4)

Clinical Course: Community based clinical experience. Focuses on patients/clients experiencing physiological and psychological problems. Use of the nursing process in the care of clients from vulnerable populations. Students work in collaboration with inter-professional teams in outpatient and inpatient sites in which patient and student safety are paramount. • Prerequisites: NURS 270, NURS 271, NURS 272, NURS 275, and RHET 220, or RHET 131, or RHET 250. Corequisites: NURS 320, NURS 321, and NURS 323.

NURS 326 - Improving Health and Safety in the School Environment (4)

This elective course provides the opportunity to prepare nursing students for an active role in assessment of real and potential risks for illness or injury in a multi-cultural primary school setting. The course is designed to develop skills needed to partner with school administrators, teachers, and families to assess needs and implement health promotion activities that are mutually determined and aimed at supporting the physical and psychosocial health of elementary school students. Students' weekly work in assigned schools will be the link to connect community service to the core curriculum.

NURS 331 - Family Health I (3)

This theory course focuses on the principles of case management with an emphasis on the childbearing family. The nursing role of case manager is introduced in the context of the childbearing family. The course explores the nursing management in the care of childbearing women, their infant and their families. • Prerequisites: NURS 330, NURS 340, NURS 350, NURS 323. Corequisites: NURS 351, NURS 352, NURS 341.

NURS 341 - Family Health II (3)

This theory course focuses on family centered care in the childrearing years. The nursing role of case manager is introduced in the context of the childrearing family. The course focuses on the child as an individual and as a member of the family and community. Specific content related to the physical, emotional, and social growth and development of the child is introduced. The causes, treatment, and prevention of childhood conditions are explored. • Prerequisites: NURS 330, NURS 340, NURS 350, NURS 323. Corequisites: NURS 331, NURS 351, NURS - 352.

NURS 351 - Clinical Lab IV-A (2)

This clinical application course focuses on family centered care in the childrearing years. The nursing role of case manager in the context of the childrearing family is applied in a variety of settings. There is an emphasis on the skills essential to meeting the physical, emotion, and social needs of well children and children with acute or chronic conditions. A School of Nursing-issued "Clinical Clearance Form" given to the student after completion of specific pre-clinical requirements, is due to the Instructor on the first clinical meeting day. • Prerequisites: NURS 330, NURS 340, NURS 350, NURS 323. Corequisites: NURS 352, NURS 331, NURS 341.

NURS 351S - Clinical Sim Lab IV-A (0)

To be taken in conjunction with NURS351 Clinical Lab IV-A.

NURS 352 - Clinical Lab IV-B (2)

This clinical application course focuses on the scientific concepts and principles related to monitoring and caring for human responses common to childbearing women, their infants and their families in hospitals and community settings. There is an emphasis on the skills essential to meeting the physical, emotion, and social needs of women experiencing healthy and complicated pregnancies. A School of Nursing-issued "Clinical Clearance Form" given to the student after completion of specific pre-clinical requirements, is due to the Instructor on the first clinical meeting day. • Prerequisites: NURS 330, NURS 340, NURS 350, NURS 323. Corequisites: NURS 351, NURS 331, NURS 341.

NURS 352S - Clinical Simulation Lab IV-B (0)

Must be taken in conjunction with NURS352 Clinical Lab IV-B

NURS 370 - Medical-Surgical Nursing I: Management of Comprehensive Adult Patient Care (4)

Advanced reasoning, synthesis, and application of evidence-based knowledge to plan, coordinate, and evaluate priorities of comprehensive care for adults of all ages with acute and chronic health care diseases and disorders. Focus on the role and scope of professional nurse practice and nursing process. • Prerequisites: NURS 320, NURS 321, NURS 322, NURS 325. Corequisites: NURS 371, NURS 375.

NURS 371 - Healthcare Systems II: Management in Complex Clinical Systems (2)

Focus on the development of management skills for beginning practitioners in acute care and managed health care environments in complex clinical systems. • Prerequisites: NURS 320, NURS 321, NURS322, NURS 325. Corequisites: NURS 370, NURS 375.

NURS 375 - Clinical Lab IV: Adult Medical-Surgical Nursing - Management of Comprehensive Adult Patient Care (4)

Clinical Course: Emphasis on cognitive and psychomotor skill development to plan, implement, and evaluate care outcomes for adults of all ages receiving care in acute settings. Focus on development of clinical judgment in symptom and disease assessment and management. • Prerequisites: NURS 320, NURS 321, NURS322, NURS 325. Corequisites: NURS 370, NURS 371.

NURS 375S - Clinical Lab IV: Medical Surgical Nursing Simulation Lab (0)

To be taken in conjunction with NURS375: Clinical Lab IV. • Prerequisites: NURS320, NURS321, NURS322, NURS325. Corequisites: NURS370, NURS371, NURS375.

NURS 420 - Women's Health (3)

Focus on the health promotion and nursing care of women across the life span with an emphasis on the childbearing years. • Prerequisites: NURS 370, NURS 371, NURS 375. Corequisites: NURS 421, NURS 425, NURS 426.

NURS 421 - Medical-Surgical Nursing II: Nursing Care of Children (3)

Focus on nursing care of children with medical-surgical issues and on the developmental differences seen in them. Specific issues related to pharmacology and safe medication practices in children are emphasized. • Prerequisites: NURS 370, NURS 371, NURS 375. Corequisites: NURS 420, NURS 425, NURS 426.

NURS 425 - Clinical Lab V-A: Women's Health (2)

Clinical Course: Health promotion and use of the nursing process in care of women with a focus on the childbearing years. Nursing care of women in situ clinical rotations and case-based simulation. • Prerequisites: NURS 370, NURS 371, NURS 375. Corequisites: NURS 420, NURS 421, NURS 426.

NURS 426 - Clinical Lab V-B: Medical-Surgical Nursing - Nursing Care of Children (2)

Clinical Course: Nursing process in care of children. Application opportunities include in situ clinical rotations and case-based simulation. • Prerequisites: NURS 370, NURS 371, NURS 375. Corequisites: NURS 420, NURS 421, NURS 425.

NURS 430 - Nursing Therapeutics III (3)

This theory course focuses on health care delivery to vulnerable populations. The emphasis is on the care of individuals, groups, and aggregates in community settings. Students analyze nursing interventions appropriate for the persons experiencing complex physiological problems and/or severe and persistent mental illness. Research and epidemiological data are used to guide the class discussions and class analysis to facilitate student learning and clinical problem solving. • Prerequisites: NURS 331, NURS 341, NURS 351, NURS 352. Corequisite: NURS 450.

NURS 448 - Global Issues and Community Health (Guatemala Theory) (2)

This elective course provides the opportunity to explore the impact of national and international policy decisions on the health and well-being of individuals and communities. Additionally, the course provides the opportunity to explore the role of cultural beliefs and values in health-seeking behaviors. Students will participate in an immersion learning program in which they will live and work in a culture different from their own. The associations among international conflict and corporate activities, poverty and lack of resources in communities, and health status of community members will be central to the learning experience.

NURS 449 - Global Issues and Community Health Lab: Guatemala Trip (1)

This elective clinical course provides the opportunity to apply knowledge and understanding of the impact of national and international policy decisions on the health and well-being of individuals and communities in low resource settings. Students will participate in an immersion learning program in which they will live and work in a culture different from their own.

NURS 450 - Clinical Lab V (5)

This community based practical application course focuses on clients experiencing complex physiological and psychological problems. Nursing interventions for the care of vulnerable population is emphasized. A School of Nursing-issued "Clinical Clearance Form" given to the student after completion of specific pre-clinical requirements, is due to the Instructor on the first clinical meeting day. • Prerequisites: NURS 331, NURS 341, NURS 351, NURS 352. Corequisite: NURS 430.

NURS 451 - Clinical Lab VI (5)

This clinical application course centers on student practice in a selected specialty with a clinical preceptor. The focus is on human responses appropriate to the client/client population throughout the continuum of care. Managed care and leadership skills are integrated within the practice setting. Students design, implement and evaluate a capstone project in the clinical setting. A School of Nursing-issued "Clinical Clearance Form" given to the student after completion of specific pre-clinical requirements, is due to the Instructor on the first clinical meeting day. • Prerequisites: NURS430, NURS450. Corequisites: NURS461, NURS481.

NURS 461 - Leadership in Managed Care Systems (3)

This theory course focuses on beginning practitioners in a managed care environment. Didactic content includes the philosophy of managed care, technology and managed care practice, quality improvement and case management in integrated delivery systems. Students will analyze strategies to develop programs for health promotion, disease prevention and client/provider health accountability in a restructured health care system. Students will discuss concepts, principles and theories related to leadership in organizations. Didactic content includes human resource management, budgeting, and finance. • Prerequisites: NURS430, NURS450. Corequisites: NURS451, NURS481.

NURS 470 - Nursing in the Jesuit Tradition II (1)

This course analyzes the profession of nursing through the lens of the Jesuit tradition using the model of the Ignatian social justice for in-depth examination of important health care issues and the responsibilities of the professional nurse. • Prerequisites: NURS420, NURS421, NURS425, NURS426. Corequisites: NURS471, NURS475.

NURS 471 - Complex Care Across the Lifespan (3)

Focus on complex nursing care of patients across the life span with actual and/or potential critical health problems in a variety of setting. Focus on acquiring advanced knowledge in complex assessment, high-intensity therapies and interventions as well as analysis and evaluation of patient outcomes. • Prerequisites: NURS420, NURS421, NURS425, NURS426. Corequisites: NURS471, NURS475.

NURS 475 - Clinical Lab VI: Complex Care Across the Lifespan (5)

Clinical Course: Collaborative experience planned by students, faculty, and agency personnel. The student must complete this course in a variety of learning environments as a culminating clinical experience to prepare them as a nurse graduate. • Prerequisites: NURS420, NURS421, NURS425, NURS426. Corequisites: NURS470, NURS471.

NURS 481 - Senior Seminar (1)

This clinical support course focuses on student participation and leadership in seminar discussions related to nursing and selected human responses appropriate to the client base served in the clinical setting of their precepted experience. Examination of the multiplicity of nursing roles and the expanding role of the nurse in a variety of settings are explored. Ethical and legal issues related to the profession of nursing are discussed. • Prerequisites: NURS430, NURS450. Corequisites: NURS461, NURS451.

NURS 499 - Directed Study (1 - 4)

Coursework and units to be determined by the student and the professor, with the Dean's approval.