

# University of San Francisco 2011-2012 Catalog

**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 the Ed.D. program) 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](http://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](http://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 units - eight units, or two courses. Doctoral students may transfer up to 12 units. (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](http://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](mailto: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](mailto: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.

The United States Immigration and Naturalization Service requires that all international students maintain a full-time program of study (at least 8 units for Master's students in Management, Education, and Nursing and for students in the Juris Doctor program in the School of Law; 10 units for LLM students in the School of Law; and 6 units for Master's students in Arts and Sciences and Professional Studies and for doctoral students in Education and Nursing), attend classes regularly and maintain normal progress toward completion of the degree objective. Additional information regarding INS regulations is available from the USF Office of International Student and Scholar Services.

### **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](http://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 units 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 units 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 15 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 the director of the ESL Program. English Conditional status students will continue in ESL until attaining a paper-based TOEFL score of 550 or higher with no subscore below 50. Students who fail to achieve the required TOEFL score within three consecutive semesters will 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 units 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 Unit 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.

<b>CLEP Examinations</b>			
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	<b>History</b>

### 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	10	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 units) and BIOL 106-General Biology II (4 units) 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.

## 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](http://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 units 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**

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 Working Adult Professional Studies/Legacy CPS Students and Visiting Students)

- 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 University-operated housing (including graduate and professional students)

Students who are required to have health insurance will automatically be enrolled in, and have their accounts 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](http://www.usfca.edu/hps). International students must waive it in person at Health Promotion Services office (UC Fifth Floor) to ensure that their health insurance policy meets the minimum insurance requirement established by USF policies and United States federal government regulations for international students and scholars.

Graduate, Working Adult Professional Studies/Legacy CPS, Regional and Visiting 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 (see Office of Residence Life, UC 5th floor) in order to comply with the USF health insurance policy.

Graduate, Working Adult Professional Studies/Legacy CPS, Regional and Visiting students registered for at least 6 units (or considered full time by their program of studies) are eligible to purchase the University-sponsored health insurance plan online at [www.usfca.edu/hps](http://www.usfca.edu/hps).

Please visit [www.usfca.edu/hps](http://www.usfca.edu/hps) for the USF health insurance policy, detailed plan benefits, and frequently asked questions. If you have questions please email [studentinsurance@usfca.edu](mailto:studentinsurance@usfca.edu) or call 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
- 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 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.

Evidence of immunization must be submitted in writing from a licensed medical professional using the USF Immunization Form. Students who plan to live in University-operated housing will not be admitted to their residence hall until their Immunization Form/records are submitted. Non residential students with incomplete immunization records will have a registration hold placed on their second semester registration. A copy of Immunization Form can be downloaded at [www.usfca.edu/hps](http://www.usfca.edu/hps). All students are strongly encouraged to keep a copy of their immunization records for future reference.

The Immunization Form and records may be mailed or faxed to: USF Student Health Clinic at St. Mary's Medical Center 450 Stanyan, 2nd Floor West, San Francisco, CA 94117 Telephone: 415-750-4980 Fax: 415-750-8155

Exceptions: Permitted when conflicts with personal religious belief or documentation by a physician that immunization should not be given due to medical condition.

### **Online Alcohol Education Course (MyStudentBody)**

High-risk drinking and its negative consequences are problems for college students across the U.S., and USF students are not exempt from these issues. As we strive together to create a socially responsible learning community, USF requires all new first-year and transfer undergraduate

students to take an alcohol education course (MyStudentBody) for college before coming to campus. MyStudentBody course is an online, science-based alcohol prevention program that provides a tailored educational experience focusing on the impact of alcohol on the mind, the body, and the community. Students are required to take the course online and pass with a score of 80% or better. Students can log in to the course by visiting [www.usfca.edu/hps](http://www.usfca.edu/hps). Students who fail to take the course will be fined \$50.

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## 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 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 - 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 2010-11 academic year only. Rates for future academic years will be listed in the appropriate class schedules.

### Student Expenses

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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)

Tuition information:  
**2010-11 Academic  
 Year Tuition**  
 Fee information:  
**2010-11 Academic  
 Year Fees**

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)**

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

Apartment Triple: \$4,200

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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**

<b>Tuition Expenses</b>	<b>Per Unit</b>	<b>Semester (Fall/Spring)</b>	<b>Annual</b>
Undergraduate	_\$860 Summer Rate	_ \$12,060 Summer Rate	
Arts and Sciences, Management, and Nursing (12 - 18 units)	_\$1,280 Summer Rate	\$18,000	\$36,000
Arts, Sciences, Management, and Nursing (less than 12 units or more than 18 units)	\$1,280		
School of Management (Professional Studies)	\$830		
Graduate			
Arts and Sciences	\$1,095		
Exception: Chemistry, Biology, and Theology	\$965		
Exception: MSFA (Professional)		\$12,495	\$24,990
Management			
MBA	\$1,195		
Management - MBAE		\$22,125	
Management - 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 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](http://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 [stuaccts@usfca.edu](mailto:stuaccts@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](mailto:onestop@usfca.edu) or by phone at (415) 422-2020.

**2010-11 Academic Year Fees**

<b>Fee Expenses</b>	<b>Per Unit/Lab /Course/Exam</b>	<b>Per Semester</b>	<b>Per Year</b>
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 Management, and the School of Nursing.			
Student Health Insurance*		\$526 (Fall) / \$713 (Spring)	\$1,239
*May be waived. Visit <a href="http://www.usfca.edu/hps">www.usfca.edu/hps</a> .			
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		
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## Tuition and Fees (from live)

Effective Summer 2010

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

### Tuition

Tuition	Per Unit	Semester (Fall/Spring)	Annual
<b>UNDERGRADUATE TUITION:</b>			
<b>Arts and Sciences, Business &amp; Nursing- Summer at USF</b> *Less than 14 units or units over 18	\$860* Summer Rate	\$12,060 Summer Rate	
<b>Arts and Sciences, Business &amp; Nursing- Summer International Programs</b> *Less than 14 units or units over 18	\$1,280* Summer Rate	\$18,000 Summer Rate	
<b>Arts and Sciences, Business &amp; Nursing - Fall/Spring</b> *Less than 12 units or units over 18	\$1,280*	\$18,000	\$36,000
<b>Professional Studies</b>	\$830		
<b>GRADUATE TUITION:</b>			
<b>Arts and Sciences:</b>	\$1,095		
Exceptions:			
Chemistry, Biology, Theology	\$965		
MSFA (Professional)		\$12,495	\$24,990
<b>Business</b>			
MBA	\$1,195		
MBAE		\$22,125	
MGEM		\$12,000	
<b>Nursing</b>			
Masters	\$1,055		
Doctoral	\$1,055		
<b>Professional Studies</b>	\$930		
<b>Education</b>			
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		
<b>Law</b>			
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

<b>Fees (Mandatory)</b>	<b>Per Unit/Lab Course/Exam</b>	<b>Semester</b>	<b>Annual (Fall/Spring)</b>
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			
<b>Clinical Lab</b>			
Undergraduate (per lab)	\$150		
Graduate Clinical (per lab)	\$150		
<b>Malpractice Insurance</b>			
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	<b>\$11,210</b>

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	<b>\$11,220</b>

### 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	<b>\$3,910</b>

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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](http://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](mailto: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](http://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](mailto: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](mailto: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 <a href="http://www.usfca.edu/hps">www.usfca.edu/hps</a> .			
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		
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## 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](http://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](http://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](http://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](http://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

This renewable scholarship for new freshmen pays a substantial percentage of annual tuition for up to eight semesters of undergraduate study. Qualifying students must be U.S. citizens or permanent residents, and have demonstrated extraordinary scholarship and aptitude, based on their academic grade point average and either an SAT or ACT exam score. Eligible freshmen who apply by November 15, the Early Action Deadline, will be awarded the scholarship.

#### 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 2009/2010 may be viewed at [www.usfca.edu/financialaid](http://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. Allen 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  
Ellissondo 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 Gerald 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  
MacIsaac-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

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## 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 units earned in the repeated courses will not be included in the cumulative units 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.

### **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
- units taken may not exceed the maximum units 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 units will count toward the total units 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 unit 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

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](http://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.

### **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.

## **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 and Health Professions. 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. Sanctions<sup>1</sup>

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.

## **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 Professional Studies 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 60 units or Junior standing.

### **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 units 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 Professional Studies students who must complete a minimum of 30 credit hours at USF.

Finally, all students must also satisfactorily complete a minimum of 15 upper division credit hours in their major at USF.

These 15 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 changed to a regular grade by the end of the following major 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 units where credit is granted.

**Grade Points**

Grade points per semester unit 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

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 Professional Studies 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. Professional Studies students may complete up to a maximum of 12 units, including courses satisfying Core Curriculum requirements, through the PEAi 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 achieve a TOEFL score of 550 after three 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](http://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.

## **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.

Professional Studies 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 Professional Studies 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 3.9 or above.

#### **Professional Studies Honors**

Professional Studies undergraduates are eligible for Professional Studies 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 Molseed Award**

A plaque, the gift of Omicron Theta Chi Fraternity and Sorority, in memory of Dr. Elwood Molseed, 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.

**The Mother Mary Baptist Russell Award**

A gold Russell crest, the gift of the Sisters of Mercy of St. Mary's Hospital and Medical Center, to the graduating senior in the School of Nursing and Health Professions who, in the opinion of his or her fellow students, has demonstrated continuous qualities of leadership and standards of personal and professional excellence.

**The Sister Mary Phillippa Fayne Award**

A purse, the gift of the medical staff of St. Mary's Hospital and Medical Center, to the graduating senior in the School of Nursing and Health Professions who, in the opinion of the faculty, has displayed outstanding qualities of professional and academic leadership.

**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.

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## Resources and Services

### Academic Support Services

The office provides assistance to students with disabilities and students experiencing academic difficulty. Academic Support Services encompasses Student Disability Services, First Year Student Services, and the Learning Center. Orientation programs are also coordinated through this office in collaboration with Schools, Colleges, and University Life. It is located in Gleeson Lower Level 20. The phone number is (415) 422-6876.

### First Year Student Services

The First Year Student Services staff assist new and currently enrolled first year students adjust to their first year of college by acquainting them with the resources available at USF. The Office collaborates with various departments to design and implement services and programs that facilitate the transition from high school to college.

Students can meet with the Associate Director for First Year Student Services if they need tools or techniques on how to achieve academic success. Students are welcome to stop by or call with any questions or concerns regarding their first-year experience. Or they may e-mail [firstyear@usfca.edu](mailto:firstyear@usfca.edu). The First Year Student Services office is located in Gleeson Lower Level 20. The phone number is (415) 422-6841.

### College Success Course

The College Success Course is a one-unit 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](mailto:interculturalcenter@usfca.edu). Web site is at [www.usfca.edu/intercultural\\_center](http://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](http://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](http://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)
- 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)
- 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 Intervarsity 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](http://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](http://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](http://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](http://www.usfca.edu/Facilities_Management) .

## Health Promotion Services

Health Promotion Services staff, in collaboration with the USF community, 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 available to students, including relevant policies, i.e. immunization, health insurance, MyStudentBody, smoke free campus, please visit [www.usfca.edu/hps](http://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 students are eligible to use the services at the USF Student Health Clinic, located at 450 Stanyan Street, Second Floor, in St. Mary's Medical Center. All students have access to the clinic regardless of their health insurance plan. A valid USF student ID must be presented before receiving services. Health services are offered by nurse practitioners who have advanced education in primary health care and work in collaboration with St. Mary's physicians. Health services include the treatment of acute 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 a problem or concern. 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, and immunizations.

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

- Monday, 8:30 AM to 6 PM (Registration closes at 5 PM)
- Tuesday through Friday, 8:30 AM to 5:00 PM (Registration closes at 4 PM)
- Closed for lunch (12 noon - 1 PM)

The Clinic offers drop-in visits, as well as scheduled appointments. For more information or to schedule an appointment, please call the student health clinic at (415) 750-4980. Please check [www.usfca.edu/hps](http://www.usfca.edu/hps) for detailed information on health clinic.

### **USF-Sponsored Student Health Insurance**

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 visiting students)
- All full-time undergraduate domestic students registered for 9 units or more (excluding the Working Adult Professional Studies/Legacy CPS Students and Visiting Students)
- 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 University-operated housing (including graduate and professional students)

#### **Hard Waiver Insurance**

Students who are required to have health insurance will automatically be enrolled in, and have their accounts 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](http://www.usfca.edu/hps). International students must waive it in person at Health Promotion Services office (UC Fifth Floor) to ensure that their health insurance policy meets the minimum insurance requirement established by USF policies and United States federal government regulations for international students and scholars.

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.

Graduate, Working Adult Professional Studies/Legacy CPS, Regional and Visiting 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 (see Office of Residence Life, UC 5th floor) in order to comply with the USF health insurance policy.

Graduate, Working Adult Professional Studies/Legacy CPS, Regional and Visiting students registered for at least 6 units (or considered full time by their program of studies) are eligible to purchase the University-sponsored health insurance plan online at [www.usfca.edu/hps](http://www.usfca.edu/hps)

#### **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
- Domestic undergraduate students born on or after January 1, 1957 (excluding the Working Adult Professional Studies/Legacy CPS Students)
- Domestic graduate students born on or after January 1, 1957 living on campus

International students 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.

Evidence of immunization must be submitted in writing from a licensed medical professional using the USF Immunization Form. Students who plan to live in University-operated housing will not be admitted to their residence hall until their Immunization Form/records are submitted. Non residential students with incomplete immunization records will have a registration hold placed on their second semester registration. A copy of Immunization Form can be downloaded at [www.usfca.edu/hps](http://www.usfca.edu/hps).

All students are strongly encouraged to keep a copy of their immunization records for future reference. The Immunization Form and records may be mailed or faxed to:

USF Student Health Clinic

St. Mary's Medical Center

450 Stanyan, 2nd Floor West

San Francisco, CA 94117

Fax: 415-750-8155

Telephone: 415-750-4980

Exceptions: Permitted when conflicts with personal religious belief or documentation by a physician that immunization should not be given due to medical condition.

### **Online Alcohol Education Course (MyStudentBody)**

High-risk drinking and its negative consequences are problems for college students across the U.S., and USF students are not exempt from these issues. As we strive together to create a socially responsible learning community, USF requires all new first-year and transfer undergraduate students to take an alcohol education course (MyStudentBody) for college before coming to campus. MyStudentBody is an online, science-based alcohol prevention program that provides a tailored educational experience focusing on the impact of alcohol on the mind, the body, and the community. Students are required to take the course online and pass with a score of 80% or better. Students can log in to the course by visiting [www.usfca.edu/hps](http://www.usfca.edu/hps). Students who fail to take the course will be fined \$50.

### **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](mailto: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

isss@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](http://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 regional locations can take advantage of libraries and services designed especially for them. Professionally staffed libraries are part of each regional 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 units 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.

## **Ombuds Office**

The Ombuds Office is available to students who are having a conflict with an office, department, or faculty member at the University. The Ombuds person helps students to identify and evaluate the options that are available to address concerns. As a designated confidential, neutral, independent, and informal mechanism, the Ombuds person assists USF students in discussing and resolving issues. The Ombuds person can explain policies related to the problem and facilitate communication, bring parties together, and promote personal responsibility and institutional justice.

The Ombuds Office will not intervene until a student has initiated existing review mechanisms, nor does he or she have the authority to make, change or set aside a law, policy, or administrative decision. The office operates within the established mechanisms for grievances and redress. For additional information contact (415) 422-2761.

## **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](http://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](http://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-cases 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](http://www.usfca.edu/public_safety)

## **Residence Life**

The Office of Residence Life oversees six residence halls and one condo-style 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 Living Community, Erasmus Community, St. Ignatius Institute, Martin-Baró Scholars Community, Garden Project, Esther Madriz Diversity Scholars, and Sentipensante.

Each residence hall offers different character and capacity. Phelan Hall is the largest and houses 471 students comprised mainly of sophomores and some first-year St. Ignatius Institute students. Phelan Hall has floors exclusively for men and women, with co-ed floors also available for students. Gillson Hall, housing 345 students, and Hayes-Healy Hall, housing 381 students, each cater to the specific needs of traditional-age, first-year students in single-sex floors constituting co-ed communities. Lone Mountain Hall and Lone Mountain Pacific Wing house 250 students who have at least sophomore class standing. Fromm Hall, the former Jesuit residence, is home to 172 freshmen and sophomore students. Pedro

Arrupe Hall houses 104 upper class and graduate students and is located about one mile (1.5km) from main campus.

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 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, live 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 upper class, graduate, and law students. University condominiums are fully furnished. Fulton House is located adjacent to campus and provides a home living environment for 12 students. 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 Complex Coordinator, a graduate student Assistant Complex Coordinator, 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**

Students who have graduated from high school within the last two years and who are younger than 21 are required to live in University-operated housing. 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 the Office of Residence Life. All requests for an exemption must be made on the Exemption Request Form and submitted to the Office of Residence Life for approval.

The Office of Residence Life 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.

The Department of Residence Life is located in Phelan Hall 140 and can be reached by calling (415) 422-6824, e-mail at [orl@usfca.edu](mailto:orl@usfca.edu), or by visiting us on the web at [www.usfca.edu/residence\\_life](http://www.usfca.edu/residence_life).

### **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 students attending USF within two years of their high school graduation and under the age of 21 are required to live in the USF residence halls 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 from the Office of Residence Life.
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 Residence Life or designee. Students must submit a Request for Contract Release Form available from the Office of Residence Life, Phelan 140. 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 the Office of Residence Life, 140 Phelan Hall.

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](#)
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- [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. RMI's 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](http://www.usfca.edu/universityministry)
- Email us at [um@usfca.edu](mailto:um@usfca.edu)
- Telephone us at (415) 422-4463
- Visit us in Lower Phelan Hall

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## 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 the College of Professional Studies 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 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.

**STEP ONE:** (Note: Professional Studies 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 or 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. Sanctions<sup>1</sup>

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](mailto: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.
- 1.
1. 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.
2. 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.
- 3.
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](http://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](#)

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## 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](mailto:living-learning@usfca.edu)**  
**Website: [www.usfca.edu/living-learning](http://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 Madríz Diversity Scholars**

Named after the late Esther Madríz, 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 Madríz 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 Madríz 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 Madríz 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](mailto:airforce@berkeley.edu)

**Administrative Office**  
**Hearst Gymnasium, UC Berkeley, Room 176**  
**Phone: 510-642-3572**  
**Fax: 510-642-9071**  
**Email: [airforce@berkeley.edu](mailto: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

**Administrative Office**  
**Kalmanovitz Hall, Room 185**  
**Phone: (415) 422-2229**  
**Email: [kopp@usfca.edu](mailto:kopp@usfca.edu)**

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.

**Ken Kopp, Associate Director, Center for the Pacific Rim**

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 units) and Hospitality Industry Management (20 units), for students declaring majors other than business.

**Administrative Office**  
**Malloy Hall, Room 113**  
**Phone: (415) 422-2521**

The General Business minor is designed to provide the non-business major with a background in business.

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.

## 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.

**Administrative Office**  
**Kalmanovitz Hall, Room 334**  
**Phone: (415) 422-2940**  
**Email: [celasa@usfca.edu](mailto:celasa@usfca.edu)**  
**Website: <http://www.usfca.edu/centers/celasa/>**  
**Julio Moreno, Associate Director**

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.

**Lois Lorentzen, Associate Director**

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/cle](http://www.usfca.edu/law/cle)**

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](mailto: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](#) (CPR) 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 CPR promotes understanding, communication, and cooperation among the cultures and economies of the Pacific Rim. The Center administers graduate and undergraduate interdisciplinary Pacific Rim Studies programs, 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**  
**Lone Mountain, Room 280**  
**Phone: (415) 422-6357**  
**Fax: (415) 422-5933**  
**Email: [pacrim@usfca.edu](mailto:pacrim@usfca.edu)**  
**Angelina Yee, Executive Director**  
**Ken Kopp, Associate Director of the Center and the Administrative Director, M.A. in Asia Pacific Studies (MAPS)**  
**Joaquin Gonzalez, Faculty Coordinator, Undergraduate Major in Asian Studies**  
**Stephen Roddy, Faculty Coordinator for M.A. in Asia Pacific Studies**

The CPR 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 CPR 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.

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.

**Administrative Office**  
**School of Education, Room 246**  
**Phone: (415) 422-6321**  
**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](mailto: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.

## 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](#)

**Administrative Office**  
**Kalmanovitz Hall, Room 203**  
**Phone: (415) 422-6862**  
**Email: [esl@usfca.edu](mailto:esl@usfca.edu)**  
**Website: <http://www.usfca.edu/esl>**

- [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.

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.

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.

**Administrative Office**  
**Harney, Room 240**  
**Phone: (415) 422-6373**  
**Vincent Pizzuto, Director**

**Administrative Office**  
**Fromm Hall, Room 102**  
**Phone: (415) 422-6805**  
**Robert Fordham, Executive Director**

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](#)
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- [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](#)

## 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](mailto:iep@usfca.edu)**  
**Website: [www.usfca.edu/IEP](http://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](mailto: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.

### 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

**Administrative Office**  
**Kalmanovitz Hall, Room 227-229**  
**Phone: (415) 422-5200**  
**Fax: (415) 422-2206**  
**Email: [lanecenter@usfca.edu](mailto:lanecenter@usfca.edu)**  
**Website: <http://www.usfca.edu/artsci/cath/>**  
**Michael Duffy, Director**  
**James Storms, S.J., Lo Schiavo Chair**  
**Julia Dowd, Associate Director**

**Administrative Office**  
**University Center, Room 300**  
**Phone: (415) 422-5469**  
**Fax: (415) 422-5641**  
**Corey Cook, Director**  
**Website: [www.usfca.edu/centers/mccarthy](http://www.usfca.edu/centers/mccarthy)**

students for lives of ethical public service, sponsoring a variety of academic programs, lectures, and projects.

**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](http://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.

#### **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-unit 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](mailto: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 units 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.

**Administrative Office**  
**Underhill Building, Room 21**  
**Phone: (415) 422-6405**  
**Lieutenant Colonel Derek Reeve, Chair, Professor**

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**

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](mailto: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](mailto: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-unit 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 units per semester: some units taken in the Institute curriculum and the remaining units 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 units.

#### **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](mailto: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 Intersession (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](http://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**

**Administrative Office  
Lone Mountain, Underhill Building, Room 29**

economically disadvantaged high school students for the successful completion of a post secondary education.

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 Good, Room UC 300**

**Phone: (415) 422-5662**

**Email: [mccarthycenter@usfca.edu](mailto: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

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### 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.

## 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 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) units in Japanese, as follows:

#### Required courses (24 units):

- 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 units):

- 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 units:**

- 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.

**Administrative Office**  
**Kalmanovitz 274**  
**Stephanie Sears, Director**  
**Phone: (415) 422-5482**  
**email: [sdsears@usfca.edu](mailto:sdsears@usfca.edu)**

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.

## African American Studies Minor Requirements

[Download the African American Studies Minor Requirements Checklist](#)

The Minor requires the completion of twenty (20) units. Students are required to take one of the five core courses (described below) and four (4) electives. Two of the electives must be dedicated to African American topics or issues, but the remaining electives may offer partial coverage. 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.

### Core Course (Required)

Students are required to take one of the following five courses:

- [ENGL 203](#) or [204](#) African American Literature I or African American Literature II
- [THTR 316](#) African American Performance and Culture
- [PHIL 343](#) African American Philosophy
- [POLS 324](#) African American Politics
- [SOC 238](#) African American Culture and Society

### Electives

Students are required to take four elective courses, two of which must be full coverage courses on African American issues or topics.

### Full Coverage Courses

In addition to the classes below, students may select as full coverage courses the four remaining "core" classes. The course they have selected for the "core" class will not count toward their full coverage course requirement.

- [ENGL 195](#) Freshmen Seminar: Survey of African American Lit
- [ENGL 203](#) African American Literature Survey, I
- [ENGL 204](#) African American Literature Survey, 2
- [ENGL 401](#) African American Women Novelists
- [HIST 125](#) African American History
- [THTR 316](#) African American Performance and Culture
- [PHIL 343](#) African American Philosophy
- [POL 324](#) African American Politics
- [POLS 495](#) Senior Politics: Honors Seminar (with permission from director)
- [SOC 238](#) African American Culture and Society
- [SOC 395](#) Sociology Fieldwork (with permission from Director)
- [SOC 410](#) Sociology Honors Seminar (with permission from director)

### Partial Coverage Courses

These courses include some attention to African American Issues:

- [ANTH 250](#) Global Cities: Cultures and Communities
- [BUS 362](#) Multicultural Marketing
- [BUS 368](#) Marketing Implications for Culture and Ethnic Identity
- [ENGL 195](#) First Year Seminar: Survey of African American Literature
- [ENGL 400](#) Writing About race
  
- [ENGL 401](#) African American Women Novelists
- [HIST 150](#) Modern African History
- [HIST 259](#) Civil Rights Movement in History and Film
- [HIST 340](#) History of South Africa
- [HIST 342](#) Environmental History of Africa
- [HIST 343](#) Pre-Colonial Africa
- [HIST 352](#) The Civil War and Reconstruction
- [HIST 360](#) American Women and Political Activism
- [HIST 363](#) Race and Ethnicity in the U.S.
- [PHIL 231](#) Philosophy of the Human Person: Race
- [POL 305](#) Critical Race Theory
- [POL 315](#) Global Politics of Race, Ethnicity and Nationalism
- [POLS 317](#) Religion and Politics
- [POLS 320](#) Urban Politics
- [POLS 336](#) Race, Equality and the Law
- [POLS 348](#) Politics and Development in Africa
- [POLS 495](#) Senior Honors Seminar (with permission from director)
- [PSY 307](#) Cross Cultural Psychology
- [PSY 305](#) Psychology of Ethnic Groups in the U.S.
- [SOC 240](#) People of Mixed Descent
- [SOC 304](#) U.S. Inequalities/Soc Justice
- [SOC 325](#) Critical Approaches to Race and Ethnicity
- [SOC 360](#) Urbanization and Development
- [SOC 410](#) Sociology Honors Seminar (with permission from director)

### **Internship**

An internship is not required, but is recommended.

- [ENGL 480](#) Internship: Black Museum (SL)
- [BUS 468](#) Multicultural Marketing Practicum/Capstone
- [PSY 396](#) Psychology Practicum
- [SOC 395](#) Sociology Fieldwork

### 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 units. 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 units)

- [HIST - 150](#) Modern African History or
- [POLS - 348](#) Politics and Development in Africa
- Two courses offering full coverage of Africa (8 units)

#### Elective courses (8 units)

- 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.

### **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 American Studies Interdisciplinary Minor

The undergraduate Minor in Asian 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**  
**University Center, Room 538**  
**Phone: (415) 422-2418 or (415) 422-5983**  
**Kevin Chun, 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 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 American studies, Ethnic Studies, and other related fields
- Offer special knowledge, skills, and invaluable contacts to students seeking employment in Asian 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 units 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 American Studies Minor Requirements

[Download the Asian 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 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
- 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](mailto: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-unit courses (20 units).

### 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) units 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 units).

#### 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
- [YPSP - 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) units in Chemistry, as follows:

[Download the Chemistry Major with a Concentration in Biochemistry Requirements Checklist](#)

#### **Lower-division courses (20 units):**

- 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 units):**

- 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 units):**

- 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/Learning\\_Center/learning/pre\\_prof.htm](http://www.usfca.edu/Learning_Center/learning/pre_prof.htm).

**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 units 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) units of science as follows. Courses required for the Biology major can be repeated no more than one time.

### **Required Biology Courses (40 units)**

[Download the Biology Major Requirements Checklist](#)

#### **Lower Division (12 units):**

- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- BIOL - 212 Cell Physiology

#### **Upper Division (28 units)**

- 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 - 391 Laboratory in Marine Biology
  - BIOL - 393 Laboratory in Oceanography
- Plus an additional 16 units of upper division biology courses that must include at least two field or laboratory courses.

Note: A maximum total of four units from directed study courses (0201-398, 0201-498, 0201-598, and 0201-599) and a maximum of two units of seminar (0201-490) may be counted toward upper division Biology credit.

### **Supporting Courses (25-28 units)**

#### **Chemistry (13-16 units)**

- 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 units)**

- MATH - 102 Biostatistics

### Physics (8 units)

- 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 units):

- 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.

### Catholic Studies and Social Thought Minor

**Administrative Office**  
**Kalmanovitz Hall, Room 227/229**  
**Phone: (415) 422-5200**  
**Fax: (415) 422-2206**  
**Email: [lanecenter@usfca.edu](mailto:lanecenter@usfca.edu)**  
**Website:**  
**[Catholic Studies & Social Thought](#)**

## Requirements

Jorge Aquino, Director

[Download the Catholic Studies and Social Thought Interdisciplinary Studies Minor Requirements Checklist](#)

The Minor in Catholic Studies and Social Thought requires 20 units 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 units 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 units), 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-unit 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-unit 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](mailto: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.

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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](mailto: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) units in Chemistry, as follows:

[Download the Chemistry Major Requirements Checklist](#)

**Lower Division Courses (22 units):**

- 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 units):**

- 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 units):**

- 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 units 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) units, as follows:

\*Students must obtain a "C" grade or better in all courses for the minor.

\*At least 12 units 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 units)

##### Required (4 units)

- [PSYC - 101](#) General Psychology

##### One course in Psychology (4 units)

- [PSYC - 312](#) Child Development OR
- [PSYC - 210](#) Lifespan Development

##### One course in Sociology (4 units)

- [SOC - 329](#) Social Worlds of Children OR
- [SOC - 229](#) Diversity of American Families

##### Two Elective Courses (8 units)

- [COMS - 306](#) Family Communication
- [ESS - 220](#) Motor Development
- [ESS - 390](#) Special Topics (Exercise and Healthy Kids)
- [NURS - 331](#) Family Health I - Therapeutics/Principles and Methods
- [NURS - 341](#) Family Health II - Therapeutics/Principles and Methods

- [PSYC - 328](#) Child Psychopathology
- [PSYC - 350](#) Perspectives in Psychology (Family Psychology)
- [PSYC - 392](#) Advanced Topics Seminar in Psychology (Child Maltreatment)
- [SOC - 229](#) Diversity of American Families
- [SOC - 329](#) Social Worlds of Children
- [SOC - 338](#) Sociology of Education
- [SOC - 356](#) Juvenile Justice
- [TEC - 611](#) Education of Bilingual Children: Theory and Practice
- [TEC - 643](#) Education of Exceptional Children

#### Four units of Departmental Practicum and Internship Experience (s)

- [COMS - 496](#) Communication Studies Internship
- [ESS - 398](#) Professional Practicum
- [INTD - 385](#) DDTP Fieldwork
- [NURS - 351](#) Clinical Lab IV-A
- [NURS - 352](#) Clinical Lab IV-B
- [PSYC - 396](#) Psychology Practicum
- [SOC - 395](#) Fieldwork in Sociology
- [TEC - 401](#) America Reads I A
- [TEC - 402](#) America Reads I B
- [TEC - 403](#) America Reads II A
- [TEC - 404](#) America Reads II B

Questions about the Child and Youth Studies Minor should be directed to Professor June Madsen Clausen in the Department of Psychology (clausenj@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-unit 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;

**Administrative Office**  
**UC, Room 538**  
**Phone: (415) 422-5983**  
**Email: [hieber@usfca.edu](mailto:hieber@usfca.edu) or [deistr@usfca.edu](mailto:deistr@usfca.edu)**  
**Rosemarie Deist, Director**

- 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.

## 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](#)

[Architecture and Community Design](#)

[Art History/Arts Management](#)

[Asian Studies](#)

[Biology](#)

[Chemistry](#)

[Communication Studies](#)

[Comparative Literature and Culture](#)

[Computer Science](#)

[Design](#)

[Economics](#)

[English with Literature Emphasis](#)

[English with Writing Emphasis](#)

[Environmental Science](#)

[Environmental Studies](#)

[Exercise and Sport Science](#)

[Fine Arts](#)

[French Studies](#)

[History](#)

[International Studies](#)

[Japanese Studies](#)

[Latin American Studies](#)

[Mathematics](#)

[Media Studies](#)

[Performing Arts and Social Justice](#)

[Philosophy](#)

[Physics and Astronomy](#)

[Politics](#)

[Psychology](#)

[Sociology](#)

[Spanish Studies](#)

[Theology and Religious Studies](#)

## Minors

<a href="#">Advertising</a>	<a href="#">Fine Arts</a>
<a href="#">Architecture and Community Design</a>	<a href="#">French Studies</a>
<a href="#">Architectural Engineering</a>	<a href="#">German Studies</a>
<a href="#">Art History/Arts Management</a>	<a href="#">History</a>
<a href="#">Astronomy</a>	<a href="#">Japanese Studies</a>
<a href="#">Astrophysics</a>	<a href="#">Journalism</a>
<a href="#">Biochemistry</a>	<a href="#">Latin American Studies</a>
<a href="#">Biology</a>	<a href="#">Mathematics</a>
<a href="#">Chemistry</a>	<a href="#">Media Studies</a>
<a href="#">Chinese Studies</a>	<a href="#">Music</a>
<a href="#">Communication Studies</a>	<a href="#">Natural Science</a>
<a href="#">Comparative Literature and Culture</a>	<a href="#">Philosophy</a>
<a href="#">Computer Science</a>	<a href="#">Physics</a>
<a href="#">Dance</a>	<a href="#">Politics</a>
<a href="#">Design</a>	<a href="#">Psychology</a>
<a href="#">Economics</a>	<a href="#">Public Relations</a>
<a href="#">English Minor in Literature</a>	<a href="#">Sociology</a>
<a href="#">English Minor in Writing</a>	<a href="#">Spanish</a>
<a href="#">Environmental Science</a>	<a href="#">Theater</a>
<a href="#">Environmental Studies</a>	<a href="#">Theology and Religious Studies</a>
<a href="#">Film Studies</a>	

## Interdisciplinary Minors

<a href="#">African Studies</a>	<a href="#">Gender and Sexualities Studies</a>
<a href="#">African American Studies</a>	<a href="#">Gerontology</a>
<a href="#">Asian American Studies</a>	<a href="#">Health Studies</a>
<a href="#">Asian Studies</a>	<a href="#">Jewish Studies and Social Justice</a>
<a href="#">Catholic Studies and Social Thought</a>	<a href="#">Latin American Studies</a>
<a href="#">Chican@-Latin@ Studies</a>	<a href="#">Legal Studies</a>
<a href="#">Child and Youth Studies</a>	<a href="#">Middle Eastern Studies</a>
<a href="#">Classical Studies</a>	<a href="#">Neuroscience</a>
<a href="#">Criminal Justice Studies</a>	<a href="#">Peace and Justice Studies</a>
<a href="#">Cultural Anthropology</a>	<a href="#">Philippine Studies</a>
<a href="#">Ethnic Studies</a>	<a href="#">Public Service Honors</a>
<a href="#">European Studies</a>	

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

## 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

## 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) units of upper division electives chosen from the list below. These units 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-335 Natural History of San Francisco
- BIOL 336 Natural History of San Francisco Lab
- BIOL - 379 Conservation Biology and
- BIOL - 380 Conservation Biology Lab \*
- BIOL - 381 California Wildlife and
- BIOL - 382 Laboratory in California Wildlife \*
- 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 units from graduate Economics offerings over and above the core courses. Other units 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 units 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 units)**

- [ANTH - 200](#) Cultural Anthropology
- [COMS - 204](#) Communication and Culture
- [COMS - 366](#) The Ethnography of Communication

### **Electives (8 units)**

- [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 - 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 units 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) units total in Economics courses

**Required courses (24 units)**

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 unit 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) units 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](mailto: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 units) 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) or the Honors Thesis Workshop (SOC 410) as long as the student's project is relevant to her/his chosen emphasis. Honors students must write their senior thesis in their area of emphasis to receive an emphasis designation.

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.

#### **English Major with Literature Concentration**

[Download the English Major with Literature Concentration Major Requirements Checklist](#)

**This program requires the completion of forty-eight (48 units), as follows:**

##### **Level One (8 units):**

- ENGL - 192 Introduction to Literary Study
- ENGL - 299 Critical Analysis

##### **Level Two (16 units)**

- 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 units)**

- Five 400-level Literature Courses (4 units each)

- Note: One course at the 300 or 400 level must be a Minority Literature course.

### **Level Four (4 units)**

- 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 units), as follows:**

### **Level One (4 units)**

- ENGL - 192 Introduction to Literary Study

### **Level Two, Literature (16 units)**

- 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 units)**

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 units)**

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 units)**

- 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) units 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 units)**

- ENGL - 192 Introduction to Literary Study

#### **Level Two (16 units)**

- Four 4-unit 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) units of English courses, as follows:

#### **Level One (4 units)**

- ENGL - 192 Introduction to Literary Study

#### **Level Two (8 units)**

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 units)**

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**  
**University Centr, Room 538**  
**Phone: (415) 422-5983 or 422-6392**  
**Pamela Balls Organista, Director**

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-unit courses (20 units). 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-unit 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 422-4379**  
**Keally McBride, 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-unit courses (20 units).

Required introductory courses (4 units):

- [POLS - 342](#) Politics and Society in Europe

Elective courses (16 units)

Choose four of the following:

- [ECON - 282](#) Economies of Modern Europe
- [ENGL - 290](#) Survey of British Literature and Methods

- [ENGL - 217](#) Eastern European Literature
- [FREN - 324](#) Introduction to French Literature 19th and 20th Centuries
- [FREN - 340](#) French Cinema and Literature
- [GERM - 315](#) Contemporary German Civilization
- [GERM - 318](#) German Literature and Culture in 20th Century Europe
- [GERM/FREN - 350](#) Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century
- [POLS - 340](#) Politics and Change in Russia/Neighboring States
- [POLS - 343](#) Politicc/Change in East Central Europe
- [POLS - 356](#) The Vatican in Global Politics
- [POLS - 357](#) The Integration of Europe
- [HIST - 317](#) The Expansion of Europe, 1450-1715
- [HIST - 327](#) Modern European Intellectual History
- [HIST - 328](#) Twentieth Century Europe
- [Hist - 110](#) European Civilization
- [HIST - 315](#) The Renaissance
- [HIST - 316](#) The Reformation
- [HIST - 318](#) Early Modern Europe
- [HIST - 319](#) Christians, Muslims and Jews in Medieval Spain
- [HIST - 321](#) Twentieth Century Europe
- [HIST - 322](#) the Holocaust
- [HIST - 335](#) History of Modern Germany
- [HIST - 338](#) History of Russia and the Soviet Union
- [SPAN - 328](#) Spanish Literature II
- [SPAN - 350](#) Cultures in Contact and Conflict in Spain
- [SPAN - 355](#) Cultural Studies of Spain
- Fourth Semester of language or equivalent (4 units)

\*Other courses may be approved for elective credit with permission of Program Chair.

## 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 units 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 units 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 and 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 538**  
**Phone: (415) 422-5983**  
**Email: [hieber@usfca.edu](mailto:hieber@usfca.edu)**  
**Bernadette Barker-Plummer, 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 units), 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 units):**

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.

#### **Feminist Thought (Choose one section of Feminist Thought)**

- [ENGL - 335](#) Feminist Thought
- [PHIL - 335](#) Feminist Thought
- [MS - 335](#) Feminist Thought

#### **A Foundational Course in Sexualities (Choose one course)**

- [HIST - 331](#) History of Sexuality
- [PSYC - 331](#) Psychology of Sexuality
- [SOC - 347](#) Sex and Sexualities

#### **Distribution Requirement (2 courses for 8 units)**

Students fulfill two distribution areas for the minor by choosing one course in two of the following areas:

- Humanities

- Social Sciences
- Natural and Physical Sciences

**Humanities Courses:**

- [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 - 401](#) African American Women Novelists
- [ENGL - 410](#) Special Topics in Literature and Film
- [ART - 306](#) Women and Art
- [HIST - 358](#) Women in United States History
- [HIST - 331](#) History of Sexuality
- [LAS - 361](#) Women and Religion in Latin America
- [MUS - 220](#) Women's Music Through the Ages
- [PHIL - 335](#) Feminist Thought
- [PHIL - 345](#) Feminist Philosophy
- [SPAN - 271](#) Feminist Discourse and Feminist Theories in Latin American Literature
- [PASJ - 310](#) Gender, Sexuality and Theater

**Social Science Courses:**

- [MS - 335](#) Feminist Thought
- [MS - 405](#) Gender and the Media
- [POLS - 329](#) Women and American Politics
- [POLS - 334](#) Feminist Political Theory
- [POLS - 337](#) Women and the Law
- [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

- [PHIL - 240](#) Ethics

**Natural and Physical Sciences Courses:**

- [BIOL - 330](#) Female Biology

**Elective (1 course for 4 units):**

For their elective, students have three options: 1) they may choose an additional course from any of the regular offerings in the Gender and Sexualities Studies program (including foundational courses); 2) they may take a Gender and Sexualities Studies course that is offered occasionally (such as a special topics course); 3) they may undertake a fieldwork, practicum, or internship course within any department at USF, as long as the content of the placement has to do with gender and/or sexualities. The placement must be approved by the Faculty Coordinator for credit toward the minor.

**General Economics Degree****Twenty (20) additional units in Economics courses**

- No more than 8 additional units at the 200-level, and
- No fewer than 8 units 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 Interdisciplinary Minor in Gerontology at the University of San Francisco provides students with an understanding of the many aspects of the aging process and gives them the knowledge to pursue a career in the growing field of gerontology. Equally as important, the Gerontology Minor provides opportunities for students to see the connection between learning about aging and understanding their own behavior and that of others.

**Requirements**

[Download the Gerontology Minor Requirements Checklist](#)

The Minor in Gerontology requires twenty (20) units, as follows:

**Required courses (12 units):**

- 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 units, 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: 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 units. All students take Communicating about Health (0156-352) and The Science of Life (0201-100). Then students fulfill their unit requirement by choosing three (3) courses from the elective options below.

#### Required Courses (8 units)

- [COMS - 352](#) Communicating about Health

One of the following:

- [BIOL - 100](#) The Science of Life
- [BIOL - 108](#) Biology of Human Aging OR
- Upper Division Biology or Chemistry Course (with approval of Minor Director)

#### Elective Courses (12 Units)

- [SOC - 319](#) Health and Environment
- [PSYC - 322](#) Health Psychology
- [PSYC - 270](#) Biological Psychology

**Administrative Office**  
**UC, Room 525**  
**Phone: (415) 422-6448**  
**Fax: (415) 422-5680**  
**Email: [whaleyb@usfca.edu](mailto:whaleyb@usfca.edu)**  
**Bryan Whaley, Faculty Coordinator**

- [HS - 301](#) Death and Dying: Exploring New Paradigms
- [COMS - 368](#) Communication and Aging
- [COMS - 370](#) Message Design and Health Interaction
- [COMS - 372](#) Communication, Disability, and Social Justice
- [ESS - 110](#) Introduction to Human Anatomy and Physiology
- [ESS - 325](#) Exercise and Disease Prevention
- [ESS - 330](#) Exercise and Health Promotion

## 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) units, of which fifty-four (54) units correspond to Physics, and 12 to Mathematics support courses, as follows:

Lower-division required courses (12 units):

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Upper-division required courses (38 units):

- 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 units are required, more are recommended.)
- PHYS - 350 Physics Colloquium (Four units are required.)

Upper-division elective (4 units). At least four (4) elective units 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 units):

- 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 units, 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) units, as follows:

#### **Level One (12 or 16 units):**

- Core course: Rhetoric and Composition (4 units), or
- Core course: Literature (4 units)
- ENGL - 260 Writing Seminar I

#### **Level Two (32 units)**

##### **Literature courses (20 units):**

- 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 units), 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 units):**

Upper Division Electives (8 units), 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 units required)**

- ADVT - 341 Advertising Principles and Practice
- COMS - 202 Rhetoric and the Public Sphere

**Plus a combination of 8 units from either Art or Computer Studies:**

- ART - 155 Visual Communication and
- \_ART - 205 Typography OR
- CS - 171 Introduction to Web Design and
- CS - 151 Spreadsheet Analysis: Introductory

**Plus your option of**

- CS - 103 Web Programming OR
- CS - 177 Web 2.0: Blogs, Wikis, Maps and Apps

**Advanced Area Studies (24 units 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 units of credit 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 units 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 units 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 units of coursework, including 8 units of core courses and 12 units of electives that can be taken from three suggested emphases described below.

### Required courses (8 units)

- [THRS - 327](#) Social Justice, Activism, and Jews
- [THRS - 376](#) Jews, Judaisms, and Jewish Identities

### Elective Courses (12 units)

Students select 12 units of courses from any of the following emphases, though students are encouraged to take 4 units from each separate emphasis area.

#### Culture, History and Politics Emphasis

- [GERM - 318](#) Jewish Literature and Culture in 20th Century Europe
- [GERM - 350](#) Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century
- [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

### **Philosophy and Religious Studies Emphasis**

- [THRS - 325](#) Modern Jewish Thought
- [THRS - 372](#) Jewish Christian Relationship

### **Jewish Language Emphasis\***

- [ARAB - 102](#) Second Semester Arabic
- [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 units of credit within which graduate courses will substitute for undergraduate courses in satisfying the B.A. requirement. The total units required for the Joint B.A./M.A. Program in Economics is 152 units.

### **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 units 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 units, and must substitute 20 units 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 units may be taken in related areas such a mathematics or administration. In addition students must successfully pass the Comprehensive Exam. The total number of units 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 units 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](mailto: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.

[Download the Latino-Chicano Studies Studies Minor Requirements Checklist](#)

**Administrative Office**  
**University Center, Room 538**  
**Phone: (415) 422-5983**  
**Email: [hieber@usfca.edu](mailto:hieber@usfca.edu)**

### 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
- [POLS - 323](#) Lawmaking
- [POLS - 327](#) American Reformers and Revolutionaries
- [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
- [SOC - 227](#) Violence in Society
- [SOC - 304](#) U.S. Inequalities and Social Justice

- [SOC - 357](#) Criminology
- [HIST - 359](#) The Civil Rights Movement in History and Film
- [PHIL - 381](#) Advanced Social and Political Philosophy
- [MS - 311](#) Communication Law and Policy
- [BUS - 301](#) The Legal and Regulatory Environment

**Global Justice**

- [POLS - 345](#) Global Economic Justice
- [POLS - 350](#) International Law and Organizations
- [POLS - 352](#) Human Rights and Global Change
- [POLS - 392](#) Special Subjects in Politics
- [SOC - 302](#) Global Inequalities and Social Justice
- [SOC - 322](#) Globalization and Resistance
- [COMS - 364](#) Communication for Justice and Social Change

**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
- [POLS - 397](#) Fieldwork in Public Interest Organizations
- [SOC - 395](#) Fieldwork in Sociology

**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 - 305](#) Critical Race Theory
- [POLS - 315](#) Race and Ethnicity in American Politics
- [POLS - 330](#) Crime, Law and the Constitution
- [POLS - 363](#) Housing and Homeless Policy
- [POLS - 367](#) Public Policy: Drug Policy
- [POLS - 368](#) Public Policy: Punishment
- [SOC - 325](#) Critical Approaches to Race and Ethnicity
- [SOC - 331](#) Social Stratification
- [SOC - 355](#) Deviance and Social Control
- [SOC - 356](#) Juvenile Delinquency
- [HIST - 322](#) The Holocaust

- [HIST - 363](#) Race and Ethnicity in United States History
- [HIST - 421](#) Native Americans in U.S. History: Seminar
- [PHIL - 370](#) Philosophy of Action
- [PHIL - 372](#) Philosophy of Law.
- [MS - 204](#) Media, Stereotyping, and Violence
- [COMS - 322](#) Advertising Public Relations Law and Ethics
- [PSYC - 350](#) Perspectives in Psychology
- [ECON - 465](#) Law and Economics
- [BUS - 311](#) Advanced Business Law
- [BUS - 313](#) Employment Law for Managers
- [BUS - 314](#) Personal Law

#### **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. Our speakers series has featured recent talks by Center for Constitutional Rights President, David Cole; maverick lawyer, Gerry Spence; San Francisco District Attorney, Terence Hallinan; California Supreme Court Justice, 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 Law School (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 Law School if they have a minimum 3.2 GPA, a minimum 70th percentile LSAT score, and complete the Legal Studies 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-unit 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 units.

[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 units)**

[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 units)**

- 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) units of course work, including 12 units of gateway courses and 28 units 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 units)

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 units 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 units):

#### History (4 units).

One additional upper-division history course is required.

**Electives (16 units).**

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 units)**

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 units)**

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 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 units of course work that are subdivided into two areas: 1) Foundations (16 units); and 2) Advanced Area Studies (28 units).

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 units required)

- COMS 202
- COMS 203
- COMS 204

**Methods**

(8 units required)

- COMS 252 and/or
- COMS 253 and/or
- COMS 254

**Advanced Area Studies**

(24 units 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 units 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) units, as follows:

#### Two Core Courses (8 units)

- 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 units)

(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 units)

- 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 Units)**

- 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) units 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 units of lower division courses, 22 units of upper division courses, and 8 units of mathematics, as follows:

##### **Lower Division (20 units required)**

- CS110 Introduction to Computer Science I (4 units)
- CS112 Introduction to Computer Science II (4 units) Lower division
- CS 212 Software Development (4 units)

- One of:
  - CS 220 C and Parallel Programming
  - CS 221 C and Systems Programming
  
- CS245 Data Structures and Algorithms (4 units)

**Upper Division (22 units required)**

- CS 326 Operating Systems (4 units)
- One upper division course for the Systems area (4 units)
  - CS 315 Computer Architecture
  
- One upper division course from the Theory and Languages area (4 units)
  - CS 345 Programming Languages
  - CS 411 Automata Theory
  - CS 414 Compilers
  
- One upper division course from the Applications area (4 units)
  - CS 336 Networks
  - CS 420 Game Engineering
  - CS 480 Computers and Society
  
- 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 units 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
- Environmental Science 110, 210, 212

The follow-on versions of these courses (Chem 113, Physics 210, etc.) are also acceptable.

## 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 units.

[Download the Design Major Requirements Checklist](#)

### First Year

- ART - 115 Design Media Lab I
- ART - 155 Visual Communication
- ART - 120 Art Fundamentals
- ART - 101 Survey of Western Art History 1
- ART - 102 Survey of Western Art History II

### Second Year

- ART - 205 Typography

- ART - 252 Publication Design
- ART - 275 Design Media Lab II
- ART - 210 Drawing 1

**Third Year**

- ART - 315 Digital Literacy

**Third and Fourth Year Electives**

- ART - 335 Information Visualization
- ART - 345 Exhibition Design Practicum
- ART - 355 Design Internship
- ART - 390 Special Topics

**Fourth Year**

- ART - 487/488 Artist as Citizen
- ART - 460 Senior Design Project

**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 52 units, as follows:

**Environmental Science Required Courses (20 units):**

- ENVS - 110 Understanding Our Environment 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 (32 units)**

Biology (8 units):

- BIOL - 105, BIOL - 106

Chemistry (Minimum of 8 units):

- CHEM - 111, CHEM - 113

Physics (4 units):PHYS - 100

Additional Science (12 units, of which at least 8 units must be chosen from 0209- 300-level courses:

- ENVS - 312 Water Resource Analysis w/Lab
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetland Ecology w/Lab
- ENVS - 331 Environmental Health -- A Toxicological Perspective
- ENVS - 350 Energy and Environment
- ENVS - 360 Climate Change: Science and Policy
- ENVS - 370 Environmental Remote Sensing and GIS w/Lab
- ENVS - 498 Advanced Undergraduate Research
- MSEM Courses with permission of Instructor and Department Chair.

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](#)

Required Courses (28 units):

- ENVA - 109 Humans and Environmental Change Core E social perspectives.
- ENVA - 110 Understanding Our Environment w/Lab Core B2 science lecture/lab.
- ENVA - 210 Ecology and Human Impacts w/Lab lecture/lab with ecosystem view.
- ENVA - 212 Air and Water w/Lab lecture/lab on physical and chemical aspects.
- ENVA - 250 Environmental Data Analysis.

### EITHER

- ENVA - 232 Environmental Economics

### OR one of the following:

- ENVA - 366 Introduction to Environmental Policy
- ENVA - 363 Environmental Law

### AND

- ENVA - 450 Capstone Practicum in Environmental Studies

## ELECTIVES (20 UNITS): MAXIMUM OF 12 IN ANY ONE AREA

### Social Sciences

- ENVA - 130 Community Based Urban Agriculture
- ENVA - 145 Community Garden Outreach
- ENVA 232 Environmental Economics
- \_ENVA- 360 International Environmental Politics
- \_ENVA- 366 Introduction to Environmental Policy
- ENVA- 319 Health and Environment
- ENVA - 320 Global Environments and Societies
- ENVA - 363 Environmental Law
- ENVA - 390 Special Topics
- SOC 360 - Urbanization and Development

### Humanities

- ENVA - 361 Religion and the Environment
- ENGL - 235 Literature and the Environment
- ENVA - 404 Environmental Ethics
- \_ENVA - 342 Environmental History of Africa
- PHIL - 240 Ethics: Environmental Issues
- HIST - 341 Feast and Famine: A History of Food
- THRS - 195 Freshman Seminar: Voice, Memory and Landscape
- \_ENVA - 140 Garden as Art: History, Design & Implementation
- ENVA - 390 Special Topics
- ARCD - 200 Sustainable Design
- ARCD - 320 Introduction to Landscape Design

**Environmental Science:**

- ENVS - 312 Water Resource Analysis w/Lab
- ENVA - 311 Environmental Chemistry
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetland Ecology w/Lab
- ENVS - 331 Environmental Health -- A Toxicological Perspective
- ENVS - 350 Energy and Environment
- ENVS - 360 Climate Change: Science and Policy
- ENVS - 370 Environmental Remote Sensing and GIS w/Lab
- ENVS - 390 Undergraduate Special Topics

**Environmental Studies Methods and Practice**

- ENVA - 396 Environmental Studies Internship
- ENVS - 410 Methods of Environmental Monitoring w/Lab
- ENVS - 498 Advanced Undergraduate Research
- POLS - 396 Public Administration Internship \*
- POLS - 397 Fieldwork in Public Interest Organizations \*
- SOC/ENVA - 308 Research Methods \*
- SOC - 395 Fieldwork in Sociology \*
- ENVA - 390 Special Topics

\*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 units.

Students enrolled in the ESS program will have the option of receiving a B.A. or B.S. degree, depending on the courses completed. Students who have a specific purpose for the B.S. degree (e.g., Physical Therapy graduate school), should consult with an ESS adviser for more detailed information.

Effective Fall 2010, all classes taken for the Exercise and Sport Science major, including courses taken outside of the ESS Department (e.g., Biology, Chemistry, Physics), 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.

### Course Requirements - B.A.

The Bachelor of Arts degree in ESS requires 52 units as follows:

#### Required Lower Division ESS Courses (24 units)

- 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 Pre-Chemistry before 0121-115.

#### Required Upper Division Courses (16 units)

- ESS - 300 Kinesiology
- ESS - 310 Exercise Physiology
- ESS - 315 Exercise Psychology
- ESS - 320 Motor Learning

**Elective Upper Division ESS Courses (12 units)**

- 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

**Course Requirements - B.S.**

In addition to the Exercise and Sport Science Course Requirements for the Major (B.A.), a student may choose to obtain a B.S. degree by taking The following combination of Supporting Science courses:

- CHEM - 111 General Chemistry I AND
- CHEM - 113 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
- And 4 additional units from any of the following courses:
- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- BIOL - 134 Microbiology and
- BIOL - 135 Laboratory in Microbiology
- CHEM - 230 Organic Chemistry I and
- CHEM - 232 Organic Chemistry Lab

### **Learning Goals/Outcomes for the B.A. and B.S. in Exercise and Sport Science**

#### **Exercise and Sport Science Mission Statement**

The mission of the Exercise and Sport Science (ESS) 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 units, as follows:

#### **Required Core Courses (40 units)**

- 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 units)**

- 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.

- 
- 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

The objective of the French 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 units required for the major or minor. They fulfill the language requirement and prepare the student to continue in French.

## Requirements for the Major in French Studies

[Download the French Major Requirements Checklist](#)

**This program requires completion of forty (40) units in French, as follows:**

- FREN - 202 Fourth Semester French (course taught in French)

### **Upper division courses (36 units)**

#### **One Culture Course: 4 units (courses are taught in English)**

- 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

#### **Five 300-level courses: 20 units (courses are taught in French)**

- FREN - 300 French Culture and Civilization
- FREN - 320 Introduction to Textual Analysis
- FREN - 322 Introduction to French Literature 17th and 18th Centuries
- FREN - 324 Introduction to French Literature 19th and 20th Centuries
- FREN - 330 Francophone Literature I
- FREN - 332 Francophone Literature II

#### **Three 400-level seminars: 12 units (courses are taught in French)**

- FREN - 440 Seminar: Special Topics in French Literature and Culture French and Francophone Women Writers
- FREN - 440 Seminar: Special Topics in French Literature and Culture Representations of the Feminine
- FREN - 440 Seminar: Special Topics in French Literature and Culture Conditions of Love
- FREN - 440 Seminar: Special Topics in French Literature and Culture French Culture for Business
- FREN - 440 Seminar: Special Topics in French Literature and Culture Period Seminars: French Literature and Culture
- FREN - 450 Seminar: Special Topics in Francophone Literature and Culture Carte d'Identité / Mapping French Identity

### **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](#)

Completion of ten courses (40 units) in History, as follows:

**Required courses (Lower Division 16 units):**

- HIST - 120 History of the U.S.
- HIST - 175 Historical Methods

**Choose two from the following (8 units):**

- HIST - 110 European Civilization
- HIST - 130 East Asian Civilizations
- HIST - 140 Latin American Perspectives
- HIST - 150 Modern African History
- HIST - 115 European/U.S. History
- HIST - 135 Indian Civilizations

**Required Courses (Upper Division, 24 units)**

- Three courses in Emphasis: European, African, Asian, Latin American, United States History (12 units)
- Two courses outside of Emphasis (8 units)
- Seminar in Area of Emphasis (4 units)

**Double Emphasis in History**

History majors complete the 16 lower division requirements and complete three upper division courses and one seminar in each of their two areas of emphasis (total 12 courses and 48 units). The double emphasis provides students with greater comparative depth in History, and opens up opportunities in teaching and graduate school.

**Honors in History**

Senior History majors having a 3.5 grade point average (GPA) for twenty-four (24) or more units of History courses may elect to prepare, for Honors, a senior thesis under the supervision of a professor in the area of the student's emphasis. In most cases the thesis will be completed in one semester, earning the student four (4) units of credit. Under special circumstances, the thesis may be extended to two semesters and eight (8) units of credit.

**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 units)

- 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 units)

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 units)**

All International Studies majors must complete a 20-unit

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 units)**

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 units--twelve (12) units of Basic Courses plus sixteen (16) units of Functional Track courses)

**Functional Track: Global Politics and Societies (16 units)**

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 units)**

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 units)**

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 units)

Required Courses:

- ANTH - 200 Introduction to Cultural Anthropology
- COMS - 204 Communication and Culture

Elective Courses (8 units) 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 units):**

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 units)**

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 units of core courses covering each of these areas and 4-8 units 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) units 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 units necessary for the major.

### **Required Courses (20 units)**

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 units):**

- 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 units 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 units.

#### **Foundation (4 units required)**

- MS - 100 Introduction to Media Studies

#### **Core Courses (8 units required)**

- MS - 200 Media Institutions
- MS - 205 Media Audience and Research

#### **Production Foundations (8 units required)**

- MS - 221 Audio Production
- MS - 222 Video Production

- MS - 223 Journalism 1: Reporting
- MS - 224 Journalism II: Advanced Reporting

**Advanced Area Studies (12 units required)**

Choose one course from each of the following sections:

- MS - 311 Communication Law and Policy
- MS - 313 Media Theory and Criticism

**and**

- MS - 301 Green Media
- MS - 320 Digital Media Production
- 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
- 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

**and**

- MS - 306 The Documentary
- MS - 390 Special Topics in Media Studies (May be taken only ONCE for credit in the major.)

**Seminars (8 units required)**

• Prerequisites: Completion of 200-level requirements

- MS - 400 Politics and the 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 - 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 40 units in philosophy, five required 4-unit courses and five 4-unit electives. Two of the required courses cover the history of philosophy. "Origins and Development" examines the origin of Western philosophy with the Greeks and Medieval developments of it by Islamic, Jewish, and Christian thinkers. "Revolutions of Modernity" focuses on knowledge and political community as philosophy changed in tandem with the revolutionary changes that occurred in science and politics. The third core course, "Human Person," focuses on issues such as the nature of consciousness, personal identity, agency, and freedom. The fourth core course, "The Uncommon Good," is an ethics course that treats both ethical theory and social issues. The fifth required course is a logic course that includes study of traditional syllogisms, informal fallacies, and introduces students to modern symbolic logic.

Philosophy electives may be chosen from a wide array of courses that are open to all students at the university, as well as seminars that have prerequisites and are therefore open only to philosophy majors and minors. Philosophy majors must take at least two 400 level philosophy courses, as well as at least one course that fulfills the philosophy department's cultural diversity requirement (typically a course numbered in the 340s).

### **Summary of Requirements for the Major**

[Download the Philosophy Major Requirements Checklist](#)

The major requires completion of forty (40) units in philosophy, as follows:

**Five Required Courses**

- PHIL - 310 Origins: Ancient Philosophy and Development
- PHIL - 312 Modern Philosophy
- PHIL - 315 Ethics for Majors
- PHIL - 319 Logic

**Five Electives**

- No more than two may be 200 level.
- At least two must be 400 level.
- At least one must satisfy the philosophy department's cultural diversity requirement.

**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) units, of which forty-four (44) units correspond to Physics, as follows:

[Download the Physics Major Requirements Checklist](#)

Lower-division required courses (12 units):

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Upper-division required courses (32 units):

- 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) units are required.

Required Math supporting courses (12 units):

- Twelve (12) units 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) units in Politics, as follows:

### Required courses (16 units):

- 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) units 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 - 301 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) units of course work. To complete core requirements for the Sociology major, students must take SOC 150 and RHET 302.

[Download the Sociology Major Requirements Checklist](#)

### Core Requirements for the Sociology Major

**(24 units required)**

- SOC - 150 Introduction to Sociology
- RHET - 302 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 units required)**

- SOC - 109 Humans and Environmental Change
- 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 Cities and Society
- 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 - 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 Globalization and Resistance
- SOC - 323 Urban Education
- SOC - 324 Sport, Culture and Society
- SOC - 325 Critical Approaches to Race and Ethnicity
- SOC - 326 Sociology of 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 Delinquency
- SOC - 357 Criminology
- SOC - 360 Urbanization and Development
- SOC - 390 Current Issues in Sociology
- SOC - 392 Community Organizing
- SOC - 395 Fieldwork in Sociology
- SOC - 398 Directed Study
- SOC - 399 Directed Reading
- SOC - 410 Honors Thesis Workshop

## Learning Goals/Outcomes for the B.A. in Sociology

Students who complete the B.A. in Sociology will be able to:

- Understand and analyze critically major social practices, structures, and inequalities.
- Understand, analyze, and apply major sociological theories, frameworks and traditions.
- Formulate, conduct, and communicate independent social research.
- Connect sociological analysis to practical social action.

## Major in Spanish

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

[Download the Spanish Major Requirements Checklist](#)

Note: Lower-division courses (Spanish 101,102, 201 and 221) serve as a prerequisite but do not count toward the units 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) units in Spanish:**

- 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 - 315 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 Jewish 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 Reading As Writers

**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) units 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) units 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-unit 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 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-unit 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-unit 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-unit 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 units), four reading-based seminars (12 units), four workshops (12 units), and two major project studies, conducted with individual faculty members (6 units).

### **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](mailto: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 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 units 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) units of graduate research (BIOL 698), and four (4) units of thesis writing (BIOL 699), and a maximum of six (6) units 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 unit 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 Advisor 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 Advisor 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 faculty advisor and Graduate Advisor will decide on the program of study. The normal length of study is two and one-half years.

A total of 24 units, 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 units 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 an 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 units of credit. Graduate students undertake 9 courses, or 8 courses and a master's thesis (each course is 4 units). 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-unit programs typically require two years of study, with students taking two four-unit 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 33 units 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 units required) or
- PHYS - 399 Directed Research for Advanced Undergraduates (2 units required)
- PHYS - 350 Physics Colloquium (1 unit 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 units

- Three (3) courses in Calculus and Analytical Geometry

### Other Support Courses (8 units)

- 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 units 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 units, 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 - 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
- [THRS - 318](#) Religious Nonviolence and the Politics of Interpretation: The Case of Israel and Palestine
- [THRS - 376](#) Jews, Judaisms, and Jewish Identities
- [THRS - 380](#) Social Justice and the Israeli-Palestinian Conflict

## 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 interests are 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 units (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) units, as follows:

#### **Required Courses (16 units)**

- 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 units)**

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 units 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 units, as follows:

#### **Required Core Courses (8 units, 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 units)**

- 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 units of Physics and Astronomy courses:

#### **Astronomy Core Courses (12 units):**

- 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 units):**

- 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.

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### **Minor in Astrophysics**

The Minor in Astrophysics requires 20 units of four-unit courses:

#### **Foundational Physics Sequence (12 units)**

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

#### **Astrophysics Upper-Division Core (8 units)**

- 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) units in Chemistry, as follows:

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II and either
- CHEM - 236 Fundamentals of Organic Chemistry **or**
- CHEM - 230 Organic Chemistry I **and**
- CHEM - 231 Organic Chemistry II
- CHEM - 350 Biochemistry I
- CHEM - 351 Biochemistry 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 Chemistry

[Download the Chemistry Minor Requirements Checklist](#)

This program requires completion of twenty-one (21) units, as follows:

### Required courses

Seventeen (17) units:

- 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 - 234 Organic Chemistry Laboratory II

### Elective

A minimum of four (4) units chosen from the following:

- 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 units, as follows:

### Required Courses (16 units)

- 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 units):

- CHIN - 350 Traditional Chinese Culture
- CHIN - 355 Chinese Literature in Translation

### Choose one of the following (4 units):

- 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 units that are subdivided into two areas: 1) Foundations (12 units), Methods (4 units) and 2) Advanced Area Studies (4 units). Students should consult full course descriptions for specific prerequisite requirements. A summary of requirements and courses follows below.

### Foundations (12 units)

- COMS - 202 Rhetoric and the Public Sphere
- COMS - 203 Communication and Everyday Life

- COMS - 204 Communication and Culture

**Methods (4 units)**

- COMS 252 or
- COMS 253 or
- COMS 254

**Advanced Area Studies**

(4 units 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 - 390 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 units (5 courses):

- One of
  - CS 103 Web Programming
  - CS 107 Computing, Robots, and the Web
- CS - 110 Introduction to Computer Science I
- CS - 112 Introduction to Computer Science II
- Two courses at 200 level or above:
  - Math 201 Discrete Mathematics
  - Math 235 Introduction for Formal Methods
  - CS 212 Software Development
  - CS 220 C and Parallel Programming OR
  - CS 221 C and Systems Programming
  - CS 245 Data Structures and Algorithms
- If one of CS 103 or CS 107 is not taken, then the final course can come from any s00 level or higher course.

## 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 - 350: 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 - 375: 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 units 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 units). May be taken as Intermediate/advanced technique, Dance and Culture course, or Dance in the Community.
- Participation in two USF Dance Ensemble Productions (0 units)

### **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 22 units, as follows:

#### **Required Courses**

- ART - 115 Design Media Lab I
- ART - 155 Visual Communication
- ART - 120 Art Fundamentals
- ART - 101 Survey of Western Art History 1 or
- ART - 102 Survey of Western Art History II
- ART - 205 Typography
- ART - 252 Publication 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 units.

#### **Required Courses (At least 12 units must come from the list below, and 4 units must be at the 3xx level):**

- ENVS - 110 Understanding Our Environment w/Lab
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab

- ENVS - 230 Environmental Impacts and Economic Decision-Making
- ENVS - 250 Environmental Data Analysis
- ENVS - 312 Water Resource Analysis w/Lab
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetland Ecology w/Lab
- ENVS - 331 Environmental Health -- A Toxicological Perspective
- ENVS - 350 Energy and Environment
- ENVS - 360 Climate Change: Science and Policy
- ENVS - 370 Environmental Remote Sensing and GIS w/Lab
  - The remaining 9 required units can also come from the above, or from other Science or Math offerings with the approval of an Environmental Science Advisor.

### **Minor in Environmental Studies**

[Download the Environmental Studies Minor Requirements Checklist](#)

The Minor in Environmental Studies requires 20 units, 12 units of required courses and 8 units of electives.

#### **Required Courses (12 units):**

- ENVA - 109 Humans and Environmental Change
- ENVS - 110 Understanding Our Environment w/Lab AND EITHER
- ENVS - 210 Ecology and Human Impacts w/Lab OR
- ENVS - 212 Air and Water w/Lab

#### **Electives (8 units):**

##### **Social Science**

- ECON - 230 Environmental Economics
- POLS - 360 International Environmental Politics
- POLS - 366 Environmental Policy
- ENVA - 319 Health and Environment
- ENVA - 320 Global Environments and Societies
- SOC - 360 Urbanization and Development
- ARCD - 130 Community Based Urban Agriculture: Design and Management (Freshmen only, Garden Project LLC; also may substitute for ENVA 109)

##### **Humanities:**

- ENVA - 361 Religion and the Environment
- ENGL - 235 Literature and the Environment

- ENVA - 404 Environmental Ethics
- HIST - 342 Environmental History of Africa
- HIST - 341 Feast and Famine: A History of Food
- THRS - 195 Freshman Seminar
- ARCD - 140 Garden as Art: History, Design & Implementation (Freshmen only, Garden Project LLC)

**Environmental Science:**

- ENVA - 250 Environmental Data Analysis
- ENVS - 312 Water Resource Analysis w/Lab
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetland Ecology w/Lab
- ENVS - 331 Environmental Health -- A Toxicological Perspective
- ENVS - 350 Energy and Environment
- ENVS - 360 Climate Change: Science and Policy
- ENVS - 390 Undergraduate Special Topics

**Environmental Studies Methods and Practice**

- ENVA - 396 Environmental Studies Internship
- ENVS - 410 Methods of Environmental Monitoring w/Lab
- ENVS - 498 Advanced Undergraduate Research
- POLS - 396 Public Administration Internship \*
- POLS - 397 Fieldwork in Public Interest Organizations \*
- SOC - 308 Research Methods \*
- 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) units of coursework.

**Lower Division (8 units)**

- MS - 102 Introduction to Film Studies
- MS - 222 Video Production

**Three electives from the following (12 units)**

- 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 units, as follows:

**Required Core Courses (8 units)**

- 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 units, 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) units in French, as follows:**

#### Lower division course (4 units)

- FREN - 202 Fourth Semester French

#### Upper division courses (16 units)

**One Culture course: 4 units (courses are taught in English)**

- 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 300-level courses: 8 units (courses are taught in French)**

- FREN - 300 French Culture and Civilization
- FREN - 320 Introduction to Textual Analysis
- FREN - 322 Introduction to French Literature 17th and 18th Centuries
- FREN - 324 Introduction to French Literature 19th and 20th Centuries
- FREN - 330 Francophone Literature I

- FREN - 332 Francophone Literature II

**One 400-level Seminar: 4 units (courses are taught in French)**

- FREN - 440 Seminar: Special Topics in French Literature and Culture French and Francophone Women Writers
- FREN - 440 Seminar: Special Topics in French Literature and Culture Representations of the Feminine
- FREN - 440 Seminar: Special Topics in French Literature and Culture Conditions of Love
- FREN - 440 Seminar: Special Topics in French Literature and Culture French Culture for Business
- FREN - 440 Seminar: Special Topics in French Literature and Culture Period Seminars: French Literature and Culture
- FREN - 450 Seminar: Special Topics in Francophone Literature and Culture Carte d'Identité / Mapping French Identity

## 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) units in German altogether.

**Lower division courses (16 units):**

- GERM - 101 First Semester German
- GERM - 102 Second Semester German
- GERM - 201 Third Semester German
- GERM - 202 Fourth Semester German

**Upper division course (8 units), 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) units 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) units in Japanese.

**Sixteen (16) units 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 units):**

- 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 units 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 units.

**Core Sequence (12 units)**

- MS - 223 Journalism 1: Reporting
- MS - 224 Journalism II: Advanced Reporting
- MS - 420 American Journalism Ethics

**Electives (8 units)**

- 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) units 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 units.

**Foundation (4 units required)**

- MS - 100 Introduction to Media Studies

**Core courses (4 units required)**

- MS - 200 Media Institutions
- MS - 205 Media Audience and Research

**Production Foundations (4 units required)**

- MS - 221 Audio Production
- MS - 222 Video Production
- MS - 223 Journalism 1: Reporting
- MS - 224 Journalism II: Advanced Reporting

**Advanced Area Studies (4 units required)**

- MS - 306 The Documentary
- MS - 301 Green Media
- MS - 311 Communication Law and Policy
- MS - 313 Media Theory and Criticism
- MS - 320 Digital Media Production
- MS - 322 Media Production III: Advanced 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 Fiction/Film Production
- MS - 340 Media Production III: Experimental Cinema
- MS - 390 Special Topics in Media Studies

**Seminars (4 units required)**

- MS - 400 Politics and the 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 - 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 units 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 units)**

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 units, 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 Pep Band (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 consists of 20 units (5 courses) in philosophy. Students minoring in philosophy will automatically satisfy their Core Curriculum Philosophy and Ethics requirements.

### **Summary of Requirements for the Minor**

[Download the Philosophy Minor Requirements Checklist](#)

The Minor requires the completion of twenty (20) units in Philosophy, as follows:

**Two required Courses (8 units)**

- PHIL - 315 Ethics for Majors

*and at least one of the following:*

- PHIL - 310 Origins: Ancient Philosophy and Development or
- PHIL - 312 Modern Philosophy or

(If a student has already taken Ethics 240 prior to declaring a philosophy minor, it may be substituted for the Uncommon Good.)

**Three electives (12 units), at least one of which must be 400 level.**

## Minor in Physics

[Download the Physics Minor Requirements Checklist](#)

This program requires the completion of twenty (20) units in Physics, as follows:

Lower division courses (12 units):

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Upper-division courses (8 units)

Eight (8) units 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 units); one Professional Development course and four courses in Public Relations.

#### **Foundations (4 units)**

Choose one course:

- COMS - 202 Rhetoric and the Public Sphere
- COMS - 203 Communication and Everyday Life
- COMS - 204 Communication and Culture

#### **Public Relations (16 units)**

- 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) units that must include Introduction to Sociology (SOC 150) and Sociological Theory (SOC 301).

- SOC - 150 Introduction to Sociology
- SOC - 306 Sociological Theory

The remaining twelve (12) units of electives must include at least eight (8) units of upper-division course work.

Electives should be selected in consultation with the student's Sociology advisor.

### **Minor in Spanish**

This selection of courses will enhance the individual student's major, while honing their Spanish language skills.

Note: Lower-division courses (Spanish 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) units in Spanish, as follows:**

- SPAN - 202 Fourth Semester Spanish
- SPAN - 206 confluences and Conflicts in the Spanish-speaking World

**Upper-division courses (12 units), 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 - Studies in Latin American Culture

**One elective, chosen from:**

- SPAN - 219 Intermediate Spanish Conversation
- SPAN - 220 Spanish Conversation for Specific Disciplines
- 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 units 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 units)
- THTR 330 through 390: Elective Theater Technique series (4 units)
- 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 Biblican 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) 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.

### 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 Endocrinology
- BIOL - 334 Laboratory in Endocrinology
- BIOL - 345 Virology and
- BIOL - 370 Biology of Cancer
- BIOL - 420 Molecular Biology
- BIOL - 443 Immunology and

- BIOL - 444 Laboratory in Immunology
- BIOL - 457 Cell Biology and Ultrastructure
- BIOL - 458 Techniques in Light and Electron Microscopy
- BIOL - 481 Techniques in Cell Biology and
- BIOL - 482 Laboratory in Techniques in Cell Biology
- BIOL - 498 Research for Advanced Undergraduates
- CHEM - 450 Biochemical Genetics

Students must declare the Molecular Biology Emphasis by the end of the junior year.

### **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 units, 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) units, at least 16 of which must be taken in residence at USF, as follows:

### **Required Courses (16 units 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 units minimum)**

(must obtain permission from the Neuroscience Minor Faculty Coordinator)

- [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 units 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-unit courses (20 units), chosen from the following categories:

#### **Required Introductory Course:**

- [POLS - 353](#) Politics of War and Peace

**Choose one course (4 units) in three of the following four categories, for a total of twelve (12) units:**

#### **Peace and Conflict:**

- [POLS - 341](#) Nonviolence in Theory and Practice
- [POLS - 350](#) International Law and Organizations

- [POLS - 351](#) Global Conflict Resolution
- [POLS - 392](#) Feminist International Relations
- [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
- [ECON - 304](#) U.S. Inequalities and Social Justice
- [SOC - 322](#) Globalization and Resistance
- [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 units):

- [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.

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 units)
- PASJ 170-series: Production and Design (2 or 4 units)
- PASJ 180-series (Dance/Music/Theater) and Social History (4 units)
- PASJ 280: Contemporary Performance Practice (4 units)
- PASJ 380: Performing Arts and Community Exchange (4 units)
- PASJ 480: Senior Project The remaining units 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 units). 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 units)
- Music 310 series: Theory/Comp topics (4 units)
- Music 210 series: Private Lesson (4 units): 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 units, counting as USF electives, not major units): 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 units)
- THTR 330-390: Theater Technique Electives (8 units)
- 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) units of course work, including 12 units of Gateway courses and 28 units of Philippine Studies electives.

[Download the Asian Studies Major with Philippine Studies concentration Requirements Checklist](#)

#### **Gateway Courses (12 units)**

**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 units)**

Choose 20 units 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 units)**

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 units) 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 units)**

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, ethics, 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) units of coursework, including eight (8) units of core courses and twelve (12) units of electives that can be taken from three different options as described below.

#### Required Courses (8 units):

- [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 units)

Students select 12 units 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\***

- [YPSP - 101](#) First Semester Filipino/Tagalog
- [YPSP - 102](#) Second Semester Filipino/Tagalog
- [YPSP - 201](#) Third Semester Filipino/Tagalog

\*Students who take these courses to fulfill the Arts and Sciences language requirement or who test out of YPSP 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](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 ENV5 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

Kalmanovitz Hall 202

2130 Fulton St.

San Francisco, CA 94117

**Phone:** 415 422-6243

**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.

**Martín-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 units of course work, including 20 units of core courses and 20 units of electives.

### Required Core Courses (20 Units)

- 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 Units)

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 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 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 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.

## Typical Curriculum

[Download the Computer Science Major Requirements Checklist](#)

### Freshmen Year

<b>Fall</b>		<b>Units</b>
CS 110 Introduction to Computer Science I		4
Foreign Language I		4
Core		4
Core		4
Total semester units		<b>16</b>

<b>Spring</b>		<b>Units</b>
CS 112 Introduction to Computer Science II		4
Foreign Language II		4
Core		4
Core		4
Total semester units		<b>16</b>

### Sophomore Year

<b>Fall</b>		<b>Units</b>
CS 220/CS 221		4
MATH 201 Discrete Mathematics		4
CS 385 Special Lecture Series (1 unit)		1
Core		4
Core		4
Total semester units		<b>17</b>

<b>Spring</b>	<b>Units</b>
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 units	<b>17</b>

**Junior Year**

<b>Fall</b>	<b>Units</b>
CS 212 Software Development	4
CS 326 Operating Systems	4
Core	4
Core	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
CS Systems Course	4
CS Theory Course	4
Core	4
Core	4
Total semester units	<b>16</b>

**Senior Year**

<b>Fall</b>	<b>Units</b>
CS Applications Course	4
CS Elective	4
Elective	4
Elective	4

Total semester units		<b>16</b>
<b>Spring</b>		<b>Units</b>
CS 490 Senior Project		4
Elective		4
Elective		4
Elective		4
Total semester units		<b>16</b>

### Typical Curriculum with Writing Emphasis

[Download the Writing Emphasis Major Requirements Checklist](#)

#### Freshmen Year

<b>Fall</b>		<b>Units</b>
		4
Rhetoric and Composition		4
Public Speaking		4
Language		4
Total semester units		<b>16</b>

<b>Spring</b>		<b>Units</b>
Course Title		4
ENGL 192 Introduction to Literary Study		4
Language		4
Core course		4
Total semester units		<b>16</b>

#### Sophomore Year

<b>Fall</b>		<b>Units</b>
Language		4
Literature Period Course 1		4
		4

Core course	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
Literature Period Course 2	4
Writing Course 1	4
Core courses	8
Total semester units	<b>16</b>

### Junior Year

<b>Fall</b>	<b>Units</b>
Core courses	8
Writing Course 2	4
Literature Period Course 3	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
Writing Course 3	4
Literature or Writing Elective	4
Core courses	8
Total semester units	<b>16</b>

### Senior Year

<b>Fall</b>	<b>Units</b>
Core course: Ethics	4
Elective	4
Elective	8
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
ENGL 491 Senior Seminar in Writing	4
Electives	12

Total semester units	<b>16</b>
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## Typical Curriculum for Biochemistry Concentration

[Download the Chemistry Major with a Concentration in Biochemistry Requirements Checklist](#)

### Freshmen Year

Fall	Units
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 units	<b>16</b>

Spring	Units
CHEM 113 General Chemistry II	4
MATH 110 Calculus and Analytic Geometry II	4
Electives or Core	8
Total semester units	<b>16</b>

### Sophomore Year

Fall	Units
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 units	<b>16</b>

Spring	Units
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 units	<b>16</b>
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**Junior Year**

<b>Fall</b>	<b>Units</b>
CHEM 340 Physical Chemistry I	4
CHEM 350 Biochemistry I	4
Electives or Core	8
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
CHEM 351 Biochemistry II	4
CHEM 352 Experimental Biochemistry	4
Electives or Core	8
Total semester units	<b>16</b>

**Senior Year**

<b>Fall</b>	<b>Units</b>
CHEM 420 Inorganic Chemistry	4
CHEM 450 Biochemical Genetics	2
Electives or Core	12
Total semester units	<b>18</b>

<b>Spring</b>	<b>Units</b>
Electives or Core	16
Total semester units	<b>16</b>

**Typical Curriculum for Materials Physics Major****Freshmen Year**

<b>Fall</b>	<b>Units</b>
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PHYS 110 General Physics I	4
MSC 1	4
CS 110 Introduction to Computer Science I	4
OMRC 1	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
PHYS 210 General Physics II	4
MSC 2	4
CS 112 Introduction to Computer Science II (recommended)	4
OMRC 2	4
Total semester units	<b>16</b>

### Sophomore Year

<b>Fall</b>	<b>Units</b>
PHYS 240 Modern Physics	4
MSC 3	4
CHEM 111 General Chemistry I	1
OMRC 3	4
Total semester units	<b>13</b>

<b>Spring</b>	<b>Units</b>
PHYS 371 Methods of Mathematical Physics	4
PHYS 215 Electronics	2
OMRC 4	4

OMRC 5	4
General Elective	2
Total semester units	<b>16</b>

### Junior Year

Fall	Units
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 units	<b>17</b>

Spring	Units
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 units	<b>15</b>

### Senior Year

Fall	Units
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PHYS 320 Electromagnetism	4
PHYS 350 Physics Colloquium	1
PHYS 450 Advanced Materials	4
OMRC 9	4
General Elective	4
Total semester units	<b>17</b>

<b>Spring</b>	<b>Units</b>
PHYS 299 Directed Research for Advanced Undergraduates	4
PHYS 350 Physics Colloquium	1
OMRC 10	4
OMRC 11	4
General Elective	4
Total semester units	<b>14-17</b>

### Typical Curriculum for Students Starting a Semester Late

#### Freshmen Year

<b>Fall</b>	<b>Units</b>
Core	4
Core	4
Core	4
Foreign Language I	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
CS 110 Introduction to Computer Science I	4
MATH 109 Calculus and Analytic Geometry I	4
MATH 202 Linear Algebra and Probability	4
Foreign Language II	4
Total semester units	<b>16</b>

**Sophomore Year**

<b>Fall</b>	<b>Units</b>
CS 112 Introduction to Computer Science II	4
MATH 201 Discrete Mathematics	4
PHYS 110 General Physics I	4
Core	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
CS 245 Data Structures and Algorithms	4
CS 210 Assembly Language and Systems Programming	4
Core	4
Core	4
Total semester units	<b>16</b>

**Junior Year**

<b>Fall</b>	<b>Units</b>
CS 220 Introduction to Parallel Computing	4
Core	4
Core	4
CS Elective I	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
CS 315 Computer Architecture	4
CS 342 Introduction to Software Engineering	4
Core	4
Core	4
Total semester units	<b>16</b>

**Senior Year**

<b>Fall</b>	<b>Units</b>
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CS 490 Senior Team Project	4
CS 326 Operating Systems	4
Free Elective	4
Free Elective	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
CS 414 Compilers	4
Free Elective II	4
Free Elective	4
Free Elective	4
Total semester units	<b>16</b>

### Typical Curriculum for the Biology Major

[Download the Biology Major Requirements Checklist](#)

#### Freshmen Year

<b>Fall</b>	<b>Units</b>
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 units	<b>16</b>

<b>Spring</b>	<b>Units</b>
BIOL 106 General Biology II	4
CHEM 113 General Chemistry II	5
Core: Rhetoric & Composition or Language Requirement	4
Core: Math 102 Biostatistics	4
Core	4

Total semester units	<b>16</b>

### Sophomore Year

<b>Fall</b>	<b>Units</b>
BIOL 212 Cell Physiology	4
CHEM 236 Fundamentals of Organic Chemistry (or CHEM 230)	3
CHEM 232 Organic Chemistry Laboratory I	1
Core: Rhetoric & Composition or Language Requirement	4
Core	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
BIOL 310 Genetics	4
Upper-Division Biology or CHEM 231	4
Core or Language Requirement	4
Core	4
Total semester units	<b>16</b>

### Junior Year

<b>Fall</b>	<b>Units</b>
Core or Language Requirement	4
PHYS 100 Introductory Physics I	4
Upper-division Biology	4
Elective	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
PHYS 101 Introductory Physics II	4
Upper-Division Biology	4
Core or Language Requirement	4
Elective	4
Total semester units	<b>16</b>

### Senior Year

<b>Fall</b>	<b>Units</b>
Upper-Division Biolog	4
Upper-Division Biology	4
Core	4
Elective	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
BIOL 414 Evolution	4
Upper-Division Biology	4
Elective	4
Elective	4
Total semester units	<b>16</b>

### Typical Curriculum for the Chemistry Major

[Download the Chemistry Major Requirements Checklist](#)

### Freshmen Year

<b>Fall</b>	<b>Units</b>
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 units	<b>16</b>

<b>Spring</b>	<b>Units</b>
CHEM 113 General Chemistry II	4
MATH 110 Calculus and Analytic Geometry II	4
Electives or Core	8
Total semester units	<b>16</b>

### Sophomore Year

<b>Fall</b>	<b>Units</b>
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 units	<b>16</b>

<b>Spring</b>	<b>Units</b>
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 units	<b>18</b>

### Junior Year

<b>Fall</b>	<b>Units</b>
CHEM 340 Physical Chemistry I	4
Electives or Core	12
Total semester units	<b>16</b>

<b>Spring</b>		<b>Units</b>
CHEM 341 Physical Chemistry II		4
CHEM 356 Fundamentals of Biochemistry		4
Electives or Core		8
	Total semester units	<b>16</b>

### Senior Year

<b>Fall</b>		<b>Units</b>
CHEM 420 Inorganic Chemistry		4
Electives or CORE		12
	Total semester units	<b>16</b>

<b>Spring</b>		<b>Units</b>
Electives or Core		16
	Total semester units	<b>16</b>

### Typical Curriculum for the Environmental Science Major

[Download the Environmental Science Major Requirements Checklist](#)

### Freshmen Year

<b>Fall</b>		<b>Units</b>
ENVS 110 Understanding Our Environment w/Lab		4
Core		4
Rhetoric and Composition, Core A2		4
Supporting Science Course		4
	Total semester units	<b>16</b>

<b>Spring</b>		<b>Units</b>
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 units	<b>16</b>
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### Sophomore Year

<b>Fall</b>	<b>Units</b>
ENVS 212 Air and Water w/Lab	4
ENVS 250 Environmental Data Analysis	4
Supporting Science Course	4
Foreign Language	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
Supporting Science Course	4
Foreign Language	4
Core or Elective	8
Total semester units	<b>16</b>

### Junior Year

<b>Fall</b>	<b>Units</b>
ENVS 3xx	4
Supporting Science Course	4
Core or Elective	8
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
ENVS 3xx	4
Supporting Science Course	4
Core or Elective	8
Total semester units	<b>16</b>

### Senior Year

<b>Fall</b>	<b>Units</b>
ENVS 3xx or 498 Advanced Undergraduate Research	4

Core or Elective	12
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
ENVS 410 Methods of Environmental Monitoring	4
Core or Elective	12
Total semester units	<b>16</b>

### Typical Curriculum for the Environmental Studies Major

[Download the Environmental Studies Major Requirements Checklist](#)

#### Freshmen Year

<b>Fall</b>	<b>Units</b>
ENVA 110 Understanding Our Environment w/Lab	4
Rhetoric and Composition (RC) Core A2	4
Freshman Seminar	4
Core or Elective	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
ENVA 109 Humans and Environmental Change	4
ENVA 210 Ecology and Human Impacts w/Lab	4
Core A1 Public Speaking	4
Complete RC, Core A2	4
Total semester units	<b>16</b>

#### Sophomore Year

<b>Fall</b>	<b>Units</b>
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 units	<b>16</b>

<b>Spring</b>	<b>Units</b>
ENVA Humanities or Social Science	4
Foreign language	4
Core or Elective	8
Total semester units	<b>16</b>

**Junior Year**

<b>Fall</b>	<b>Units</b>
ENVA Humanities or Social Science	4
Foreign Language	4
Core or Elective	8
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
ENVA Humanities or Social Science	4
ENVA Elective	4
Core or Elective	8
Total semester units	<b>16</b>

**Senior Year**

<b>Fall</b>	<b>Units</b>
ENVA Elective	4
Core or Elective	12
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
ENVA 450 Capstone Practicum in Environmental Studies	4
ENVA Elective, alternate	4
Core or Elective	8
Total semester units	<b>16</b>

**Typical Curriculum for the Joint B.S. Computer Science / M.S. in Web Science (4 1) Honors Program**

**Year 3**

<b>Fall</b>	<b>Units</b>
CS 601 Object-Oriented Software Development	4
CS 326 Operating Systems	4
Core	4
Core	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
CS 315 Computer Architecture	4
CS 414 Compilers	4
Core	4
Core	4
Total semester units	<b>16</b>

**Year 4**

<b>Fall</b>	<b>Units</b>
CS 662 Artificial Intelligence Programming	4
Undergraduate Elective	4
Core	1
Core	4
Total semester units	<b>13</b>

<b>Spring</b>	<b>Units</b>
CS 680 Web Systems and Algorithms	4
CS 682 Distributed Software Development	4
Undergraduate Elective	4
Core	4
Total semester units	<b>16</b>

<b>Summer</b>	<b>Units</b>
CS 689 Residency in Internet Engineering	4

Total semester units	<b>4</b>
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**Year 5**

<b>Fall</b>	<b>Units</b>
CS 686 Special Topics in Computer Science	4
Graduate Elective	4
Total semester units	<b>8</b>

<b>Spring</b>	<b>Units</b>
CS 690 Master's Project	4
CS 687 Digital Society	4
Total semester units	<b>8</b>

**Typical Curriculum for the Mathematics Major**

[Download the Mathematics Major Requirements Checklist](#)

**Freshmen Year**

<b>Fall</b>	<b>Units</b>
MATH 109 Calculus and Analytic Geometry I	4
Foreign Language	4
Rhetoric and Composition	4
Core	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
MATH 110 Calculus and Analytic Geometry II	4
CS 110 Introduction to Computer Science I	4
Public Speaking	4
Foreign Language	4
Total semester units	<b>16</b>

**Sophomore Year**

<b>Fall</b>	<b>Units</b>
MATH 211 Calculus and Analytic Geometry III	4
PHYS 110 General Physics I	4
MATH 130 Elementary Linear Algebra	4
Core	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
MATH 235 Introduction to Formal Methods	4
PHYS 210 General Physics II	4
Core	4
Core	4
Total semester units	<b>16</b>

**Junior Year**

<b>Fall</b>	<b>Units</b>
Upper Division Math	4
Upper Division Math	4
Core	4
Core	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
Upper Division Math	4
Upper Division Math	4
Core	4

Elective	4
Total semester units	<b>16</b>

### Senior Year

Fall	Units
Upper Division Math	4
Upper Division Math (Honors)	4
Core	4
Elective	4
Total semester units	<b>16</b>

Spring	Units
Upper Division Math	4
Upper Division Math (Honors)	4
Core	4
Elective	4
Total semester units	<b>16</b>

### Typical Curriculum for the Web Science

#### Year One

Fall	Units
CS 601 Object-Oriented Software Development	4
CS 662 Artificial Intelligence Programming	4
Total semester units	<b>8</b>

Spring	Units
CS 682 Distributed Software Development	4
CS 680 Web Systems and Algorithms	4
Total semester units	<b>8</b>

**Summer 1**

<b>Fall</b>	<b>Units</b>
CS 689 Residency in Internet Engineering	4
Total semester units	<b>4</b>

**Year Two**

<b>Fall</b>	<b>Units</b>
CS 684 Human-Computer Interaction	4
Graduate Elective	4
Total semester units	<b>8</b>

<b>Spring</b>	<b>Units</b>
CS 690 Master's Project	4
CS 687 Digital Society	4
Total semester units	<b>8</b>

**Typical Curriculum with Literature Emphasis**

[Download the Literature Emphasis Major Requirements Checklist](#)

**Freshmen Year**

<b>Fall</b>	<b>Units</b>
	4
Rhetoric and Composition	4
Language	4
Public Speaking	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
	4
ENGL 192 Introduction to Literary Study Rhetoric and Composition	4

Language	4
Core course	4
Total semester units	<b>16</b>

### Sophomore Year

Fall	Units
Language	4
Literature Period Course 1	4
Core courses	1
Total semester units	<b>9</b>

Spring	Units
Literature Period Course 2	4
Literature Period Course 3	2
Core courses	8
Total semester units	<b>14</b>

### Junior Year

Fall	Units
ENGL 340 Shakespeare	4
ENGL 299 Critical Analysis	4
Core courses	4
Total semester units	<b>16</b>

Spring	Units
Literature Electives	8
Core course	4
Elective	4
Total semester units	<b>16</b>

### Senior Year

Fall	Units
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Literature elective	4
Core course: Ethics	4
Elective	4
Course Title	4
Total semester units	<b>16</b>

<b>Spring</b>	<b>Units</b>
Electives	4
Course Title	4
Total semester units	<b>16</b>

## 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/artarcod/>

## **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.

### **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 Exercise Sport and Science**

**Based on a specific set of learning outcomes, Exercise and Sport Science 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 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 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

### **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 units (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-unit course load the Fall semester and then 3 4-unit 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.

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## **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 units will count toward the total units 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 unit 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. NOTE: The credits earned in the repeated courses will not be included in the total needed for graduation.

### **Changes of Grade**

Once grades have been recorded, they will not be changed unless there has been an evident injustice or error in the process. 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.

If you have questions or concerns regarding the grade you were assigned, the first step is to meet with your Faculty Member to discuss your grade. If you still have concerns, please contact the Graduate Programs Office.

### **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 Graduate Programs Office 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.

\*MBA 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 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 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 unless determined otherwise by the Director, Graduate Student Affairs.

Students who are placed on Academic Probation must meet with their Student Affairs Managers to discuss University services that may assist in the student's success.

## Credit Hour Limitations

The maximum number of units in which a student can be enrolled is 16 for the School of Management. Please note that, if you are a Dual Degree Student, your maximum units will be determined by your primary program. For additional questions and concerns, please contact your Student

Affairs Manager.

## Registration

### Adding/Dropping Classes

Adding Classes:

There are two ways a student may add a class:

Electronically, by going on to USFconnect and enrolling online.

Manually, with the use of the Add/Drop Form taken to your Student Affairs Manager or One Stop.

For 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

### Dropping Classes:

A student may drop a course in the following ways:

Electronically, by going on to USFconnect and dropping a class online.

Manually, with the use of the Add/Drop form taken to your Student Affairs Manager or One Stop.

### 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 your Student Affairs Manager.
- All waitlists are monitored by the Graduate Student Affairs Office.
- Students are typically notified during the first week of classes via their USFconnect e-mail and have 24 hours to respond to have the course added to their schedule.
- If a student is not contacted during the first week, space did not become available.
- Please notify the Graduate Student Affairs Office if you are waitlisted for a required course and are a graduating student. You may have priority in these cases.

### MBA Directed Studies/Internships

The Graduate Student Affairs Office assists in facilitating directed studies based on research or internship experience. Directed Studies are only available for internships where the student is not receiving a salary and/or stipend. A student cannot exceed more than 4 units of Directed Study credit during their program.

**Research Based Directed Studies:**

The following must be submitted one month before the semester begins to the Graduate Student Affairs Office:

One page paper detailing the proposed research, readings, conferences (if applicable), designated meeting times with sponsoring faculty member, and the agreed upon deliverable.

The sponsoring faculty member must sign off on a hard copy of the proposal.

The student and sponsoring faculty member should meet to discuss the research project and proposal several times during the semester.

The Director will review all Directed Study Petitions (approval/denial).

Once approved, the Graduate Student Affairs Office will create a course and enroll the student.

The sponsoring faculty member is responsible for entering a grade in a timely fashion.

A copy of the deliverable should be submitted to the Graduate Student Affairs Office at the conclusion of the semester.

**Internship Based Directed Studies:**

The following must be submitted one month before the semester begins to the Graduate Student Affairs Office:

Offer letter for the internship

Information/description of the employer

Job Description for the internship

The student will need to schedule a meeting with the Director or Director of Career Services to discuss the position and agree upon an appropriate deliverable that will highlight the student's work experience.

The Director will review all Directed Study Petitions (approval/denial).

Once approved, the Graduate Student Affairs Office will create a course and enroll the student.

The Director or Career Services Director is responsible for entering a grade in a timely fashion.

A copy of the deliverable should be submitted to the Graduate Student Affairs Office at the conclusion of the semester.

For additional information please contact the MBA Graduate Student Affairs Manager.

**Census Date (Last Day to Drop)**

Census dates (or Last Days to Drop) 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](http://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 college.

The Census Date (or Last Day to Drop) 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.

*Note: Students are liable for the tuition for all courses dropped or withdrawn after the census date.*

**Leave of Absence**

Students in good standing who wish to leave the University temporarily should submit a Leave of Absence form to One Stop. Forms are available online at [www.usfca.edu/onestopforms](http://www.usfca.edu/onestopforms) or from your Student Affairs Manager.

It is the student's responsibility to contact their Student Affairs Manager 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. 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 later. Students who wish to enroll for course work at other institutions during their leave of absence must obtain 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.

Students who take a Leave of Absence will receive a full tuition refund if their Leave of Absence is submitted by the Census Date. Note: 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.

### **Withdrawal from the University**

Students planning to withdraw from the University are highly encouraged to meet with their Student Affairs Manager 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 Graduate Program office, on-line at [www.usfca.edu/onestopforms](http://www.usfca.edu/onestopforms), or from your Student Affairs Manager.

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

Completed withdrawal forms must be received by One Stop before 5:00 p.m. on the census date.

Note: No refund of tuition will be made to students who withdraw after the census date.

Please note:

- 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.
- 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 may 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.

### **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/](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 MBA program, regardless of any leave of absence taken.

### **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](http://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. The official academic transcript will list the degree 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.

## **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

As a University of San Francisco student, I pledge to honor the Jesuit values of the University by upholding the highest standards of honesty and integrity in my academic work and respect in my personal interactions with members of the USF community. I also intend to use the knowledge and skills I gain through my education for the common good.

## 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

The Advanced Global Entrepreneurship Management (AGEM) program earns both a Bachelor's degree in Business Admin (BSBA) and a joint Master's degree in Global Management & Entrepreneurship (jMGEM) in just four years. The ideal student will come in with some Advanced Placement (AP) or International Baccalaureate (IB) credits as a Freshmen and want to take advantage of their hard work in high school. The program includes 3 semesters abroad in Europe and Asia. This includes London, Barcelona and Taipei.

Students in this program will have the unique opportunity to spend 3 semesters abroad. First, during the second year, at Fordham University's London program; then in the fourth year, one semester at IQS University in Barcelona, Spain and one semester at Fu Jen Catholic University in Taipei, Taiwan. Through four distinctive living-learning experiences, students will be able to take what they learn in the classroom and apply it on 3 continents.

Students will learn about doing business with the European Union in London, the latest developments in science and technology from IQS faculty, observe global outsourcing activities while in Taipei, and speak face-to-face with venture capitalists on the USF campus. As a graduate they will have access to four alumni networks and potential employers will value them as a business professional with a truly global perspective and reach. Students will gain the breadth of knowledge and skills needed to understand and succeed in our diverse and globalizing world.

### **AGEM CURRICULUM**

Students will earn a dual degree BS in Business Administration and joint Masters in Global Entrepreneurship Management, with three international immersion experiences in London, Spain, and Taiwan.

### **UNIVERSITY OF SAN FRANCISCO COURSES**

Along with their university core courses during their first three semesters and their third year students will take:

- [ECON 101 - Principles of Microeconomics](#)
- [BUS 100 - Launch into Business](#)
- [BUS 204 - Quantitative Business Analysis](#)
- [ECON 102 - Principles of Macroeconomics](#)
- [BUS 201 - Principles of Accounting I](#)
- [BUS 304 - Management and Organizational Dynamics](#)
- [BUS 301 - Legal and Regulatory Environment](#)
- [BUS 308 - Systems in Organizations](#)
- 20 credits of Business Electives
- Internship (recommended)

In Summer of their fourth year along with co-curricular site visits and programs, students will take:

- MGEM 5109 - Cross-Cultural Marketing and Integrated Marketing
- MGEM 5110 -Global Distribution and Channel Management
- MGEM 5111 - Leadership, Organizational Culture Management, and Innovation Process
- MGEM 5112 - Venture Capital, Corporate Entrepreneurship, and Micro Financing

### **FORDHAM UNIVERSITY LONDON CENTRE COURSES:**

In the Spring of their second year, students will take:

- Managerial Accounting – ACBU 2223
- Marketing Principles – MKBU 3225
- Financial Management – FNBU 3221
- Legal Frameworks of Business – BLBU 2234
- Invitation to Theater – TDRU 1100 (Fine Arts Core course or liberal arts elective)
- History and the Novel – ENGL 1230 (English literature Core course or liberal arts elective)

#### **INSTITUTO QUÍMICO DE SARRIÀ (IQS) COURSES:**

In the Fall of their fourth year students will take:

- Global Environment & Business Trends
- Technology Appreciation and Intellectual Property Management
- Innovative Product Development, Demand Assessment & Entrepreneurship
- Cross-Cultural Management and Ethical Business Practices

#### **FU JEN CATHOLIC UNIVERSITY**

In the Spring of their fourth year students will take:

- Operations & Supply Chain Management-Global Perspective
- Corporate Finance with Global Perspective
- Human Resource Management
- Strategic Alliances, Entry Barriers and Entrepreneurial Business Planning

#### **All students in the program must:**

- Maintain a 3.2 GPA throughout the program.
- Completed AP/IB examinations in order to transfer 16 AP/IB credits.
- Have a minimum TOEFL score of 79.
- Maintain the minimum credits every semester in accordance with the AGEM program.

### **Advanced Global Entrepreneurship Management Courses**

#### **Bachelor of Public Administration**

## The Bachelor of Public Administration (BPA)

program is designed for aspiring and mid-career professionals at all levels of

Department Chair: Larry Brewster, Ph.D.

government and private nonprofit organizations. This degree completion program is appropriate for those working in health care, service, and educational organizations, and for-profit sector professionals who work 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).

### 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 semester units of credit 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 units of credit.
- Complete the Public Administration major requirements.
- Satisfy the Core Curriculum requirements.
- Achieve a minimum cumulative GPA of 2.0.

### **Learning Outcomes**

Upon completion of the Bachelor of Public Administration, a graduate will have acquired:

- Explain scholarly knowledge and concepts, and apply this to real-world and case situations
- Adhere to legal and ethical standards; develop and describe responses to challenging situations
- Evaluate and inform public management problems through accurately identifying and utilizing descriptive and inferential statistics
- Evaluate and inform public management problems through accurately identifying and utilizing organizational theory and analysis
- Discern, distinguish, discuss and analyze major issues and initiatives pertaining to basic functions in the areas of human resource management, budgeting, technology, and general planning
- Demonstrate good 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 semester units of credit 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 semester units of credit.
- Complete the Public Administration major and Law Enforcement Leadership concentration major requirements.
- Satisfy the 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 acquired:

- 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 semester units of credit 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 semester units of credit.
- Complete the Public Administration major and Nonprofit Administration concentration major requirements.
- Satisfy the 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 acquired:

- 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 Economics**

The Business Economics (BSBE), formerly known as Applied Economics (AE), curriculum equips students with the cutting-edge tools employed by today's professional business economists. Combining a foundation in managerial economics with an emphasis on competitive strategy, the Business

Economics program encourages the integration of coursework with workplace experience. Areas of focus include principles and intermediate

**Department Chair: Barry Doyle, Ph.D.**

applications of microeconomics and macroeconomics; international trade; managerial economics; quantitative analysis; forecasting; accounting; finance 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.

### Program Objectives

The BSBE major develops analytical skills critical to diagnosing, prescribing and projecting organizational efficiency and productivity. Students address contemporary challenges confronted by firms competing in a globalized environment. A unique feature of this program lies in its incorporation of state-of-the-art methodology with case study applications. The program grounds students in the mechanics of price determination, efficient resource allocation, data analysis, corporate financial management, and managerial accounting. These components strengthen student ability to forecast, prepare for, and respond to challenges posed by heightened competition in financial markets, regulation, and globalization. The Business Economics degree 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. The program also facilitates graduate study at the University of San Francisco in the fields of business economics and business administration through joint degree arrangements.

### 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 corporate strategic behavior in international trade and investment.

### Program Requirements

Students are required to complete the 37 semester credits of credit included in the Business Economics program. Required courses are sequenced as follows:

- [INTD 307 - Experience and Critical Writing](#)
- [INTD 308 - Advanced Expository Writing](#)
- BSBE 321 - Microeconomics
- BSBE 311 - Macroeconomics
- [INTD 300 - The Critical Thinking Seminar](#)
- BSBE 314 - Statistics
- [INTD 304 - Social Ethics](#)
- BSBE 326 - Accounting for Managers
- BSBE 328 - Economics for Managers

- BSBE 437 - Financial Decision-Making
- [BSBE 440 - International Trade and Investment](#)
- BSBE 492 - Strategic Economic Analysis (capstone)
- BSBE 490 - Current Issues in Business Economics

### **Degree Requirements**

- Complete 128 semester units of credit.
- Complete the Business Economics major requirements.
- Satisfy the 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**

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.

**Academic Director:  
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 semester units of credit 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 units of credit.
- Complete the Information Systems Management major requirements.
- Satisfy the 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 have acquired:

- 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 Organizational Behavior and Leadership**

**The Bachelor of Science in Organizational Behavior & Leadership (OBL) program prepares working adult, degree completion**

**Department Chair: Richard W. Stackman, Ph.D.**

**students to assume leadership roles that are essential to meet the challenges and uncertainty confronting today's organizations. The 23-month 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. An accelerated 15-month program is offered at the San Francisco campus.**

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 lead a group or an entire organization.

### **Program Learning Outcomes**

- 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.
- Analyze and synthesize how cognitive, behavioral, and emotional outcomes at the individual, teams, or organizational levels contribute to the sustainability of organizations.
- Demonstrate competence in integrating skills relevant to effective organizational behavior 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.
- Learn to lead, communicate and work effectively with diverse individuals and groups through a broad, interdisciplinary foundation.

### **Program Requirements**

Students are required to complete the 37-semester units of credit included in the undergraduate Organizational Behavior & Leadership program. Computer access and proficiency, including use of the Internet and e-mail are requirements for this program.

The following are required courses for the major:

- INTD 307 - Experience and Critical Writing
- INTD 308 - Advanced Expository Writing
- [INTD 300 - The Critical Thinking Seminar](#)
- [INTD 304 - Social Ethics](#)

- [OB 319 - Foundations of Organizational Behavior](#)
- OB 335 - Organizations in Context
- [OB 351 - Organizational Research and Analysis](#)
- OB 321 - Organizational Communication
- [OB 322 - Organizational Leadership](#)
- OB 336 - Topics in Organizational Behavior (Online)
- [OB 324 - Group Process and Decision-Making](#)
- OB 323 - Leading Change in Organizations
- OB 361 - Human Capital Investments

### **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 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**

**Dayle Smith, Ph.D. Associate Dean of Undergraduate Studies**

## 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 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 other colleges within the University.

### Electives (select 20 credits from the following):

Please Review course descriptions and necessary pre-requisites for courses within your major.

- [BUS 311 through BUS 379](#)
- [BUS 398](#)
- [BUS 397](#)
- [BUS 401 through BUS 478](#)
- Foreign Language — third semester or higher (4 credits maximum)

## Business Honors Program

The Honors Cohort Program (HCP), is a two year honors program (Junior and Senior year) designed to recognize and challenge

academically successful students in the McLaren School of Management. It strives to bring students together in a unique learning community and to provide them with activities which will supplement and complement the overall program at USF.

Dayle Smith, Ph.D. Associate Dean of Undergraduate Studies

Through small sized classes lead by dynamic and involved faculty, students will participate in advanced classes and be exposed to special event speakers, have opportunities to participate in national business competitions, and visit Fortune 500 companies as part of their studies.

In addition to a commitment to academic rigor, the HCP is dedicated to providing valuable experiences outside of the classroom through a series of networking and social events. Commitment and motivation run high within the Honors classrooms, as do friendship and a strong sense of community.

### HCP Business Core Curriculum Classes include:

- [Bus 101 - Launch into Business - Section 1 Honors \(optional\)](#)
- [BUS 294 - Honors: Quantitative Business Analytics \(optional\)](#)
- [BUS 491 - Honors: Legal](#)
- [BUS 492 - Honors: Marketing Management](#)
- [BUS 494 - Honors: Organizations Behavior and Leadership \(Service Learning\)](#)
- [BUS 495 - Honors: Finance](#)
- [BUS 498 - Honors: Systems in Organizations](#)
- [BUS 496 - Honors Capstone](#)

**Target Students:**

- Academically successful and motivated students
- Minimum 3.50 GPA to apply
- Interested in learning outside the classroom
- Second Semester Sophomore and Transfer Students

**About the Program:**

Students applying to the Honors Cohort Program must first apply and be accepted into USF. After admission to USF, students with the minimum GPA may enroll in Bus 101 honors section and with the instructor's recommendation enroll in BUS 294. In the Spring semester of the Sophomore year, students may apply for the HCP, a 2 year program with Honors Business Honors Business Core.

**For More Information:**

Contact the Honors Cohort Program at [bizhonors@usfca.edu](mailto:bizhonors@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

### **Business Program**

**The educational objective of the Business Undergraduate Program is to provide its graduating students with an education that will facilitate their access to management employment 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, law, marketing, information and technology, and operations; and the opportunity to develop a level of expertise with a specific emphasis.

### **Curriculum Overview**

The McLaren School of Management has updated 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 46 credits in the Core Curriculum. The Core Curriculum is required of all USF undergraduates and covers topics ranging from 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**

The 26 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 the following business foundation and core courses. The required foundation courses are also used to satisfy University Core Curriculum requirements (see faculty advisor or McLaren advising office). 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 (36 credits)**

- [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 - Entrepreneurship/Business Plan Development](#)

**Major Courses**

To permit greater depth in an area of personal interest, the curriculum for each of the majors includes 20 credits of major coursework. Undergraduate business majors select a major from Accounting, Business Administration, Entrepreneurship, Finance, Hospitality Industry Management, International Business, Management 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.

**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](mailto:management@usfca.edu) or (415)-422-4553

**What are the pre-requisites for the Certificate Programs?**

An applicant must have an undergraduate degree as well as foundation courses in accounting, economics and statistics to qualify for entry into a Certificate program.

**When and where are classes held?**

All classes meet during business hours in San Francisco, CA on the University of San Francisco's main campus, USF's satellite campus in the Presidio National Park, or classroom facilities in downtown San Francisco. Each course meets once a week for four hours.

**How many courses do I take at a time?**

This is a five month certificate program that has course offerings from January to June. Students will be taking three courses for the first eight week session and two courses in the second eight week session.

**How do I apply for the Certificate Programs?**

Most applicants will apply for entry first for 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](#).

The required courses are listed below:

#### Corporate Finance

Covers the basic concepts of corporate finance: financial ratios in valuation, dividend discount models, determining a firm's cost of capital, capital investment decisions and net present value vs. internal rates of return, treatment of leases, overview of mergers and acquisitions, hybrid securities.

#### Equity Valuation

An in-depth treatment of the interplay between accounting statements, economic analysis, and corporate finance models in the valuation of firm valuation and the value of equity. Models include relative ratio analysis such as the DuPont model, general cash flow model for valuing assets and liabilities, dividend discount models, free cash flow models, and technical analysis.

#### Fixed Income Valuation

A thorough and in-depth study of the structural features of debt markets. Term structure analysis of interest rates and bond valuation. Assessing sources of risk for debt portfolios, including the role of duration and convexity in evaluating the effects of interest rate changes. Credit analysis for corporate bonds.

#### Derivatives I

An overview of derivative markets and instruments including options markets, futures markets, and swap markets.

#### Financial Statement Analysis

An in-depth treatment of the interplay between accounting statements, economic analysis, and corporate finance models in the valuation of firms. Topics include accounting for leases, mergers, intangibles, and international subsidiaries. Emphasis is on forensic financial analysis of companies that may be systematically misrepresenting their economic condition through favorable accounting choices.

## 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.

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](mailto: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

For more information, please contact the Admissions team at 415-422-2221 or [management@ufca.edu](mailto:management@ufca.edu)

### What are the pre-requisites for the Certificate Programs?

An applicant must have an undergraduate degree as well as foundation courses in accounting, economics and statistics to qualify for entry into a Certificate program.

### When and where are classes held?

All classes meet during business hours in San Francisco, CA on the University of San Francisco's main campus, USF's satellite campus in the Presidio National Park, or classroom facilities in downtown San Francisco. Each course meets once a week for four hours.

### How many courses do I take at a time?

This is a five month certificate program that has course offerings from May to mid-October. Students will be taking three courses for the first eight week session and two courses in the second eight week session.

### How do I apply for the Certificate Programs?

Most applicants will apply for entry first for 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](#).

Please submit any original documents to:

Graduate Admissions Office

School of Management  
University of San Francisco  
281 Masonic Avenue, Suite 108  
San Francisco, CA 94118

The courses required are listed below:

#### Fixed Income Valuation II

Valuation of advanced fixed income securities including collateralized mortgage obligations (CMOs), other securitized assets, and collateralized debt obligations (CDOs). Emphasis is on using probability models in the valuation process.

#### Capital Market Theory

The goals of this course are to introduce student to the essential aspects and tools of portfolio management. Develop expected returns and risks for asset classes and individual assets based on macro- and micro-expectational factors; Develop strategies for managing portfolios of domestic and foreign debt securities, including passive, semi-active, and active management techniques.

#### Portfolio Management

Efficient financial markets theory. Asset pricing theories and models. Portfolio management policies for individual investors, mutual funds, and institutional investors. Asset allocation and general portfolio construction. Fixed income vs. equity portfolio management strategies. Risk measurement and management.

#### Alternative Investments

The course will cover a history of alternative investments/strategies including private equity, venture capital, distressed debt, hedge funds, real estate, commodities and leveraged buy-outs. The primary goals of the course are to provide students with an understanding of alternative investments/strategies, their uses in a diversified portfolio, ways to access the investments and appropriateness for different investor types.

#### Ethics and Finance I

Applicable laws and regulations including professional standards of practice, ethical conduct and professional obligations. Topics include conflicts of interest, insider trading, and an overview of presentation standards for portfolio results.

### **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](mailto: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

The courses required for this Certificate are:

The required courses for the Certificate in the Practice of IR are listed below. Certificate students must pick four of the five listed.

### **IR and the Investment Process**

We're often asked if we sell stock and the answer is, "No." But we need to understand the process. Understand the mechanics of trading, as well as different ways of investing such as DRIPs and stock purchase plans. Also understand capital markets, capitalization structures, the exchanges, the difference between buy-side, sell-side, bankers and brokers, and other investment topics.

### **The Practice of IR**

Every day is different. An entire day can be spent making and returning calls after an announcement. And another day can be spent meeting with different department heads and conducting research. Learn the nuts and bolts of IR in this course.

### **Writing for IR**

Analysts and investors receive tons of information every day. How do you write something they want to read, that has all the facts, and is compliant? You'll learn how in this course.

### **Marketing Your Company**

Think of stock as a product. Someone has to market it, and that person is you. We'll look at understanding your constituents – buy-side, sell-side, individual investors, and global institutions. Learn the essentials of marketing, including targeting and peer analysis, in the context of Investor Relations.

### **Disclosure & the Regulatory Process**

10-Ks, 10-Qs, Reg FD...so many acronyms. This course will demystify SEC documents and regulations, and ensure you know which to file to stay out of trouble. You'll also have an overview of the court cases that have impacted IR, reporting requirements for the public markets, and your obligations as an IRO.

The Courses required for the Certificate in Finance for IR are:

### **Financial Markets**

An overview of the characteristics of financial markets including their structure and organization. We examine common models for pricing bonds and equities. We introduce the role of financial statements and accounting rules into the valuation process. The role of government regulation and

its effects on financial innovation are analyzed.

### **Corporate Finance**

Covers the basic concepts of corporate finance: financial ratios in valuation, dividend discount models, determining a firm's cost of capital, capital investment decisions and net present value vs. internal rates of return, treatment of leases, overview of mergers and acquisitions, hybrid securities.

### **Equity Valuation**

An in-depth treatment of the interplay between accounting statements, economic analysis, and corporate finance models in the valuation of firm valuation and the value of equity. Models include relative ratio analysis such as the DuPont model, general cash flow model for valuing assets and liabilities, dividend discount models, free cash flow models, and technical analysis.

### **Derivatives I**

An overview of derivative markets and instruments including options markets, futures markets, and swap markets.

## **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](mailto: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. CIR, 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](mailto:management@usfca.edu) if you have any questions.

### **When and where are classes held?**

All classes meet in the afternoon, evenings and Saturdays in San Francisco, CA on the University of San Francisco's main campus, USF's satellite campus in the Presidio National Park, or classroom facilities in downtown San Francisco. Also available online during scheduled class times.

### **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 pick four of the five listed.

**IR and the Investment Process**

We're often asked if we sell stock and the answer is, "No." But we need to understand the process. Understand the mechanics of trading, as well as different ways of investing such as DRIPs and stock purchase plans. Also understand capital markets, capitalization structures, the exchanges, the difference between buy-side, sell-side, bankers and brokers, and other investment topics.

**The Practice of IR**

Every day is different. An entire day can be spent making and returning calls after an announcement. And another day can be spent meeting with different department heads and conducting research. Learn the nuts and bolts of IR in this course.

**Writing for IR**

Analysts and investors receive tons of information every day. How do you write something they want to read, that has all the facts, and is compliant? You'll learn how in this course.

**Marketing Your Company**

Think of stock as a product. Someone has to market it, and that person is you. We'll look at understanding your constituents – buy-side, sell-side, individual investors, and global institutions. Learn the essentials of marketing, including targeting and peer analysis, in the context of Investor Relations.

**Disclosure & the Regulatory Process**

10-Ks, 10-Qs, Reg FD...so many acronyms. This course will demystify SEC documents and regulations, and ensure you know which to file to stay out of trouble. You'll also have an overview of the court cases that have impacted IR, reporting requirements for the public markets, and your obligations as an IRO.

**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](mailto:management@usfca.edu) if you have any questions.

### **When and where are classes held?**

All classes meet during the day on Saturdays in San Francisco, CA on the University of San Francisco's main campus, USF's satellite campus in the Presidio National Park, or classroom facilities 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*

Spring Semester: *Derivatives, Financial Markets, Equity Valuation, Corporate Finance*

Summer Semester: *Derivatives*

### **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

An overview of the characteristics of financial markets including their structure and organization. We examine common models for pricing bonds and equities. We introduce the role of financial statements and accounting rules into the valuation process. The role of government regulation and its effects on financial innovation are analyzed.

#### Corporate Finance

Covers the basic concepts of corporate finance: financial ratios in valuation, dividend discount models, determining a firm's cost of capital, capital investment decisions and net present value vs. internal rates of return, treatment of leases, overview of mergers and acquisitions, hybrid securities.

#### Equity Valuation

An in-depth treatment of the interplay between accounting statements, economic analysis, and corporate finance models in the valuation of firm valuation and the value of equity. Models include relative ratio analysis such as the DuPont model, general cash flow model for valuing assets and liabilities, dividend discount models, free cash flow models, and technical analysis.

#### Derivatives I

An overview of derivative markets and instruments including options markets, futures markets, and swap markets.

## 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](mailto: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**

Valuation of advanced fixed income securities including collateralized mortgage obligations (CMOs), other securitized assets, and collateralized debt obligations (CDOs). Emphasis is on using probability models in the valuation process.

**ECON 730 Behavioral Finance and Risk Management**

This course examines how limited information, limited attention and limited rationality impact financial markets. After a review of 'heuristics and bias' literature, we discuss trading strategies in markets whose structure give rise to momentum, bubbles and segmented markets with limited arbitrage.

**ECON 750 Quantitative Analysis in Risk Management**

This course provides the foundation for quantitative risk models. The course emphasizes important probability distributions for returns, statistical measures of risk and return, the estimation and use of factor models for analyzing risk. The course introduces the concept of Value at Risk (VaR) models as a unified approach to evaluating risk across a variety of financial assets.

**ECON 752 Financial Markets & VaR**

This course examines the different types of risk that arise across a variety of different assets due to the characteristics of the assets and the structure of the markets they trade in. Advanced Value at Risk models that capture the non-linear nature of certain derivatives and market structures are developed. Scenario analysis is examined as a way to evaluate "one-off" risks as well as a way to stress test VaR models and their assumptions in extreme scenarios.

**ECON 732 Derivatives II**

Analysis of fixed-income derivatives including custom interest rate agreements and analysis of interest rate and currency swaps. Analysis of equity options and warrants, hedging and hedging strategies.

The courses required for the Certificate in Market and Credit Risk Management are listed below:

**ECON 746 Portfolio Management**

Efficient financial markets theory. Asset pricing theories and models. Portfolio management policies for individual investors, mutual funds, and institutional investors. Asset allocation and general portfolio construction. Fixed income vs. equity portfolio management strategies. Risk measurement and management.

**ECON 754 Market Risk for Fixed Income**

This course develops models for market risk in fixed income assets including mortgage-backed securities. The role of advanced derivatives, such as credit default swaps, special purpose vehicles and collateralized debt obligations, in hedging these risks is explored.

**ECON 755 Credit Risk Management**

This course investigates the role of credit risk in fixed income portfolios. Models of default and recovery rates, counterparty risk in derivative contracts, and structured products arisen from asset securitization are developed to manage credit risk.

**ECON 756 Operational & Investment Risk Management**

This course emphasizes the development and implementation of risk management systems to measure and mitigate corporate financial risk exposures. The focus is the correlations across market, credit and operational risks and the allocation of risk capital across the firm. The importance of regulatory requirements (Basel II and III) in this process is emphasized.

#### **ECON 760 Risk Measurement Modeling**

Develops advanced applications of the risk models developed in earlier courses. Applications include developing stress tests for VaR that meet Basel II and III standard scenarios, KMV models for credit risk modeling, risk management for CD's and case studies in model risk.

## **Entrepreneurship and Innovation Major**

The USF 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 executives and investors.

**Department Chair: Mark Cannice, Ph.D.**

The San Francisco Bay Area, located in the global heart of Venture Capital and Technology Innovation, provides the ideal location for business students that wish to prepare themselves for an entrepreneurial career. USF was rated among the top 25 of the Nation's Most Entrepreneurial Campuses by Forbes and Princeton Review, and the USF Entrepreneurship Program faculty have both academic research and field experience in launching and growing new ventures.

### **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 Entrepreneuring](#)
- [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](#)

## Finance Major

Finance is an important field within business administration and management. It focuses on valuation and the optimal allocation of

Department Chair: Barry Doyle, Ph.D.

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.

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). Twelve of these 20 credits are required of every students. The remaining eight credits must come from the list of Finance Electives shown below, with up to four credits of specified courses in the Economics Department.

## Curriculum

### Finance Courses

**Required Courses: 12 credits**

- [BUS 330 - Investment Analysis](#)
- [BUS 331 - Intermediate Corporate Finance](#)
- [BUS 430 - International Financial Management](#)

**Finance Electives: 8 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 - 434 Bank Management](#)
- [BUS - 439 Options and Futures](#)
- [BUS - 439 Special Topics - Finance](#)

**Note:**

A maximum of 4 credits from the following Economics courses can count for the 8 credits of Finance Electives:

- [ECON 311 - Intermediate Microeconomics](#)
- [ECON 312 - Intermediate Macroeconomics](#)
- [ECON 318 - Game Theory](#)
- [ECON 320 - Econometrics](#)
- [ECON 350 - Money, Banking, and Financial Institutions](#)
- [ECON 370 - International Economics](#)
- [ECON 415 - Mathematics for Economists](#)
- [ECON 416 - Special Topics in Mathematics for Economists](#)
- [ECON 451 - Monetary Economics](#)
- [ECON 475 - Finance and Investment in Emerging Economies](#)

[Please follow this link for ECON course descriptions.](#)

**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 charterholders 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 34 units and requires all of the courses below:

**Microeconomics for Finance (2 or 3 units)**

The course begins with a review of calculus. It then examines the concept of time value of money. It then examines the microeconomics of industry structure including perfect competition, competition with differentiated products and monopoly. It will conclude by a discussion of consumer theory and decision making under uncertainty.

**Financial Markets (2 or 3 units)**

An overview of the characteristics of financial markets including their structure and organization. We examine common models for pricing bonds and equities. We introduce the role of financial statements and accounting rules into the valuation process. The role of government regulation and its effects on financial innovation are analyzed.

**Corporate Finance (2 units)**

Covers the basic concepts of corporate finance: financial ratios in valuation, dividend discount models, determining a firm's cost of capital, capital investment decisions and net present value vs. internal rates of return, treatment of leases, overview of mergers and acquisitions, hybrid securities.

**Macroeconomics for Finance (2 units)**

The course examines the structure of macroeconomic relationships and the role of government in the economy. It begins with an overview of long run economic growth and its determinants. Short run macroeconomic fluctuations, investment and government policies are then investigated. The course concludes with an overview of international linkages between economies including the role of foreign exchange markets.

**Equity Valuation (2 units)**

An in-depth treatment of the interplay between accounting statements, economic analysis, and corporate finance models in the valuation of firm valuation and the value of equity. Models include relative ratio analysis such as the DuPont model, general cash flow model for valuing assets and liabilities, dividend discount models, free cash flow models, and technical analysis.

**Fixed Income Valuation (2 units)**

A thorough and in-depth study of the structural features of debt markets. Term structure analysis of interest rates and bond valuation. Assessing sources of risk for debt portfolios, including the role of duration and convexity in evaluating the effects of interest rate changes. Credit analysis for corporate bonds.

**Derivatives I (2 units)**

An overview of derivative markets and instruments including options markets, futures markets, and swap markets.

**Financial Statement Analysis (2 units)**

An in-depth treatment of the interplay between accounting statements, economic analysis, and corporate finance models in the valuation of firms. Topics include accounting for leases, mergers, intangibles, and international subsidiaries. Emphasis is on forensic financial analysis of companies that may be systematically misrepresenting their economic condition through favorable accounting choices.

**Ethics and Finance I (1 unit)**

Applicable laws and regulations including professional standards of practice, ethical conduct and professional obligations. Topics include conflicts of interest, insider trading, and an overview of presentation standards for portfolio results.

**Behavioral Finance for Risk Management (2 units)**

This course is designed to provide a broad overview of current practices in financial modeling and data analysis. Students will work on numerical and graphical problems related to financial statement analysis, bond valuations, equity research using dividend discount model and free cash flow (FCF) model, regression analysis, financial options, and portfolio optimization techniques.

**Fixed Income Valuation II (2 units)**

Valuation of advanced fixed income securities including collateralized mortgage obligations (CMOs), other securitized assets, and collateralized debt obligations (CDOs). Emphasis is on using probability models in the valuation process.

**Derivatives II (2 units)**

Analysis of fixed-income derivatives including custom interest rate agreements and analysis of interest rate and currency swaps. Analysis of equity options and warrants, hedging and hedging strategies.

**International Finance (2 units)**

International financial systems and foreign exchange rate regimes. Foreign exchange market calculations and arbitrage relationships. Exchange rate forecasting methods. Study of currency strategies for international portfolio management. International CAPM models of securities pricing.

**Econometrics (2 units)**

Probability models for portfolio risk and Value at Risk models. Simple Regression Models with hypothesis tests, goodness of fit, and testing for problems with the data or the model. Multiple regression models with applications to CAPM and portfolio management.

**Capital Market Theory (2 units)**

The goals of this course are to introduce student to the essential aspects and tools of portfolio management. Develop expected returns and risks for asset classes and individual assets based on macro- and micro-expectational factors; Develop strategies for managing portfolios of domestic and foreign debt securities, including passive, semi-active, and active management techniques.

**Portfolio Management (2 units)**

Efficient financial markets theory. Asset pricing theories and models. Portfolio management policies for individual investors, mutual funds, and institutional investors. Asset allocation and general portfolio construction. Fixed income vs. equity portfolio management strategies. Risk measurement and management.

**Alternative Investments (2 units)**

The course will cover a history of alternative investments/strategies including private equity, venture capital, distressed debt, hedge funds, real estate, commodities and leveraged buy-outs. The primary goals of the course are to provide students with an understanding of alternative investments/strategies, their uses in a diversified portfolio, ways to access the investments and appropriateness for different investor types.

**Financial Econometrics (2 units)**

This course expands on the econometric techniques commonly used in finance. Financial markets have spurred many of the advances in econometrics in the past two decades, and in turn. Knowledge of financial markets is required in this course, but much of the finance theory in the

course is communicated in the process of describing the econometric methods used.

### **Ethics and Finance II (1 unit)**

Professional standards of practice regarding Performance Presentation standards and associated ethical obligations. Ethical and practical issues in constructing and maintaining portfolio returns and appropriate benchmark portfolios.

## **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 and 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](http://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 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 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.**

**Department Chair: Tom Costello**

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](http://www.usfca.edu/hospitality).

## Curriculum

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

- [BUS 181 - Hospitality Professional Development](#)
- [BUS 283 - Introduction to the Hospitality Industry](#)
- [BUS 284 - Conference & Events Planning](#)
- [BUS 381 - Foodservice Management and Culinary Arts](#)
- [BUS 382 - Restaurant Entrepreneurship and Culinary Arts](#)
- [BUS 383 - Greening the Hospitality Industry](#) (elective)
- [BUS 384 - Hotel Operations](#)
- [BUS 387 - Beverage Management](#) (elective)
- [BUS 389 - Advanced Culinary Skills](#) (elective)
- [BUS 483 - Marketing and Management of Hospitality Service](#)
- [BUS 481 - Corporate Events Project Management](#) (elective)
- [BUS 482 - Hospitality Law & Human Resources](#)
- [BUS 487 - Catering and Fine Dining Management](#)

## Interdisciplinary Studies & Extended Education

### Critical Writing and Social Ethics

The three critical writing courses and the Social Ethics course 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

perspective 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 a knowledge of research strategies and conventions and a 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 for Social Ethics and Extended Education: Kimberly Connor, Ph.D.**  
**Director of the Writing Program & the Evaluation Center: Philip Hanson, Ph.D.**

### The Writing Program and the Interdisciplinary Studies Assessment Process

While the Writing Program classes focus on critical writing, composition elements, and research strategies they also provide a unique opportunity to take advantage of USF's Interdisciplinary Studies Assessment process in which students may earn up to thirty credits writing about past professional or personal experience. All students are required to take INTD 307, INTD 308, and INTD 300. These classes provide ongoing instruction in the traditional elements of composition as well as offering two opportunities for portfolio submission. Students may also submit a third set of essays through the portfolio process by registering for one of the two Extended Education courses, "America in the 1930s" or "A History of American Immigrants."

- [INTD 307 - Experience and Critical Writing](#)
- [INTD 308 - Advanced Expository Writing](#)

- [INTD 304 - Social Ethics](#)
- [INTD 300 - The Critical Thinking Seminar](#)

### Extended Education

Extended Education is a menu of Core Curriculum approved courses that Professional Studies students may take to complete the 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.

- [American Experience](#)
- [History](#)
- [Mathematics](#)
- [Philosophy](#)
- [Religion](#)
- [Science](#)
- [Visual and Performing Arts](#)

### International and Executive 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 our recognized USF faculty and key experts of the Silicon Valley ecosystem with an emphasis on innovation, entrepreneurship, and global impact.

What makes our programs unique is the structure of our classes with lectures, hands-on workshops, seminars, expert panel discussions, company visits, networking events, and much more. Participants gain valuable knowledge and insight around the best practices in Silicon Valley. The programs provide essential skills, knowledge, exposure and expertise needed to start a new business, or to grow an existing business, or to build an innovative organization, or to create an economic growth in their own regions.

## International and Executive 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
- Innovation & Entrepreneurship 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 right at their own home location without the need to travel to San Francisco. This 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 available.

### **ENTREPRENEURS BOOTCAMP**

This intensive 3 to 5 day program provides entrepreneurs with the necessary tools they need to succeed in pitching their new ventures to their specific target audiences.

### **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.

### **UNIVERSITY SPIN-OFFS**

Participants learn how to support the creation, development and commercialization of new technological innovations resulting from scientific and academic research.

### **U.S. HISPANIC MARKET IMMERSION PROGRAM™**

Participants gain important knowledge and insight around current developments in the fastest growing demographics of the USA. This program follows the same format of our other immersions combining key lectures with visits, panels and networking experiences. 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.

### **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, angel and venture capital investors.

### **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 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 this 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 academic coursework is required.

## International Business Courses (20 credits)

### Required Courses (12 credits)

- [BUS 350 - International Business](#)
- [BUS 452 - The Manager in the Global Economy](#) 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

The Marketing major provides students with a foundation in basic concepts and practices of marketing and helps students exercise creativity and critical judgments in making marketing decisions.

Department Chair: Nicholas Imparato, Ph.D.

Business surveys, cases, and reports have repetitively indicated the crucial role that marketing plays in business success. Without effective marketing strategies and corresponding implementation, a product or service ultimately fails in the marketplace, no matter how good the product or service is. Further, marketing concepts apply only to profit earning firms but also non-profit and government organizations.

For all organizations, marketing consists of four principal functions: formulating products and services that meet and anticipate consumer wants and needs, determining appropriate price/value considerations for such products and services, developing appropriate distribution systems that match the brand image and consumer expectations, and creating marketing communications programs to effectively reach target customers and stimulate their desire. These functions are reflected in various ways and to different degrees in the courses that constitute the marketing curriculum.

## Curriculum

### Required (12 credits)

- [BUS 360 - Marketing Research](#)
- [BUS 363 - Consumer Behavior](#)
- [BUS 461 - International Marketing Management](#)

### Electives (select 8 credits from following)

- [BUS 349 - Creativity, Innovation, and Production Development](#)
- [BUS 361 - Advertising and Promotion Strategy](#)
- [BUS 362 - Multicultural Marketing](#)
- [BUS 364 - Retail Management](#)
- [BUS 366 - Customer Satisfaction](#)
- [BUS 369/469 - Special Topics in Marketing](#)
- [BUS 460 - Sales Management](#)
- [BUS 464 - Marketing Strategy and Planning](#)
- [BUS 465 - e-Business Marketing](#)
- [BUS 368 - Marketing Implications of Culture and Ethnic Identity](#)

## **Master of Global Entrepreneurship and Management**

The joint Master of Global Entrepreneurship and 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 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, France, Taiwan, China and the United States.

A unique feature of the program is its 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 jMGEM 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.

**Academic Program Director: Kathleen Fletcher, M.P.A., 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 27 months of coursework, involving 33 credits of required core courses, and a 3-credit capstone seminar. All MNA students take the first 33 credits of required core courses and the final 3-credit capstone course together. The courses are listed below:

- NPA 671 - The Nonprofit Sector and Philanthropy
- NPA 638 - Management and Organizational Behavior
- NPA 677 - Governance and Strategic Planning
- NPA 673 - Fundraising for Nonprofit Organizations
- NPA 631 - Nonprofit Human Resource Management
- NPA 674 - Legal Issues Affecting Nonprofit Organizations
- NPA 675 - Financial Management of Nonprofit Organizations
- NPA 678 - Nonprofits and Public Policy
- NPA 672 - Marketing for Nonprofit Organizations
- NPA 612 - Research and Evaluation Methods
- NPA 614 - Data Analysis
- NPA 616 - MNA Summary Project

## 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, marketing, and advocacy.
- Identify ethical issues brought forth in their classes, and discuss how these ethical considerations impact the work of nonprofit managers.
- Design and carry out applied research projects to answer research questions faced by nonprofit organizations.
- Analyze data and make recommendations based on their findings.

## Master of Public Administration

**The Master of Public Administration (MPA)  
and the MPA with an emphasis in Health  
Services Administration (MPA/HSA)**

**Department Chair: Larry Brewster, Ph.D.**

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 6 semesters.

### 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.

Required courses are sequenced as follows:

- PA 611 - Introduction to Public Management
- PA 613 - Organizational Analysis
- PA 620 - Administrative Ethics
- PA 670 - Quantitative Methods
- PA 636 - Human Resource Planning and Management
- PA 638 - Emerging Technologies for Public Managers
- PA 644 - Strategic Planning and Implementation
- PA 632 - Public Policy Analysis
- 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 major 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

- Demonstrate professional level oral and written communication skills, including the ability to communicate and facilitate work processes effectively in person or online
- Discuss and apply major organizational and managerial theories and concepts to real-life situations and case studies
- Discuss and apply well-regarded techniques to plan, evaluate, and manage public programs
- Demonstrate understanding of, and develop a process to regularly update, knowledge regarding information technologies utilized in the management of public organizations
- Describe and apply concept in public sectors economics and finance
- Discuss and apply human resource management functions and skills
- Develop and apply effective leadership and teamwork skills
- Analyze public policies; develop and present credible alternatives to status quo
- Develop and apply quantitative research and analytical skills
- Develop and analyze budgets; describe how organizational performance is managed via budgetary processes
- Describe and discuss U.S. health care systems, legal policy, and managerial issues. Apply theory to practice in an organization
- Apply the highest ethical standards for administrative practice

## 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.

**Program Director: Maury Penner, Ph.D.**  
**Senior Associate Director For Curriculum and Instruction: Gleb Nikitenko, M.P.A., M.A.**

## 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 - Organizational Analysis
- 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 organization's ability to achieve a competitive

Department Chair: Art Karshmer, Ph.D.

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, which also may be added at a later time.

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

Students may select a concentration in Information Security. Three designated MSIS courses (MSIS 631, 648, and 656) are replaced by more in-depth Information Security courses listed below. The concentration courses are open to all MSIS students from all campuses, however, they are only offered on Saturdays at the San Francisco campus.

**Information Security Concentration:**

- 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 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

**Academic Director: Art Karshmer, Ph.D.**

in-depth treatment of this important area. The concentration area is offered on Saturdays, on the San Francisco Campus.

**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.

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- MSIS 620 - Economics for IS Managers
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- 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 in Jesuit, Catholic tradition. Students learn relevant theory, gain interdisciplinary knowledge and develop practical skills in organization assessment, diagnosis, intervention and evaluation, enhanced organizational effectiveness and resiliency and the USF MSOD program focuses on team and organization change interventions necessary to create productive, compassionate organizations.**

**Department Chair: Richard W. Stackman, Ph.D.**

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.

Individual courses are linked by four separate projects that address each of the four elements. The core course work is comprised of 11 courses, and how it relates to these four elements is reflected in the following table. Students complete the core courses (26 units) along with elective courses (6 units). Unique to the MSOD program are interactive experimental projects in the Research and Analysis teams & Analysis, Teams & Small Systems Interventions, and Culmination Project courses.

### **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 units of core coursework and 6 units of electives—in 23 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 662 - Psychological Dimensions of Organizational Behavior
- OD 664 - Negotiation and Bargaining Strategy
- OD 668 - Research and Analysis for Organization Diagnosis and Evaluation
- OD 669 - Organization Metrics and Outcomes
- OD 671 - Consulting Practices
- OD 671 - Teams and Small Systems of Transformations
- OD 672 - Large-Scale systems Transformation
- 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.

### **Masters of Arts 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 the ethical behavior required in the financial markets and transactions. The public relations field in the financial and investment industries demands a specialized set of skills and knowledge to meet the evolving needs and responsibilities of the financial field. 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)**

An overview of the characteristics of financial markets including their structure and organization. We examine common models for pricing bonds and equities. We introduce the role of financial statements and accounting rules into the valuation process. The role of government regulation and its effects on financial innovation are analyzed.

#### **Corporate Finance (2 units)**

Covers the basic concepts of corporate finance: financial ratios in valuation, dividend discount models, determining a firm's cost of capital, capital investment decisions and net present value vs. internal rates of return, treatment of leases, overview of mergers and acquisitions, hybrid securities.

#### **Macroeconomics for Finance (2 units)**

The course examines the structure of macroeconomic relationships and the role of government in the economy. It begins with an overview of long run economic growth and its determinants. Short run macroeconomic fluctuations, investment and government policies are then investigated. The course concludes with an overview of international linkages between economies including the role of foreign exchange markets.

**Equity Valuation (2 units)**

An in-depth treatment of the interplay between accounting statements, economic analysis, and corporate finance models in the valuation of firm valuation and the value of equity. Models include relative ratio analysis such as the DuPont model, general cash flow model for valuing assets and liabilities, dividend discount models, free cash flow models, and technical analysis.

**Fixed Income Valuation (2 units)**

A thorough and in-depth study of the structural features of debt markets. Term structure analysis of interest rates and bond valuation. Assessing sources of risk for debt portfolios, including the role of duration and convexity in evaluating the effects of interest rate changes. Credit analysis for corporate bonds.

**Derivatives I (2 units)**

An overview of derivative markets and instruments including options markets, futures markets, and swap markets.

**Alternative Investments (2 units)**

The course will cover a history of alternative investments/strategies including private equity, venture capital, distressed debt, hedge funds, real estate, commodities and leveraged buy-outs. The primary goals of the course are to provide students with an understanding of alternative investments/strategies, their uses in a diversified portfolio, ways to access the investments and appropriateness for different investor types.

**IR and the Investment Process (2 units)**

We're often asked if we sell stock and the answer is, "No." But we need to understand the process. Understand the mechanics of trading, as well as different ways of investing such as DRIPs and stock purchase plans. Also understand capital markets, capitalization structures, the exchanges, the difference between buy-side, sell-side, bankers and brokers, and other investment topics.

**The Practice of IR (2 units)**

Every day is different. An entire day can be spent making and returning calls after an announcement. And another day can be spent meeting with different department heads and conducting research. Learn the nuts and bolts of IR in this course.

**Communications for IR (2 units)**

There are many ways to communicate with investors...phone, email, electronic, print. You'll learn how to use different media to get your point across. You'll learn how to craft messages, work with Corporate Communications and Public Relations, and disseminate the information. You'll also learn communications techniques when dealing with different events such as earnings, M&A, executive issues, crises, and other issues.

**Corporate Governance and Ethics in IR (2 units)**

Corporate Governance is a hot topic and this course will introduce you to working with legal departments in order to stay out of trouble. You will review cases where ethics and morality come into play. You'll also learn how to work with the Board of Directors to ensure your company is transparent and compliant.

**Writing for IR (2 units)**

Analysts and investors receive tons of information every day. How do you write something they want to read, that has all the facts, and is compliant? You'll learn how in this course.

### **Marketing Your Company (2 units)**

Think of stock as a product. Someone has to market it, and that person is you. We'll look at understanding your constituents – buy-side, sell-side, individual investors, and global institutions. Learn the essentials of marketing, including targeting and peer analysis, in the context of Investor Relations.

### **Disclosure & the Regulatory Process (2 units)**

10-Ks, 10-Qs, Reg FD...so many acronyms. This course will demystify SEC documents and regulations, and ensure you know which to file to stay out of trouble. You'll also have an overview of the court cases that have impacted IR, reporting requirements for the public markets, and your obligations as an IRO.

### **IR Capstone (2 units)**

In this capstone course, you'll take all the knowledge you've learned over nine months and apply it to a final project. The final project includes a marketing and legal plan, as well as the financial model and valuation for a pre-IPO company. Additionally, you'll present information you've learned as a result of your internship or independent study.

### **IR Internship**

Theoretical knowledge is valuable, but what will set you apart upon graduation is practical experience. During the last term, we encourage and help students secure internships in Investor Relations for agencies and public companies or Investor Relations vendors.

## **Masters 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 units and twenty months in length. The following courses are required to graduate:

**ECON 712 Financial Markets (2 units)** An overview of the characteristics of financial markets including their structure and organization. We examine common models for pricing bonds and equities. We introduce the role of financial statements and accounting rules into the valuation process. The role of government regulation and its effects on financial innovation are analyzed.

**ECON 716 Macroeconomics for Finance (2 units)** The course examines the structure of macroeconomic relationships and the role of government in the economy. It begins with an overview of long run economic growth and its determinants. Short run macroeconomic fluctuations, investment and government policies are then investigated. The course concludes with an overview of international linkages between economies including the role of foreign exchange markets.

**ECON 722 Fixed Income Valuation (2 units)** A thorough and in-depth study of the structural features of debt markets. Term structure analysis of interest rates and bond valuation. Assessing sources of risk for debt portfolios, including the role of duration and convexity in evaluating the effects of interest rate changes. Credit analysis for corporate bonds.

**ECON 724** Derivatives I (2 units) An overview of derivative markets and instruments including options markets, futures markets, and swap markets.

**ECON 728 Ethics and Finance I (2 units)** Applicable laws and regulations including professional standards of practice, ethical conduct and professional obligations. Topics include conflicts of interest, insider trading, and an overview of presentation standards for portfolio results.

**ECON 730 Behavioral Finance and Risk Management (2 units)** This course examines how limited information, limited attention and limited rationality impact financial markets. After a review of 'heuristics and bias' literature, we discuss trading strategies in markets whose structure give rise to momentum, bubbles and segmented markets with limited arbitrage.

**ECON 732 Derivatives II (2 units)** Analysis of fixed-income derivatives including custom interest rate agreements and analysis of interest rate and currency swaps. Analysis of equity options and warrants, hedging and hedging strategies.

**ECON 734 International Finance (2 units)** International financial systems and foreign exchange rate regimes. Foreign exchange market calculations and arbitrage relationships. Exchange rate forecasting methods. Study of currency strategies for international portfolio management. International CAPM models of securities pricing.

**ECON 736 Econometrics (2 units)** Probability models for portfolio risk and Value at Risk models. Simple Regression Models with hypothesis tests, goodness of fit, and testing for problems with the data or the model. Multiple regression models with applications to CAPM and portfolio management.

**ECON 738 Fixed Income Valuation II (2 units)** Valuation of advanced fixed income securities including collateralized mortgage obligations (CMOs), other securitized assets, and collateralized debt obligations (CDOs). Emphasis is on using probability models in the valuation process.

**ECON 742 Alternative Investments (2 units)** The course will cover a history of alternative

investments/strategies including private equity, venture capital, distressed debt, hedge funds, real estate, commodities and leveraged buy-outs. The primary goals of the course are to provide students with an understanding of alternative investments/strategies, their uses in a diversified portfolio, ways to access the investments and appropriateness for different investor types.

**ECON 746 Portfolio Management (2 units)**

Efficient financial markets theory. Asset pricing theories and models. Portfolio management policies for individual investors, mutual funds, and institutional investors. Asset allocation and general portfolio construction. Fixed income vs. equity portfolio management strategies. Risk measurement and management.

**ECON 750 Quantitative Analysis in Risk Management (2 units)**

This course provides the foundation for quantitative risk models. The course emphasizes important probability distributions for returns, statistical measures of risk and return, the estimation and use of factor models for analyzing risk. The course introduces the concept of Value at Risk (VaR) models as a unified approach to evaluating risk across a variety of financial assets.

**ECON 752 Financial Markets & VaR (2 units)**

This course examines the different types of risk that arise across a variety of different assets due to the characteristics of the assets and the structure of the markets they trade in. Advanced Value at Risk models that capture the non-linear nature of certain derivatives and market structures are developed. Scenario analysis is examined as a way to evaluate "one-off" risks as well as a way to stress test VaR models and their assumptions in extreme scenarios.

**ECON 754 Market Risk for Fixed Income (2 units)**

This course develops models for market risk in fixed income assets including mortgage-backed securities. The role of advanced derivatives, such as credit default swaps, special purpose vehicles and collateralized debt obligations, in hedging these risks is explored.

**ECON 755 Credit Risk Management (2 units)**

This course investigates the role of credit risk in fixed income portfolios. Models of default and recovery rates, counterparty risk in derivative contracts, and structured products arisen from asset securitization are developed to manage credit risk.

**ECON 756 Operational & Investment Risk Management (2 units)**

This course emphasizes the development and implementation of risk management systems to measure and mitigate corporate financial risk exposures. The focus is the correlations across market, credit and operational risks and the allocation of risk capital across the firm. The importance of regulatory requirements (Basel II and III) in this process is emphasized.

**ECON 760 Risk Measurement Modeling (2 units)**

Develops advanced applications of the risk models developed in earlier courses. Applications include developing stress tests for VaR that meet Basel II and III standard scenarios, KMV models for credit risk modeling, risk management for CD's and case studies in model risk.

**MBA Concentrations**

The 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 seven areas: Entrepreneurship and Innovation, Finance, International Business, Marketing, Nonprofit Management, Organization Development, and Project Management. A wide range of additional electives are available for advanced study. A minimum of 12 units, including required courses, must be taken in the respective functional area in order to matriculate an area of concentration. A list of elective courses that correspond to the areas may be obtained from the Graduate Programs Office. Up to four units of Directed Study with a professor may be arranged for elective credit. Typically Directed Study courses are worth 1 unit. All Directed Study proposals are subject to approval by the Graduate Program Committee and the Director of Graduate Programs.

### **Entrepreneurship and Innovation**

Concentrating in Entrepreneurship and Innovation prepares students to launch, lead, and grow businesses, or play roles in business development. Students write a business plan and participate in USF's prestigious International Business Plan Competition. Students personalize the emphasis with courses from Entrepreneurial Management, Venture Capital & Investment Banking, Product Development, and Small Business Ventures.

### **Finance**

Finance coursework prepares graduates to be investment or commercial bankers, venture capitalists, financial analysts, chief financial officers, controllers, and consultants. All students acquire a solid grounding in the fundamentals of capital markets and how they affect managerial decision making. Individuals then investigate the specialty fields of finance — investments, speculative financial instruments and markets, financial institutions, treasury management, and corporate and international financial management — most pertinent to their objectives.

### **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. A student body drawn from over 30 countries provides students with both academic and personal insights into international business issues.

### **Marketing**

Marketing students obtain a grounding 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.

### **Project Management**

Project Management will ready students for a leadership role in managing complex projects across a variety of industries and sectors. Working with guidelines recommended by the Project Management Institute, the concentration helps advance students' understanding of strategic management through business fundamentals and practice. Individuals with managerial experience, both as consultants and as part of a larger

organization, will benefit from the integration of theory, analysis and practical application.

## **MBA Concurrent Degree Programs**

### **DDS/MBA Program**

The DDS/MBA joint degree program is designed to provide dental school graduates with business and management skills necessary to successfully manage dental practices, larger businesses or non-profit organizations, and their personal investment portfolios. This four year program allows students to complete the first year of the program exclusively at the University of California San Francisco and to complete the DDS curriculum and the 56-credit USF MBA program simultaneously in the remaining three years. DDS students may apply to the Part-Time program during their first year at the UCSF School of Dentistry. For further information, please contact the UCSF School of Dentistry at (415) 476-1323 or the Graduate Admissions Office at (415) 422-2221.

### **JD/MBA Program**

The JD/MBA concurrent degree program is awarded by the USF School of Law and the USF Masagung Graduate School of Management. Candidates earn both a Master of Business Administration degree and a Juris Doctor degree. This four-year is designed to provide law school graduates with an in-depth perspective of corporate business practices, and the business skills necessary to successfully manage law firms, larger businesses or non-profit organizations. This concurrent degree provides a cost and time savings of up to 24 credits compared to completing each degree separately.

Full-time JD students must complete the first year exclusively in the law school program with a minimum cumulative GPA of 2.50 at the end of their first year in order to be eligible for the JD/MBA program. In addition, these students must complete their second year exclusively in the Full-Time MBA cohort program. Part-time JD students who wish to enroll in the joint program must (1) convert to full-time status before the start of the second year, (2) complete six law credits in the summer immediately following the first year, (3) complete the first and second year exclusively in the law school, and (4) complete the third year exclusively in the Full-Time MBA cohort program. For further information, please contact the Law School Admissions Office at (415) 422-6586 or the Graduate Admissions Office at (415) 422-2221.

### **MSEM/MBA Program**

The MSEM/MBA concurrent degree program is awarded by the USF College of Arts and Sciences and the USF Masagung Graduate School of Management. Candidates earn both a Master of Science in Environmental Management and a Master of Business Administration. The MSEM/MBA concurrent degree is a 74-credit program that provides students with the skills and knowledge to meet the demands and changes of the environmental marketplace and to compete in an increasingly global business ecosystem. The concurrent degree provides a cost and time savings of 12 credits compared to completing each degree separately. A student may begin either the MSEM or MBA program first or may begin these programs in the same semester. Students can complete the concurrent degree program in three years or less, depending on the student's availability and course scheduling. MSEM/MBA students progress through the MBA program as a member of either the Full-Time MBA or Part-Time MBA cohort and then schedule their MSEM classes accordingly. The concurrent degree provides a cost and time savings of 12 credits compared to completing each degree separately. For further information, please contact the MSEM program at (415) 422-6553 or the Graduate Admissions Office at (415) 422-2221.

### **MAPS/MBA Program**

The MAPS/MBA concurrent degree program is awarded by the USF College of Arts and Sciences and the USF Masagung Graduate School of Management. Candidates earn both a Master of Arts in Asia Pacific Studies and a Master of Business Administration. The MAPS/MBA concurrent

degree is a 76-credit program that combines business understanding and career-enhancing education of the MBA degree with the intensive and extensive humanities-based learning of the interdisciplinary MAPS degree. The concurrent degree provides a cost and time savings of 16 credits compared to completing each degree separately. A student may begin either the MAPS or MBA program first or may begin these programs in the same semester. Students can complete the concurrent degree program in three years or less, depending on the student's availability and course scheduling. MAPS/MBA students progress through the MBA program as a member in either the Full-Time MBA or Part-Time MBA cohort and then schedule their MAPS classes accordingly. Separate admission is required and each school applies its own standards and requirements for admission and continued participation. For further information, please contact the MAPS program at (415) 422-6357 or the Graduate Admissions Office at (415) 422-2221.

### **MSFA/MBA Program**

The MSFA/MBA concurrent degree program is awarded by the USF Masagung Graduate School of Management. Candidates earn both a Master of Science in Financial Analysis and a Master of Business Administration. The MSFA/MBA concurrent degree program combines the quantitative training required by the financial profession with the strong foundation of business management skills. With a sustained emphasis on teamwork, the MBA program helps you to develop an entrepreneurial approach to solve a wide variety of managerial problems in both startup and corporate settings. The MSFA program offers its students the opportunity to apply to the MBA program at USF after completing the first 19 credits of MSFA coursework. Students can complete their MBA requirements in the Full-Time or Part-Time MBA program within one and one half years or within two and one half years, respectively. The MSFA/MBA requires 16 credits of MBA core courses to build a foundation of business understanding and 16 MBA elective credits customizable to a student's professional and personal aspirations. This program results in a time and cost savings of 24 credits when compared to the separate completion of the MBA degree. Separate admission is required and each program applies its own standards and requirements for admission and continued participation. For further information, please contact the Graduate Admissions Office at (415) 422-2221.

### **MBA for Executives**

**The USF MBA for Executives program is a rigorous, 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, students are also prepared to work effectively in today's global business climate, to lead complex projects that cut across established boundaries, and to utilize both analytic skills and creativity to address multi-faceted business problems. Students will learn from top-tier faculty, from a diverse and highly motivated group of fellow professionals and executives from the San Francisco Bay Area's vibrant business community.**

Detailed information regarding this program can be obtained by contacting the MBA office at (415) 422-2592.

### **MBA Program**

**Our current MBA Program engenders a bold new scope, direction and emphasis in graduate business education. It is designed to respond to the perceived educational needs of the managers of organizations moving into the 21st century. It focuses on the skills clearly identified by business and employers as**

**being differentiators in their recruitment and hiring practices and critical to advancement within organizations. The basis of its design was in extensive research, analysis and evaluation involving leading business education authorities, faculty, alumni, students, employers and business executives.**

Today, organizations throughout the world are facing 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 such as these requires managers who are broadly experienced and visionary.

The 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 five themes that are an integral part of every course in the curriculum: (1) Communication Strategy; (2) Leadership Dynamics; (3) Creative Problem Solving; (4) Ethical Perspectives; and (5) Global Perspectives. The development of these five 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. The 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).

### **Admission Requirements**

The MBA program is open to any qualified holder of a bachelor's degree from an accredited college or university, regardless of undergraduate major field of study. The One-Year and Accelerated Part-Time MBA programs require a bachelor's degree in business, economics or industrial engineering from an accredited college or university.

The Full-Time MBA, Part-Time MBA, Saturday MBA, One-Year MBA and Accelerated Part-Time MBA programs require that students have a minimum of two years of professional experience. The MBA Career Advantage Program (CAP) requires that students have less than two years of professional experience. The MBA for Executives program requires that students have a minimum of seven years of professional experience with at least two years in a management role.

The University of San Francisco admits qualified students of any race, and national or ethnic origin. It does not discriminate on the basis of disability for admission to its program. Programs and facilities are accessible to disabled persons.

### **Application Procedures**

Students may begin the One-Year MBA and Accelerated Part-Time MBA in the summer and the Full-Time MBA, Part-Time MBA, Saturday MBA, MBA CAP, and for MBA for Executives programs in the fall.

To apply to the Full-Time MBA, Part-Time MBA, Saturday MBA, One-Year MBA, Accelerated Part-Time MBA and MBA CAP programs, the following documents must be submitted:

- Online application form;
- \$55 application fee;
- One official transcript from each university or college attended {Applicants who obtained their bachelor's degree from an international institution (non U.S.) must submit their official international transcripts to WES (World Education Services) for final evaluation.}
- Official GMAT score;
- One essay;
- Two letters of recommendation; and
- Résumé

International students must submit the following additional information:

- TOEFL, IELTS or Pearson Test of English Academic score; and
- Certification of Finances form;

To apply to the MBA for Executives program, the following documents must be submitted:

- Online application form;
- \$55 application fee;
- One official transcript from each university or college attended {Applicants who obtained their bachelor's degree from an international institution (non U.S.) must submit their official international transcripts to WES (World Education Services) for evaluation.}
- Three essays;
- Three letters of recommendation;
- Résumé;
- Employer Statement of Participation; and
- Interview

### **Program of Studies**

The Full-Time MBA, Part-Time MBA, and Saturday MBA programs consist of these components:

- MBA Core Courses (28 credits) and
- MBA Elective Courses (28 credits).

The Full-Time MBA program can be completed in two years and the Part-Time MBA and Saturday MBA programs can be completed in less than three years.

The MBA Career Advantage Program (CAP) consists of these components:

- MBA Core Courses (30 credits) and
- MBA Elective Courses (26 credits).

The MBA Career Advantage Program (CAP) can be completed in two years.

The One-Year MBA and Accelerated Part-Time MBA programs consist of these components:

- MBA Core Courses (16 credits) and
- MBA Elective Courses (26 credits).

The One-Year MBA program can be completed in one year and the Accelerated Part-Time MBA program can be completed in less than two years.

The MBA program must be completed within a five-year period.

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.

Those individuals who have demonstrated excellence in their MBA course work are acknowledged by their placement on the Dean's Honor Roll. 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 three (August, 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.

**MBAI 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\*

\*For One-Year MBA students only

**Traditional MBA Core Courses**

- MBA 6001 - Career Advantage Program\*\*
- 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 6112 - Ethics/Social Responsibility in Business
- MBA 6113 - Technology-Enabled Innovation
- MBA 6114 - Strategy & Competitive Advantage

\*\* For MBA Career Advantage Program students only

**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 business 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**

In the McLaren School of Management, business students are eligible for the semester's Dean's Honor Roll List if, in that semester, they meet the following minimum criteria: 1) enrolled full time for 12 or more graded credits; 2) have completed 24 graded credits at USF; 3) have no outstanding incomplete or unrecorded grades ("I", NR, etc.); 4) achieved a minimum 3.5 grade point average for that semester; and 5) in addition, students must also meet one of the following two criteria: a) achieved a 3.7, or higher, grade point average for two consecutive, full time, semesters (qualifying in the second semester only); or b) achieved a cumulative grade point average of 3.5 or better AND be in the upper 10 percent of all business students' cumulative grade point averages for that semester.

### **Residency Requirements**

In addition to the University residency requirements, undergraduate business majors must also complete in the McLaren School of Management at least 50 percent of the upper division business core courses, 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 before enrolling at another institution during any session; 2) a minimum grade of "C" (2.0) is required to receive non-elective 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**

**Dayle Smith, Ph.D. Associate Dean of Undergraduate Studies**

## 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 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 School of Management to declare the Minor and to review the specific course requirements and necessary prerequisites for the courses.

### General Business Minor Courses (20 credits)

**Required (16 credits) — the following course topics have been approved for the General Business minor (see UGP office or Coordinator for course numbers)**

- [BUS 390 - Lending and Managing with Brains and Hearts](#)
- [BUS 391 - Managing Money and Evaluating Business Results](#)
- [BUS 392- Producing and Selling Things People Want](#)
- [BUS 393 - Competing Locally and Globally](#)

**Elective — Select 4 credits from any undergraduate Business course(s)**

### 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 384 - Hotel Operations](#)
- [BUS 387 - Beverage Management](#)
- [BUS 389 - Advanced Culinary Skills](#)
- [BUS 480 - Strategic Hospitality Marketing and Sales](#)
- [BUS 482 - Hospitality Law and Human Resource Issues](#)
- [BUS 487 - Catering and Fine Dining Management](#)

## School of Business and Professional Studies

**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.**

**Majors**  
**Minors**

**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 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 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.

## Majors

[Accounting](#)

[Business Economics](#)

[Business Administration](#)

[Entrepreneurship](#)

[Finance](#)

[Hospitality Industry Management](#)

[Information Systems](#)

[International Business](#)

[Management](#)

[Marketing](#)

[Organizational Behavior and Leadership](#)

[Public Administration](#)

## Minors

[General Business](#)

[Hospitality Industry Management](#)

Multi-culture

## 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)

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## 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 and Learning and Instruction) must submit all required documents by:

- March 1 for Fall
- November 1 for Spring

Catholic School Leadership Doctoral deadlines:

- July 1 for Fall
- November 1 for Spring

Learning and Instruction 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:

- July 1 for Fall
- December 1 for Spring

- April 15 for Summer Admission: in effect ONLY for Catholic Educational Leadership programs

Special Education 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)

## 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; Deborah Bloch; Robert B. Burns; Patricia Busk; Susan Evans; Mary S. Furlong; Rositia G. Galang; Walter H. Gmelch; Ellen Herda; Kathleen Jonson; Susan Katz; Mathew T. Mitchell; Terence Patterson; Betty Taylor; Steven I. Zlutnick

Associate Professors: Lanna Andrews; Yvonne Bui; Elena Flores; Brian Gerrard; Judy Goodell; Patricia Mitchell; Judith L. Pace; Virginia H. Shimabukuro; Christine J. Yeh

Assistant Professors: Noah E. Borrero; Cori J. Bussolari; Geoffrey Dillon, S.J.; Caryl Hodges; Dan McPherson; Br. Raymond J. Vercruysee, CFC

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, ethically, 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/](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/](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:

- TEC - 610 Learning and Teaching
- CEL - 640 Ecclesial Principles of Catholic Education
- CEL - 642 Moral Development
- CEL - 644 Curriculum and Instruction Leadership in 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

Each student's schedule of coursework is planned jointly by the candidate and the faculty adviser on the basis of the student's academic and professional background and career interests. To enhance their programs, students may select, as electives, courses from 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.

The program leading to the Master of Arts in Catholic School Teaching with an emphasis in Religious Education requires the successful completion of 40 credits of course work. This program was collaboratively designed with the San Francisco Archdiocesan Office of Catholic Schools. After 40 credits of specified course work, participants will receive a Certificate in Religious Education, recognized by dioceses throughout California as an equivalent to the California Teaching Credential. The M.A. degree requires the successful completion of a culminating project.

The following are required courses that must be successfully completed to earn the Master of Arts in Catholic School Teaching with an emphasis in Religious Education:

- CEL - 662 Secondary Curriculum and Instruction for Religious Education
- CEL - 648 Spirituality of the Educator
- CEL - 642 Moral Development
- CEL - 640 Ecclesial Principles of Catholic Education
- CEL - 643 Religious Educational Leadership
- CEL - 690 M.A. Culminating Project
- CEL - 780 Seminar in Religious Education

In addition to the above, students are required to complete Teacher Mentorship I, II, and III, Scriptural Catechesis, Catholic Sacraments and Liturgy, Educational Learning Theory, and Catholic Moral Theology and Social Teachings.

### **Master's and Credential Programs for Administrators**

The program leading to the Master of Arts in Catholic School Leadership requires the completion of 30 credit of course work, including seven core courses:

- CEL - 640 Ecclesial Principles of Catholic Education
- CEL - 641 School Law and Private Education
- CEL - 642 Moral Development
- CEL - 644 Curriculum and Instruction Leadership in Schools
- CEL - 650 Leadership and Educational Administration
- CEL - 653 Personnel Leadership in Schools
- CEL - 690 M.A. Culminating Project

The remaining credits are earned in elective courses selected from among those in Catholic School 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: see ICEL Handbook.

### **Doctoral Program**

The program leading to the Doctor of Education (Ed.D.) in Catholic School 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: 12 in the general education core; 18 of major specialization in Catholic School Leadership; 18 in electives; and 12 in dissertation development, research, and writing. 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 18 credits of major specialization in Catholic Educational Leadership include the following core courses:

- CEL - 740 Ecclesial Principles of Catholic Education
- CEL - 741 School Law and Private Education
- CEL - 742 Moral Development
- CEL - 744 Curriculum and Instruction Leadership in Schools
- CEL - 750 Leadership and Educational Administration
- CEL - 753 Personnel Leadership in Schools

Students who have completed the Master of Arts degree through the Catholic Educational Leadership Program may pursue a minor in another program within the School of 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

### **Supplementary Admission Requirements for Catholic School 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

### **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 an emphasis in Marriage and Family Therapy (M.F.T.) fulfills the educational requirements of Business and Professions code Section 4980.37 for licensure in California as a Marriage and Family Therapist and the educational requirements for general certification of the National Board for Certified Counselors (NBCC).
- Master of Arts in Counseling Psychology with an emphasis 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.

The Marriage and Family Therapy emphasis requires 49 credits of coursework and traineeship. The required courses are listed in sequence:

- CPSY - 657 Individual and Family Lifespan Development
- CPSY - 677 Counseling Across Cultures
- CPSY - 678 Theory and Practice of Counseling and Psychotherapy
- CPSY - 634 Ethical, Legal, and Professional Issues
- CPSY - 639 Individual and Family Psychopathology
- CPSY - 645 Problem-Solving Therapy and Counseling
- CPSY - 628 Child and Parent Therapy and Counseling
- CPSY - 630 Individual and Systems Assessment
- CPSY - 684 Brief Interactional Systems Therapy and Counseling: Theory and Practice
- CPSY - 687 Pragmatic Family Systems Therapy and Counseling: Theory and Practice
- CPSY - 661 Individual and Family Life Transitions Counseling
- CPSY - 647 Group Leadership and Systems Consultation
- CPSY - 690 Individual and Family Therapy and Counseling Research
- CPSY - 683 Clinical Psychopharmacology
- CPSY - 643 Career Counseling: Theory and Practice
- CPSY - 663 Later Life Counseling: Theory and Practice

- CPSY - 629 Alcoholism and Substance Abuse
- CPSY - 644 Spousal and Partner Abuse Assessment, Detection and Intervention

and 6 credits of supervised traineeship,

- CPSY - 637 Traineeship I
- CPSY - 638 Traineeship II
- CPSY - 691 Traineeship III (Optional unit)

Completing the emphasis in Marriage and Family Therapy satisfies the educational requirements for licensure as a Marriage and Family Therapist (M.F.T.) by the Board of Behavioral Sciences (BBS) of the State of California and the educational requirement for general certification for the National Board for Certified Counselors.

The emphasis in School Counseling/Pupil Personnel Services Credential requires the completion of 48 credits: 39 credits of coursework and 9 credits of supervised fieldwork. 39 credits of coursework includes:

- CPSY - 606 Cross Cultural Counseling
- CPSY - 607 Counseling Theory and Practice
- CPSY - 608 Prevention & Intervention in Schools
- CPSY - 609 Educational Psychology for Counselors
- CPSY - 610 Consulting with Parents and Teachers
- CPSY - 611 Problem Solving Counseling
- CPSY - 612 Developmental Counseling: Child and Adolescent
- CPSY - 613 Group Counseling Skills
- CPSY - 614 Academic and Career Counseling
- CPSY - 615 Assessment and the Counselor
- CPSY - 616 Counselor as Researcher
- CPSY - 617 Consulting with Schools
- CPSY - 618 Law and Ethics for School Counselors

one credit of field practicum

- CPSY - 619 Fieldwork Practicum

8 credits of supervised traineeship,

- CPSY - 620 PPS Traineeship I
- CPSY - 621 PPS Traineeship II
- CPSY - 622 PPS Traineeship III
- CPSY - 623 PPS Traineeship IV

or supervised internship,

- CPSY - 602 PPS Internship I
- CPSY - 603 PPS Internship II
- CPSY - 604 PPS Internship III
- CPSY - 605 PPS Internship IV

## 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 an emphasis in Human Rights Education, and the Master of Arts in Teaching English as a Second Language, which may include an emphasis in Digital Media and Learning. In addition, the faculty offer a Doctor of Education (Ed.D.) in International and Multicultural Education, which may include an emphasis 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 - 614 Multicultural Perspectives in Education
- IME - 615 Education for Inclusion
- IME - 618 International Human Rights for Educators
- 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 - 680 Contemporary Issues in Literature for Children and Young Adults
- 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 Masters Research Project

Students in the IME M.A. may opt for an emphasis in Human Rights Education (HRE). The HRE emphasis 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 emphasis is comprised of four courses (12 credits). The courses are listed below:

- 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

Masters Thesis/Research Project (3 credits); a master's thesis/research project is required for this degree and is completed in IME 649. Students may, with the prior, written approval of their advisor, elect courses (maximum of 3 courses, 9 credits) to make a focal area of teaching, research or service.

The Master of Arts in Teaching English as a Second Language requires 30 credits of coursework. These units consist of:

Foundations (9 credits)

Choose one of the following courses:

- IME - 602 Research in Bilingualism and Bilingual Education
- IME - 610 Sociology of Language
- IME - 631 Research in First and Second Language Acquisition
- IME - 668 Discourse, Pragmatics and Language Teaching

- GEDU - 603 Methodology of Educational Research
- IME - 632 Structure of American English

Methods (9 credits)

- GEDU - 603 Methodology of Educational Research
- IME - 630 Teaching English as a Second Language
- IME - 633 Preparation and Evaluation of ESL Instructional Materials

Culture (3 credits)

- IME - 612 Race, Ethnicity and Cultural Identity
- IME - 615 Education for Inclusion
- IME - 624 African American Educational History in the United States
- IME - 627 Pan-African Language and Culture
- IME - 635 Latinos and Education
- IME - 639 Cross-Cultural Literacy
- IME - 640 Immigration and Forced Displacement
- IME - 675 Asian Educational Systems: Implications for Schooling in the United States
- IME - 680 Contemporary Issues in Literature for Children and Young Adults

**Electives (6 credits)**

Students may choose two courses from the following areas:

- Any IME course
- Any Digital Media and Learning (DML) course
- Graduate Writing/Speaking Practicum from the ESL Department

**Field Project (3 credits)**

- IME - 638 TESL Field Project

Students in the TESL M.A. may opt for an emphasis in Digital Media and Learning which requires 33 credits. Instead of Methodology of Educational Research, 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 emphasis. The M.A. in Teaching English as a Second Language 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 TESL 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 an emphasis in Second Language Acquisition or Human rights Education. Each emphasis 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 emphasis 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 emphasis 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 credential masters, and doctoral levels:

The Mild/Moderate Education Specialist Credential Program (with a Masters Degree) 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 Special Education Credential Program, Please visit: [www.soe.usfca.edu/specialed](http://www.soe.usfca.edu/specialed)

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 program, please visit:

<http://www.usfca.edu/soe/programs/li/>

Both 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 of both programs is to prepare our graduates to contribute to, and make use of, the ever-changing knowledge base in learning and instruction.

### Credential and Masters Programs

The Mild/Moderate Education Specialist Credential/Masters Program is a two-year program designed to prepare special education teachers while they work full time as K-12 special education teachers. Graduates of the program receive an Education Specialist Credential in Mild/Moderate Disabilities and Masters degree.

The Mild/Moderate Education Specialist Credential/Masters Program focuses on training professionals to teach culturally and linguistically diverse students with mild to moderate disabilities in urban classrooms. Candidates are fully employed on teachers' salaries in Bay Area school districts while they receive training on the job. Instruction is aligned to school practice demands and delivered in modules of integrated instruction. The training features collaborative teaching between university professors and skilled practitioners in close collaboration with local school districts. Since this is a basic, stand-alone, K-12 credential in special education, each applicant needs a Baccalaureate Degree (B.A. or B.S. with a minimum of 2.5 G.P.A.), a passing score on the CBEST or CSET Writing Proficiency test and, a passing score on the CSET Multiple Subjects Test (all 3 subsections) to apply to the program. Applicants also need to be interviewed by the Program or Administrative Coordinator.

Applicants who hold a California Single or Multiple Subject Credential (within the past 7 years) must complete 31 units of coursework in special education. Applicants who do not hold one of these credentials must complete 30 credits of coursework in general and special education.

The Master of Arts in Learning and Instruction requires the completion of the Mild/Moderate Education Specialist Credential Program plus the completion of a research methods course and a thesis/project under a faculty member's supervision (6 credits). The requirements are as follows:

- TEC - 621 Multiple Subject Curriculum and Instruction: Early Literacy
- TEC - 613 Multiple Subject Curriculum and Instruction: Math & Science
- 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 - 637 Teaching Diverse Groups
- L&I - 659 Consultation and Collaboration
- L&I - 622 Instructional Uses of Technology for the Learning Specialist
- L&I - 639 Intern Teaching Seminar I
- L&I - 640 Intern Teaching Seminar II
- L&I - 675 Advanced Curriculum and Instruction
- L&I - 678 Supervised Teaching I
- TEC - 642 Health Education
- L&I - 676 Behavior Management
- L&I - 679 Supervised Teaching II
- L&I - 641 Research in Special Education
- L&I - 638 Master's Thesis

### **Doctoral Program**

The Ed.D. program in Learning and Instruction consists of 60 credits: 12 credits in General Education, 30 credits specializing in Learning and Instruction, 9 elective credits, and 9 credits devoted to proposal seminar, dissertation research, and dissertation writing.

In the first year of the program, students complete four courses: Psychological Foundations of Education, Applied Educational Statistics, Research Methods, and Cognitive Psychology. Students' work products from these classes allow students to prepare a qualifying portfolio. The portfolio is reviewed by the faculty and must be completed successfully in order to be admitted fully to the program. These four courses establish the foundation for future doctoral work.

Following a successful portfolio review, students plan a program of study in consultation with their adviser. Learning and Instruction courses generally focus on two substantive areas: (a) the learner, including topics such as human abilities, creativity, motivation, and the learning process, and (b) the instructional environments that support the learner, including areas such as models of teaching and performance assessment. In addition, students develop methodological expertise in research design, measurement, and data analysis.

Students are encouraged to organize their course work in an emphasis area. Optional emphasis areas include multicultural urban special

education, research methodology, higher education, and learning leaders in allied health care. The emphasis in learning leaders in allied health care is a cross-disciplinary program offered within the Learning and Instruction Department in collaboration with the USF School of Nursing. The emphasis is suited for healthcare administrators, college educators, nurses, occupational and physical therapists, dental professionals, dietitians, and other healthcare professionals. Considerable flexibility is provided for the student and the advisor to design a program of study consistent with the student's intellectual and professional goals and interests including relevant course offerings in other departments in the School of Education.

Three courses provide support for successful completion of the dissertation. Co-taught by two faculty members, Proposal Seminar assists students in transforming their research ideas and topics into research problems. Dissertation Research and Dissertation Writing are taken under the direction of the Chairperson of the student's dissertation committee. For their dissertation, students conduct research studies in areas of their own professional interest.

The doctoral program prepares graduates to assume leadership roles within a variety of professions. Successful completion of the doctoral program opens future career opportunities and can provide entry to a new profession. Learning and Instruction alumni include college and university faculty, instructional designers, directors of training and development, school and health professionals, administrators, directors of educational technology, researchers, and consultants.

## **Programs in Organization and Leadership**

### **Overview**

The Organization and Leadership 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 faculty answers this summons through offerings grounded in ethical inquiry and course content based in a curriculum foundation of trust and community, cultural and spiritual values, and leadership and development imperatives.

Students may pursue the M.A. or Ed.D. in Organization and Leadership. Courses and field experiences are offered leading to the Preliminary Administrative Service 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 philosophy is to collaboratively prepare graduate students who will possess the knowledge, skills, values and vision to transform and change organizations as leaders. The objective is based on the assumption that adult learners bring skill sets to the learning environment where collaborative student-centered interactions take place among faculty and peers. It is through dialog, the action of new knowledge and experiences that new ideas and reform can take place. Within the Jesuit tradition, faculty values the student learner and seeks to provide opportunities for self renewal and growth.

### **Masters Programs**

The general Master of Arts in Organization and Leadership requires the completion of 30 credits: 27 credits of course work and a 3-credit Masters Field Project, O&L 655. The 27 units of instruction are chosen from the following courses:

- O&L - 614 Introduction to Organization and Leadership

- O&L - 615 Information Systems in Educational Management
- O&L - 617 International Adult Learning: Domestic and Transcultural
- O&L - 618 Law and Culture
- O&L - 619 Participatory Hermeneutic Research
- O&L - 621 Budget and Finance
- O&L - 622 Education Law
- O&L - 624 Human Resources in Educational Management
- O&L - 626 Sociocultural Foundations of Organization and Policy
- O&L - 627 Legitimation of Power in Societies & Organizations
- O&L - 630 Educational Leadership
- O&L - 635 Anthropology of Education
- O&L - 648 Field Experience I
- O&L - 649 Field Experience II
- O&L - 652 Data-Based Decision Making for School Leaders
- O&L - 653 Organization Development and Learning
- O&L - 654 School, Community and Society
- O&L - 658 Culture and Work
- O&L - 670 Ethical Organization
- O&L - 697 Directed Study
- O&L - 698 Special Topic

### **Credential Programs**

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 units of supervised field experience:

- O&L - 648 Field Experience I and
- O&L - 649 Field Experience II

In order to be eligible for the Preliminary Administrative Services Credential, candidates must hold a baccalaureate degree and one of the following: a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitation services; or a designated subject credential, verify three years of successful, full time teaching experience in public or private schools; or two years of successful, full time experience appropriate to the services credential held. In addition, candidates must provide evidence of passing CBEST scores.

The Clear Administrative Services Credential requires successful completion of 24 semester credits of course work including:

- O&L - 731 Professional Credential Induction Seminar
- O&L - 732 Professional Credential Assessment Seminar
- O&L - 733 Professional Practice of Educational Leadership
- O&L - 734 Professional Practice of Educational Leadership

and 12 credits of electives selected to meet individual professional goals.

Eligibility for the Clear Administrative Services Credential requires candidates to possess a valid Preliminary Services Credential, employment in a position requiring a Clear Administrative Services Credential and verification of a minimum of two years of successful, full time experience in a public or private school equivalent status while holding the Preliminary Services Credential prior to program completion.

### **Doctoral Program**

The doctoral program at the USF School of Education requires the completion of at least 60 semester credit hours of coursework beyond the master's degree. This work must be completed within seven years of a student's admission date. All students are required to complete 12 credits in General Education Core Curriculum and 9 credits of O&L Core Courses. The Organization and Leadership major is defined as 24 credits of doctoral level coursework developed by the student and their advisor.

Students may elect to use 12-15 credit block as electives or to design a minor.

A block of 9-12 credits is devoted to the development of a dissertation proposal and to the research and writing of a dissertation.

## **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 Crosscultural Language and Academic Development (BCLAD) emphasis 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 as a Second Language 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/ted/>

### **Credential Programs**

The Preliminary Multiple and Single Subject, with the optional BCLAD emphasis, 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 - 601 Teacher Portfolio Development
- 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

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

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.

A BCLAD emphasis in Spanish is open to candidates who satisfy language proficiency requirements. Students must demonstrate satisfactory language proficiency competence prior to enrolling in BCLAD 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.

BCLAD candidates are required to take two courses in addition to their preliminary credential program prior to or concurrently with Student Teaching III:

Candidates will then complete a student teaching placement in a bilingual classroom (TEC 607/657, Student Teaching III-BCLAD).

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:

- GEDU - 603 Methodology of Educational Research OR

and

- TEC - 619 Master's Field Project: Ed

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 Crosscultural Language and Academic Development (BCLAD)
- Single Subject
- Single Subject BCLAD

### **Service and Specialist Credentials**

- Preliminary Administrative Services
- Professional 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 an emphasis in School Counseling or Marriage and Family Therapy
- Catholic School Leadership with or without an emphasis in Religious Education
- Catholic School Teaching
- Digital Media and Learning
- International and Multicultural Education with or without an emphasis in Human Rights Education
- Learning and Instruction
- Organization and Leadership
- Teaching English as a Second Language with or without an emphasis in Digital Media and Learning
- Teaching
- Teaching Reading

- Teaching Urban Education and Social Justice

### **Doctor of Education (Ed.D.)**

- Catholic School Leadership
- International and Multicultural Education
- Learning and Instruction
- 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 units.

The following 6 units 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 units):

- 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 units):

- 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 units, 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

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## 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

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## Nursing

### 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 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. 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 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.

### **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 Undergraduate 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. 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 FROM 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. 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.

### **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 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.

### **Fingerprinting**

The University of San Francisco School of Nursing and Health Professions may require nursing students to submit to fingerprinting 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 may 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.

### **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) and Life Span Psychology (Psych 210)

**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 units. A full-time graduate Nursing student must be enrolled for eight or more units.

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" unit 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 (SON) 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 unit course, NURS 120 Nursing in the Jesuit Tradition and the following semester they will be introduced to the profession of nursing in a 1 unit 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 units.

### **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:

- Frequently work in a standing position and de frequent walking
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish a variety of 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 12 hours clinical laboratory experience in a day.
- 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 in the SON are expected to meet these qualifications and successfully complete course requirements. The SON will endeavor to make reasonable modifications and otherwise reasonably accommodate students with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodations. The nursing faculty will evaluate any requests for accommodations with representation from outside the USF SON as appropriate.

**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 weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish a variety of 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 12 hours clinical laboratory experience in a day.
- 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 in the SON are expected to meet these qualifications and successfully complete course requirements. The SON will endeavor to make reasonable modifications and otherwise reasonably accommodate students with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodations. The nursing faculty will evaluate any requests for accommodations with representation from outside the USF SON 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-unit program meets University Core Curriculum requirements as reflected in the following:

### **1. Core Curriculum Requirements (44 units):**

#### **Area A: Foundation Communications (8 units)**

1. Public Speaking (4 units)
2. Advanced Writing/Composition (4 units)

#### **Area B: Math and Sciences (8 units)**

1. Statistical Reasoning (4 units)
2. Additional requirements met through nursing science requirements.

#### **Area C: Humanities, Literature and History (8 units)**

#### **Area D: Mission: Philosophy, Theology and Ethics (12 units)**

**Area E: Social Sciences (4 units)****Area F: Fine and Performing Arts (4 units)****2. Nursing Pre-Licensure Requirements (68 units) for Students Starting before fall 2009****Lower-Division Units**

- NURS - 231 Nursing Therapeutics I
- NURS - 240 Assessment of Human Response I
- NURS - 241 Assessment of Human Responses II
- NURS - 250 Clinical Lab I
- NURS - 251 Clinical Lab II

**Upper-Division Units**

- NURS - 331 Family Health I - Therapeutics/Principles and Methods
- NURS - 340 Principles & Methods of Practice I
- NURS - 341 Family Health II - Therapeutics/Principles and Methods
- NURS - 350 Clinical Lab III
- NURS - 351 Clinical Lab IV-A
- NURS - 351 Clinical Lab IV-A
- NURS - 430 Nursing Therapeutics III
- NURS - 450 Clinical Lab V
- NURS - 451 Clinical Lab VI
- NURS - 461 Leadership in Managed Care Systems
- NURS - 481 Senior Seminar

A nursing elective of 4 units is also required.

**Nursing Pre-Licensure Requirements for Students Starting Fall 2009 and After****Lower-Division Units**

- 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 Illness
- NURS - 273 Evidence Based Inquiry
- NURS - 275 Clinical Lab II: Alterations in Health

**Upper-Division Units**

- NURS - 320 Community and Mental Health Nursing
- NURS - 321 Health Care Systems I: Nursing Leadership within Complex Adaptive Systems
- 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

A nursing elective of 4 units is also required.

**3. Required Support Courses (20 units)****Twelve Units 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 units 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 Diptheria 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.

#### **C.P.R. Certification**

All School of Nursing and Health Professions students must to have a valid Cardio Pulmonary Resuscitation (CPR) Certification. 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 to be completed on each student prior to the first clinical laboratory experience.

The background check is requested on-line and the results are shared with clinical agencies at their request prior to student interaction with their patients/clients.

In addition, at this time, individual clinical sites require drug screening. Students will be notified of the need to complete this before their clinical experience.

### **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 units

per semester.

## **BSN Curriculum**

BSN students in their first semester at USF will be introduced to nursing at USF in a 1 unit course, NURS 120 Nursing in the Jesuit Tradition and the following semester they will be introduced to the profession of nursing in a 1 unit 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 units.

## **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

**Degrees****The School of Nursing and Health Professions offers three degrees:**

- Bachelor of Science in Nursing (BSN)
- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)\*

\* pending WASC approval

The Bachelor of Science in Nursing program is a four-year baccalaureate degree.

The Master of Science in Nursing program prepares graduates as Clinical Nurse Leaders (CNL). The CNL manages and coordinates the care of patients, implementing best practices to improve outcomes and reduce healthcare costs

The School of Nursing and Health Professions sponsors a number of continuing education programs throughout the year.

The nursing programs are accredited by the California Board of Registered Nursing and by the Commission on Collegiate Nursing Education (CCNE).

**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).

## 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 units. The program for the nurse with an M.S.N. takes into account previous academic coursework and clinical experiences and the required number of units 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 program is designed for:

- The registered nurse who has a baccalaureate degree in nursing
  - B.S.N. to D.N.P. Family Nurse Practitioner
  - B.S.N. to D.N.P. Healthcare Systems Leadership
- The registered nurse who has a master's degree in nursing
  - M.S.N. Specialist to D.N.P.; Emphasis: Advance Practice Nurse
  - M.S. Generalist to D.N.P.; Emphasis: Family Nurse Practitioner
  - M.S.N. Specialist to D.N.P.; Emphasis: Healthcare Systems Leadership
  - M.S. Generalist to D.N.P.; Emphasis: Healthcare Systems Leadership

## Family Nurse Practitioner

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.

### **B.S.N. to D.N.P. Family Nurse Practitioner**

[Curriculum Pattern](#)

### **M.S.N. Specialist to D.N.P.; Emphasis: Advance Practice Nurse**

[Curriculum Pattern](#)

### **M.S. Generalist to D.N.P.; Emphasis: Family Nurse Practitioner**

## Curriculum Pattern

### **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 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.**

**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.

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 two graduate degrees:

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

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

The nursing programs are accredited by the California Board of Registered Nursing and by the Commission on Collegiate Nursing Education (CCNE).

## 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 units 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

## 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 the M.S.N. in Health Care Systems Leadership**

Specific Learning Outcomes of the Healthcare Systems Leadership Program are:

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.

### **B.S.N. to D.N.P. Healthcare Systems Leadership**

[Curriculum Pattern](#)

### **M.S.N. Specialist to D.N.P.; Emphasis: Healthcare Systems Leadership**

[Curriculum Pattern](#)

### **M.S. Generalist to D.N.P.; Emphasis: Healthcare Systems Leadership**

[Curriculum Pattern](#)

### **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 units, 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 Units: 23**

- BIOL - 115 Survey of Human Physiology
- BIOL - 116 Laboratory in Survey of Human Physiology
- BIOL - 134 Microbiology
- BIOL - 135 Laboratory in Microbiology

#### **Total Units: 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

Core Courses	UNITS
Introduction to Public Health and Health Promotion	3
Biostatistics in Public Health	4
Epidemiology	4
Environmental and Occupational Public Health Issues	4
Public Health Systems Leadership and Administration	4
Communicating for Healthy Behavior and Social Change	4
Public Health Law, Policy, Ethics and Social Justice	4
Public Health Program Management and Evaluation	4
Public Fieldwork Internship (300 hours)	
Public Health Capstone Seminar	2
SUBTOTAL UNITS	37
Proposed Public Health Concentrations in ONE of the following areas:	
<ul style="list-style-type: none"> <li>• Global Public Health</li> <li>• Community Health</li> <li>• Health Education and Health Promotion</li> </ul>	
SUBTOTAL UNITS per Concentration Area	8
FUTURE PUBLIC HEALTH CONCENTRATIONS	
<ul style="list-style-type: none"> <li>• Environmental Sciences Public Health</li> <li>• Public Health Nutrition</li> </ul>	
GRAND TOTAL MINIMAL UNITS TO COMPLETE MPH WITH SELECTED CONCENTRATION	<b>45 credits</b>

### 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 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:

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.

### **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:

- o The Non-Nurse with a Baccalaureate Degree who is seeking entry into the nursing profession
- o [Masters Entry CNL]
- o 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 San Ramon, North Bay, San Jose, and Sacramento Regional 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 - 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 competed in six semesters.

All MSN options are designed for the working professional; classes will be offered once a week and supplemented by online instruction.

**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 - 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 507 Nursing Management and Leadership (3)
- 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

#### **Public Health Certificate**

All USF baccalaureate nursing graduates who are licensed are eligible for the Public Health Certificate, which allows one to practice as a public health nurse 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 Masters Entry Option (M.E.O.) Degree 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.

## **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.

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 and Health Professions. 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 submission.

## 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

**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

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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:

- practice speaking as a public art of citizenship, using key concepts from the rhetorical tradition to guide the creation and assessment of speeches and to inform civic judgment.
- identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping, and exhibit good ethos as speakers and listeners.
- analyze and construct cogent and well-structured arguments, including clear thesis statements, coherent organization, and sound reasoning.
- identify, use, and properly cite credible evidence.
- demonstrate facility in multiple genres of public discourse and in the adaptation of argument to their audiences.
- perform extemporaneous speaking including effective verbal and nonverbal delivery appropriate to the subject, context and audience.

#### 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 underserved 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 units)**

- Speaking (4 units)
- Rhetoric and Language\* (4 units)

### **Area B: Math and the Sciences (8 units)**

- Math or Quantitative Science (4 units)
- Applied or Laboratory Science (4 units)

### **Area C: Humanities (8 units)**

- Literature (4 units)
- History (4 units)

### **Area D: Philosophy, Theology and Religious Studies, and Ethics (12 units)**

- Philosophy (4 units)
- Theology and Religious Studies (4 units)
- Ethics (4 units)

### **Area E: Social Sciences (4 units)**

- Social Sciences (4 units)

**Area F: Visual and Performing Arts (4 units)**

- Visual and Performing Arts (4 units)

**Integration of Service Learning and Cultural Diversity****Total Core Curriculum Requirements: 44 units**

\* 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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Assistant Dean: Maggi Roberts  
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Director of Web Communications and Services: Marlene Tom

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Director, Events and Operations: Carson Brown

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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.

### **Eamonn Barrett (1966-1990)**

Professor of Labor Relations Management, Emeritus M.B.A., University of California, Berkeley, 1966.

### **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)**

Professor of Theology and Religious Studies A.B., Gonzaga University, 1951; M.A., Gonzaga University, 1952; S.T.L., Alma College, 1959; S.T.D., The Pontifical Gregorian University, Rome, 1963.

**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.

**Betty J. Carmack (1975-2007)**

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)**

Professor of English A.B., Georgetown University, 1959; M.A., University of Illinois, 1960; Ph.D., University of Illinois, 1972.

**Claude J. Deblauwe (1981-1994)**

Professor of Modern and Classical Languages, Emeritus B.A., California State University, Sacramento, 1968; M.A., University of California, Davis, 1970; Ph.D., University of California, Davis, 1978.

**John Denvir (1972-2004)**

Professor of Law, Emeritus B.S., College of the Holy Cross, 1964; J.D., New York University, 1967; L.L.M., Harvard University, 1972.

**David L. Derus (1968-1992)**

Professor of English, Emeritus B.A., Catholic University of America, 1952; M.A., University of Chicago, 1956; Ph.D., Yale University, 1961.

**Peter J. Donnici (1963-1992)**

Professor of Law, Emeritus B.A., University of Missouri (Kansas City), 1960; J.D., University of Missouri (Kansas City), 1962; L.L.M., Yale University, 1963.

**Lois C. Dunlap (1964-1981)**

Professor of Nursing, Emerita Diploma, Thomas Jefferson University School of Nursing, 1947; B.S.N., San Francisco State University, 1951; M.S.N., University of California, San Francisco, 1960.

**Joseph F. Eagan, S.J. (1975-1993)**

Associate Professor of Theology and Religious Studies, Emeritus A.B., St. Louis University, 1948; M.A., St. Louis University, 1949; S.T.D., The Pontifical Gregorian University, 1974.

**Alev M. Efendioglu (1977-2011)**

Professor of Management, Emeritus B.S., I.T.I.A., Istanbul, 1972; M.B.A., Louisiana State University, 1974; Ph.D., Louisiana State University, 1978.

**John Hall Elliott (1967-2001)**

Professor of Theology and Religious Studies, Emeritus B.A., Concordia Seminary, 1958; B.D., Concordia Seminary, 1960; Dr. Theo., Westfälische Wilhelms-Universität, Münster, Westfalen, Germany, 1963.

**Susan Evans (1977-2009)**

Professor of Education, Emerita B.S., University of Connecticut, 1967; M.A., Columbia University, 1968; Ed.D., University of Arizona, 1977.

**Francis P. Filice (1947-1975)**

Professor of Biology, Emeritus B.S., University of San Francisco, 1943; M.S., University of California, Berkeley, 1944; Ph.D., University of California, Berkeley, 1949.

**James K. Finch (1972-2008)**

Professor of Mathematics and Computer Science, Emeritus S.B., Massachusetts Institute of Technology, 1965; M.S., Purdue University, 1967; Ph.D., University of Illinois, 1972.

**Desmond J. FitzGerald (1948-1998)**

Professor of Philosophy, Emeritus B.A., University of Toronto, 1946; M.A., University of Toronto, 1947; M.A., University of California, Berkeley, 1950; Ph.D., University of California, Berkeley, 1954.

**H. Jay Folberg (1989-2005)**

Professor of Law, Emeritus B.A., San Francisco State College, 1963; J.D., Boalt Hall School of Law, University of California, Berkeley, 1968.

**David B. Fox (1977-2003)**

Professor, Organizational Studies B.A., University of Massachusetts, 1966; M.A., Syracuse University, 1968; Ph.D., Syracuse University, 1972.

**Arthur Furst (1944-1944; 1947-1981)**

Professor of Chemistry, Emeritus, and Director, Institute of Chemical Biology, Emeritus A.B., University of California, Los Angeles, 1937; M.A., University of California, Los Angeles, 1940; Ph.D., Stanford University, 1948.

**Rosita G. Galang (1977-2009)**

Professor of Education, Emerita B.S., Philippine Normal College, 1965; M.A., University of Hawaii, 1968; Ph.D., Ateneo de Manila University-Philippine Normal College Consortium, 1977.

**Kathleen A. Gallagher (1968-2009)**

Associate Professor of Performing Arts, Retired B.A., San Francisco State College, 1965; M.A., San Francisco State College, 1968.

**William R. Gardner (1975-1993)**

Assistant Professor of Finance, Retired B.A., University of Oregon, 1953; M.S., University of Oregon, 1956; Ph.D., Indiana University, 1959.

**Emily Girault (1975-1993)**

Associate Professor of Education, Emerita B.A., University of Denver, 1947; M.A., University of Rochester, 1949; M.A., University of Colorado, 1960; Ph.D., Stanford University, 1964.

**Elisabeth G. Gleason (1969-1997)**

Professor of History, Emerita A.B., University of Illinois, 1954; M.A., Ohio State University, 1956; Ph.D., University of California, Berkeley, 1963.

**Mary Sue Grant (1967-2003)**

Librarian, Emerita B.A., University of Michigan, 1966; A.M.L.S., University of Michigan, 1967.

**Lester Greene (1964-1990)**

Professor of Finance, Retired B.S., New York University, 1943; M.B.A., New York University, 1946; Ph.D., New York University, 1953.

**Thomas A. Gruhn (1967-2006)**

Professor of Chemistry, Emeritus B.S., University of San Francisco, 1964; Ph.D., University of California, Berkeley, 1968.

**James N. Haag (1965-1997)**

Professor of Computer Science and Physics, Retired B.S., Purdue University, 1956; Ph.D., University of California, Berkeley, 1967.

**Eleanor C. Hein (1967-1993)**

Professor of Nursing, Emerita B.S., Marquette University, 1954; M.S., University of Colorado, 1965; Ed.D., University of San Francisco, 1979.

**Andrew R. Heinze (1994-2006)**

Professor of History B.A., Amherst College, 1977; M.A., University of California, Berkeley, 1980; Ph.D., University of California, Berkeley, 1987.

**Joseph T. Henke (1971-2007)**

Professor of Law B.A., Amherst College, 1960; J.D., University of Washington, 1964; LL.M., New York University, 1971.

**Hamilton Hess (1967-1988)**

Professor of Theology and Religious Studies, Emeritus B.A., University of California, Berkeley, 1948; B.A., Oxford University, 1950; M.A., Oxford University, 1950; D. Phil., Oxford University, 1956.

**Sally S. Higgins (1993-2006)**

Professor of Nursing, Emerita B.S.N., Mount St. Mary's, 1964; M.S.N., University of California, San Francisco, 1984; Ph.D., University of California, San Francisco, 1991.

**Heather Hudson (1987-2009)**

Professor of Telecommunications Management, Emerita B.A., University of British Columbia, 1968; M.A., Stanford University, 1969; Ph.D., Stanford University, 1974; J.D., University of Texas at Austin, 1987.

**Ivan L. Hudson (1968-1997)**

Librarian Emeritus, University Library, Retired B.A., University of California, Berkeley, 1965; M.L.S., University of California, Berkeley, 1966.

**Joan Hyman (1977-1995)**

Professor of Education, Emeritus B.A., Bucknell University; M.S., New York University; Ed.D., Yeshiva University, 1971.

**Roberta Ann Johnson (1985-2008)**

Professor of Politics, Emerita B.A., Brooklyn College, 1963; M.A., Harvard University, 1967; Ph.D., Harvard University, 1971.

**Theodore H. D. Jones (1970-2005)**

Professor of Chemistry, Emeritus B.Sc., University of Edinburgh, 1959; Ph.D., Massachusetts Institute of Technology, 1966.

**Kathleen Jonson (1993-2009)**

Professor of Education, Emerita B.A., Seattle University, 1970; M.Ed., University of Washington, 1973; Ed.D., Seattle University, 1981.

**William P. Jordan (1973-2001)**

Professor of Biology and Environmental Science, Emeritus B.A., San Francisco State College, 1966; M.A., San Francisco State College, 1968; Ph.D., University of Wisconsin, Madison, 1973.

**Edward Justen, S.J. (1979-1989)**

Associate Professor, Intensive English Program, Retired B.A., St. Louis University, 1947; Ph.D., Pontificia Universidad Javeriana, Bogotá, 1964.

**Richard Kamler (1999-2011)**

Professor of Art + Architecture, Emeritus B.Arch., University of California, Berkeley, 1963; M.Arch., University of California, Berkeley, 1973.

**Sister Mary Brian Kelber, S.M. (1976-2010)**

Associate Professor of Nursing, Emerita B.S., University of San Francisco, 1962; M.S.N., Catholic University of America, 1972; D.N.Sc., Catholic University of America, 1976.

**Virginia J. Kelsh (1983-2004)**

Professor of Law and Law Librarian B.A., Maryhurst College, 1967; M.S.L.S., Catholic University of America, 1968; J.D., Lewis and Clark College, 1977.

**Sister Mary Martha Kiening (1952-1976)**

Professor of Nursing, Emerita B.S., San Francisco College for Women, 1948; M.S., Catholic University of America, 1952.

**Robert G. Lamp (1968-1995)**

Associate Professor of Education, Emeritus B.S., St. Mary's College, California, 1950; M.A., San Jose State College, 1956; Ed.D., Stanford University, 1964.

**John M. Lantz (1998-2006)**

Dean, School of Nursing and Health Professions, and Professor of Nursing, Emeritus B.S.N., Duquesne University, 1969; M.E.D., Duquesne University, 1970; M.P.H., University of Pittsburgh, 1975; M.S.N., University of Texas, El Paso, 1981; Ph.D., Texas A&M University, 1981.

**Michael B. Lehmann (1966-2004)**

Professor of Economics, Emeritus B.A., Grinnell College, 1962; Ph.D., Cornell University, 1969.

**Millianne P. Lehmann (1965-2004)**

Professor of Mathematics, Emerita A.B., San Francisco State College, 1961; M.A., San Francisco State College, 1964.

**Irving Lowe (1957-1975)**

Associate Professor of English, Emeritus A.B., University of Wisconsin, 1935; M.A., University of Wisconsin, 1936; Ph.D., Stanford University, 1957.

**Barbara A. MacKinnon (1971-2002)**

Professor of Philosophy, Retired B.A., Mount St. Scholastica College, 1964; M.A., St. Louis University, 1966; Ph.D., St. Louis University, 1969.

**William M. Mathes (1966-1993)**

Professor of History, Emeritus B.A., Loyola University, Los Angeles, 1957; M.A., University of Southern California, 1962; Ph.D., University of New Mexico, 1966.

**Vonalee Mazmanian (1967-2008)**

Assistant Professor of Communication Studies B.A., San Francisco State University, 1966; M.A., San Francisco State University, 1969.

**Peter McConville (1969-1990)**

Assistant Professor of Sociology B.A., National Univ. of Ireland, 1946; B.D., St. Patrick's College Maynooth, 1949; Lic.enSc.Pol. etSoc, U. Cath. de Louvain, 1953.

**Sister Mary Geraldine McDonnell, S.M. (1966-1984)**

Dean Emeritus, School of Nursing and Health Professions, Retired B.S., University of San Francisco, 1960; M.S.N., Catholic University of America, 1962; Ed.D., Brigham Young University, 1977.

**Scott McElwain (1970-2008)**

Professor of Politics, Emeritus A.B., University of San Francisco, 1964; Ph.D., Claremont Graduate School, 1975.

**George H. McGlynn (1959-1998)**

Professor of Exercise and Sport Science, Emeritus A.B., Syracuse University, 1955; M.A., Syracuse University, 1959; Ed.D., University of California, Berkeley, 1966.

**Paul L. McKaskle (1971-2008)**

Professor of Law, Retired B.S., University of California, Berkeley, 1956; J.D., University of California, Berkeley, 1963.

**Thomas D. McSweeney (1961-1984)**

Professor of Education, Emeritus A.B., St. Patrick's Seminary, 1943; M.A., University of San Francisco, 1950; Ed.D., University of California, Berkeley, 1962.

**Loren P. Meissner (1982-1993)**

Professor of Computer Science, Emeritus A.B., University of California, Berkeley, 1949; Ph.D., University of California, Berkeley, 1950; M.S., University of California, Berkeley, 1963.

**Dorothy S. Messerschmitt (1978-2004)**

Professor of Education, Emerita B.A., University of Michigan, 1968; M.A., University of Michigan, 1969; Ph.D., University of Michigan, 1972.

**Michael R. Middleton (1977-2007)**

Professor of Decision Sciences, Retired B.S., Iowa State University, 1964; M.B.A., University of Iowa, 1966; M.S., Stanford University, 1971; Ph.D., Stanford University, 1979.

**Edward J. Muenk (1966-2006)**

Associate Professor of Modern and Classical Languages and Fine Arts, Emeritus Ph.L., Heythrop College, 1958; A.B., Oxford University, 1962; M.A., Oxford University, 1967.

**Lawrence E. Murphy (1965-2000)**

Professor of Psychology, Emeritus B.S., University of San Francisco, 1961; M.A., University of Arizona, 1964; Ph.D., University of Arizona, 1965.

**L. William Murray, Jr. (1978-2008)**

Professor of Finance and International Business, Emeritus B.A., University of Northern Iowa, 1961; M.S., University of Missouri, 1969; Ph.D., Clark University, 1973.

**Charles N'Cho-Oguie (1984-2005)**

Associate Professor of Economics M.B.A., H.E.C., University of Paris, 1977; D.E.A., University of Paris, 1978; M.S. in Statistics, Stanford University, 1980; M.S. in Operations Research, Stanford University, 1983; Ph.D., Stanford University, 1984.

**Sister Mary Neill, O.P. (1972-1997)**

Associate Professor of Theology and Religious Studies, Emerita B.A., Dominican College, 1955; M.A., Dominican College, 1960; Dr. és Sci. Rel., University of Strasbourg, France, 1972.

**Edward G. Nolan (1968-1987)**

Professor of Organizational Psychology, Emeritus M.A., Edinburgh University, 1948; B.Ed., Edinburgh University, 1952; M.A., Princeton University, 1954; Ph.D., Princeton University, 1958.

**Ray R. I. Noll (1987-2007)**

Professor of Theology and Religious Studies, Emeritus A.B., St. Charles Seminary, 1958; Ph.L., Loyola Seminary, 1961; S.T.L., Canisianum, The Netherlands, 1968; Dr. és Sc.Re., University of Strasbourg, France, 1970.

**Hille Novak (1969-2000)**

Librarian and Head, Acquisitions Department, University Library, Retired B.A., University of Toronto, 1961; Grad. B.L.S., University of Toronto, 1964.

**Michael O'Neill (1976-1982; 1983-)**

Professor, Public Management B.A., St. Thomas College, 1960; M.A., Catholic University of America, 1964; Ed.D., Harvard University, 1967.

**Marvin M. Okanes (1977-1994)**

Professor of Organizational Psychology and Management, Emeritus B.A., University of Buffalo, 1951; M.A., University of Illinois, 1954; Ph.D., Cornell University, 1956.

**Delos Putz (1971-2008)**

Professor of Law, Retired B.A., Gonzaga University, 1959; J.D., New York University, 1962.

**David L. Ratner (1980-1999)**

Professor of Law, Emeritus A.B., Harvard University, 1952; LL.B., Harvard University, 1955.

**William J. Regan, S.J. (1964-1989)**

Professor of Marketing, Emeritus B.S., University of California, Berkeley, 1944; M.B.A., University of California, Berkeley, 1947; Ph.D., Stanford University, 1958.

**Eldon Reiley (1971-2006)**

Professor of Law, Emeritus B.S., Massachusetts Institute of Technology, 1955; J.D., Harvard University, 1958.

**Roberta Romeo (1991-2003)**

Associate Professor, Emeritus B.S.N., Medical College of Georgia, 1975; M.S.N., Medical College of Georgia, 1976; Ph.D., University of Maryland, 1991.

**Robert A. Schooley (1963-1963; 1964-1999)**

Associate Professor of Biology, Emeritus A.B., University of California, Berkeley, 1960; M.A., University of California, Berkeley, 1961; Ph.D., University of California, Berkeley, 1966.

**Darrell Schramm (Term Faculty-2011)**

Associate Professor of Rhetoric and Language, Retired B.A., Chico State University, 1966; M.A., University of San Francisco, 1989.

**William Schwarz (1973-1991)**

Professor of Education, Emeritus A.B., Hamilton College, 1952; M.A., Harvard University, 1955; Ph.D., University of California, Berkeley, 1974.

**Anthony E. Seidl (1966-1980)**

Professor of Education, Emeritus A.B., University of Portland, 1947; M.Ed., University of Portland, 1956; Ph.D., University of Notre Dame, 1964.

**Robert J. Seiwald (1957-1989)**

Professor of Chemistry, Emeritus B.S., University of San Francisco, 1949; M.S., University of San Francisco, 1950; Ph.D., St. Louis University, 1954.

**Edwin S. Shapiro (1969-2004)**

Professor of Quantitative Methods, Emeritus B.A., University of California, Berkeley, 1949; M.A., University of California, Berkeley, 1951; Ph.D., University of Pittsburgh, 1962.

**Joseph Peter Simini (1954-1978)**

Professor of Accounting, Emeritus B.S., St. Bonaventure University, 1940; B.B.A., St. Bonaventure University, 1949; C.P.A., State of California, 1954; M.B.A., University of California, Berkeley, 1957.

**Patrick J. Smith (1966-1995)**

Professor of English, Emeritus B.S., Marquette University, 1953; M.A., Marquette University, 1962; Ph.D., University of California, Davis, 1967.

**Greg Swalley (1981-1997)**

Reference Librarian, Retired B.A., San Jose State University, 1965; M.A.-Lib., San Jose State University, 1970.

**John H. Thomas (1957-1989)**

Assistant Professor of Mathematics, Emeritus A.B., St. John's College, Maryland, 1949; Ph.L., Laval University, 1951.

**Sister Mary Peter Traviss, O.P. (1985-2005)**

Associate Professor of Education, Emerita B.A., Queen of the Holy Rosary College, Mission San Jose, 1952; M.A., Catholic University of America, 1962; M.A., Immaculate Heart College, Los Angeles, 1965; Ph.D., Stanford University, 1974.

**Lucy Treagan (1962-1962; 1963-1987)**

Professor of Biology, Emerita A.B., University of California, Berkeley, 1945; Ph.D., University of California, Berkeley, 1960.

**Louise Trygstad (1985-2001)**

Professor of Nursing, Emerita B.S.N., Duke University, 1962; M.S.N., Indiana University, 1970; D.N.Sc., University of California, San Francisco, 1984.

**Nancy J. Vogeley (1966-2000)**

Professor of Modern and Classical Languages, Retired B.A., Pennsylvania State University, 1958; Diploma de Estudios Hispánicos, Universidad de Madrid, 1960; M.A., Pennsylvania State University, 1962; Ph.D., Stanford University, 1979.

**Linda Walsh (1997-2010)**

Associate Professor of Nursing, Emerita B.S.N., University of Connecticut, 1969; M.P.H., John Hopkins University, 1979; Ph.D., University of Pennsylvania, 1992.

**Heinz Wehrich (1980-2009)**

Professor of International Business and Management, Retired B.S., University of California, Los Angeles, 1966; M.B.A., University of California, Los Angeles, 1967; Ph.D., University of California, Los Angeles, 1973.

**David P. Weiner (1970-2011)**

Professor of Accounting, Emeritus C.P.A., New York State; B.A., Harpur College, 1964; M.B.A., Cornell University, 1966; Ph.D., University of Michigan, 1972.

**Stephanie H. Wildman (1974-1999)**

Professor of Law, Emeritus A.B., Stanford University, 1970; J.D., Stanford University, 1973.

**Gary G. Williams (1986-2007)**

Dean, School of Business and Management, and Professor of Management, Emeritus B.S., San Diego State University, 1960; M.S., San Diego State University, 1961; Ph.D., Stanford University, 1966.

**Andrew N. Woznicki, S.C. (1967-1997)**

Professor of Philosophy, Emeritus M.A., University of Lublin, 1960; M.S.L., Pontifical Institute of Medieval Studies, Toronto, 1965; Ph.D., University of Toronto, 1967.

**Yuan-Li Wu (1960-1988)**

Professor of Economics, Emeritus B.S., London School of Economics, 1942; Ph.D., London School of Economics, 1946.

**Thomas J. Zavortink (1975-2001)**

Professor of Biology, Emeritus B.S., Kent State University, 1961; M.A., University of California, Los Angeles, 1963; Ph.D., University of California, Los Angeles, 1967.

## Full Time Faculty and Librarians

**Salvador Aceves (1985- )**

Vice Provost, Planning, Budget and Review and Professor of Accounting B.S., University of San Francisco, 1983; M.S., Golden Gate University, 1988; Ed.D., University of San Francisco, 1995.

**John M. Adler (1983- )**

Professor of Law A.B., Harvard University, 1968; J.D., University of New Mexico, 1976.

**Nola C. Agha (2010- )**

Assistant Professor of Sport Management B.S., Indiana University, 1996; M.A., University of San Francisco, 1999; Ph.D., University of Massachusetts, Amherst, 2010.

**Gary Alexander (1996- )**

Assistant Professor of Legal Writing A.B., Harvard University; J.D., University of San Francisco.

**Jennifer Alix-Garcia (2007- )**

Assistant Professor of Economics B.S., University of Michigan, 1995; B.A., University of Michigan, 1995; M.A.L.D., Fletcher School of Law and Diplomacy, 2000; Ph.D., University of California, Berkeley, 2005.

**Jonathan P. Allen (2003- )**

Associate Professor of Information Systems B.A. and B.S., University of California, Santa Cruz, 1989; M.S., University of California, Irvine, 1993; Ph.D., University of California, Irvine, 1995.

**Steven L. Alter (1987- )**

Professor of Information Systems B.S., Massachusetts Institute of Technology, 1967; Ph.D., Massachusetts Institute of Technology, 1975.

**Alexandra Amati-Camperi (2000- )**

Professor of Performing Arts B.A. and M.A., Università Degli Studi di Pisa, Italy, 1986; Licenza, Conservatorio di Stato di Luca, Italy, 1987; M.A., Harvard University, 1991; Ph.D., Harvard University, 1994.

**Satish Ananthaswamy (2010- )**

Assistant Professor of Economics B.E., University of Bangalore, India, 1985; M.S., University of Houston, 1987; M.B.A., University of Southern California, 1992.

**Xornam S. Apedoe (2008- )**

Assistant Professor of Education B.S., University of Alberta, 2001; Ph.D., University of Georgia, 2005.

**Jorge A. Aquino (2006- )**

Assistant Professor of Theology and Religious Studies B.A., Saint Louis University, 1982; M.A., Indiana University, 1987; Ph.D., Graduate Theological Union, Berkeley, 2006.

**Arturo Araujo, S.J. (2011- )**

Assistant Professor of Art + Architecture B.A. Pontificia Universidad Javeriana, 1993; M.Div., Pontificia Universidad Javeriana, 1998; B.A., Seattle University, 2006; B.F.A., Cornish College of the Arts, 2008; M.F.A., University of New Mexico, 2011.

**Jean Y. Audigier (1966- )**

Professor of Modern and Classical Languages and Fine Arts A.B., Université de Paris, 1964; M.A., Dominican College, 1968; M.A., California State University, San Francisco, 1970; Ph.D., University of California, Berkeley, 1981.

**Joan Avis (1977- )**

Professor of Education B.A., University of Delaware, 1967; M.Ed., University of Delaware, 1972; Ph.D., University of California, Berkeley, 1976.

**Dennis Bacigalupi (2011- )**

Instructor of English as a Second Language B.A., SUNY Empire State College, 2002; M.S. SUNY at New Paltz, 2003.

**Pamela Balls Organista (1992- )**

Professor of Psychology A.B., Washington University, 1980; M.A., Arizona State University, 1984; Ph.D., Arizona State University, 1989.

**Ahmed S. Bangura (1994- )**

Associate Professor of Modern and Classical Languages B.A., University of Sierra Leone, 1981; M.A., University of Alberta, 1987; M.A., Michigan State University, 1988; Ph.D., University of Alberta, Edmonton, 1994.

**Angela Banks (2007- )**

Associate Professor of Nursing Diploma, Michael Reese School of Nursing, 1975; B.S.N., University of Illinois, Chicago, 1980; M.S.N., University of California, Los Angeles, 1984; Ph.D., University of California, San Francisco, 2005.

**Bernadette Barker-Plummer (1994- )**

Professor of Media Studies M.A., University of Edinburgh, 1983; M.A., University of Texas, Austin, 1989; Ph.D., University of Pennsylvania, 1996.

**Jonathan D. Barsky (1985- )**

Associate Professor of Marketing B.A., Bucknell University, 1978; M.S., University of Massachusetts, Amherst, 1981; Ph.D., Golden Gate University, 1991.

**Marjorie Barter (1991- )**

Professor of Nursing B.S.N., California State University, 1977; M.S.N., University of California, San Francisco, 1979; Ed.D., University of San Francisco, 1990.

**Anne Bartlett (2007- )**

Assistant Professor of Sociology B.A., University of the West of England, 1997; M.A., University of Chicago, 2000; Ph.D., University of Chicago, 2007.

**Robert Bathrick (2011- )** Instructor of English as a Second Language B.A., San Francisco State University, 1993; M.A., San Francisco State University, 1993;  
M.A. Columbia University, 2009.

**David B. Batstone (1994- )**

Professor of Theology and Religious Studies B.A., Westmont College, 1980; M. Div., Pacific School of Religion, 1984; Ph.D., Graduate Theological Union, 1989.

**W. Michael Becker (1975- )**

Professor of Management and Law B.S., Brigham Young University, 1969; B.A., University of California, Berkeley, 1970; M.S., Colorado State University, 1971; Ph.D., Brigham Young University, 1975; J.D., University of San Francisco, 1983.

**Richard Beer (2003- )**

Associate Dean and Assistant Professor, Information Systems B.S., Technische Fachhochschule Berlin, 1976; M.A., Wake Forest University, 1980; M.S., University Of Minnesota, 1983; Ph.D., Technical University of Berlin, 1987.

**Arthur H. Bell (1993- )**

Professor of Business Communications B.A., Concordia College, 1966; M.A., Harvard University, 1971; Ph.D., Harvard University, 1973.

**Tracy L. Benning (2002- )**

Associate Professor of Environmental Science B.A., University of Nebraska, Omaha, 1987; M.A., University of Nebraska, Omaha, 1989; Ph.D., University of Colorado, Boulder, 1993.

**Gregory D. Benson (1998- )**

Professor of Computer Science B.S., University of California, Davis, 1991; M.S., University of California, Davis, 1993; Ph.D., University of California, Davis, 1998.

**Paula J. Birnbaum (2003- )**

Associate Professor of Art + Architecture A.B., Bowdoin College, 1987; M.A. , Bryn Mawr College, 1991; Ph.D., Bryn Mawr College, 1996.

**Daniel L. Blakley (1981- )**

Professor of Applied Economics B.A., University of Virginia, 1974; M.B.A., Duke University, 1978; M.A., Duke University, 1979; Ph.D., Duke University, 1981.

**Michael I. Bloch (1993- )**

Associate Dean, Social Sciences and Associate Professor of Psychology B.A., California State University, Northridge, 1973; M.A., California State University, Los Angeles, 1987; Ph.D., University of Southern California, 1990.

**Karl A. Boedecker (1976- )**

Professor of Ethics, Social Responsibility and the Law B.A., Michigan State University, 1967; M.A., Michigan State University, 1968; Ph.D., Michigan State University, 1974; J.D., University of San Francisco, 1982.

**Megan Bolitho (2009- )**

Assistant Professor of Chemistry B.S., Loyola College of Maryland, 2004; M.A., Princeton University, 2006; Ph.D., Princeton University, 2008.

**Megan Bolitho (2009- )**

Assistant Professor of Chemistry B.S., Loyola College of Maryland, 2004; M.A., Princeton University, 2006; Ph.D., Princeton University, 2008.

**Noah E. Borrero (2006- )**

Assistant Professor of Education B.A., Miami University, Oxford, OH, 1996; M.A.T., Miami University, Oxford, OH, 1997; Ph.D., Stanford University, 2006.

**Hana Mori Böttger (2011- )**

Assistant Professor of Art + Architecture B.S., University of California at Berkeley, 1996; M.S., University of California at Berkeley, 2000; M.A. University of California at Berkeley, 2002.

**Thomas Böttger (2003- )**

Associate Professor of Physics and Astronomy M.S., Montana State University, 1999; Ph.D., Montana State University, 2002.

**Karen Bouwer (1994- )**

Professor of Modern and Classical Languages B.A., University of Witwatersrand, South Africa, 1983; M.A., University of Witwatersrand, South Africa, 1990; Ph.D., Michigan State University, 1994.

**Catherine Brady (2002- )**

Associate Professor, Master of Fine Art in Writing Program B.S., Northwestern University, 1977; M.A., Hollins College, 1978; M.F.A., University of Massachusetts, Amherst, 1981.

**Timothy J. Brady (Term Faculty)**

Associate Professor of Biology B.A., University of Washington, 1984; B.S., University of Washington, 1984; M.S., University of Washington, 1987; Ph.D., University of California, Berkeley, 1996.

**Jeffrey S. Brand (1987- )**

Dean, School of Law, and Professor of Law B.A., University of California, Berkeley, 1966; J.D., University of California, Berkeley, 1969.

**Larry G. Brewster (1999- )**

Professor, Public Administration A.B., California State University, Fullerton, 1968; M.A., California State University, Fullerton, 1969; Ph.D., University of Southern California, 1975.

**Christopher Brooks (2002- )**

Associate Professor of Computer Science B.A./J.B.A., University of Wisconsin, 1991; M.S., San Francisco State University, 1997; Ph.D., University of Michigan, Ann Arbor, 2002.

**Brandon R. Brown (1998- )**

Director, External Affairs and Professor of Physics and Astronomy B.A., Rice University, 1992; Ph.D., Oregon State University, 1997.

**Carolyn E. Brown (1989- )**

Associate Professor of English B.A., California State University, San Jose, 1972; M.A., California State University, San Jose, 1975; Ph.D.,

University of California, Davis, 1986.

**Henry Brown (2001- )**

Assistant Professor of Law and Director of Advocacy Programs B.A., Auburn University , 1986; J.D., University of San Francisco, 1989.

**Robin Kay Buccheri (1986- )**

Professor of Nursing A.A., El Camino College, Torrance, 1975; B.S.N., California State University, Long Beach, 1977; M.S.N., California State University, Long Beach, 1979; D.N.Sc., University of California, San Francisco, 1984.

**Jeff T. Buckwalter (1982- )**

Associate Professor of Computer Science B.A., University of Pittsburgh, 1968; M.S., Carnegie-Mellon University, 1970; Ph.D., Carnegie-Mellon University, 1978.

**Yvonne Bui (2002- )**

Associate Professor of Education B.A., UC Berkeley, 1994; M.A., San Francisco State University, 1997; Ph.D., University of Kansas, 2002.

**Pamela Bunnell (Term Faculty)**

Instructor, Nursing B.S.N., University of San Francisco, 1963; M.S.N., University of California, San Francisco, 1986.

**Shannon S. Burchard (1991- )**

Technical Services Librarian B.A., University of California, Riverside; M.L.I.S., San Jose State University, 1995.

**Shannon S. Burchard (1991- )**

Head Technical Services Librarian, Law Library B.A., University of California, Riverside, 1972; M.L.I.S., San Jose State University , 1995.

**Sarah Burgess (2006- )**

Assistant Professor of Communication Studies B.A. , University of North Carolina, Chapel Hill, 1997; M.A., University of North Carolina, Chapel Hill, 1999; M.A., University of California, Berkeley, 2001; Ph.D., University of California, Berkeley, 2007.

**Robert B. Burns (1995- )**

Professor of Education B.A., University of California, Santa Barbara, 1972; Ph.D., University of California, Santa Barbara, 1978.

**Patricia Busk (1980- )**

Professor of Education B.A., Trenton State College, 1966; M.A., Catholic University of America, 1969; Ph.D., University of Wisconsin at Madison, 1976.

**Cori J. Bussolari (2004- )**

Assistant Professor of Education B.A., University of Massachusetts at Amherst, 1985; M.Ed., University of Massachusetts at Boston, 1989; Psy.D., University of San Francisco, 2001.

**Richard Callahan (2011 - )**

Associate Professor – B.A. Georgetown University, Washington, D.C, Master of Public Administration (MPA), University of Southern, California, Los Angeles, Doctor of Public Administration (DPA), University of Southern, California, Los Angeles

**John C. Callaway (1999- )**

Professor of Environmental Science B.A., University of California, Berkeley, 1985; M.A., San Francisco State University, 1990; Ph.D., Louisiana State University, 1994.

**Patrick Camangian (2008- )**

Assistant Professor of Education B.A., California State University, Los Angeles, 1999.

**Horacio E. Camblong (1993- )**

Professor of Physics and Astronomy Licenciado en Física, Universidad Nacional de la Plata, 1986; M.S., New York University, 1988; Ph.D., New York University, 1993.

**Marcelo F. Camperi (1996- )**

Associate Dean for Sciences and Professor of Physics and Astronomy B.S., M.S., Universidad de la Plata, Argentina, 1986; Ph.D., Boston University, 1993.

**Mark Cannice (1997- )**

Professor of Entrepreneurship; Executive Director, USF Entrepreneurship B.S., United States Naval Academy; M.B.A., University of San Francisco, 1992; M.S., Indiana University, 1996; Ph.D., Indiana University, 1997.

**Sarah Capitelli (2009- )**

Assistant Professor of Education B.A., University of California, Santa Barbara, 1992; M.A., Mills College, 1998; Ph.D., Stanford, 2009.

**Philip D. Carleton (1977- )**

Assistant Professor, Rhetoric and Language, English as a Second Language Program M.A., San Francisco State University, 1978.

**Stephen Cary (2009- )**

Assistant Professor of Education B.A., Eckerd College, 1970; M.A.T., New Mexico State University, 1974; Ed.D., University of San Francisco, 1998.

**Alessandra Cassar (2003- )**

Associate Professor of Economics B.A., Università degli Studi di Parma, Italy, 1995; M.A., Università Bocconi, Milano, Italy, 1996; Ph.D., University of California, Santa Cruz, 2001.

**Claire Castro (1994- )**

Professor of Chemistry B.A., University of California, Riverside, 1982; Ph.D., University of California, Los Angeles, 1993.

**Thomas A. Cavanaugh (1994- )**

Professor of Philosophy B.A., Thomas Aquinas College, 1985; M.A., University of Notre Dame, 1994; Ph.D., University of Notre Dame, 1995.

**Richard Cellini (Term Faculty)**

Assistant Professor of Sport Management B.A., California State University, Fresno, 1992; M.A., California State University, Fresno, 1994; Ph.D., University of New Mexico, 1997.

**Rongxin (Roger) Chen (1995- )**

Professor of Management B.S., Shanghai Engineering and Technology University, China, 1983; M.S., Shanghai Jiao Tong University, China, 1986; Ph.D., University of Texas at Dallas, 1996.

**Violet Cheung (2007- )**

Assistant Professor of Psychology M.A., San Francisco State University, 2002; Ph.D., University of California, Berkeley, 2008.

**Paul K. Chien (1973- )**

Professor of Biology B.S., Chung Chi College, N.T., Hong Kong, Chemistry, 1962; B.S., Chung Chi College, N.T., Hong Kong, Biology, 1964; Ph.D., University of California, Irvine, 1971.

**Joon-Seo Andrew Choi (2006- )**

Assistant Professor of Sport Management B.A. , University of Pennsylvania, 1991; M.A., New York University, 1993; Ph.D., University of Northern Colorado, 2006.

**S. Isabel Choi (2008- )**

Assistant Professor of Law and Director of Externship Programs B.A., Dartmouth College, 1998; J.D., Santa Clara University, 2002.

**Jennifer Chubb (2009- )**

Assistant Professor of Mathematics B.S., George Mason University, 1999; M.S., George Mason University, 2003; Ph.D., George Washington University, 2009.

**Kevin M. Chun (1996- )**

Professor of Psychology B.S., Santa Clara University, 1990; M.A., University of California, Los Angeles, 1992; Ph.D., University of California, Los Angeles, 1996.

**June Madsen Clausen (1994- )**

Associate Professor of Psychology B.A., University of California, Los Angeles, 1986; Ph.D., University of California, San Diego, 1992.

**Martin A. Claussen (1992- )**

Professor of History B.A., University of San Francisco, 1981; M.A., University of California, Santa Barbara, 1986; Ph.D., University of Virginia, 1991.

**John G. Cobley (1977- )**

Professor of Chemistry B.Sc., University of Bristol, U.K., 1968; Ph.D., University of Bristol, U.K., 1972.

**Gretchen Coffman (2011- )**

Assistant Professor of Environmental Science B.A. Colgate University, 1991; M.A., San Francisco State University, 1998; Ph.D., University of California at Los Angeles, 2007.

**Kimberly Rae Connor (2001- )**

Associate Professor, Interdisciplinary Studies B.A., Gettysburg College, 1979; M.A., University of Bristol, England, 1981; Ph.D., University of Virginia, 1991.

**Corey Cook (2006- )**

Associate Professor of Politics B.A., University of California, Berkeley, 1993; M.A., University of Wisconsin, Madison, 1995; Ph.D., University of Wisconsin, Madison, 2004.

**Elizabeth Cooper (Term Faculty)**

Instructor, Nursing R.N., Abbott-Northwestern School of Nursing, 1977; B.S., College of St. Francis, 1988; M.S.N., University of San Francisco, 2002.

**Ammon Corl (2011- )**

Assistant Professor of Biology B.S. Cornell University, 2000; Ph.D. University of California at San Francisco, 2007.

**Thomas Costello (1990- )**

Director of Hospitality Management Program and Associate Professor B.A., Loyola University, Chicago, 1970; M.A., St. Louis University, 1972.

**Kimberleigh Cox (Term Faculty)**

Instructor, Nursing B.A., Brown University, 1990; M.S.N., N.P., University of California, San Francisco, 1998.

**Rachel C. Crawford (1992- )**

Professor of English B.A., Geneva College, 1973; M.A., University of Washington, 1984; Ph.D., University of Washington, 1989.

**Jeff C. Curtis (1983- )**

Professor of Chemistry B.S., University of California, Santa Barbara, 1976; Ph.D., University of North Carolina, Chapel Hill, 1980.

**Joshua P. Davis (2000- )**

Professor of Law A.B., Brown University, 1989; J.D., New York University, 1993; LL.M., Georgetown, 1996.

**Sergio De La Torre (2008- )**

Assistant Professor of Art + Architecture B.F.A., California College of Arts, 1996; M.F.A. , University of California, San Diego, 2007.

**Constance de la Vega (1990- )**

Professor of Law and Academic Director of International Programs B.A., Scripps College, 1975; J.D., University of California, Berkeley, 1978.

**Greg DeBourgh (1998- )**

Associate Professor of Nursing B.S., University of California, San Francisco, 1982; M.S.N., University of California, San Francisco, 1984; Ed.D., University of San Francisco, 1998.

**Rosemarie Deist (1991- )**

Professor of Modern and Classical Languages B.A., University of Wisconsin, Madison, 1976; M.A., University of Wisconsin, Madison, 1977; Ph.D., University of Wisconsin, Madison, 1982.

**Marilyn E. DeLaure (2006- )**

Assistant Professor of Communication Studies B.A., Drake University, 1993; M.A., University of Iowa, 1996; Ph.D., University of Iowa, 2000.

**Brian Komei Dempster (Term Faculty)**

Associate Professor of Rhetoric and Language B.A., University of Washington, 1992; M.F.A., University of Michigan, Ann Arbor, 1995.

**Mary Lou DeNatale (1992- )**

Associate Professor of Nursing B.S.N., University of San Francisco, 1973; M.S.N., San Jose State University, 1978; Ed.D., University of San Francisco, 1988.

**Raymond L. Dennehy (1979- )**

Professor of Philosophy B.A., University of San Francisco, 1962; Ph.D., University of Toronto, 1973.

**Leslie Dennen (Term Faculty)**

Associate Professor of Rhetoric and Language B.A., Florida State University, 1977; M.A. , San Francisco State University, 1988.

**Jennifer A. Dever (2002- )**

Associate Professor of Biology B.S., Ball State University, 1992; M.A., Ball State University, 1994; Ph.D., Texas Tech University, 2000.

**Stephen M. Devlin (2004- )**

Associate Professor of Mathematics B.A., Manhattan College, 1995; Ph.D., University of Maryland, 2001.

**Reza Dibadj (2004- )**

Professor of Law S.B., Harvard University, 1991; M.B.A., Harvard Business School, 1997; J.D., Harvard University, 1997.

**Rebekah Dibble (2011 - )**

Assistant Professor - B.A. Business Management, University of Utah, MBA Brigham Young University, PhD University of California, Irvine, 2010

**Geoffrey Dillon, S.J. (1997- )**

Assistant Professor of Education A.B., Spring Hill College, 1975; Ed.M., Harvard University, 1979; M.Div., Weston School of Theology, 1983; Ed.D., University of San Francisco, 1997.

**Sara Xiaoya Ding (2011 - )**

Assistant Professor - Bachelor in Finance, Nankai University (China), Master in Finance, Nankai University (China), M.A., Economics, University of Guelph, Ph.D. Finance, Queen's University 2011.

**Barbara J. Domingo (2010- )**

Assistant Professor of Economics B.A., The George Washington University, 1991; M.B.A., University of San Francisco, 2007.

**Dolores A. Donovan (1974- )**

Professor of Law B.A., Stanford University, 1967; J.D., Stanford University, 1970.

**Eve-Anne M. Doohan (2004- )**

Associate Professor of Communication Studies B.A., Gonzaga University, 1999; M.A., University of Washington, 2001; Ph.D., University of Washington, 2004.

**Amie Dowling (2006- )**

Assistant Professor of Performing Arts B.F.A., Ohio State University, 1986; M.F.A., Smith College, 1997.

**Barry W. Doyle (1984- )**

Professor of Finance B.A., Dartmouth College, 1970; M.S., University of California, Berkeley, 1979; Ph.D., University of Oregon, 1985.

**Lilian Dube-Chirairo (2006- )**

Assistant Professor of Theology and Religious Studies B.A., University of Zimbabwe, 1988; M.A., University of Zimbabwe, 1990; S.T.M., Union Theological Seminary, 1992; Ph.D., University of Stellenbosch, South Africa, 1999.

**William A. Edwards (1989- )**

Associate Professor of Sociology B.A., Virginia Union University, 1966; M.U.P., University of Washington, 1968; Ph.D., University of California, Berkeley, 1977.

**Sister Mary Ellene Egan, S.M. (1979- )**

Assistant Professor of Nursing B.A., Russell College, 1969; B.S., University of San Francisco, 1971; M.S., Loma Linda University, 1979; Ed.D., University of San Francisco, 1989.

**Rachel Beth Egenhoefer (2009- )**

Assistant Professor of Art + Architecture B.A., Maryland Institute College of Art, 2002; M.F.A., University of California, San Diego, 2004.

**Robert Elias (1989- )**

Professor of Politics B.A., University of Pennsylvania, 1972; M.A., Pennsylvania State University, 1974; Ph.D., Pennsylvania State University, 1981.

**Sophie J. Engle (2010- )**

Assistant Professor of Computer Science B.S., University of Nebraska at Omaha, 2002; Ph.D., University of California at Davis, 2010.

**Eric Paul Ewen (1974- )**

Librarian and Head, Catalog, University Library B.A., University of San Francisco, 1969; M.A., University of San Francisco, 1973; M.L.S., University of California, Berkeley, 1974.

**Yanay Farja (Term Faculty)**

Assistant Professor of Economics B.A., Tel Aviv University, 1999; M.S., University of California, Berkeley, 2004; Ph.D. expected, University of California, Berkeley, 2009.

**Daryoush D. Farsi (2001- )**

Assistant Professor, Information Systems B.S., College of Economic Management, Iran, 1976; M.B.A., University of San Francisco, 1980; Ph.D., University of Texas, Austin, 1990.

**Anthony D. Fels (1989- )**

Associate Professor of History B.A., Cornell University, 1971; M.A., Stanford University, 1979; Ph.D., Stanford University, 1987.

**Hartmut Fischer (1970- )**

Professor of Economics Vordiplom, University of Cologne, 1964; M.A., University of California, Berkeley, 1968; Ph.D., University of California, Berkeley, 1973.

**Patricia Fitzsimmons (2004- )**

Assistant Professor and Director of Child Advocacy Clinic B.S. , Marquette University; M.A., Northern Illinois University ; J.D. , New College of California.

**Elena Flores (1995- )**

Professor of Education B.A., University of California, Santa Cruz, 1974; M.A., University of California, 1979; Ph.D., Wright Institute, 1992.

**Amy Flynn (2007- )**

Assistant Professor of Legal Writing A.B., University of California, Berkeley ; J.D., University of San Francisco.

**James R. Forcier (2004- )**

Assistant Professor, Applied Economics B.A., University of California at Los Angeles; M.A., University of Southern California; Ph.D., University of Southern California.

**Karen Francis (2003- )**

Associate Professor of Exercise and Sport Science B.S., Ohio State University, 1992; M.A., University of Texas at Austin, 1996; Ph.D., University of Texas at Austin, 2000.

**Patricia Francis-Lyon (2011- )**

Assistant Professor of Computer Science B.A., William Smith College, 1979; M.S., University of California at Davis, 2009; Ph.D, University of California at Davis, 2011.

**Valerie Francisco (2011- )**

Ethnic Minority Dissertation Fellow, Sociology B.A., San Francisco State University, 2006; M.A., the Graduate Center, City University of New York, 2009; ABD, The Graduate Center, City University of New York.

**David J. Franklyn (2000- )**

Professor of Law B.A., Evangel College, 1983; J.D., University of Michigan, 1990.

**Deborah Hussey Freeland (2009- )**

Associate Professor of Law B.A., Vassar College; Ph.D., Stanford University ; J.D., Stanford University .

**Susan Freiwald (1997- )**

Professor of Law B.A., Harvard University, 1987; J.D., Harvard University, 1991.

**Elisabeth Jay Friedman (2004- )**

Associate Professor of Politics B.A., Barnard College, Columbia University, 1988; M.A., Stanford University, 1993; Ph.D., Stanford University, 1997.

**Brenda Frye (2010- )**

Assistant Professor of Physics and Astronomy B.S. , University of Arizona, 1991; M.S., University of California, Berkeley, 1995; Ph.D., University of California, Berkeley, 1999.

**Shenzhao Fu (1989- )**

Associate Professor of Marketing B.S., Shanghai Institute of Mechanical Engineering, 1982; M.B.A., Indiana University, 1986; Ph.D., Indiana University, 1989.

**Emma H. Fuentes (2007- )**

Assistant Professor of Education B.A., University of California, Santa Cruz, 1992; M.A., University of California, Berkeley, 2001; Ph.D., University of California, Berkeley, 2005.

**Jill Fukunaga (2007- )**

Collection Development Librarian B.A., University of Hawaii, 1989; J.D., University of Hawaii, 1994; M.L.I.S., South Florida, 2005.

**Eileen Chia-Ching Fung (1998- )**

Associate Professor of English B.A., University of California, Los Angeles, 1992; M.A., University of California, Santa Barbara, 1994; Ph.D., University of California, Santa Barbara, 1998.

**David J. Galles (1997- )**

Associate Professor of Computer Science B.S., Stanford University, 1992; M.S., University of California, Los Angeles, 1995; Ph.D., University of California, Los Angeles, 1997.

**Joshua Gamson (2002- )**

Professor of Sociology B.A., Swarthmore College, 1985; M.A., University of California, Berkeley, 1988; Ph.D., University of California, Berkeley, 1992.

**Joseph Garity (1991- )**

Librarian, University Library B.A., Fordham University, 1979; M.L.I.S., University of California, Berkeley, 1991.

**Jack I. Garvey (1973- )**

Professor of Law A.B., Harvard University, 1964; J.D., Harvard University, 1968.

**Brian Gerrard (1982- )**

Associate Professor of Education B.A., University of Manitoba, Winnipeg, 1968; M.A., University of British Columbia, 1974, Ph.D., University of New South Wales, 1973; Ph.D., University of Toronto, 1982.

**Sharon Gmelch (Term Faculty)**

Professor of Anthropology B.A., University of California, Santa Barbara, 1969; M.A., University of California, Santa Barbara, 1971; Ph.D., University of California, Santa Barbara, 1975.

**Walter H. Gmelch (2004- )**

Dean, School of Education, and Professor of Education B.A., Stanford University, 1969; M.B.A., University of California, Berkeley, 1971; Ph.D., University of California, Santa Barbara, 1975.

**Cathy S. Goldberg (2001- )**

Associate Professor of Finance Bachelor of Commerce, McGill University, 1987; Masters of Education/Mathematics, Tulane University, 1996; Ph.D. Finance, University of Colorado, 2001.

**Leslie A. Goldgehn (1985- )**

Professor of Marketing B.A., University of Illinois, 1974; M.A., Loyola University, Chicago, 1976; Ph.D., Northwestern University, 1982.

**John J. Gonzales (Term Faculty)**

Assistant Professor of Economics B.A., California State University, Fullerton, 1978; M.A., University of Wisconsin, 1980; Ph.D. , University of Wisconsin, 1983.

**Jorge Gonzalez (2007- )**

Assistant Professor, Organizational Behavior and Leadership Ph.D., Texas A&M University, 2001.

**Joaquin L. Gonzalez III (Term Faculty)**

Associate Professor of Politics B.A., De La Salle University, 1984; M. of Public Administration, University of the Philippines, 1987; Ph.D., University of Utah, 1992.

**Judy Goodell (2001- )**

Associate Professor of Education B.A., University of Hawaii, 1962; M.A., California State University, Sacramento, 1967; Ed.D., University of San Francisco, 1986.

**Andrew Goodwin (1992- )**

Professor of Media Studies B.A., Polytechnic of Central London, 1979; M.A., University of Birmingham, U.K., 1981; Ph.D., University of Birmingham, U.K., 1991.

**Carol M. Graham (1998- )**

Associate Professor of Accounting B.S., University of Strathclyde, Scotland, UK, 1989; Ph.D., University of Strathclyde, Scotland, UK, 1995.

**Tristin K. Green (2009- )**

Visiting Professor B.S., University of California, Los Angeles , 1991; M.S.J., Northwestern University , 1993; J.D., University of California, Berkeley , 1998.

**Pauline Grosjean (2009- )**

Assistant Professor of Economics B.A., University of Paris X, 1998; M.A., École Normale Supérieure, 2001; M. Phil., University of Toulouse, 2003; Ph.D., University of Toulouse, 2006.

**Thomas Grossman (2003- )**

Associate Dean of Faculty School of Management B.S., University of Illinois at Urbana-Champaign, 1984; M.S., Stanford University, 1985; Ph.D., Stanford University, 1994.

**Moira Gunn (2009 - )**

Associate Professor- Ph.D., Mechanical Engineering, Purdue University, West Lafayette.

**Johnnie Johnson Hafernik (1974- )**

Professor, Rhetoric and Language, English as a Second Language Program B.A., Southwest Texas State University, 1969; M.A., Michigan State University, 1972; Ed.D., University of San Francisco, 1990.

**Margaret Hansen (1998- )**

Associate Professor of Nursing A.A., Pasadena City College, 1975; B.S.N., Seton Hall University, 1978; M.S., San Jose State University, 1997; Ed.D., University of San Francisco, 2002.

**Philip Hanson (2001- )**

Associate Professor, Interdisciplinary Studies B.A., University of Minnesota, 1984; Ph.D., University of California, Berkeley, 1993.

**Oren Harari (1977- )**

Professor of Management B.A., San Diego State University, 1970; M.A., University of California, Berkeley, 1974; Ph.D., University of California, Berkeley, 1978.

**Candice Harrison (2008- )**

Assistant Professor of History B.A., Emory University, 1999; M.A. , Emory University, 2005; Ph.D., Emory University, 2008.

**John Hawk (1998- )**

Librarian and Head, Special Collections, University Library B.A., Reed College, Portland, Oregon, 1989; M.L.I.S., University of California, Berkeley, 1993; M.A., History, University of California, Berkeley, 1994.

**Susan M. Heidenreich (1995- )**

Associate Professor of Psychology B.S., Kent State University, 1975; M.S., University of Wisconsin, Madison, 1986; Ph.D., University of Wisconsin, Madison, 1990.

**Alan C. Heineman (1970- )**

Professor of English B.A., Stanford University, 1966; M.A., Brandeis University, 1968; Ph.D., Brandeis University, 1974.

**Linda Henderson (2002- )**

Associate Professor, Organizational Behavior B.S., University of Nevada, Reno, 1975; M.S., Texas Christian University, 1980; Ph.D., Florida State University, 1985.

**Ellen Herda (1980- )**

Professor of Education B.A., University of Minnesota, 1963; B.S., Mankato State University, Minnesota, 1968; M.S., California State University at Hayward, 1974; Ph.D., University of Oregon, 1978; M.A., University of Oregon, 1978; Ph.D., University of Oregon, 1985.

**Aysha Hidayatullah (2009- )**

Assistant Professor of Theology and Religious Studies B.A., Emory University, 2001; M.A., University of California, Santa Barbara, 2005; Ph.D., University of California, Santa Barbara, 2009.

**Patricia Liggins Hill (1970- )**

Professor of English B.A., Howard University, 1965; M.A., University of San Francisco, 1970; Ph.D., Stanford University, 1977.

**Bill Ong Hing (2009- )**

Professor of Law A.B., University of California, Berkeley , 1971; J.D., University of San Francisco, 1974.

**Edith Ho (1992- )**

Assistant Professor of Legal Writing and Coordinator of the First-Year Moot Program B.A., Smith College, 1976; J.D., University of Pennsylvania, 1979.

**Evelyn Y. Ho (2004- )**

Associate Professor of Communication Studies B.A., University of Washington, 1997; M.A., University of Iowa, 2000; Ph.D., University of Iowa, 2004.

**Heather J. Hoag (2003- )**

Associate Professor of History B.A., University of California, San Diego, 1994; M.A., Boston University, 1997; Ph.D., Boston University, 2003.

**Caryl Hodges (1996- )**

Associate Dean and Assistant Professor, School of Education B.S., University of Arizona, 1969; M.A., Sonoma State University, 1994; Ed.D., University of San Francisco, 1997.

**David Holler (Term Faculty)**

Assistant Professor of Rhetoric and Language B.A., San Diego State University, 1990; M.F.A., San Francisco State University, 1997.

**Devon C. Holmes (Term Faculty)**

Associate Professor of Rhetoric and Language B.A., University of Southern California, 1992; M.A., Carnegie Mellon University, 1995; Ph.D., University of Arizona, 2002.

**Eric Hongisto (2006- )**

Associate Professor of Art + Architecture M.F.A., Yale University School of Art, 1999; B.F.A., Maine College of Art, 2006.

**Peter Jan Honigsberg (1987- )**

Professor of Law B.A., City College of New York, 1965; J.D., New York University, 1968.

**Catherine Horiuchi (2005- )**

Associate Professor, Public Management B.A., University of Utah, 1975; M.A., University of Utah, 1978; D.P.A., University of Southern California, 2001.

**Jeremy W. Howell (1997- )**

Professor of Exercise and Sport Science B.A., University College of North Wales, 1981; Post-Graduate Certificate of Education, University College of North Wales, 1982; M.S., University of Washington, 1984; Ph.D., University of Illinois at Urbana-Champaign, 1990.

**Monika Hudson (2011 - )**

Assistant Professor, EDM, Case Western Reserve University

**Grace Hum (2007- )**

Assistant Professor of Legal Writing B.A., UC Davis, 1994; J.D., Santa Clara University, 1997; J.S.M., Stanford University, 2004.

**Kevin Hunter (2011 - )**

Assistant Professor - BS, Computer Science, University of Central Florida, MS, Computer Science, University of Central Florida, Ph.D., Organizational Behavior and Management, Carnegie Mellon University 2011.

**Stephen J. Huxley (1973- )**

Professor of Information Decision Sciences B.S., Ohio State University, 1966; Ph.D., University of California, San Diego, 1975.

**M. Timothy Iglesias (2003- )**

Professor of Law B.A., Loyola University, 1979; M.A., Oxford University, 1986; J.D., Stanford University, 1993.

**Nicholas Imparato (1970- )**

Professor of Marketing and Management B.A., St. Bonaventure University, 1965; M.A., Bowling Green State University, 1967; Ph.D., Bowling Green State University, 1970.

**Marco Jacquemet (2002- )**

Associate Professor of Communication Studies B.A., Università degli Studi di Bologna, Italy, 1982; M.A., E.H.E.S.S., Paris, France, 1983; M.A., University of California, Berkeley, 1986; Ph.D., University of California, Berkeley, 1991.

**Kia James (2007- )**

Assistant Professor of Nursing B.S.N., St. Olaf College, 1980; M.P.H., University of Minnesota, Minneapolis, 1987; Ed.D., University of Minnesota, Minneapolis, 1997.

**Karen A. Johnson (1984- )**

Librarian and Director of Library Systems, University Library B.A., University of Wisconsin, Superior, 1969; M.L.S., San Jose State University, 1983.

**Richard Gregory Johnson III (2011 - )**

Associate Professor - B.A. Johnson C. Smith University, M.S. DePaul University, School of Public Services, M.A. Georgetown University, Graduate College, Ph.D. Golden Gate University School of Public Policy and Administration 1995.

**Lillian Jessie Jones-Bell (Term Faculty)**

Program Coordinator, CINHC RN Transition Program B.S.N., San Jose State University, 1981; M.S.N., San Jose State University, 2009.

**Vamsee Juluri (2001- )**

Professor of Media Studies B.A., Osmania University, Hyderabad, India, 1991; M.A., Bowling Green State University, 1995; Ph.D., University of Massachusetts, Amherst, 1999.

**Eunjin (EJ) Jung (2010- )**

Assistant Professor of Computer Science B.S., Seoul National University, Korea, 1999; M.S., University of Texas at Austin, 2002; Ph.D., University of Texas at Austin, 2006.

**M. Susana Kaiser (2001- )**

Associate Professor of Media Studies B.A., Universidad del Salvador, Buenos Aires, Argentina, 1968; M.A., Hunter College, 1993; Ph.D., The University of Texas, Austin, 2000.

**Wanjiru Kamau-Rutenberg (2007- )**

Assistant Professor of Politics B.A., Whitman College, 2001; M.A., University of Minnesota, 2005; Ph.D., University of Minnesota, 2008.

**Kathleen Kane (1991- )**

Professor of Management B.A., Mills College, 1986; Ph.D., Claremont Graduate School, 1992.

**Deneb Karentz (1992- )**

Professor of Biology and Environmental Science B.S., University of Rhode Island, 1973; M.S., Oregon State University, 1976; Ph.D., University of Rhode Island, 1982.

**William Karney (1997- )**

Professor of Chemistry and Environmental Science B.A., Haverford College, Haverford, Pennsylvania, 1986; Ph.D., University of California, Los Angeles, 1994.

**Arthur I. Karshmer (2006- )**

Professor, Information Systems B.A., Rutgers University, 1964; M.S., University of Massachusetts, Amherst, 1974; Ph.D., University of Massachusetts, Amherst, 1978.

**Judith Karshmer (2006- )**

Dean and Professor, School of Nursing B.S.N., University of Iowa, 1970; M.S.N., Rutgers - The State University of New Jersey, 1972; M.S., University of Massachusetts, 1982; Ph.D., New Mexico State, 1988.

**Alice Kaswan (2000- )**

Professor of Law B.A., University of California, Berkeley, 1984; J.D., Harvard, 1991.

**Elizabeth G. Katz (2003- )**

Associate Professor of Economics B.A., New School for Social Research, 1986; M.A., New School for Social Research, 1987; M.A., University of Wisconsin, Madison, 1989; Ph.D., University of Wisconsin, Madison, 1992.

**Susan Katz (1996- )**

Professor of Education B.A., Connecticut College, 1971; M.A., University of California, Berkeley, 1989; Ph.D., University of California, Berkeley, 1994.

**Robert Daniel Kendall, S.J. (1979- )**

Professor of Theology and Religious Studies B.A., Gonzaga University, 1963; M.A., Gonzaga University, 1964; S.T.L., Jesuit School of Theology, Berkeley, 1970; S.S.L., Pontifical Biblical Institute, Rome, 1973; S.T.D., The Pontifical Gregorian University, Rome, 1975.

**Kristen Kennedy (Term Faculty)**

Assistant Professor of Rhetoric and Language B.A., University of New Hampshire, 1990; M.A., University of Rhode Island, 1992; Ph.D., University of Rhode Island, 1997.

**Kouslas Kessler-Mata (2007- )**

Assistant Professor of Politics Ph.D. Candidate, University of Chicago; B.A., San Francisco State University, 2000; M.A., University of Chicago, 2003.

**Saera R. Khan (2002- )**

Associate Professor of Psychology B.A., Loyola University, Chicago, 1992; M.A., Washington University, 1995; Ph.D., Washington University, 1999.

**Dorothy S. Kidd (1998- )**

Professor of Media Studies B.A.A., Ryerson Polytechnical Institute, Toronto, 1979; M.A., Simon Fraser University, Burnaby, 1990; Ph.D., Simon Fraser University, Burnaby, 1998.

**David H. Kim (1999- )**

Associate Professor of Philosophy B.A., Oberlin College, 1992; Ph.D., Syracuse University, 1999.

**Sherise Kimura (1999- )**

Assistant Librarian, University Library B.A., University of California, San Diego, 1995; M.L.I.Sc., University of Hawaii, Manoa, 1999.

**Leslie A. King (Term Faculty)**

Instructor in Biology B.S., University of California, Davis, 1989; M.A., San Francisco State University, 1993.

**John P. Koeplin, S.J. (1998- )**

Associate Professor of Accounting B.S., San Jose State University, 1977; M.B.A., Golden Gate University, 1983; M.Div., Toronto School of Theology, 1990; Ph.D., University of North Texas, 1998.

**Shabnam Koirala (2005- )**

Assistant Professor of Education B.A., Mount Holyoke College, 1999; M.A., University of California, Berkeley, 2001; Ph.D., University of

California, Berkeley, 2004.

**Uldis Kruze (1977- )**

Associate Professor of History B.A., Yale University, 1966; M.A., Northwestern University, 1968; Ph.D., Indiana University, 1976.

**Anna Kwong (2004- )**

Assistant Professor of Nursing B.S., San Francisco State University, 1989; M.S.N., San Francisco State University, 1998.

**Judith Lambton (1992- )**

Professor of Nursing B.S.N., Graceland College, 1990; M.S.N., University of California, San Francisco, 1992; Ed.D., University of San Francisco, 1996.

**Pedro Lange-Churi6n (1993- )**

Associate Professor of Modern and Classical Languages B.A., New York University, 1986; M.A., University of Cincinnati, 1988; Ph.D., University of Cincinnati, 1994.

**Daniel J. Lathrope (2009- )**

E.L. Wiegand Distinguished Professor in Tax B.A. , University of Denver , 1977; J.D., Northwestern University , 1979; L.L.M., New York University , 1979-80.

**Diana Lattimore (2006- )**

Assistant Professor of Exercise and Sport Science B.S., Southeast Missouri State University, 1996; M.S., The University of Memphis, 2000; Ph.D., University of South Carolina, 2006.

**Man-lui Lau (1992- )**

Associate Professor of Economics B.S., Chinese University of Hong Kong, 1978; M.A., Cornell University, 1981; Ph.D., Cornell University, 1986.

**Neil T. Laughlin (1971- )**

Professor of Exercise and Sport Science B.A., San Francisco State College, 1962; M.A., Stanford University, 1965; Ed.D., Stanford University, 1972.

**Geraldine J. Lauro (1970- )**

Assistant Professor of Exercise and Sport Science B.S., University of Wisconsin, 1965; M.A., University of California, Berkeley, 1967; Ed.D., University of San Francisco, 1992.

**Michelle LaVigne (Term Faculty)**

Assistant Professor of Rhetoric and Language B.A., University of Texas, Austin, 2002; M.A., University of Wisconsin, Madison, 2005; Ph.D. expected, University of Wisconsin, Madison, 2009.

**Emile Lawrence (2011- )**

B.S., Spelman College, 2001; Ph.D., University of Georgia, 2007.

**Tina Lemos (Term Faculty)**

Instructor, Nursing B.S.N., University of San Francisco, 1970; M.S., University of California, San Francisco, 1981.

**John M. Lendvay (1999- )**

Associate Professor of Environmental Science A.B., Hiram College, 1983; M.S.E., University of Michigan, Ann Arbor, 1994; Ph.D., University of Michigan, Ann Arbor, 1998.

**Richard Leo (2006- )**

Associate Professor of Law A.B., University of California, Berkeley, 1985; M.A., University of Chicago, 1989; Ph.D., University of California, Berkeley, 1994; J.D., University of California, Berkeley, 1994.

**Zhan G. Li (1994- )**

Professor of Marketing B.A., Harbin Institute of Technology, 1985; M.B.A., Boston University, 1989; D.B.A., Boston University, 1994.

**Zhiqiang Li (2006- )**

Assistant Professor of Modern and Classical Languages B.A., Tianjin Normal University, 1992; M.A., Beijing Foreign Studies University, 1995; Ph.D., Massachusetts Institute of Technology, 2003.

**Kevin Lo (2011 - )**

Assistant Professor – B.A. Brown University, Providence, Rhode Island, Master of Business Administration (MBA) & Master of Asia-Pacific Studies (MAPS) University of San Francisco, San Francisco, CA, Doctor of Philosophy International Management focused on the Asia-Pacific region University of Hawaii, Honolulu, HI 2007.

**Jo Ann Loomis (2010- )**

Assistant Professor of Nursing B.S.N., University of Missouri, Columbia, 1976; M.S.N., San Jose State University, 2006; D.N.P., University of Missouri, 2007.

**Lois A. Lorentzen (1991- )**

Professor of Theology and Religious Studies B.A., Wheaton College, 1975; M.A., Fuller Theological Seminary, 1979; Ph.D., University of Southern California, 1989.

**Paul V. Lorton, Jr. (1973- )**

Professor of Management and Information Systems B.S., University of California, Los Angeles, 1961; M.A., Ohio State University, 1964; Ph.D., Stanford University, 1973.

**Thomas M. Lucas, S.J. (1996- )**

University Professor and Professor of Art + Architecture B.A., Santa Clara University, 1974; M.A., Fordham University, 1979; S.T.B., The Pontifical Gregorian University, Rome, 1985; S.T.L., Jesuit School of Theology, 1990; Ph.D., Graduate Theological Union, 1992.

**Allison Luengen (2009- )**

Assistant Professor of Environmental Science B.A., University of California, Berkeley, 1998; M.S., University of California, Santa Cruz, 2001; Ph.D., University of California, Santa Cruz, 2007.

**Thomas A. Lugo (Term Faculty)**

Assistant Professor of Rhetoric and Language B.A., University of California, Irvine, 1989; M.A., Georgetown University, 1992; Ph.D., University of Illinois, Urbana-Champaign, 2003.

**Catherine H. Lusheck (2010- )**

Assistant Professor of Art + Architecture B.A., DePauw University, 1987; M.A., University of California, Berkeley, 1992; Ph.D., University of California, Berkeley, 2000.

**Pawel Lutomski (2011- )**

Assistant Professor of Politics B.A., Wroclaw University, 1981; Ph.D., Stanford University, 1992; J.D., University of Michigan Law School, 1997.

**Thomas R. MacDonald (1996- )**

Associate Professor of Environmental Science and Environmental Studies B.S., Brown University, 1989; M.S., Stanford University, 1990; Ph.D.,

Stanford University, 1995.

**Rhonda V. Magee (1998- )**

Professor of Law B.A., University of Virginia, 1989; M.A., University of Virginia, 1993; J.D., University of Virginia, 1993.

**Anne N. Mairesse (1992- )**

Professor of Modern and Classical Languages Licence, University of Paris, 1979; M.A., University of Paris, 1980; Ph.D., University of Paris, 1985.

**Deborah Malone (1998- )**

Associate Librarian, University Library B.A. Liberal Studies, Humanities emphasis, San Francisco State University, 1991; M.L.I.S., University of California, Berkeley, 1993.

**Maya Manian (2005- )**

Professor of Law B.A., University of Michigan, 1995; J.D., Harvard University, 1998.

**Gerdenio Manuel, S.J. (2011- )**

Professor of Psychology B.A., University of San Francisco, 1970; M.Div., Jesuit School of Theology, 1978; M.A., Duke University, 1982; Ph.D., Duke University, 1985.

**Lawrence D. Margerum (1995- )**

Professor of Chemistry B.A., Dartmouth College, 1980; Ph.D., University of North Carolina - Chapel Hill, 1985.

**Gerardo Marin (1982- )**

Vice Provost, Academic Affairs and Professor of Psychology B.S., Loyola University of Chicago, 1970; M.S., DePaul University, 1972; Ph.D., DePaul University, 1979.

**Jesse Markham (2008- )**

Mashall P. Madison Professor of Law A.B., Harvard University, 1974; M.A., University of Massachusetts, 1976; J.D., Vanderbilt University, 1979.

**Theodore Matula (Term Faculty)**

Assistant Professor of Rhetoric and Language B.A., Dominican University, 1988; M.S., Illinois State University, 1991; Ph.D., Ohio State University, 1998.

**Gabe Maxson (2008- )**

Assistant Professor of Communication Studies B.A., Sonoma State University; M.A., University of Tennessee, Knoxville, 2000.

**Keally McBride (2007- )**

Associate Professor of Politics B.A., Mount Holyoke College, 1991; M.A., University of California, Berkeley, 1993; Ph.D., University of California, Berkeley, 2000.

**J. Thomas McCarthy (1966- )**

Senior Professor of Law B.S. in E.E., University of Detroit, 1960; J.D., University of Michigan, 1963.

**Kathleen McGill (Term Faculty)**

Associate Professor of Rhetoric and Language B.A., Le Moyne College, 1968; M.A., University of North Carolina, Chapel Hill, 1971; Ph.D., University of California, Berkeley, 1990.

**Shirley A. McGuire (2001- )**

Professor of Psychology B.A., Queens College, 1987; M.A., Western Carolina University, 1988; Ph.D., Pennsylvania State University, University Park, 1993.

**Stuart McKee (2007- )**

Associate Professor of Art + Architecture B.F.A., Washington University, 1983; M.A., Yale University School of Art, 1989.

**Dan McPherson (1996- )**

Associate Dean and Assistant Professor, School of Education B.A., Gonzaga University, 1978; M. Div., Jesuit School of Theology, Berkeley, 1984; Th.M., Jesuit School of Theology, Berkeley, 1986; M.S., San Francisco State University, 1987; Ph.D., Pacific Graduate School of Psychology, 1993.

**Sharon A. Meadows (1990- )**

Professor of Law B.A. & M.A., Cornell University, 1972; J.D., University of Michigan, 1975.

**Robert N. Mefford (1979- )**

Professor of Information and Decision Science and Finance B.S., University of Southern California, 1965; M.B.A., University of California, Los Angeles, 1966; M.A., University of California, Berkeley, 1981; Ph.D., University of California, Berkeley, 1983.

**Vijay Mehrotra (2009- )**

Associate Professor of Information and Decision Science B.A., St. Olaf College, 1986; M.S., Stanford University, 1989; Ph.D., Stanford University, 1992.

**William Melaugh (Term Faculty)**

Associate Professor of Chemistry B.A., University College Dublin, Dublin, Ireland, 1966; B.S., Sonoma State University, 1987; Ph.D., University of California, San Francisco, 1994.

**Giovanni Meloni (2008- )**

Assistant Professor of Chemistry Ph.D., Università degli Studi di Roma, 1996; Diploma of Professional Chemistry Habilitation, Università degli Studi di Roma, 1997.

**Mark D. Meritt (Term Faculty)**

Associate Professor of Rhetoric and Language B.A., Cornell University, 1992; M.A., University of California, Santa Barbara, 1995; Ph.D., University of Oregon, Eugene, 2001.

**Ryan Van Meter (2010- )**

Assistant Professor of English B.A., University of Missouri, 1997; M.A., DePaul University, 2005; M.F.A., University of Iowa, 2009.

**Sean Michaelson, S.J. (Term Faculty)**

Assistant Professor of English B.A. , Georgetown University, 1991; M.A. , Boston College , 1993; Ph.D., Arizona State University, 1999; M.A. Philosophy, Fordham University, 2001; B.A. Theology, Regis College, Toronto, 2005.

**Ronald H. Micon (1972- )**

Professor of Law and Associate Dean for Academic Affairs, School of Law A.B., University of California, Los Angeles, 1966; J.D., University of California, Los Angeles, 1969.

**Brian Mikulak (1991- )**

Assistant Professor of Legal Writing B.A., Wesleyan University , 1979; J.D., University of San Francisco, 1988.

**Michelle Millar (2010 - )**

Assistant Professor - B.A., University of California, Davis, 1988, Master of Tourism and Hospitality Administration, Temple University, 2003, PhD in Hospitality Administration, University of Nevada, Las Vegas 2009

**Mark Miller (2008- )**

Assistant Professor of Theology and Religious Studies B.S.Foreign Service, Georgetown University, 1996; M.A., Boston College, 2005; Ph.D., Boston College, 2008.

**Mathew T. Mitchell (1992- )**

Professor of Education B.A., Humboldt State University, 1978; M.A., University of California, Santa Barbara, 1990; Ph.D., University of California, Santa Barbara, 1992.

**Patricia Mitchell (1977- )**

Associate Professor of Education B.S., Morgan State University, 1968; M.S., Southern Illinois University, 1970; Ph.D., Catholic University of America, 1978.

**Teresa L. Moore (Term Faculty)**

Associate Professor, Media Studies and Foghorn Director B.A., Princeton University, 1985; M.J., University of California, Berkeley, 1992.

**Julio Moreno (1998- )**

Associate Professor of History B.A., California State University, Los Angeles, 1992; M.A., University of California, Irvine, 1993; Ph.D., University of California, Irvine, 1998.

**Locke J. Morrisey (1997- )**

Librarian and Head, Collection, Reference and Research Services, University Library B.A., University of California, Los Angeles, 1979; M.L.S., University of California, Los Angeles, 1986.

**Matthew J. Motyka (2010- )**

Assistant Professor of Modern and Classical Languages B.A., San Francisco State University, 1992; Ph.D., University of California, Berkeley, 2000; M.A., Heythrop College, University of London, 2005; M.Div., Graduate theological Union at Berkeley, Expected 2010.

**Suzanne E. Mounts (1976- )**

Professor of Law B.A., University of California, Berkeley, 1967; J.D., University of California, Berkeley, 1972.

**Edward Munnich (2004- )**

Associate Professor of Psychology B.S., Massachusetts Institute of Technology, 1991; M.A., University of California, Irvine, 1997; Ph.D., University of Delaware, 2002.

**Patrick J. Murphy (1996- )**

Professor of Politics B.A., University of Notre Dame, 1984; M.P.A., University of Texas, Austin, 1986; M.A., University of Wisconsin, Madison, 1992; Ph.D., University of Wisconsin, Madison, 1996.

**Eugene J. Muscat (1972- )**

Professor of Management B.S., University of San Francisco, 1966; M.B.A., University of San Francisco, 1970; Ed.D., University of Southern California, 1974.

**Vijaya Nagarajan (1997- )**

Associate Professor of Theology and Religious Studies B.S., University of California, Berkeley. 1983; M.A., University of California, Berkeley, 1991; Ph.D., University of California, Berkeley, 1998.

**Noriko Nagata (1993- )**

Professor of Modern and Classical Languages B.A., Yokohama National University, Japan, 1981; M.A., Yokohama National University, Japan, 1983; M.A., University of Pittsburgh, 1988; Ph.D., University of Pittsburgh, 1992.

**Kathryn L. Nasstrom (1994- )**

Associate Professor of History B.A., Scripps College, 1981; M.A., University of North Carolina, Chapel Hill, 1988; Ph.D., University of North Carolina, Chapel Hill, 1993.

**Thomas A. Nazario (1976- )**

Director of Community Legal Education and Assistant Professor of Law B.A., 1971; M.A., 1972; J.D., 1975.

**Elliot Yale Neaman (1993- )**

Professor of History B.A., University of British Columbia, 1979; M.A., Freie Universität Berlin, Germany, 1985; Ph.D., University of California, Berkeley, 1992.

**Tristan Needham (1989- )**

Professor of Mathematics B.A. (Hons.), Oxford University, 1979; M.A., Oxford University, 1983; D. Phil., Oxford University, 1987.

**Denis P. Neilson (1980- )**

Professor of Accounting B.Comm., University of New South Wales, Australia, 1961; M.B.A., University of California, Berkeley, 1964; Ph.D., University of California, Berkeley, 1974.

**Stanley D. Nel (1983- )**

Professor of Mathematics and Vice President for International Relations B.Sc. (Hons.), University of Cape Town, South Africa, 1975; Ph.D., University of Cape Town, South Africa, 1980.

**John K. Nelson (2000- )**

Professor of Theology and Religious Studies B.A., University of Kansas, 1975; M.A., California State University, 1982; Ph.D., University of California, Berkeley, 1993.

**Julie Nice (2009- )**

Herbst Foundation Professor of Law B.S., Northwestern University , 1982; J.D. , Northwestern University , 1986.

**Megan V. Nicely (2010- )**

Assistant Professor of Performing Arts B.A., Reed College, 1989; M.F.A., Mills College, 1993; M.A., New York University, 2005; Ph.D., New York University, Expected 2010.

**Mary Jane Niles (1992- )**

Professor of Biology Diploma, Nursing, Binghamton General Hospital School of Nursing, 1978; B.S., San Francisco State University, 1985; Ph.D., University of California, Berkeley, 1992.

**Marcianna Nosek (2007- )**

Assistant Professor of Nursing A.S.N., Cabrillo Community College, 1990; B.A., California State University, Monterey Bay, 2000; M.P.H., University of California, Berkeley, 2002; M.S., University of California, San Francisco, 2004; Ph.D., University of California, San Francisco, 2007.

**Peter J. Novak (2001- )**

Associate Dean, Arts and Humanities and Professor of Performing Arts B.A., Marquette University, 1986; M.F.A., American Conservatory Theatre, 1988; M.A., Loyola University, Chicago, 1993; M.F.A., Yale University, 1998; D.F.A., Yale University, 2001.

**Scott Nunes (2000- )**

Associate Professor of Biology B.A., University of California at Santa Cruz, 1988; Ph.D., Michigan State University, 1997.

**Susan O'Neill (Term Faculty)**

Instructor, Nursing B.S.N., State University of New York, 1983; M.S., University of South Florida, 1997; D.N.P., University of San Francisco, 2008.

**Michael O'Neill (1976- 1982; 1983- )**

Professor, Public Management B.A., St. Thomas College, 1960; M.A., Catholic University of America, 1964; Ed.D., Harvard University, 1967.

**Maureen O'Sullivan (1972- )**

Professor of Psychology B.S., Fordham University, 1960; M.S., University of Southern California, 1963; Ph.D., University of Southern California, 1965.

**Joel Lee Oberstone (1986- )**

Professor of Decision Sciences B.S., California State University, Long Beach, 1962; M.S., University of Southern California, 1966; Ph.D., University of Southern California, 1972.

**Marjolein Oele (2007- )**

Assistant Professor of Philosophy M.O.M., Free University Amsterdam, 1995; M.D., Free University Amsterdam, 1999; Ph.D., Loyola University, Chicago, 2007.

**Kevin Oh (2009- )**

Assistant Professor of Education B.S., University of California, Davis, 1998; M.Ed., University of Virginia, 2004; Ph.D., University of Virginia, 2007.

**Katrina Beth Olds (2007- )**

Assistant Professor of History B.A., Macalester College, 1994; M.T.S., Harvard Divinity School, 1998; M.A., Princeton University, 2002; Ph.D. expected, Princeton University, 2007.

**María L. Ontiveros (2000- )**

Professor of Law A.B., University of California, Berkeley, 1981; J.D., Harvard Law School, 1984; M.A., Cornell University, 1986; J.S.D., Stanford Law School, 1992.

**Julia Orri (2005- )**

Associate Professor of Exercise and Sport Science B.A., California State University, Chico, 1982; M.S., California State University, Hayward, 1993; Ph.D., University of New Mexico, Albuquerque, 2001.

**Mandy H. Ortiz (2008- )**

Assistant Professor of Marketing B.A., Hamilton College, 1987; M.B.A., University of Texas, Austin, 1996; Ph.D., University of Alabama, 2008.

**Stephanie Oshita (2003- )**

Associate Professor of Environmental Science B.S., Massachusetts Institute of Technology, 1988; M.S., Stanford University, 1996; Ph.D., Stanford University, 2002.

**Judith L. Pace (1998- )**

Associate Professor of Education B.A., Brandeis University, 1979; M.Ed., Lesley College Graduate School, 1982; Ed.D., Harvard University, 1998.

**Peter S. Pacheco (1989- )**

Professor of Mathematics and Computer Science A.B., Grinnell College, 1973; B.A., University of Iowa, 1977; M.S., Florida State University, 1979; Ph.D., Florida State University, 1983.

**Jeffrey Paris (2001- )**

Associate Professor of Philosophy B.A., Humboldt State University, 1992; M.A., Purdue University, 1995; Ph.D., Purdue University, 1998.

**Jennifer Parlamis (2007- )**

Assistant Professor, Organization Development Ph.D., Columbia University, 2001

**Sun Young Park (2010 - )**

Assistant Professor - Ph.D. Texas A&M University

**Terrence J. Parr (2003- )**

Associate Professor of Computer Science B.S.C.S., Purdue University, 1987; M.S., Purdue University, 1990; Ph.D., Purdue University, 1993.

**Terence Patterson (1990- )**

Professor of Education M.S.W., University of Pennsylvania, 1971; Ed.D., University of San Francisco, 1983.

**Maurice Penner (1989- )**

Professor, Public Management B.A., University of Kansas, 1967; M.A., University of Kansas, 1969; Ph.D., University of Kansas, 1974.

**John E. Perez (2010- )**

Associate Professor of Psychology B.A., University of Notre Dame, 1988; M.A., California State University, Fullerton, 1997; M.S., Yale University, 1998; M.Phil., Yale University, 1999; Ph.D., Yale University, 2002.

**Vincent A. Pizzuto (2003- )**

Assistant Professor of Theology and Religious Studies B.A., St. Bonaventure University, 1989; M.A., Boston College, 1991; S.T.L., Catholic University of Louvain, Belgium, 1999; Ph.D., Catholic University of Louvain, Belgium, 2003.

**Douglas A. Powell (2004- )**

Associate Professor of English B.A., Sonoma State University, 1991; M.A., Sonoma State University, 1993; M.F.A., Iowa Writer's Workshop, University of Iowa, 1996.

**Bruce Price (2007- )**

Professor of Law B.A., Haverford College, 1989; J.D., George Washington University, 1993; Ph.D., New York University, 2005.

**Susan Prion (2000- )**

Associate Professor of Nursing B.S., Muskingum College, 1978; B.S.N., Case Western Reserve University, 1979; M.S., University of California, San Francisco, 1984; M.A., San Jose State University, 1988; Ed.D., University of San Francisco, 1995.

**Richard D. Puntillo (1990- )**

Professor of Finance M.B.A., University of California, Berkeley, 1969.

**Dean Rader (2001- )**

Professor of English B.A., Baylor University, 1989; M.A., The State University of New York at Binghamton, 1992; Ph.D., The State University of New York at Binghamton, 1995.

**Nicole C. Raeburn (1999- )**

Associate Professor of Sociology B.A., Miami University, Ohio, 1989; M.A., Ohio State University, 1992; Ph.D., Ohio State University, 2000.

**Ana Raquel Rojas (2011- )**

Assistant Professor of Rhetoric and Language B.A., University of California at Irvine, 2000; M.A., Cornell University, 2005; Ph.D., Cornell University, 2008.

**Daniel A. Rascher (2000- )**

Professor of Sport Management B.A., University of California, Berkeley, 1990; Ph.D., University of California, Berkeley, 1997.

**Kimberly Richman (2003- )**

Associate Professor of Sociology B.A., Pitzer College, Claremont, CA, 1996; M.A., University of California, Irvine, 1999; Ph.D., University of California, Irvine, 2003.

**Diana Rickard (2011- )**

Assistant Professor of Sociology B.A., Bard College, 1989; M.F.A., The Naropa Institute, 1998; M.S., Queens College, City University of New York, 2004; Ph.D., The Graduate Center, City University of New York, 2010.

**Francesca M. Rivera (2010- )**

Assistant Professor of Performing Arts B.A., Sarah Lawrence College, 1995; M.A., University of California, Berkeley, 2000; Ph.D., University of California, Berkeley, Expected 2010.

**Diane Roberts (1994- )**

Professor of Accounting B.A., University of California, Davis, 1975; M.S., California State University, Sacramento, 1980; Ph.D., University of California, Irvine, 1994.

**J. Michael Robertson (1991- )**

Associate Professor of Media Studies B.A., Taylor University, 1966; M.A., Duke University, 1968; Ph.D., Duke University, 1972.

**Stephen J. Roddy (1994- )**

Associate Professor of Modern and Classical Languages B.A., University of California, Santa Cruz, 1978; M.A., Princeton University, 1981; Ph.D., Princeton University, 1990.

**Evelyn I. Rodriguez (2005- )**

Associate Professor of Sociology B.A., University of California, San Diego, 1998; M.A., University of California, Berkeley, 2001; Ph.D., University of California, Berkeley, 2005.

**Sami Rollins (2006- )**

Associate Professor of Computer Science B.A., Mills College, 1998; M.S., University of California, Santa Barbara, 2000; Ph.D., University of California, Santa Barbara, 2003.

**Kathy Rosebrock (2002- )**

Master Teacher in Residence B.A., Sacramento State University, 1968; M.A., Sonoma State University, 2001.

**Vicki Rosen (1984- )**

Librarian, University Library A.A., American University of Paris, 1969; B.A., San Francisco State University, 1976; M.L.I.S., University of California, Berkeley, 1983.

**Joshua D. Rosenberg (1982- )**

Professor of Law B.A., Case Western Reserve University, 1971; J.D., New York University, 1974; LL.M., New York University, 1981.

**Philip Ross (2008- )**

Assistant Professor of Art + Architecture B.F.A., Wheaton College, 1991; M.F.A., Stanford University, 2000.

**Michael Rozendal (Term Faculty)**

Assistant Professor of Rhetoric and Language B.A., University of California, Berkeley, 1996; M.A., Stanford University, 1997; Ph.D., State University of New York, Buffalo, 2006.

**David Christopher Ryan (Term Faculty)**

Instructor, Rhetoric and Language B.A., California State University, Sacramento, 1991; M.A., California State University, Sacramento, 1999; Ph.D. Candidate, Texas Christian University, 2003 anticipated.

**Lee Ryan (1987- )**

Reference Librarian, Law Library B.A., Yale University, 1980; J.D., Yale University, 1984; M.L.I.S., University of California, Berkeley, 1987.

**Lee Ryan (1987- )**

Senior Reference Librarian B.A., Yale University, 1980; J.D., Yale University, 1984; M.L.I.S., University of California, Berkeley, 1987.

**Richard Sakai (1987- )**

Assistant Professor of Law and Co-Director of the Academic Support Program B.A., University of California, Los Angeles, 1973; J.D., University of California, Hastings, 1977.

**Tanu Sankalia (2006- )**

Assistant Professor of Art + Architecture Dip. in Arch., Center for Environmental Planning and Technology, Ahmedabad, India, 1995; M. of Urban Design, University of California, Berkeley, 1999.

**Cecília Santos (2001- )**

Associate Professor of Sociology Bacharel, Federal University of Pernambuco, Recife Law School, Brazil, 1985; Master of Law, University of Sao Paulo, Brazil, 1991; Ph.D., University of California, Berkeley, 1999.

**Todd L. Sayre (1998- )**

Associate Professor of Accounting B.A., Michigan State University, 1985; Ph.D., University of Arizona, 1995.

**David Gerald Scalise (1970- )**

Professor of Business Law B.S., University of Nevada, 1968; J.D., University of San Francisco, 1974.

**Martha E. Schaffer (1992- )**

Associate Professor of Modern and Classical Languages and Latin American Studies A.B., University of California, Berkeley, 1972; Ph.D., University of California, Berkeley, 1980.

**Karyn A. Schell (Term Faculty)**

Associate Professor of Modern and Classical Languages B.A., University of California, Davis, 1992; M.A., University of Washington, 1996; Ph.D., University of Washington, 2000.

**Patricia J. Schulz (1978- )**

Professor of Biology B.A., Rosary College, 1959; M.S., Fordham University, 1962; Ph.D., University of California, Berkeley, 1966.

**Stephanie Sears (2003- )**

Associate Professor of Sociology B.A., Stanford University, 1987; M.A., San Francisco State University, 1994; M.Phil., Yale University, 2001; Ph.D., Yale University, 2003.

**Mary St. Jonn Seed (1998- )**

Professor of Nursing B.S.N., Arizona State University, 1979; M.S.N., University of California, San Francisco, 1993; Ph.D., University of California, San Francisco, 1998.

**Tracy Seeley (1993- )**

Associate Professor of English B.A., University of Dallas, 1978; M.A., University of Texas, Austin, 1983; Ph.D., University of Texas, Austin, 1988.

**John Shafer (1997- )**

Reference / Training Librarian B.A., Sonoma State University, 1982; J.D., University of San Francisco, 1986; M.L.I.S. University of California, Berkeley, 1992.

**John Shafer (1997- )**

Senior Assistant Reference Librarian, Law Library B.A., Sonoma State University, 1982; J.D., University of San Francisco, 1986; M.L.I.S., University of California, Berkeley, 1992.

**Shalendra D. Sharma (1993- )**

Professor of Politics B.A., Simon Fraser University, Canada, 1981; M.A., Simon Fraser University, Canada, 1986; Ph.D., University of Toronto, Canada, 1992.

**Steven F. Shatz (1972- )**

Philip and Muriel Barnett Professor of Trial Advocacy A.B., University of California, Berkeley, 1966; J.D., Harvard University, 1969.

**James Shaw (1990- )**

Professor, Applied Economics A.B., University of San Francisco, 1974; M.A., University of Nevada, Reno, 1976; M.S., University of Nevada, Reno, 1978; Ph.D., University of Nevada, Reno, 1980; M.A., Stanford University, 1987.

**Virginia H. Shimabukuro (1994- )**

Associate Professor of Education B.A., Loyola University Chicago, 1970; M.A., San Francisco State University, 1973; Ed.D., University of San Francisco, 1993.

**Hwa Ji Shin (2007- )**

Assistant Professor of Sociology B.A., University of Wisconsin, Eau Claire, 1996; B.A., Kansai Gaidai University, 1997; M.A., State University of New York, Stony Brook, 2001; Ph.D., State University of New York, Stony Brook, 2007.

**Aaron Shurin (1999- )**

Associate Professor and Director, Master of Fine Arts in Writing Program B.A., University of California, Berkeley, 1969; M.A., New College of California, 1982.

**David Silver (2006- )**

Associate Professor of Media Studies B.A., University of California, Los Angeles, 1991; M.A., University of Maryland, 1996; Ph.D., University of Maryland, 2000.

**Colin P. Silverthorne (1970- )**

Professor of Psychology B.S., University of London, 1966; M.A., University of Cincinnati, 1968; Ph.D., University of Cincinnati, 1970.

**Dina Silverthorne (Term Faculty)**

Assistant Professor of Nursing B.A., University of California, Berkeley, 1996; M.S.N., San Francisco State University, 2000; Ed.D., University of San Francisco, 2007.

**Dayle Smith (1993- )**

Professor of Management B.A., University of Texas at Arlington, 1982; M.A., University of Southern California, 1984; Ph.D., University of Southern California, 1986.

**Randall Souther (1997- )**

Associate Librarian, University Library B.A., University of California, Davis, 1987; M.L.I.S., University of California, Berkeley, 1993.

**Tami I. Spector (1989- )**

Professor of Chemistry B.S., Bard College, 1982; Ph.D., Dartmouth College, 1987.

**Juliet Spencer (2003- )**

Associate Professor of Biology B.S., Worcester Polytechnic Institute, 1993; Ph.D., University of Virginia, 1998.

**Quayshawn Spencer (2009- )**

Assistant Professor of Philosophy B.A., Cornell University, 2001; M.A., Tufts University, 2004; Ph.D., Stanford University, 2009.

**Richard Stackman (2003- )**

Associate Professor, Organizational Behavior B.S., University of California, Berkeley, 1985; Ph.D., University of British Columbia, 1995.

**Michael E. Stanfield (1993- )**

Associate 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- )**

Associate Professor of English B.F.A., Maryland Institute of Art, 1990; M.F.A., University of Massachusetts, Amherst, 2000.

**Helen E. Stetson (1992- )**

Associate Professor of Nursing B.S.N., Northwestern University, 1960; M.S.N., University of California, San Francisco, 1970; Ed.D., University of San Francisco, 1989.

**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.

**Robert F. Toia (1995- )**

Professor of Environmental Science and Chemistry B.Sc., University of Western Australia, 1973; Ph.D., University of Western Australia, 1977.

**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.

**Christina Tzagarakis-Foster (2005- )**

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- )**

Assistant 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- )**

Assistant 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.

**Benjamin Wells (1983- )**

Professor of Mathematics and Computer Science S.B., Massachusetts Institute of Technology, 1962; M.A., University of California, Berkeley, 1964; Ph.D., University of California, Berkeley, 1982.

**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.

**Fredel M. Wiant (Term Faculty)**

Associate Professor of Rhetoric and Language B.A., University of Denver, 1996; M.A., University of Colorado, 1997; Ph.D., University of Utah, 2002.

**Annick T.R. Wibben (2005- )**

Associate Professor of Politics B.A., University of Hamburg, Germany, 1994; M.Soc.Sc., University of Tampere, Finland, 1998; Ph.D., University of Wales, UK, 2002.

**Peter W. Williamson (2008- )**

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 Professor 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 Zavestoski (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.

## Arts and Sciences Undergraduate Course List

### **ANST 102 - Second Semester Chinese (4)**

Continuation of CHIN 101. Offered every Spring. • Prerequisite: CHIN - 101 or equivalent competence as determined by the Department.

### **ANST 113 - Intro to International 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 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 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 Jose 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 333 - Boxing and Social Justice (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 or instructor's permission

#### **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 - Asia Advocacy/Activism (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 390 - Special Topics (2 - 4)**

#### **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. • Prerequisite: JAPN 202

#### **ANTH 195 - Freshman 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 235 - 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 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 250 - 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 280 - Tasmania: Culture and Environment (2)**

This course will allow students to explore Tasmania, Australia's unique island state, and learn through direct experience about the relationship between the environment and culture. All students are welcome to apply; especially suited for Anthropology and Environmental Studies students.

**ANTH 303 - Race, Ethnicity and Media (CD) (4)**

- Prerequisite: Junior status. 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.

**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 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.

#### **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.

#### **ARAB 190 - Special Topics (2 - 4)**

#### **ARAB 201 - Third Semester Arabic (4)**

- Prerequisites: ARAB 102 or ARBC 102

#### **ARAB 398 - Directed Reading (1 - 4)**

#### **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 - First-Year Seminar (4)**

An interesting introduction to a topic in the field of Architecture and Community Design.

#### **ARCD 200 - 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, Ecoliteracy 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 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. •

Prerequisite: ARCD 250

### **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 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 SL - Community Design Outreach (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 115 - Design Media Lab 1 (2)**

Design Media Lab I will introduce students to the use of the computer as a tool for design process and production. Course work will focus on guided demonstrations and independent project work, with an emphasis on building students' technical and conceptual fluency with the Macintosh operating system, the Adobe InDesign, Photoshop, and Illustrator applications.

### **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 150 - Intro to Graphic Design (4)**

This course provides students with an understanding of concepts and techniques of graphic design. Students undertake assignments which promote strong conceptual thinking, an appreciation and understanding of the visual elements and principles of design, and the development of an individualized understanding of the design process. Students will develop professional attitudes and approaches to design problem solving while focusing on the basic vocabulary of visual form, typography, sequence, combining words with images, image manipulation, idea generation and use of color. Traditional, technical and computer-based design skills are developed in the context of learning the vocabulary and language of design.

### **ART 155 - Visual Communication (4)**

Visual Communication will introduce students to the study of graphic design as a wide-ranging practice for the creation, reproduction, and dissemination of visual messages. Through sustained project work, students will investigate the ways that text and image can foster both positive and negative cultural representations as instruments of information, identification, and persuasion. Lectures, readings, and student research will supplement project work, introducing students to the concentrated disciplines of typography, semiotics, visual rhetoric, and design history.

### **ART 195 - 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, field trips and creative projects. • Prerequisite: Permission of instructor for non-majors.

**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.

#### **ART 262 - Identity Design (4)**

This course is concerned with creating logo and identity systems for integration into stationery, packaging, and advertising. Lectures and discussions focus on implementation of logos into corporate identities and branding for various types of industry including corporations, non-profit organizations, marketing and architecture. The creation and construction of identities, subscription and endorsement of certain personal and societal identities for ourselves and for others will be discussed and explored in depth.

#### **ART 275 - Design Media Lab 2 (2)**

Design Media Lab II will introduce students to advanced use of the computer as a tool for design process and production. To successfully complete this course, students will be expected to demonstrate mastery of web-based publishing applications, basic video production, and advanced understanding of the Adobe applications that designers use to create animations, games, and interactivity.

#### **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 - Transfer Seminars: SIT (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 course focuses on European art and visual culture, circa 1400-1600, with an emphasis on the visual traditions that flourished in the most influential centers of artistic production in the Renaissance, especially Italy, France, Germany and the Lowlands.

#### **ART 303 - Baroque Art (4)**

This upper-division course will examine special topics in the art and visual culture of seventeenth-century Europe, focusing on the traditions of painting, drawing, printmaking and architecture in Italy, Spain, the Lowlands and France.

#### **ART 305 - Modern and Contemporary Art (4)**

This upper-division art history course offers in-depth analysis of the meaning of modern

and contemporary art in society. Through discussions and numerous field trips students explore a number of stylistic and thematic issues in contemporary art and their legacy from specific historical avant-garde movements. Among the topics of focus are the role of memory and loss, the body and sexuality, and race and ethnicity in a variety of visual art forms from the early twentieth-century to the present.

#### **ART 306 - Women and Art (4)**

This is an upper-division course designed especially for majors in the Visual Arts and minors in Gender and Sexuality Studies. Students will examine the history of female artists from medieval times to the present in the Europe, Russia, and the United States, as well as in a contemporary global context. We will address how art institutions (history, criticism, education, exhibition forums) have accounted for--or failed to account for--women's artistic production.

#### **ART 307 - 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.

#### **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)**

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.

#### **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 - Adv Typographic Systems (4)**

Advanced typographic systems is an upper-level graphic design course that focuses on issues concerning typography and strategies for working with large amounts of text in the profession of graphic design.

### **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 365 - Design for the Web (4)**

This course will explore the foundations of web design. Students are introduced to planning and design of websites, information architecture, hierarchical structures and technical aspects through a series of discussions, workshops and lectures. •

Prerequisite: ART 150.

### **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.

### **ART 390 - Special Topics (1 - 4)**

One-time offerings of special interest courses in various visual art areas.

### **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 410 - Motion Graphics (4)**

This course will explore the foundations of motion graphics. Design for screen, effective use of typography, graphical elements, sound, video and motion are covered with simple animations, logo and shape motion and environmental visual effects.

#### **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)**

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 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 (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 course 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. Prerequisite course: ART 375 - Printmaking 1.

**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 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)****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 102 - California Ecology (4)**

A course for non-majors emphasizing the principles and concepts of ecology and evolution as illustrated by California plants and animals. Two lectures and one laboratory weekly. Required Saturday field trips will replace some weekday lab sessions. Offered Intermittently.

**BIOL 102L - 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. 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. 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 other 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)**

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. Corequisite: BIOL - 114.

### **BIOL 114 - Human Anatomy Lab (1)**

One laboratory session each week. Corequisite: BIOL - 113.

### **BIOL 116 - Laboratory in Survey of Human Physiology (1)**

Corequisite: BIOL - 115. One laboratory session each week.

### **BIOL 134 - Microbiology (3)**

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. Corequisite: BIOL - 135.

### **BIOL 135 - Microbiology Lab (1)**

One laboratory session each week. Corequisite: BIOL - 134.

### **BIOL 195 - 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 and BIOL - 106; 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; CHEM - 230 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 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 or concurrent BIOL 310.

### **BIOL 321 - Human Physiology Lab (1)**

One laboratory session each week. Corequisite: BIOL - 320.

### **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 or corequisite.

### **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 or concurrent BIOL 310.

### **BIOL 332 - Herpetology Lab (1)**

One laboratory session or field trip each week. (May be some weekend field trips). Offered every Fall. Corequisite: BIOL - 331.

### **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 or concurrent BIOL 310.

### **BIOL 334 - Endocrinology Laboratory (1)**

One laboratory session each week. Corequisite: BIOL - 333.

### **BIOL 335 - Natural History of San Francisco (3)**

A survey of San Francisco's ecology, geology, and geography and examination of San Francisco's zoological, botanical, and human cultural histories. Three hours lecture each week. • Prerequisites: Concurrent CHEM 231 or concurrent CHEM 236 and BIOL 310 or concurrent BIOL 310.

### **BIOL 336 - Nat Hist of SF Lab (1)**

One laboratory session or field trip each week. Sites for field trips are accessible by MUNI.

### **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 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 or corequisite. Corequisite: BIOL - 342.

**BIOL 342 - Laboratory in Medical Microbiology (1)**

One laboratory session each week. Corequisite: BIOL - 341.

**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.

**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 or corequisite. Corequisite: BIOL - 347.

**BIOL 347 - Laboratory in General Microbiology (1)**

One laboratory session each week. Corequisite: BIOL - 346.

**BIOL 350 - Comparative Animal Physiology (4)**

Animal physiology, from invertebrates to mammals, emphasizing basic physiological principles. Four hours lecture each week. Offered intermittently. • Prerequisites: CHEM 231 or CHEM 236 and BIOL 310 or concurrent BIOL 310.

**BIOL 355 - Developmental Biology (3 - 4)**

An introduction to the processes of organismal development in both vertebrates and invertebrates.

**BIOL 356 - Developmental Biology Lab (1)**

Laboratory exercises on cell, tissue and organ differentiation.

**BIOL 359 - Plant Physiology (4)**

A study of plant growth and development, metabolism, nutrition, and response to the environment. Four hours lecture each week. Offered every Fall.

**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.

**BIOL 363 - Histology Lab (1)**

One laboratory session each week. Corequisite: BIOL - 362.

**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.

**BIOL 366 - Human Anatomy Lab (2)**

Two laboratory sessions each week. Corequisite: BIOL - 365.

**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.

**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, or corequisite.

**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.

**BIOL 380 - Conservation Biology Lab (1)**

One laboratory session or field trip each week. Some weekend trips are required. Corequisite: BIOL - 379.

**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.

**BIOL 382 - Laboratory in California Wildlife (1)**

One laboratory session or field trip each week. (This class may be scheduled on Saturdays.) Corequisite: BIOL - 381.

**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.

**BIOL 386 - General Parasitology Lab (1)**

One laboratory session each week. Corequisite: BIOL - 385.

**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.

**BIOL 391 - Marine Biology Lab (2)**

Two laboratory sessions or field trips each week. (May be scheduled on Saturdays. Some weekend trips are required.) Corequisite: BIOL - 390.

**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, or corequisite. 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, 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; 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.

**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. 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 457 - Cell Biology and Ultrastructure (4)**

The study of different techniques and microscopies used to produce biological informational images with special emphasis on animal, plant, bacterial and viral ultrastructure. Four hours lecture each week. Offered every Spring.

**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.

**BIOL 459 - Techniques in Light and Electron Microscopy Lab (2)**

Preparation of biological specimens for light and electron microscopy. Two laboratory sessions each week. Corequisite: BIOL - 458.

**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.

**BIOL 464 - Photobiology (4)**

A study of the effects of solar radiation on biological systems. Four hours lecture each week. Offered intermittently.

### **BIOL 470 - Environmental Animal Physiology (3 - 4)**

Principles of animal physiology and adaptive mechanisms. Three hours lecture each week. Offered intermittently.

### **BIOL 471 - Laboratory in Environmental Animal Physiology (1)**

Project-oriented course with an emphasis on adaptive mechanisms and environmental toxicology. One laboratory session each week. Offered intermittently. Corequisite: BIOL - 470.

### **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.

### **BIOL 482 - Laboratory in Techniques in Cell Biology (2)**

Two laboratory sessions each week. Corequisite: BIOL - 481.

### **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. Corequisite: BIOL - 486.

### **BIOL 486 - Laboratory in Molecular Genetics and Biotechnology (2)**

Two laboratory sessions each week. Corequisite: BIOL - 485.

### **BIOL 490 - Undergraduate Seminar in Biology (1)**

Topics in Biology. Open to Juniors and Seniors only. May be repeated once for upper-division credit. One hour each week. Offered intermittently. • Prerequisite: BIOL - 310.

### **BIOL 498 - Research for Advanced Undergraduates (1 - 4)**

Selected upper division students have an opportunity to work on a research project under the direction of a faculty member. May be repeated for credit. Up to 4 units with 0201-398, 598 and 599 can be counted towards Biology upper division course requirements. Offered every Fall and Spring. • Prerequisite: Upper division standing, a minimum 3.0 GPA in Biology and supporting science courses (Chemistry, Math and Physics), consent of instructor and department chair.

### **BIOL 499 - Honors Thesis (1 - 4)**

### **CHEM 001 - Foundations of Chemistry (4)**

Designed for students intending to take 0202-111-113, 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.

**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 (4)**

A study of the fundamental chemical principles which are necessary for understanding the composition and properties of matter and the changes which it undergoes. Three lectures and one laboratory period weekly. Offered every Fall.

**CHEM 111L - Laboratory (0)****CHEM 113 - General Chemistry II (4)**

A study of the fundamental chemical principles which are necessary for understanding the composition and properties of matter and the changes which it undergoes. Three lectures and one laboratory period weekly. Offered every Spring. • Prerequisite: CHEM 111.

**CHEM 113L - Laboratory (0)****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.

**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.

**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 and CHEM 232.

**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. Not open to chemistry majors. Offered every Spring. • Prerequisites: CHEM 230 and CHEM 232.

**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.

**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.

**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. Cross-listed with ENVS 311. Prerequisites: CHEM 113 and one of the following: ENVS 212, CHEM 230, or CHEM 236.

**CHEM 340 - Physical Chemistry I (4)**

First semester of a two-semester course. An intensive, mathematical treatment of physical chemistry. Offered every Fall. Prerequisites: CHEM 260, PHYS 210 and MATH 110.

**CHEM 341 - Physical Chemistry II (4)**

Second semester of a two-semester course. An intensive, mathematical treatment of physical chemistry. Offered every Spring. • Prerequisite: CHEM 340.

**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 or CHEM 236 and BIOL 105 and BIOL 106.

**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. Co-requisite: CHEM 352.

**CHEM 352 - Experimental Biochemistry (4)**

Techniques commonly used in biochemical research, with emphasis upon protein and enzyme isolation and characterization. Offered every other year. • Prerequisite: CHEM - 350. 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 or CHEM 236.

**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. • Prerequisites: CHEM 111, CHEM 113, CHEM 230 and CHEM 231.

**CHEM 397 - Research Methods and Practice (1)**

This course involves hands-on experience in the lab with a variety of methods used to carry out chemistry research. There will also be instruction in the searching of the chemical literature databases, in professional research documentation, oral and graphical presentations. Offered every semester. Can be repeated once for a maximum of 2 units total.

**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.

**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.

### **CHEM 420L - Laboratory (0)**

### **CHEM 450 - Biochemical Genetics (2)**

Selected biochemical research topics focusing on gene structure and molecular genetics, using research literature. Offered intermittently. • Prerequisites: CHEM 351 or CHEM 356.

### **CHIN 101 - First Semester Chinese (4)**

Intensive grammar, composition, conversation, reading. Stress on spoken language. Offered every Fall.

### **CHIN 102 - Second Semester Chinese (4)**

• Prerequisite: CHIN - 101 or equivalent competence as determined by the Department. Continuation of CHIN 101. Offered every Spring.

### **CHIN 195 - First-Year Seminar (4)**

An interesting introduction to a topic in the field of Chinese.

### **CHIN 201 - Third Semester Chinese (4)**

• Prerequisite: CHIN - 102 or equivalent competence as determined by the Department. Continuation of CHIN 102. Offered every Fall.

### **CHIN 202 - Fourth Semester Chinese (4)**

• Prerequisite: CHIN - 201 or equivalent competence as determined by the Department. Continuation of CHIN 201. Offered every Spring.

### **CHIN 301 - Third Year Chinese (4)**

• Prerequisite: CHIN - 202 or equivalent. 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.

### **CHIN 302 - Advanced Chinese: Contemporary Chinese Cinema (4)**

• Prerequisite: CHIN - 301 or equivalent. Develops intermediate-to-advanced level skills in oral and written expression, and introduces modern literary Chinese through newspaper articles, short stories, and literary essays.

### **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.

### **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 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 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 210 - 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 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.

- Prerequisites: RCOM 120 or RCOM 126 or RCOM 131 or RCOM 140 or RCOM 220 or RCOM 226 or RCOM 231 or RCOM 240 or RCOM 250 or SII 120

#### **CLAS 390 - Special Topics in Classical studies (4)**

- Prerequisites: CLAS 110 or SII 100 or THETR 301. 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.

#### **CLAS 398 - Directed Study (1 - 4)**

#### **CMPL 195 - 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 390 - Critical Analysis (4)**

This course builds on the analytical and critical skills introduced in 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)**

- Prerequisites: CMPL 200 ENGL 390 and senior standing. 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.

#### **COMS 103 - Public Speaking (3 - 4)**

Study and practice of the elements of public speaking, including critical analysis and the development of effective public speaking techniques. International students may choose a special section. Offered every semester.

#### **COMS 195 - First-Year Seminar (4)**

An interesting introduction to a topic in the field of Communication Studies.

### **COMS 202 - Rhetoric and the Public Sphere (4)**

Rhetoric is the art of public disclosure. Through rhetoric, people shape their worlds and negotiate the conflicts that inevitably result from our shared communal life. 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.

### **COMS 203 - Communication and Everyday Life (4)**

Introduction to contemporary issues and debates in classical and contemporary rhetorical theory. Offered every semester.

### **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.

### **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.

### **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. • Prerequisite: COMS 203 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.

### **COMS 300 - Interpersonal Communication (4)**

Analysis of intrapersonal and interpersonal communication in personal and social settings with concentration on theories of interaction and attention to skill development. • Prerequisite: COMS 205. Offered every Fall.

### **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.

### **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, COMS 205.

**COMS 314 - Intercultural Communication (CD) (4)**

Analysis of major variables affecting interpersonal communication between persons of different cultural and subcultural backgrounds. Offered every semester. • Prerequisite: COMS 204

**COMS 315 - Asian American Culture and Communication (4)**

This course explores the communication patterns of Asian Pacific Americans. The course introduces different theories and methods for studying these cultural practices and how they construct shared and contested individual and collective identities.

**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.

**COMS 322 - Public Relations 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. • Prerequisite: COMS 320. Offered every Spring.

**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. • Prerequisites: RHET 120 or equivalent, 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. • Prerequisite: COMS 323.

**COMS 334 - Rhetoric and Citizenship (SL) (4)**

This course inquires into citizenship as an everyday practice and political discourse in relation to public culture. It focuses on rhetorical theories of collective-world making and analysis of case studies in citizenship. Offered every Fall.

**COMS 335 - Rhetoric of Social Movements (SL) (4)**

This 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.

**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

#### **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. • Prerequisite: COMS 205. Offered every Fall.

#### **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 204

#### **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. Offered every Fall.

#### **COMS 358 - Persuasion and Social Influence (4)**

The study of behavior, attitude formation and change, and the principles of persuasion. • Prerequisite: COMS 205. Offered every Spring.

#### **COMS 360 - Language and Social Interaction (4)**

The study of 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 205. Offered every Spring.

#### **COMS 364 - Communication for Justice and Social Change (4)**

This seminar 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.

#### **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: COMS 204

### **COMS 366 - The Ethnography of Communication (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. • Prerequisite: COMS 205.

### **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 205.

### **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.

### **COMS 372 - Communication, Disability, and Social Justice (4)**

An advanced 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

### **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

### **COMS 390 - Special Topics in Communication Studies (2 - 4)**

#### **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. Offered every semester.

#### **COMS 399 - Directed Project (1)**

#### **COMS 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. • Prerequisites: SOC 228 and PHIL 275. Offered Spring.

#### **COMS 490 - Topics in Communication Studies (4)**

Advanced topics not examined in regular course offerings. May be repeated for credit. • Prerequisite: COMS 205. Offered every semester.

#### **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) units of Internship credit toward the major. • Prerequisite: cumulative USF GPA and completion of 12 units of Professional Development coursework in Communication Studies. Offered every semester.

#### **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.

#### **CS 107 - Computing, Robots, 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. • Prerequisite: CS 110. Offered Fall and Spring.

#### **CS 186 - 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 195 - First-Year Seminar (4)**

An interesting introduction to a topic in the field of Computer Science.

**CS 210 - Assembly Language and Systems Programming (4)**

Introduction to machine structures, data representations, programming in assembly language; I/O programming and macros. Structure, design, and implementation of computer system software and utility programs. Four hours lecture. Offered every Fall.

**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.

**CS 220 - Introduction to Parallel Computing (4)**

Overview of parallel architectures. Programming shared and distributed memory parallel computers. Parallel program performance evaluations. Four hours lecture. Offered every Fall. • Prerequisites: CS 110 and permission of instructor or CS 112.

**CS 221 - C and Systems Programming (4)**

Introduction to the C programming language and UNIX/Linux systems programming. Pointers in C, libraries, files, devices, processes, threads, system calls, memory management, and interprocess communication with sockets.

**CS 245 - Data Struct 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 and MATH 201.

**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. • Prerequisite: CS - 245.

**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 and CS 245.

**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 and CS 245.

### **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. Offered every Fall. • Prerequisites: CS 112; CS 245 recommended.

### **CS 342 - Introduction to Software Engineering (4)**

Software process models and theory; structured development as a precursor to object-oriented development; advanced object-oriented design including modeling languages, design patterns, assertions, and dynamic binding and polymorphism; advanced programming techniques, including complex memory management and the design and use of (generic) components; software testing; user interface development; and client-server web development. Four hours lecture and two hours lab. Offered every Spring. • Prerequisite: CS 245 and upper division standing.

### **CS 345 - Programming 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. Offered every Fall. • Prerequisites: CS 112; 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.

### **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 and MATH 202.

### **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; CS 345 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 and MATH 202 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.

#### **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 and MATH 202.

#### **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 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 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 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 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.

### **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)**

- Prerequisites: PASJ 130 or DANC 130. 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.)

**DANC 231 - Composition II (4)**

- Prerequisite: DANCE 230 or PASJ 230. 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.)

**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-camps 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)**

- Prerequisite: Written permission of department chair and dean. A faculty-supervised performing arts project which engages the student in practical production.

#### **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)**

• Prerequisites: ECON 101 or ECON 111 AND ECON 102 or ECON 112, or permission of the instructor. 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.

### **ECON 300 - U.S. Economic History (4)**

• Prerequisites: ECON 102 or ECON 112. 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.

### **ECON 306 - Economies of Modern Europe (4)**

• Prerequisites: ECON 102 ECON 112. 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.

### **ECON 310 - Foundations of Economic Thought (4)**

• Prerequisites: ECON 101 or ECON 111 or ECON 102 or ECON 112. A course in the history of economic thought, exploring the intellectual foundations of the analysis of economic problems and policies. Offered as demand dictates.

### **ECON 311 - Intermediate Microeconomics (4)**

• Prerequisites: ECON 101 or ECON 111. Course examines the choices and decisions of consumers and firms in the context of full information, uncertainty, and imperfect information. Offered every Fall.

### **ECON 311D - Intermediate Microecon Disc (0)**

### **ECON 312 - Intermediate Macroeconomics (4)**

• Prerequisites: ECON 102 or ECON 112. Analysis of national income determination; function of money and commercial banking; methods and objectives of fiscal policy. Offered every Spring.

### **ECON 318 - Game Theory (4)**

• Prerequisites: ECON 101 or ECON 111. 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.

### **ECON 320 - Econometrics (4)**

• Prerequisite: ECON 120. 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.

### **ECON 350 - Money, Banking, and Financial Institutions (4)**

• Prerequisites: ECON 101 or ECON 111 and ECON 102 or ECON 112. 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.

### **ECON 370 - International Economics (4)**

• Prerequisites: ECON 101 or ECON 111 and ECON 102 or ECON 112. 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.

### **ECON 372 - Economic Development (CD) (4)**

• Prerequisites: ECON 101 or ECON 111 and ECON 102 or ECON 112. 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.

### **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)**

• Prerequisites: ECON 120 or ECON 311. Applications of linear algebra and calculus to equilibrium, dynamic, and optimizing models of economic theory. Offered every Fall.

### **ECON 416 - Special Topics in Mathematics for Economists (4)**

• Prerequisite: ECON 415. 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.

### **ECON 424 - Internet Data Sources (4)**

• Prerequisites: ECON 311 or ECON 312. 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.

### **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)**

- Prerequisites: ECON 120 or ECON 311. 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.

#### **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)**

- Prerequisites: ECON 120 and ECON 350. 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.

#### **ECON 460 - Industrial Organization (4)**

- Prerequisite: ECON 311. Survey of market structure, conduct, and performance of industry and the economics of regulation and anti-trust laws. Offered as demand merits.

#### **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.

#### **ECON 465 - Law and Economics (4)**

- Prerequisite: ECON 311. 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.

#### **ECON 471 - International Finance (4)**

- Prerequisite: ECON 312. The world monetary system, international monetary policy, foreign exchange markets and their uses in the fields of international investments and finance. Offered every Spring.

#### **ECON 473 - Development Microeconomics (4)**

- Prerequisite: ECON 311. 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.

#### **ECON 474 - Developmental Macroeconomics (4)**

- Prerequisite: ECON 312. 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.

#### **ECON 475 - Finance and Investment in Emerging Economies (4)**

- Prerequisites: ECON 311 and ECON 312. 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.

#### **ECON 476 - Natural Resource Economics and Development Policy (4)**

- Prerequisite: ECON 311. 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.

#### **ECON 477 - International Political Economy (4)**

- Prerequisite: ECON 312. 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.

#### **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 - First-Year Seminar (4)**

An interesting introduction to a topic in the field of English.

#### **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 course is an exploration of literature from the Western tradition. It will help in the development of critical and analytical thinking and writing skills as students peruse the authors of classical or timeless works.

#### **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 course 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 250 - Intro to Creative Writing (4)**

An introduction to the Writing Emphasis, this course explores the art of writing poetry and short fiction. Students will be required to read and respond to various assigned writings in order to further develop their critical skills; to become familiar with a diverse selection of writing styles, techniques, and forms; and to prepare for the student workshop. At the end of the semester, each student will hand in a portfolio of original and revised writings. Offered every semester.

#### **ENGL 290 - Survey of British Literature and Methods (4)**

Intensive reading and analysis of fiction, poetry, and drama in the British tradition from the medieval period to the present. Introduction to the great themes and movements in British literary history; acquisition of a basic vocabulary for literary analysis in the context of practical criticism. Offered every semester.

#### **ENGL 291 - Survey of American Literature and Methods (4)**

Intensive reading and analysis of fiction, poetry, and drama in the American tradition from the colonial period to the present. Introduction to the great themes and movements in American literary history; acquisition of a basic vocabulary for literary analysis in the context of practical criticism. Offered every semester.

#### **ENGL 295 - Transfer Seminars: SIT (4)**

#### **ENGL 299 - 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 310 - Literature Period Courses: 1100-1700 (4)**

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.

#### **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 Period Courses: 1700-1900 (4)**

Reading and discussion of major literary works of the eighteenth and nineteenth century, including those in the popular tradition. Topic changes regularly. Offered every semester.

#### **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 Period Courses: 1900-Present (4)**

Reading and discussion of major literary works of the twentieth century, including those in the popular tradition. Topic changes regularly. Offered every semester.

#### **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)**

An in-depth study of literary prose from the dual perspectives of writer and critic. Students write essays, fiction, and literary criticism and analyze each of these forms in traditional classroom and workshop settings. The class looks at issues of prose from the inside out, focusing on issues of style, structure, usage, and revision. Typical writing assignments include fairy tales, short stories, personal essays, new journalism and cultural criticism. Students also work as editors, pouring over their own and others' manuscript with an eye on style and revision.

#### **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 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 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.

#### **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 once every three semesters.

#### **ENGL 480 - Internships in Writing (SL) (1 - 4)**

Internships introduce and acclimate students to professional opportunities in writing. 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 - Humans and Environmental Change (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 - Comm Garden Outreach (SL) (2 - 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 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 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)**

- Prerequisites: ENVA 212 and ENVA 250. 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).

#### **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, Yugoslavis) 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 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)**

- Prerequisites: ENVA 210, ENVA 212 and ENVA 250. Capstone field and laboratory methodologies class that draws upon materials presented in the foundation courses.

#### **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 110L - Laboratory (0)**

#### **ENVS 210 - Ecology and Human Impacts w/Lab (4)**

- Prerequisite: ENVS 110. 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.

#### **ENVS 210L - Laboratory (0)**

#### **ENVS 212 - Air and Water w/Lab (4)**

- Prerequisite: ENVS 110. 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.

### **ENVS 212L - Laboratory (0)**

### **ENVS 230 - Environmental Impacts and Economic Decision-Making (4)**

- Prerequisites: ECON 111 or ENVS 110 or ENVA 110. 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.

### **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.

### **ENVS 311 - Environmental Chemistry (4)**

- Prerequisites: CHEM 113 with a grade of C- (1.7) or higher, and one of the following: ENVS 212, CHEM 230, or CHEM 236. 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.

### **ENVS 312 - H2O Resource Analy w/Lab (4)**

- Prerequisite: ENVS 212. 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.

### **ENVS 312L - Laboratory (0)**

### **ENVS 320 - Restoration Ecol w/Lab (4)**

- Prerequisite: ENVS 210. 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.

### **ENVS 320L - Laboratory (0)**

### **ENVS 321 - Wetland Ecology w/Lab (4)**

- Prerequisite: ENVS 210 or permission of instructor. 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.

### **ENVS 321L - Laboratory (0)**

### **ENVS 331 - Environmental Health -- A Toxicological Perspective (4)**

- Prerequisites: CHEM 111 CHEM 113 Recommended: CHEM 236 . Environmental

health is concerned with effects the environment can have on the general health and well being of humans. Environmental toxicology investigates the impacts pollutants have on the structure and function of ecosystems. Major topics will include toxicological aspects of water and air pollution, biological contaminants, heavy metals, and pesticides and other toxins as they relate to environmental health.

#### **ENVS 350 - Energy and Environment (4)**

- Prerequisites: ENVS 212 and ENVS 250. 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).

#### **ENVS 360 - Climate Change: Science and Policy (4)**

- Prerequisites: ENVS 210 ENVS 212 and ENVS 250. 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.

#### **ENVS 370 - Environmental Remote Sensing and GIS w/Lab (4)**

- Prerequisites: ENVS 110 ENVS 210 or ENVS 110 and PHYS 100. 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.

#### **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)**

- Prerequisites: ENVS 210, ENVS 212 and ENVS 250. Capstone field and laboratory methodologies class that draws upon materials presented in the foundation courses.

#### **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)**

• Prerequisite: paper and pencil TOEFL 460-497/ibtTOEFL 48-60. 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.

**ESL 111 - Academic Oral Communication I (4)**

• Prerequisite: paper and pencil TOEFL 460-497/ibt TOEFL 48-60. 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.

**ESL 113 - Grammar I (4)**

• Prerequisite: paper and pencil TOEFL 460-497/ibtTOEFL 48-60. Focus is on intermediate English grammar structures and functions. Cross-listed with: ESL - 003.

**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)**

• Prerequisite: paper and pencil TOEFL 460-547/ibtTOEFL 48-80. Focus on specific aspects of English such as idioms or vocabulary and overall improvement in English language skills. Cross-listed with ESL - 015.

**ESL 116 - TOEFL (4)**

• Prerequisite: paper and pencil TOEFL 460-547/ibtTOEFL 48-78. 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.

**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)**

• Prerequisite: paper and pencil TOEFL 500-574/ibtTOEFL 62-78. 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.

### **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)**

- Prerequisite: paper and pencil TOEFL 500-547/ibtTOEFL 62-78. Focus is on advanced English grammar structures and functions. Cross-listed with IEP - 013.

### **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)**

- Prerequisite: paper and pencil TOEFL 500-547/ibtTOEFL 62-78. Focus is on advanced English grammar structures and functions. Cross-listed with IEP-021.

### **ESL 128 - English for Business (4)**

- Prerequisite: pbtTOEFL score of 500 or higher, ibtTOEFL score of 61 or higher, or an IELTS of 5.5 or higher. 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.

### **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)**

- Prerequisite: paper and pencil TOEFL 550-587/ibtTOEFL 79-95. Focus is on preparing non-native speakers of English for college level writing by developing accuracy and fluency in written communication.

### **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)**

- Prerequisite: paper and pencil TOEFL 460 and above /ibtTOEFL 48 and above.

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.

### **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 050 - 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 units 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 units total credit. Offered every semester.

### **ESS 100 - Team Sport Skills (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)**

- Prerequisite: ESS majors only. 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.

### **ESS 200 - Statistics (4)**

- Prerequisite: ESS majors only. Historical development of measurement and evaluation in Exercise and Sport Science. Offered every semester.

### **ESS 220 - Motor Development (4)**

- Prerequisite: ESS majors and Child Studies minors only. 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.

### **ESS 240 - Interdisciplinary Study of Human Aging (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)**

• Prerequisites: BIOL 113 and 114; ESS 200. 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.

### **ESS 310 - Exercise Physiology (4)**

• Prerequisites: BIOL 115 and 116; ESS 200. 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.

### **ESS 310L - Laboratory (0)**

### **ESS 315 - Exercise Psychology (4)**

• Prerequisites: ESS major or permission of instructor. 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.

### **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 Fall. • Prerequisite: ESS 200 and Sophomore standing.

### **ESS 325 - Exercise and Disease Prevention (4)**

• Prerequisites: BIOL 113 and 114; BIOL 115 and 116. 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.

### **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.

### **ESS 340 - Neuroscience (4)**

• Prerequisites: PSYC 270 and BIOL 113/114 or BIOL 115/116; OR BIOL 113/114 and

BIOL 115/116 OR permission of instructor. 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.

#### **ESS 350 - Biomechanics (4)**

- Prerequisite: ESS 300. The knowledge and methods of mechanics as applied to the structure and function of the living human system. Offered intermittently.

#### **ESS 352 - Motor Learning (4)**

- Prerequisite: Junior standing or permission of instructor. 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 Fall.

#### **ESS 354 - Exercise Program Design (4)**

- Prerequisite: ESS 300. 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.

#### **ESS 354L - Laboratory (0)**

#### **ESS 356 - Movement for Spec Grps (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.

#### **ESS 358 - Clinical Exercise Testing (4)**

- Prerequisite: ESS 310. 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 every Fall.

#### **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.

#### **ESS 362 - Sport, Culture and Society (4)**

- Prerequisite: Junior standing. 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.

#### **ESS 364 - Curriculum and Instruction: Elementary School PE (3 - 4)**

- Prerequisite: Junior standing. The elementary school physical education program.

Games, sports, fundamental rhythm and dance, and other activities commonly taught at the elementary level. Offered intermittently.

#### **ESS 366 - Curriculum and Instruction: Secondary School PE (4)**

• Prerequisite: Junior standing. 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.

#### **ESS 368 - Nutrition for Exercise and Health (4)**

• Prerequisites: BIOL 115 and 116. 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.

#### **ESS 370 - Social Issues in Personal and Community Health (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 (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)**

• Prerequisites: ESS majors only; Junior standing. 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.

#### **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)**

• Prerequisites: ESS majors only; senior standing and permission of instructor. Observation of and assistance with physical education programs at middle and high school levels. Offered every semester.

#### **ESS 398 - Professional Practicum (1 - 4)**

• Prerequisites: Permission of instructor. 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.

#### **ESS 399 - Directed Study (1 - 4)**

• Prerequisite: ESS majors only. Written permission of the instructor and the dean is required. Offered every semester.

#### **ESS 410 - Research Seminar (4)**

- Prerequisite: Permission of instructor. Research methods and scientific research principles. In-depth explorations and discussion of latest findings, theories and applications. Topics variable. Offered intermittently.

### **FREN 101 - First Semester French (4)**

An elementary French course. Accent on listening, speaking, reading and writing skills at the beginners level.

### **FREN 102 - Second Semester French (4)**

- Prerequisite: FREN 101 or equivalent competence as determined by the placement test. Continuation of First Semester French.

### **FREN 133 - Inter 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 units of credit). Offered every semester.

### **FREN 195 - 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. • Prerequisite: FREN 100 or FREN 102 or Placement-French with a minimum score of 66.

### **FREN 202 - Fourth Semester French (4)**

- Prerequisite: FREN - 102 or equivalent competence as determined by the placement test. 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.

### **FREN 230 - A Season in the Congo (CD) (4)**

This course explores all aspects of life in the Democratic republic of the Congo, where Africans and Westerners met many centuries ago.

### **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 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 300 - French Culture and Civilization (4)**

- Prerequisite: FREN - 202 or equivalent. French culture and civilization focuses on the study of French society from 1851 to the present through cultural phenomena in the

context of major historical, political, and social events.

#### **FREN 315 - Paris: The Biography of a City (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 - Introduction to Textual Analysis (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 - Introduction to French Literature 17th and 18th Centuries (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 - Introduction to French Literature 19th and 20th Centuries (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 - Francophone Literature I (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 - Francophone Literature II (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 333 - Advanced French Conversation (2)**

French conversation at the advanced level. (May be repeated for a maximum of 6 units of credit). Offered every semester.

#### **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 429 - Rep of Fem:19/20th C. Fren Lit (4)**

#### **FREN 440 - Seminar: Special Topics in French Literature and Culture (4)**

Conditions of Love: An exploration of the theme of Love to analyze, compare and contrast its various manifestations as depicted in selected works of French literature, art and films. French Culture for Business: Specializes on cultural knowledge and language skills needed for everyday situations and business practices when living in France. Representations of the Feminine: Examines women portrayed by female and male French authors in literature, art, and films, which contribute to understanding their changing roles, and social status from 1850 to the present. Period Seminars: (Middle-Ages and the Renaissance; 17th and 18th Centuries; 19th Century; 20th and 21st Centuries). Study of major works of French and Francophone literature for a better understanding and knowledge of French culture and society, with a historical perspective.

#### **FREN 450 - Seminar: Special Topics in Francophone Literature and Culture (4)**

French and Francophone Women Writers: Novels, films, poetry, plays, essays, short stories and bandes dessinées by authors from France, Africa, the Caribbean and Quebec explore women's experiences in all areas of their lives: relationships, work, political engagement, body image, immigration and more. Carte d'Identite' / Mapping French Identity: Literary cinematic texts explore the interconnectedness, historical and contemporary, of France and its former colonies. Themes explored range from citizenship and immigration, alienation and othering, to transnational artistic collaborations and creative expressions of shared humanity.

### **GERM 101 - First Semester German (4)**

Intensive grammar, composition, and conversation. Stress on the spoken language. Offered every Fall.

### **GERM 102 - Second Semester German (4)**

• Prerequisite: GERM - 101 or equivalent competence as determined by the Department. Intensive grammar, composition and conversation. Continuation of 0109-101. Offered every Spring.

### **GERM 201 - Third Semester German (4)**

- Prerequisite: GERM - 102 or equivalent competence as determined by the Department. Review of grammar, composition, extensive reading and conversation. Offered every Fall.

#### **GERM 202 - Fourth Semester German (4)**

- Prerequisite: GERM - 201 or equivalent competence as determined by the department.. Review of grammar, composition, extensive reading and conversation.

#### **GERM 305 - Conversation and Writing (4)**

Geared to improve oral proficiency. Focuses on everyday situations, mannerisms and expressions, e.g., restaurants, telephone, public institutions such as the post office, banks, public transportation. Offered every Fall.

#### **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. Offered every Spring.

#### **GERM 315 - Contemporary German Civilization (4)**

- Prerequisite: GERM - 310 or consent of instructor. 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. Offered every Fall.

#### **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, Core C Literature.

#### **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.

#### **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 (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 (6)**

Continuation of First Semester Greek. Offered every Spring.

**GREK 201 - Third Sem Ancient Greek (4)**

- Prerequisite: GREK 102

**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. Offered every Fall.

**HEBR 102 - Second Semester Hebrew (6)**

Continuation of First Semester Hebrew. 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 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.

### **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 11450 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 175 - 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 195 - Feast and Famine: A History of Food (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 - The Renaissance (4)**

Political, economic, and social conditions in Western Europe from the late fourteenth to the sixteenth centuries; conciliarism and heresies; Italian intellectual and cultural developments; the spread of Humanism. Offered every other year.

**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 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)**

- Prerequisite: HIST - 110 or equivalent. 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.

### **HIST 330 - History of Britain to the Reformation (4)**

In this class we will examine the history of Britain - England, Scotland, and Wales - from the earliest period to the beginning of the 15th century. While we will discuss the changing political groupings on the island, we will be especially concerned with the social and cultural history of the period. The class will include regular discussions of many of the most important primary sources from the Roman, medieval, and Renaissance period. Offered every other year.

### **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 354 - From Progressivism to Global War: America 1900-1945 (4)**

A survey of critical events in a dramatic era: the rise of the Roosevelts and Woodrow Wilson, the World Wars and Depression; the Roaring Twenties, Harlem Renaissance and Scopes Trial, shifts in women's role and image, the impact of Einstein, Freud, and Ford. Offered every other year.

#### **HIST 355 - United States Since 1945 (4)**

#### **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 364 - Jews/Jewish Trad/Am Hist (4)**

#### **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)**

- Prerequisite: HIST - 175 or permission of instructor. 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.

### **HIST 398 - Directed Study (1 - 9)**

- Prerequisite: one or more upper-division courses in the area of the proposed topic for directed study. The written permission of the instructor and the dean is required. Offered under special circumstances.

### **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. 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 *phronesis*, 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 with: ESL - 115.

### **IEP 16 - TOEFL (0)**

• Prerequisite: paper and pencil TOEFL 460 and above /ibtTOEFL 48 and above.

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.

### **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)**

- Prerequisite: INTD 100

**INTD 210 - Esther Madriz Transborder (0)**

**INTD 211 - GLC Belize Immersion Trip (0)**

**INTD 220 - Catholic Social Thought (4)**

**INTD 301 - Erasmus Community (4)**

**INTD 302 - Erasmus Community (SL) (4)**

- Prerequisite: INTD 301

**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 - Contemp Beijing and Shanghai (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 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. Offered every Fall.

**ITAL 102 - Second Semester Italian (4)**

• Prerequisite: ITAL - 101 or equivalent competence as determined by the Department. Intensive grammar, composition and conversation, stress on spoken language. Continuation of ITAL 101. Offered every Spring.

**ITAL 201 - Third Semester Italian (4)**

• Prerequisite: ITAL - 102 or equivalent competence as determined by the Department. Review of grammar, reading, stress on composition. Continuation of ITAL 102. Offered every Fall.

**ITAL 202 - Fourth Semester Italian (4)**

• Prerequisite: ITAL - 201 or equivalent competence as determined by the Department. Review of grammar, stress on reading, conversation and composition. Offered intermittently in the Spring.

**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. Offered every Fall.

**JAPN 102 - Second Semester Japanese (4)**

• Prerequisite: JAPAN - 101 or equivalent competence as determined by the Department. Continuation of JAPAN 101. Some basic kanji will be introduced. The course will focus on developing conversational skills and reading/writing skills. Offered every Spring.

**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)**

- Prerequisite: JAPAN - 191 or equivalent competence as determined by the Department. Continuation of JAPAN 190. Kanji typically used for Japanese business will be introduced. Offered every Fall.

#### **JAPN 193 - Business Japanese 3 (4)**

- Prerequisite: JAPAN - 192 or equivalent competence as determined by the Department. Continuation of JAPAN 192. This course will focus on developing business communication skills with relation to Japanese business customs, manners and structures. Offered every Spring.

#### **JAPN 195 - First-Year Seminar (4)**

An interesting introduction to a topic in the field of Japanese.

#### **JAPN 201 - Third Semester Japanese (4)**

- Prerequisite: JAPAN - 102 or equivalent competence as determined by the Department. 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. Offered every Fall.

#### **JAPN 202 - Fourth Semester Japanese (4)**

- Prerequisite: JAPAN - 201 or equivalent competence as determined by the Department. Continuation of JAPAN 201. This course will provide extensive practice for conversation, reading, and writing for advancement to the intermediate level of Japanese. Offered every Spring.

#### **JAPN 301 - Intermediate Japanese (4)**

- Prerequisite: JAPAN - 202 or equivalent competence as determined by the Department. 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.

#### **JAPN 302 - Advanced Japanese (4)**

- Prerequisite: JAPAN - 301. 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.

#### **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)**

• Prerequisite: JAPAN - 310. 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.

**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)**

• Prerequisite: JAPAN - 202 (or equivalent competence). 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.

### **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 203 - Latin American Literature (4)**

Offered in English. Representative works of various countries to show Latin American literature in its social context. Historical coverage from pre-Columbian American peoples to contemporary writers. Course is conducted in English. Offered every Fall. Cross Listed With: SPAN - 203

### **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)**

• Prerequisites: ECON 101 or ECON 111 AND ECON 102 or ECON 112, or permission of the instructor. 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.

### **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 305 - Theater and Culture (SL/CD) (4)**

The course provides an overview of the plays, theatrical productions, and theatrical traditions of cultures in Asia, Africa, Latin America, and underrepresented cultures in the United States, including African-American, Asian-American, and Hispanic. Each semester one or two of these areas are selected for in-depth study.

### **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)**

### **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 in 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 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.

**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.

**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)**

- Prerequisite: MATH 104 or sufficiently high score on the Mathematics placement exam (consult with the Mathematics Department for the exact score needed). 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.

#### **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)**

- Prerequisite: MATH 104 or sufficiently high score on the Mathematics placement exam (consult with the Mathematics Department for the exact score needed) 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.

#### **MATH 106 - Quantitative Methods in Business (4)**

- Prerequisites: Sufficiently high score on the Mathematics placement exam (consult with the Mathematics Department for the exact level needed), or MATH - 104. 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.

#### **MATH 107 - Calculus for the Liberal Arts (4)**

- Prerequisite: MATH 104 or sufficiently high score on the Mathematics placement exam (consult with the Mathematics Department for the exact score needed) 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.

#### **MATH 108 - Precalculus (4)**

- 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. 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.

**MATH 109 - Calculus and Analytic Geometry I (4)**

• Prerequisite: MATH - 109. 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.

**MATH 110 - Calculus and Analytic Geometry II (4)**

• Prerequisite: MATH - 109. 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.

**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 - First-Year Seminar (4)**

An interesting introduction to a topic in the field of Mathematics.

**MATH 195L - Laboratory (0)****MATH 201 - Discrete Mathematics (4)**

• Prerequisite: CS - 110 or permission of instructor. Topics include algebraic structures, graph theory, combinatorics, and symbolic logic. Offered every Fall.

**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)**

• Prerequisite: MATH - 110. 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.

**MATH 235 - Introduction to Formal Methods (4)**

- Prerequisite: MATH - 110. 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.

**MATH 295 - Transfer Seminars: SIT (4)****MATH 295L - Laboratory (0)****MATH 301 - Problem-Solving Seminar (4)**

- Prerequisite: MATH - 110 or permission of instructor. 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.

**MATH 310 - History of Mathematics (4)**

- Prerequisite: MATH - 110 or permission of instructor. A history of the development of arithmetic, algebra, geometry, and calculus. Selected topics from recent mathematical history.

**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)**

- Prerequisites: MATH - 130 or PHYS - 110 , and MATH - 211 , or permission of instructor. 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.

**MATH 345 - Mathematical Modeling (4)**

- Prerequisites: MATH - 110 and MATH - 130. 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.

**MATH 355 - Complex Analysis (4)**

- Prerequisites: MATH - 130 and MATH - 211 , or permission of instructor. Topics include integration and differentiation of functions of a complex variable, Laurent series, conformal mapping, residues, and Cauchy's theorems.

**MATH 367 - Number Theory (4)**

- Prerequisite: MATH - 110 or permission of instructor. Topics include prime numbers, congruences, quadratic reciprocity, number-theoretic functions, and diophantine equations.

#### **MATH 370 - Probability and Statistics (4)**

- Prerequisite: MATH - 211 or permission of instructor. Topics include descriptive statistics and data analysis; probability, random variables, and probability distributions; mathematical expectation; confidence intervals and hypothesis tests.

#### **MATH 380 - Foundations of Geometry (4)**

- Prerequisite: MATH - 110 or permission of instructor. Topics chosen from axiomatics, Euclidean and non-Euclidean geometries, vector spaces and inner products, and symmetry groups.

#### **MATH 394 - Applied Mathematics Research Laboratory (4)**

- Prerequisite: Permission of instructor. 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.

#### **MATH 395 - Selected Topics in Mathematics (2 - 4)**

- Prerequisite: Permission of instructor. This course treats topics not covered in other Mathematics courses, but of interest to faculty and students. May be repeated for credit. Offered intermittently.

#### **MATH 398 - Directed Reading and Research (1 - 4)**

- Prerequisite: Written consent of instructor and dean. May be repeated for credit. Offered every semester.

#### **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)**

- Prerequisites: MATH 211 and MATH 235 or permission of instructor. Topics include sequences and series, topology of the real line, limits and continuity, the real number system, the derivative and Riemann integral.

#### **MATH 482 - Differential Geometry (4)**

- Prerequisite: MATH - 211 or permission of instructor. 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.

#### **MATH 485 - Topology (4)**

- Prerequisite: MATH 235 or permission of instructor Topics selected from point-set topology, algebraic topology, geometric topology, and differential topology.

#### **MS 100 - Introduction to Media Studies (4)**

Critical introduction to contemporary issues and debates in media and society. Offered every semester.

#### **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 - First-Year Seminar (4)**

An introduction to a contemporary topic in Media Studies.

#### **MS 200 - Media Institutions (4)**

- Prerequisite: MS-100. 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.

#### **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)**

- Prerequisite: MS-100. Theory and practice of media and communication research methodologies including content/text analysis, ethnographic methods, interview, and survey methods. Offered every semester.

#### **MS 221 - Audio Production (4)**

- Prerequisite: MS-100. 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)**

- Prerequisites: MS-100 or MS-102. An introduction to the techniques, aesthetics and practices of video production. Offered every semester. Limited enrollment.

#### **MS 223 - Journalism I: Reporting (4)**

- Prerequisite: MS-100. 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.

#### **MS 224 - Journalism II: Advanced Reporting (4)**

- Prerequisites: MS-100 and MS 223. Advanced news reporting. Research, interviewing, analysis, writing and editing advanced journalism stories. Offered every semester. Limited enrollment.

### **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 303 - Race, Ethnicity, and Media (CD) (4)**

- Prerequisite: Junior status. 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.

### **MS 306 - The Documentary (4)**

History and analysis of documentary film and video. • Prerequisite: MS 100 or MS 102.

### **MS 311 - Communication Law and Policy (4)**

- Prerequisite: MS-200. 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.

### **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. Offered every semester.

### **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 analyze media content. Offered every Fall. • Prerequisite: MS-200 and 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)**

- Prerequisite: MS 102 or MS 200. 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.

### **MS 318 - Indian Cinema (4)**

- Prerequisite: MS 102 or MS 200. Examines the institutions, texts, and audiences of the National ('Bollywood') and regional cinemas of India in the postcolonial context.

### **MS 319 - LGBT Cinema (4)**

- Prerequisite: MS 102 or MS 200. 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.

### **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.

### **MS 322 - Media Production III: Advanced Production (4)**

- Prerequisites: MS 222 or permission of Film Studies director.

### **MS 323 - Journalism III: Publication Editing and Design (4)**

- Prerequisite: MS-224. Basic editing and design techniques for print and web publications. Emphasis on editing for grammar, spelling, usage and Associates press style, plus an introduction to the principles of page layout. Offered every semester. Limited enrollment.

### **MS 325 - Journalism III: 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. Offered every Spring. • Prerequisite: MS 224.

### **MS 327 - Media Production III: Scriptwriting (4)**

- Prerequisites: MS-102 or MS 222. 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. Offered

every Spring.

### **MS 328 - Journalism III: 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. Offered once a year. • Prerequisite: MS-224.

### **MS 329 - Journalism III: Arts Report/Review (4)**

• Prerequisites: MS-100 and MS 224. 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. Offered every Spring. Limited enrollment.

### **MS 330 - Media Production III: Documentary Production (4)**

• Prerequisites: MS 222 or permission of Film Studies director. 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. Offered every Spring.

### **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. • Prerequisites: MS 100 or MS-102, MS 222.

### **MS 335 - Feminist Thought (4)**

• Prerequisite: Junior standing. 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.

### **MS 340 - Media Production III: Experimental Cinema (4)**

• Prerequisites: MS-102 or MS-222. 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.

### **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. This course is restricted to those with 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.

#### **MS 390 - Special Topics in Media Studies (1 - 4)**

Topics vary by semester. • Prerequisites: MS 200 and MS 205.

#### **MS 395 - Media Workshop (SL) (1 - 4)**

• Prerequisite: MS-200. Faculty-supervised on-campus media production workshop including opportunities with KUSF, The Foghorn, USFtv, and other USF media outlets. Offered every semester.

#### **MS 396 - Media Internship (SL) (1 - 4)**

• Prerequisite: MS 200. Faculty-supervised off-campus internship. Offered every semester.

#### **MS 397 - Directed Project (1 - 4)**

• Prerequisite: Completion of 200-level requirements. Faculty supervised production project. Requires written permission of instructor, chair, and dean.

#### **MS 398 - Directed Study (1 - 4)**

• Prerequisite: Completion of 200-level requirements. Faculty supervised research project. Requires written permission of instructor, chair, and dean.

#### **MS 400 - Politics and the Media (4)**

• Prerequisite: Senior standing. 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.

#### **MS 405 - Gender and the Media (4)**

• Prerequisite: Senior standing. Examination of feminist theories and analytical practices for understanding images of gender in media and of cultural formation of gender and sexuality through representation.

#### **MS 407 - Alternative Media and Social Change (4)**

• Prerequisite: Senior Standing. 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.

#### **MS 409 - International/Global Media (4)**

• Prerequisite: Senior standing. Analysis of structures and content of international media and role of culture in globalization. Cross Listed with: AS-409.

#### **MS 410 - Popular Music and Communication (4)**

• Prerequisite: Senior standing. 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.

#### **MS 411 - Popular Culture Studies (4)**

Seminars vary by semester.

#### **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. Requirement: Senior standing.

#### **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.

#### **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/pa/music\\_minor](http://www.usfca.edu/artsci/pa/music_minor). 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 Pep Band. For details on the various groups see [www.usfca.edu/artsci/pa/music\\_minor](http://www.usfca.edu/artsci/pa/music_minor).

#### **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 - FYS: First-Year Seminar (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, Cosi 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: MUS 100.

**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 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 (4)**

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: 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. Depending on your Concentration (Dance, Music, Theater) you may enroll in a different section. See your adviser for guidance on specific projects before enrolling in this class.

**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 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 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.

#### **PASJ 315 - Biblical and Spiritual Performance (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. Cross-listed with: THEOL 330.

#### **PASJ 321 - 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-camps sites where students will lead and participate in teaching workshops.

#### **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 you advisor for guidance on specific projects before enrolling in this class.

### **PASJ 480L - Laboratory (0)**

### **PHIL 110 - Great Philosophical Questions (3 - 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 - 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 - Philosophy of the Human Person: Race Issues (4)**

This course varies from the Philosophy of Human Person course, paying special attention to analyzing the intellectual, political, and social history of race. The topics include the reality or irreality of race, the ethics of racial categorization, and the meaning of racial identity and racism. Offered intermittently.

**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 - Transfer Seminars: SIT (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 - Symbolic Logic (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 312 - Modern Philosophy (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 315 - Ethics for Majors (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 316 - Philosophy of Knowledge (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 317 - Philosophy of Emotion (4)**

- Prerequisite: Majors and minors only. 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.

#### **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)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 328 - Kant (4)**

- Prerequisite: Majors and minors only. A study of the philosophy of Immanuel Kant, with readings from his major works in metaphysics and epistemology, ethics, aesthetics, and politics.

#### **PHIL 329 - 19th Century Philosophy (4)**

- Prerequisite: Majors and minors only. 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.

#### **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)**

- Prerequisite: Majors and minors, or minors in African American Studies (AAS) or Ethnic Studies. 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.

#### **PHIL 345 - Feminist Philosophy (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 362 - Philosophy of Mind (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 367 - Philosophy of History (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 370 - Philosophy of Action (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 372 - Philosophy of Law (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 373 - Contemporary Ethical Problems (4)**

- Prerequisite: Majors and minors only. An in-depth study of a selection of

contemporary normative and meta-ethical issues.

### **PHIL 380 - Special Topics in Philosophy (4)**

A variable topics course based on the research or teaching interests of individual faculty.

### **PHIL 381 - Advanced Social and Political Philosophy (4)**

- Prerequisite: Majors and minors only. This course is a philosophical exploration of three interrelated concepts: equality, justice, and rights. It will examine their various meanings and the reasons given to support the values they represent. It will also demonstrate the prominent roles they play in a number of contemporary ethical and political debates.

### **PHIL 398 - Honors Thesis (4)**

- Prerequisite: Contact the Philosophy Department Program Assistant for more information. 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.

### **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)**

- Prerequisite: Majors and minors only. 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.

### **PHIL 403 - Pragmatism (4)**

- Prerequisite: Majors and minors only. 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.

### **PHIL 404 - Contemporary Thomism (4)**

- Prerequisite: Majors and minors only. 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.

### **PHIL 405 - Analytic Philosophy: Frege to Wittgenstein (4)**

- Prerequisite: Majors and minors only. 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.

### **PHIL 406 - Postmodernism (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 480 - Topics in Contemporary Philosophy (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 481 - Topics in Philosophy of Race (4)**

- Prerequisite: Majors and minors only. This course examines philosophical concepts central to race relations and policy, such as identity, ideology, social construction, racism and justice.

#### **PHIL 482 - Topics in the History of Philosophy (4)**

- Prerequisite: Majors and minors only. 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.

#### **PHIL 483 - Topics in Political Philosophy (4)**

- Prerequisites: PHIL - 212 or PHIL - 303 or permission of instructor. 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.

#### **PHIL 484 - Topics in Ethics (4)**

- Prerequisite: Majors and minors only. 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.

#### **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 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 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 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 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 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. No math or physics prerequisites.

#### **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 195 - 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 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 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.

#### **PHYS 286 - Special Topics in Physics (4)**

Topics not covered by other Physics curriculum offerings. Offered intermittently.

#### **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 - Electromagnetism (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.

#### **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 wave optics. Topics include the general formulation of light and electromagnetic waves from Maxwell's equations; geometrical optics and imaging; polarization; interference and diffraction; holography; and laser physics. • Prerequisites: PHYS 240 and MATH 110; corerequisite: MATH 211.

#### **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 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.

#### **PHYS 450 - Advanced Materials (4)**

Surveys modern advanced materials; emphasis on fundamental underlying principles; semiconductors; superconductors; photonic materials; liquid crystals; polymers. • Prerequisites: PHYS 240 and MATH 211; corequisite: PHYS 371.

#### **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 - 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 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 (Machivelli 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)**

- Prerequisite: At least two courses in Politics or Sociology or permission of instructor. 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.

#### **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 India 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 India 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)**

• Prerequisite: POLS - 118. 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.

#### **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 courses focuses on special subjects and issues of politics. It may be repeated for credit when a different subject is the focus. Offered intermittently.

#### **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.

#### **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.

#### **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 210 - Life Span Development (4)**

• Prerequisite: PSY 101. Physical and psychological growth and development from conception to old age and death, emphasizing current theory and research and its application to nursing concerns. (Limited to students in the School of Nursing.) Offered every semester.

### **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)**

• Prerequisites: PSY 101 and PSY 260. 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.

### **PSYC 265L - Laboratory (0)**

### **PSYC 270 - Biological Psychology (4)**

• Prerequisite: PSY 101. An introduction to the biological correlates of behavior. Offered every semester.

### **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.

### **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.

### **PSYC 305 - Psychology of Ethnic Groups in the United States (4)**

• Prerequisite: PSY 101 or permission of instructor. 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.

#### **PSYC 307 - Cross-Cultural Psychology (4)**

- Prerequisite: PSY 101 or permission of instructor. This course increases understanding of the similarities and differences among cultures through experimental evidence, group experience, and class discussion. Offered every year.

#### **PSYC 310 - Social Psychology (4)**

- Prerequisites: PSY 101 or SOC 150. 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.

#### **PSYC 311 - Psychology of Reading and Dyslexia (4)**

- Prerequisite: PSY 101. This course introduces the student to the reading process in normal and learning disabled students, in uni- and multi-lingual/multi-cultural environments. It emphasizes theoretical processes, as well as ways to improve reading comprehension. Offered intermittently.

#### **PSYC 312 - Child Development (4)**

- Prerequisite: PSYC 101. 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.

#### **PSYC 313 - Abnormal Psychology (4)**

- Prerequisites: PSY 270. The combination of BIOL 115 , BIOL 365 and BIOL 366 can be substituted for PSY 270 for ESS majors. An intensive study of abnormal behavior, emphasizing definitions, etiologies, symptoms, dynamics, and treatment. Offered every semester.

#### **PSYC 317 - Asian American Psychology (4)**

- Prerequisite: PSY 101. 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.

#### **PSYC 318 - Theories of Personality (4)**

- Prerequisite: PSY 101. 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.

#### **PSYC 319 - Learning, Memory and Cognition (4)**

- Prerequisite: PSY 101. An overview of theories of learning, memory, and cognition with an emphasis on human information processing. Offered every year.

#### **PSYC 321 - Clinical Psychology (4)**

- Prerequisites: PSY 101 and PSY 313. Introduction to the profession of clinical psychology. Career paths, psychodiagnosis, psychotherapy, and community mental health. Offered intermittently.

### **PSYC 322 - Health Psychology (4)**

• Prerequisites: PSY 101 and PSY 270 or equivalent recommended. 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.

### **PSYC 323 - Interviewing (4)**

• Prerequisite: PSY 101. Interviewing in business and human service settings, including screening, selection, and evaluation. General communication skills (verbal and nonverbal) are emphasized, not psychotherapeutic techniques. Offered intermittently.

### **PSYC 327 - Organizational and Group Processes (4)**

• Prerequisites: PSY 101, PSY 260 and PSY 310 or permission of instructor. 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.

### **PSYC 328 - Child Psychopathology (4)**

• Prerequisites: PSY 312. The dynamics of maladjustment and psychiatric disorders in children and adolescents. Origins, treatment, and preventive measures. Offered intermittently.

### **PSYC 331 - Psychology of Sexuality (4)**

• Prerequisite: PSY 101. 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.

### **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.

### **PSYC 335 - Psychology of Gender (4)**

• Prerequisite: PSY 101. This course reviews the social-psychological research literature, including the impact of biological and environmental factors on sex differences. Offered intermittently.

### **PSYC 336 - History and Systems (4)**

• Prerequisite: PSY 101 and Junior standing. This course surveys the development of modern psychological thought from an historical perspective. Offered intermittently.

### **PSYC 339 - Adulthood and Aging (4)**

• Prerequisite: PSY 101. This course examines psychological change in adulthood and old age. Offered intermittently.

### **PSYC 344 - Motivation and Emotion (4)**

• Prerequisites: PSY 101 and PSY 260. Theoretical and empirical review of the psychological and physiological bases of human motivation, as well as a systematic review of the field of emotion with an emphasis on major theories and current research approaches. Offered intermittently.

### **PSYC 350 - Perspectives in Psychology (4)**

- Prerequisite: PSY 101. 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.

### **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.

### **PSYC 380 - Sensation and Perception (4)**

- Prerequisites: PSY 101, PSY 260, PSY 265 and PSY 270. An in-depth study of the psychophysical and physiological bases of perception. Offered intermittently.

### **PSYC 388 - Advanced Research Methods (Lab): Sensation and Perception (4)**

- Prerequisites: PSY 265. 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. Offered every semester.

### **PSYC 392 - Advanced Topics Seminar in Psychology (4)**

- Prerequisite: Junior standing and permission of instructor. 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.

### **PSYC 396 - Psychology Practicum (SL) (1 - 4)**

- Prerequisite: PSY 101 and Junior standing. 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 units must be done in one semester, unless by permission of the instructor. Offered every semester.

### **PSYC 398 - Directed Research Project (2)**

- Prerequisites: PSY 101, PSY 260, PSY 265 and Junior standing. Psychology majors initiate and complete a significant 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.

### **PSYC 399 - Directed Reading and Research; Independent Study (1 - 8)**

- Prerequisites: PSY 101, PSY 260, PSY 265 and Junior standing. 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.

### **PSYC 470 - Honors Thesis (2)**

- Prerequisites: PSY 398. Limited to students pursuing honors in Psychology. Over the course of the semester students will complete an honors thesis which is guided by the faculty. Students will be encouraged to present their research at an undergraduate research seminar. Requires permission of Department Chair. Offered every semester.

**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.

**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.

**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 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 encourages the study and practice of the elements of public speaking, including critical analysis and the development of effective communication techniques. Fulfills Core A1.

**RHET 106 - Composition for Multilingual Students (4)**

Prerequisite TOEFL-pb 550-587; TOEFL-ibt 79-95; or IELTS 6.0-6.5. This course focuses on preparing students for academic writing at the college level and for Rhetoric and Language courses with native English speakers. The course emphasizes the connection between reading and writing; class writing is in response to or related to class readings. Students learn and practice the writing process, from idea to final essay (e.g., pre-writing, drafting, revising, and editing). They learn and practice finding and evaluating sources, summarizing, paraphrasing, quoting, citing, and documenting conventions and skills. Individualized attention is given to grammar, vocabulary development, and rhetorical style. The minimum passing grade for this course is C-.

**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 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. Presented with 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 a moderate number of readings assigned by the instructor. Students also develop skills in summary, paraphrase, and quotation, as well as in incorporating multiple sources in the service of a unified argument and in addressing multiple, often conflicting points of view. Also, students are introduced to library research as a tool of academic inquiry. Finally, students 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)**

- Prerequisite: RHET 110 with a minimum grade of C-. 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.

#### **RHET 125 - MB Scholars: Wrtg/Spkg in Cmty (4)**

- Prerequisite: Enrollment in the Martin Baro Living-Learning Community. 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 units of INTD 100. This course is a McCarthy Center Certified course. See website for more information and application form; applications are due May 1.

#### **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 (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)**

- Prerequisites: RHET - 110 or transfer credit in college-level composition with a grade of C- or higher. 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.

#### **RHET 204 - Writing for Media Studies (4)**

- Prerequisites: RHET - 110 or transfer credit in college-level composition with a grade of C- or higher. 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.

**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)**

• 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. 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.

**RHET 301 - Writing in Psychology (4)**

• Prerequisites: A grade of C- in RHET - 120 , RHET - 130/131, RHET-195, or transfer credit in college-level composition with a grade of C- or higher. This course features argumentation and critical writing, reading, and thinking skills as applied to analysis of articles central to the field of Psychology. Required for and restricted to Psychology majors. Fulfills Core A2 for qualified transfer students.

**RHET 310 - Business and Technical Writing (4)**

• 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. 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.

**RHET 320 - How English Works (4)**

• Prerequisite: C- or better in 0102-120, 131, 195, or transfer credit in college-level composition with a grade of C- or higher. 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.

#### **RHET 321 - History of the English Language (4)**

• Prerequisite: C- or better in 0102-120, 131, 195, or transfer credit in college-level composition with a grade of C- or higher. 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.

#### **RHET 322 - Classical Rhetoric (4)**

• 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. 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.

#### **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. • Prerequisites: RUSS 101 or Placement-Russian with a minimum score of 21

#### **RUSS 202 - Fourth Semester Russian (4)**

• Prerequisites: RUSS 201 or Placement-Russian with a minimum score of 41

#### **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 volitionalism, virtue theory, and contractualism. • Prerequisite: SII 210 or equivalent, or, permission of the SII Director.

#### **SII 215 - Ethical Theory/Practice (SL) (4)**

• Prerequisite: St. Ignatius Institute student or permission of instructor. This is an ethics course for students in the St. Ignatius Institute, focused on historical and contemporary

ethical theory, including its practical applications.

### **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)**

- Prerequisite: St. Ignatius Institute student or permission of instructor. 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.

### **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-unit 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)**

- Prerequisite: St. Ignatius Institute junior or senior, or permission of instructor. 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.

### **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)**

- Prerequisite: St. Ignatius Institute junior or senior, or permission of instructor. Intensive study of selected interdisciplinary topics. Subject matter will vary with instructor. May be repeated for credit each time a different topic is covered.

### **SOC 109 - Humans and Environmental Change (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.

### **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 - First-Year Seminar (4)**

An interesting introduction to a topic in the field of Sociology.

### **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)**

• Prerequisite: Statistical Reasoning. 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.

### **SOC 228 - Asians and Pacific Islanders in U.S. Society (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 semester.

### **SOC 229 - Diversity/Amer Families (CD) (4)**

Focusing on the "family values" debate and the diversity of U.S. families along lines of race, class, gender, and sexuality, we'll analyze how families have changed over time in response to the economy, government, media, feminism, and the New Right. Offered intermittently.

### **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 in Fall. Cross Listed With: ENVA 230.

### **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.

### **SOC 233 - Gender, Development and Globalization (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 (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.

**SOC 240 - People of Mixed Descent (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), we study 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 analyses 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 in Fall.

**SOC 297 - Writing in Sociology (4)****SOC 298 - Sociological Theory (4)**

- Prerequisite: SOC - 150 and upper-division standing or permission of instructor. 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.

**SOC 299 - Research Methods (4)**

- Prerequisites: SOC - 150, MATH - 101 and upper-division standing or permission of instructor. 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.

**SOC 302 - Global Inequalities and Social Justice (4)**

- Prerequisite: SOC - 150 and upper-division standing; or permission of instructor. 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.

**SOC 304 - U.S. Inequalities and Social Justice (4)**

- Prerequisite: SOC - 150 and upper-division standing; or permission of instructor. 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.

**SOC 313 - Latin@-Chican@ Culture 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.

#### **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 examination of the role of scientific knowledge and other social factors in identifying, treating, and preventing environmental illness. Cross Listed With: ENVA - 319

#### **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. Cross Listed With: ENVA - 320

#### **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 intermittently.

#### **SOC 322 - Globalization and Resistance (4)**

• Prerequisite: Upper-division standing or permission of instructor.. 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.

#### **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. Cross Listed With: ESS - 362

#### **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. We look 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 Pop Culture (4)**

• Prerequisite: SOC - 150 or permission of instructor. Introduction to major theoretical perspectives, empirical work, and methodological issues in the sociology of culture: the social production of meanings and symbols (including art, music, literature, popular culture), 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 329 - Social Worlds of Children (4)**

This course is about how societies come to construct children and childhood through an examination of the history of childhood, kid's culture, families, schools, work, the 'traffic' in children, toys, myths and stories, and understandings of gender, race and class.

#### **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)**

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 in Fall.

#### **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/The Body (4)**

This course will examine the body as a site of contentious political struggle. Using feminist perspectives we will explore the social control function of sexual surgery, forced sterilization, reproduction and reproductive technology, and the social construction of beauty. Offered every other 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 in 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 in Fall.

#### **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. Emphasizes the role of power in the construction and contestation of deviance. Offered in Spring.

#### **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 in Spring.

### **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 in Fall and Spring.

### **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.

### **SOC 361 - 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.

### **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.

### **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.

### **SOC 390 - Current Issues in Sociology (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.

### **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 Research Methods before enrolling in this course.

#### **SOC 398 - Directed Study (1 - 4)**

Written permission of instructor 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 one'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 3.0 grade point average and who meet other requirements for admission as established by instructor. Course may be used toward electives for Sociology major. Offered every Fall.

#### **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.

#### **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. Students may choose to continue on to the third semester at USF or in Puebla, Mexico or Madrid, Spain during Summer session.

#### **SPAN 101-102 - First and Second Semester Spanish (4 - 4)**

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 SPAN 101 will proceed to SPAN 102, and students who successfully complete SPAN 102 will proceed to SPAN 201.

#### **SPAN 195 - 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. Offered every semester. Cross Listed With: LAS - 201. Students who successfully complete this course will proceed to SPAN 202. • Prerequisite: SPAN 102.

#### **SPAN 202 - Fourth 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. Cross Listed with LAS - 202. • Prerequisite: SPAN 201.

#### **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 Programs. Students who successfully complete this course will proceed to SPAN 202. 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.

#### **SPAN 219 - Intermediate Spanish Conversation (4)**

Students expand vocabulary and develop flexibility and proficiency by means of extensive conversation. May be repeated once for credit after an interval of one semester. Designed for native speakers of English. • Prerequisite: SPAN 201.

#### **SPAN 220 - Spanish Conversation for Specific Disciplines: Psychology, Business, Health Science, etc. (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 Bilingual Students I (4)**

Students will study the Spanish language with an eye to improving their linguistic and writing skills. 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. Students who successfully complete this course will proceed to SPAN 222. Offered every semester. • Prerequisite: Native speaking abilities, no junior high or high school study in a Spanish-speaking country, and a placement score between 66 and 92. Native speakers who score more than 92 on the Placement Test should register for Spanish 222.

#### **SPAN 225 - Spanish and Spanish Speakers in California, the U.S. and San Francisco (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 205.

#### **SPAN 301 - Building Bridges: ESL in the Spanish Speaking Community (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 U.S., 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 U.S., 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 205.

#### **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 205.

#### **SPAN 315 - 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 205.

#### **SPAN 325 - Language and Culture in Latin America (Spanish) (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 205.

#### **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. • Prerequisite: SPAN 205.

#### **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 205.

### **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. •

Prerequisite: SPAN 205.

### **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 355 - Cultural Studies of Spain (4)**

A social and cultural survey of Spain, 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. Topic varies. • Prerequisite: SPAN 205.

### **SPAN 360 - Studies in Latin American Culture (4)**

This course combines historical, social, and artistic perspectives. Topic varies. • Prerequisite: SPAN 205.

### **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 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 - 315 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 the text in Latin American and Spanish literatures, including Juan de Mena's Laberinto de la fortuna, Valle Inclan's Luces de Bohemia, Juan Rulfo's Pedro Paramo, Borge's El Aleph, Jose Donoso's Lugar sin Limites. 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 445 - Cultures in Contact and Conflict: Christians, Muslims and Jews in Early Modern Spain (4)**

Examines the co-existence of three cultures (Islamic, Jewish, and Christian) in Medieval Iberia to illustrate varied modes of cultural interaction, the effects of which are visible in history, religion, philosophy, science, language, and the arts. Works are read and discussed in Spanish. Offered intermittently.

**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 Universita 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 Universita 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 dessert 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)**

Universite' 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)**

Cordoba, 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 Catolica de Cordoba, 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)**

**SWAH 101 - First Semester Swahili (4)**

**SWAH 102 - Second Semester Swahili (4)**

Continuation of First Semester Swahili.

**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.

**TAGL 102 - Second Semester Filipino/Tagalog (4)**

• Prerequisite: TAGL 101 or permission of instructor. 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.

**TAGL 201 - Third Semester Filipino/Tagalog (4)**

- Prerequisite: TAGL 102 or permission of instructor. 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.

#### **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 - 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 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 instruction, 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 301 - Death and Dying (4)**

**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 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 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 (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 - Religious Ethics (4)**

Development of one's own ethical position, backed by moral wisdom from the major religious Ways. Special focus on global issues such as peace, human rights, ecology, dissent and conscience, and the ingredients for any sound moral decision. Offered yearly.

#### **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 (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.

#### **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 162 - Acting I: Body in Performance: Laban Movement Analysis (2)**

This course, required for Performing Arts and Social Justice Majors with a Theater Concentration and Theater Minors, provides an experiential introduction to Laban Movement Analysis and its applications for movement description, observation, and execution. Students will develop physical approaches to their acting training, cultivate a vital and conscious relationship to their bodies as expressive instruments for performance, and become aware of personal movement patterns that help and/or hinder expressive potential. Cross-listed with: PASJ 162.

### **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 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 Study (4)**

The study of the methods for developing a character for performance. Includes improvisation and scene study. Pre-requisite: THTR 120 and 162, or THTR 110, or by permission of Instructor. 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.

### **THTR 230 - Composition I (4)**

This course is required for Performing Arts and Social Justice Majors with a Dance or Theater Concentration. The course examines diverse movement sources from which dance and theater is made. The emphasis is on the tools and approaches to

improvisation and composition and developing awareness and analytical methods for guiding students' own creative processes. Readings and viewings of key artists' work will assist students in the discovery of personal material through formal sources. Pre-requisite: THTR 162, or by permission of Instructor. This course is required for Performing Arts and Social Justice Majors with a Dance or Theater Concentration. The course examines diverse movement sources from which dance and theater is made. The emphasis is on the tools and approaches to improvisation and composition and developing awareness and analytical methods for guiding students' own creative processes. Readings and viewings of key artists' work will assist students in the discovery of personal material through formal sources. 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 302 - Modern Dramatic Literature (4)**

This course will introduce students to the basic elements of modern and contemporary dramatic literature and the various forms of drama that have evolved from the late seventeenth century through today. Although this is primarily a literature course designed to introduce students to a broad range of modern 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 315 - Biblical and Spiritual Perf (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. Cross Listed With: THEOL - 330

**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)**

Pre-requisite: THTR 220 or by permission of Instructor. This advanced-level acting course is required for Performing Arts and Social Justice Majors with a Theater Concentration and is an elective option for Dance Concentration Majors and Theater Minors. Students will 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.

**THTR 337 - Acting: Solo Performance (1 - 2)**

Pre-requisite: THTR 120 and 162, or THTR 110, or by permission of Instructor. This intermediate-level acting 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 performance assignments, students will investigate different genres of solo performance, and develop the physical, vocal and character-transformation skills necessary to sustain a dynamic solo performance onstage.

**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)**

Process of writing a play or script for stage or media from germinal idea, through production.

#### **THTR 347 - 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 practical exercises and writing assignments, students will learn the creative and practical tools playwrights use to write a play or script for stage or media from germinal idea, through editing and revision, to production.

#### **THTR 349 - Cabaret Production (0 - 2)**

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. Pre-requisite: THTR 172 or by permission of Instructor.

#### **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)**

Pre-requisite: By Audition or Permission of Instructor. 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.

#### **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)**

Pre-requisite: Written permission of the instructor and College of Arts and Sciences Dean. 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.

**THTR 399 - Directed Study (1 - 4)**

Pre-requisite: Written permission of the instructor and College of Arts and Sciences Dean. 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.

**THTR 472 - Design Concepts (1 - 2)**

This introductory design for performance 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 design assignments, students will learn how to visually conceptualize play texts, and execute their designs using the practical mediums of light, sound and theatrical space.

**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)****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)**

- Prerequisite: YPSP 101 or permission of instructor. 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.

**YPSP 201 - Third Semester Filipino/Tagalog (4)**

- Prerequisite: YPSP 102 or permission of instructor. 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.

### **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-a-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 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 Jose' 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 Pals/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 (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.

#### **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.

## School of Management Courses

### **AE 326 - Accounting for Managers (3)**

Overview and application of accounting principles in managerial decision-making.

### **AE 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: AE 311 and AE 321

### **AE 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.

### **AE 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.

### **AE 490 - Current Issues in Applied Economics (3)**

Identification, analysis, and evaluation of emerging economic trends that influence decision-making. • Prerequisites: AE 311 and AE 321

### **AE 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

### **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 )

### **BSSH 405 - Instructional Systems Design (3)**

Applies learning theories and models to patient and staff education; includes program planning and evaluation; legal, regulatory and policy issues related to education, as well as instructional design strategies and resources. Students design and possibly carry out an educational program for a specific population of patients or staff members.

### **BSSH 406 - Financial Management (3)**

Introduces economic and financial concepts focusing on healthcare and including healthcare economic principles, the information problem, cost-benefit analysis, budgeting, cash flow, balance sheets; then applies these to developing a budget for a grant application or business plan.

### **BSSH 407 - Human Resources Management (3)**

Discusses the human resources functions in organizations including recruitment, staffing, selection, compensation, collective bargaining, evaluation, training, regulation, management development and planning. Theory and research are introduced and applied to healthcare organizations.

### **BSHS 408 - Healthcare Law (3)**

Introduces the legal system, including legal reasoning, contracts, administrative and case law, torts, liability and other legal concepts. Discusses the impacts of our legal system on various types of healthcare provider organizations.

### **BSHS 409 - Healthcare Informatics (3)**

Understands the vocabulary for medical/administrative technology, as well as how advances in computing, telecommunications and medical informatics software are being applied in healthcare settings. Focuses on the issues and benefits from the electronic medical record, digital imaging file transmission, computer order entry and legal issues concerning these and HIPAA, for patient, privacy protection.

### **BSHS 410 - Field Project (1 - 2)**

Enables the student to identify a topic of interest in their occupation or area of interest, and under faculty supervision, conduct research, complete on-site work, and develop a report of the findings and personal experiences. Students are encouraged to study problems/issues in their own organizations. Service learning is a course requirement and may be planned and carried out earlier in the program, or in the Field project course. Reflection paper on service learning will be completed and discussed in this course.

### **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.

### **BUS 101 - Freshman Launch Workshop (1)**

This course prepares students for academic and career success. Students will become familiar with business literature and resources to conduct business research. Students will gain cross cultural communication skills, team skills necessary for successful group work and apply group skills through projects. Students will develop self knowledge through skills assessment, identify majors and careers, practice interview skills, and begin a career portfolio.

### **BUS 102 - 3+1 Freshman Launch Seminar (4)**

### **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 201 - Principles of Accounting I (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: (BUS 100 and BUS 101 ) or BUS 195 or BUS 181 or RHET 250 or RHET 310

#### **BUS 202 - Principles of Accounting II (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 (BUS 101 and BUS 100 ) or BUS 195 or BUS 181 or RHET 250 or RHET 310

#### **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.

#### **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. • Prerequisite: BUS 181

#### **BUS 294 - Honors: Quantitative Business Analytics (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 101 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 upon managerial decision-making. Topic 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

### **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 and projects are used to highlight these topics, illustrate marketing concepts and theories in practices, and allow students to apply them in real company situations. • Prerequisites: (ECON 101 or ECON 111 ) and (ECON 102 or ECON 112 ) and MATH 106 and BUS 201 and BUS 202

### **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 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

**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, 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: small claims, personal injury, consumer law, residential 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 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)**

The fundamentals of advertising and promotion from the marketing manager's perspective. Topics include: establishing objectives, managing an advertising agency, understanding characteristics of various media, developing an advertising and promotion plan for a product or service • 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. These 88 million multicultural consumers continue to fuel the growth of the US and control over 18% of US buying power. However, multicultural consumers are often not effectively being reached by general-market media. This course is designed to help you develop an understanding of various multicultural consumers in the US and learn how to effectively reach them through various marketing tools. We will explore 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)**

Managerial perspectives in retailing focusing on such topics as retailing strategies, 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.

### **BUS 366 - Customer Satisfaction (4)**

This course explores the theoretical underpinnings of customer satisfaction, its importance in the marketplace and the process of delivering and maintaining desired levels of customer satisfaction. Particular attention is given to understanding the close links among the operations, human resource, and marketing functions and their effect

on organization structure and customer satisfaction. • Prerequisites: BUS 302 or BUS 492

### **BUS 368 - Marketing Implications of Culture and Ethnic Identity (4)**

(Marketing elective) (Multi-cultural Marketing elective) Multicultural marketing is a growing and important orientation accepted by academics and marketing organizations. One way to consider multicultural marketing is to focus on the behavior of specific ethnic groups and compare them to other ethnic groups. In addition, this approach may focus on common demographic characteristics to consider with-in group differences. This course takes a step back and focuses on the underlying psychological factors that define ethnicity. This approach gives students the tools to develop a deep understanding of ethnicity regardless of the ethnic group of interest. The tools learned will allow students to make within-group comparison as well as between ethnic group comparisons. Students will study the components of ethnicity from both behavioral and psychological perspectives. This approach will provide them the ability to understand the behavioral implications of each. In the end the students will have taken a journey through many domains of research to acquire knowledge and will then reassemble and combine that knowledge in order to develop sound marketing, marketing communications, and strategies. • Prerequisites: (BUS 302 or BUS 392 or BUS 492 )

### **BUS 369 - Special Topic: Marketing (4)**

(Marketing elective) (International Business elective) China and India present the most exciting business opportunities and the biggest economic challenges in the 21st Century. Whether your company views these two countries as an opportunity or a threat - or both! - it's likely that your future will be shaped by these two countries in some way. In the next few decades, China, India, and the U.S. will become the three largest economies in the world. This course will provide insights and strategies in marketing to China and India, while recognizing the threats and risks. It will examine emerging issues and trends such as urbanization; rise of the mass consumer; as well as economic, political and cultural challenges of doing business in China and India. Key issues include: \* Why have China and India become the focus of the world's attention? \* What opportunities, threats and challenges do Chinese and Indian firms present to U.S. firms? \* What are the leading opportunities for American firms in China and India? \* What are some of the best strategies to enter Chinese and Indian markets? \* What does it take to succeed in China and India? \* How are the Chinese and the Indian firms reshaping global business? • 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. • Prerequisite: 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. • Prerequisite: BUS 283

### **BUS 385 - Managing Service Enterprises (2)**

Management of Service Enterprises is an overview course for managerial concepts and tools necessary to successfully operate and manage a service company. The course introduces various managerial issues of service companies that need to be integrated, such as operations, marketing, strategy, information technology and people. It is intended to prepare students for management opportunities in service companies and to provide students with the foundation to start their own service business. • Prerequisites: BUS 181 and BUS 283

### **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 283

### **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 382

### **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 392 - Producing and Selling (4)**

Introduces the basic elements of Marketing and Systems Management. Students will be exposed to fundamental marketing concepts and theories. Understanding the application and practice while analyzing market and competitive analysis, market segmentation, product positioning, brand and product management, pricing strategies, advertising and promotion, and channels of distribution. Students will also be introduced to production systems. Analysis will include the integration of human, technical, and information systems as part of the creation and distribution of goods and services. Supply chain management, process design, project management, and quality control theories will also be developed.

#### **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 394 - BADM Open Elective (2 - 4)**

#### **BUS 395 - BNTL Open Elective (2 - 4)**

#### **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 399 - Marketing Elective (3 - 6)**

#### **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 )

#### **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 )

#### **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. • Prerequisites: (BUS 305 or BUS 495 ) and BUS 201 and BUS 202 and BUS 204

#### **BUS 433 - Lending and Mortgage Markets - Financing and Investment (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. • Prerequisites: BUS 330 or BUS 331 or BUS 332 or BUS 333

#### **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: Finance (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. • Prerequisites: BUS 330 or BUS 331 or BUS 332 or BUS 333

#### **BUS 441 - Leadership and Organizations (4)**

• 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)**

Practical study of the techniques of selling including persuasive selling, face-to-face communications and personal presentation. Sales management and the contribution it makes to marketing through selection, training, motivation, and management by objectives (MBO). • Prerequisites: BUS 302 or BUS 492

#### **BUS 461 - International Marketing Management (4)**

Principles and applications of marketing in the international environment. Focus on economic, socio-cultural, political, and ethical constraints on the marketing function in the multinational firm. Development of product, promotion, pricing, and distribution strategies appropriate for global markets. • 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)**

Impact of Internet technology on marketing practice. New business models and their marketing components. Evaluation of online marketing strategies and practices. Design of Internet-based marketing systems. • Prerequisites: BUS 302 or BUS 492

#### **BUS 468 - Multicultural Marketing Practice Capstone (4)**

The objective of this course is to integrate the concepts, knowledge, and skills students developed throughout their coursework. The course presents a comprehensive application of multicultural marketing concepts and tools within the framework of developing marketing mix strategy and tactics. To this end, the course will train students to understand the relationship between multicultural consumers and marketing practices, to conduct market analysis, to formulate a consumer oriented marketing strategy, to develop a targeted marketing recommendation, and to appreciate how various marketing concepts are related to one another as they are operationalized. • Prerequisites: BUS 302 and BUS 360 and BUS 362 and BUS 363 and BUS 368

#### **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, netnography, 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. • Prerequisites: BUS 302 and BUS 362

#### **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 480 - Hospitality Marketing and Sales (2)**

Marketing and sales strategies designed to maximize hotel and food and beverage revenue and profitability. Course will cover revenue management principles, marketing principles, sales department deployment, group sales, meeting space utilization, public relations, advertising, SEO, and distribution. • Prerequisites: (BUS 302 or BUS 492 ) and BUS 384

#### **BUS 481 - Events 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 382

### **BUS 482 - Hospitality Law and Human Resource Issues (2)**

Overview and detailed analysis of legal and related human resource issues related to the hospitality industry-particularly lodging and food service establishments, attractions, and travel-related services. Addresses respective duties and rights of hotels, restaurants, other hospitality businesses, and their guests/customers, including tort, contracts, privacy, taxation, antitrust and copyright issues. Highlights practical application of legal principals and developments to current real-world situations. • Prerequisites: BUS 301 or BUS 491

### **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, Intellectual Property, Cyberspace Law, Constitutional Law, Torts, Crimes, Property, Consumer and Environmental Law, Landlord/Tenant Law, plus an extensive review of Contracts, using case study method, including numerous writing exercises, Contract Creation, three mock Mediation Hearings and a Legal Field Trip. • Prerequisites: BUS 492 or BUS 494 or BUS 495

### **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. • Prerequisite: BUS 494

#### **BUS 494 - Honors: Organizations Behavior and Leadership (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.

#### **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.

#### **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/leader's 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 or BUS 498

#### **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: BUS 495 or BUS 492 or BUS 494

#### **BUS 499 - Honors Cohort Program Special Topic: Management (2)**

This seminar-style course centers on intellectual connections (grasping business issues in context) and communication connections (practicing skills necessary for successful business involvement). The course combines six management communication topics (business writing, business speaking, listening, intercultural communication, resume/interview/meeting strategies, and crisis communication) with a 'Great Books' set of readings, drawn primarily from short, popular business books from the period 2000 - 2007. Students will study core ideas about the nature of profit-seeking enterprise, including challenging controversies in areas such as labor practices, social responsibility, sustainability, obligations of wealthy nations,

government relationships with business, career portability, political dimensions of economic interests, and out-sourcing/off-shoring of labor. These topics will be investigated in the context of simulations, cases, panels, debates, and other high-interest 'workshop' pedagogies. Important outcomes in business communication skills include improvement in business writing, speaking, listening, and discussion. Special focus will be placed on career pathing, with individual instructor assistance on locating and applying for student internships and positions upon graduation. •

Prerequisite: BUS 495

### **INTD 050 - College Success I: Successful Strategy (1)**

course\_description

### **INTD 053 - CSC II: Explore Majors and Careers (1)**

### **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.

### **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.

**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.

#### **OB 319 - Foundations of Organizational Behavior (3)**

Emphasizes the complex relationships among individuals, groups, organizations and society. A dynamic, holistic, systems approach to understanding and facilitating work relationships is examined. Consideration is given to the interaction of individual values, attitudes, needs, abilities, traits, and motivation within teams and organizations.

#### **OB 321 - Organizational Communication (3)**

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: OB 319

#### **OB 322 - Organizational Leadership (3)**

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: OB 319

#### **OB 323 - Leading Change in Organizations (3)**

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: OB 319

#### **OB 324 - Group Process and Decision-Making (3)**

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: OB 319

### **OB 335 - Organizations in Context (3)**

Studies the complex relationships among individuals, groups, organizations and society, while examining the structures and processes that formally and informally shape individual and organizational perspectives and behaviors. Emphasis is on relationships and interdependencies that impact organizational functioning and the organization's ability to adapt to ambiguity and uncertainty. • Prerequisite: concurrent OB 319

### **OB 336 - Topics in Organizational Behavior (1 - 3)**

Examines current and emerging topics related to organizational life and directions of the field. • Prerequisite: concurrent OB 319

### **OB 351 - Organizational Research and Analysis (1 - 3)**

Explores the application of basic and applied methods of research and analysis to organizational behavior phenomena. Focus is on the statistical methods used to analyze data along with concepts related to quantitative and qualitative research methods. • Prerequisite: concurrent OB 319

### **OB 361 - Financial Analysis for Costing Organizational (3)**

Uses organizational behavior concepts to understand the budgeting process, including the tracking of costs and cost savings, so that managers can make decisions to ensure the organization's long-term viability through maximizing human capital. Integrates research methods, and the statistical, accounting and financial information leaders and managers rely on as they consider budgetary tradeoffs and capital budgeting decisions. • Prerequisite: OB 319

### **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 structure, public administration leadership, personnel management, budgeting, and policy analysis.

### **PA 352 - Public Policy Analysis (3)**

(For BPA Generalist Students)Explores models of decision-making analysis in public organizations, analysis of bureaucratic politics, executive 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 organization structure, design, and applied leadership theory. • Prerequisite: PA 351

### **PA 355 - Applied Statistics for Public Administrators (3)**

Introduces the student to several 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 of human resource accounting and techniques of personnel management as they pertain to performance appraisals, employee productivity, 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)**

Covers state-of-the-art managerial techniques designed for public and nonprofit managers, IT developments, and employment trends as they pertain to mid-career administrators, career planning, and path 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 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: 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 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 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 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.

**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 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 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 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 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 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.

**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 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.

**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 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 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 outside the mainstream in folk and found art styles.

## School of Nursing Courses

### **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)**

• Prerequisites: BIOL 113, BIOL 114, BIOL 115, BIOL 116, BIOL 134, BIOL 135, PSYC 101, NURS 120, NURS 170 Corequisites: NURS 221, NURS 222, NURS 225.  
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.

### **NURS 221 - Essentials of Pharmacology: Principles and Concepts (2)**

• Prerequisites: BIOL 113, BIOL 114, BIOL 115, BIOL 116, BIOL 134, BIOL 135, PSYC 101, NURS 120, NURS 170 Corequisites: NURS 220, NURS 222, NURS 225. Introduction to basic pharmacologic knowledge to be used as the foundation of nursing practice: medication administration, terminology and the nurse's role in patient safety.

### **NURS 222 - Applied Assessment and Nursing Fundamentals Across the Lifespan I: Health and Wellness (4)**

• Prerequisites: BIOL 113, BIOL 114, BIOL 115, BIOL 116, BIOL 134, BIOL 135, PSYC 101, NURS 120, NURS 170 Corequisites: NURS 220, NURS 221, NURS 225. 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.

### **NURS 225 - Clinical Lab I: Applied Assessment in Health and Wellness (2)**

• Prerequisites: BIOL 113, BIOL 114, BIOL 115, BIOL 116, BIOL 134, BIOL 135, PSYC 101, NURS 120, NURS 170 Corequisites: NURS 220, NURS 221, NURS 222. 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.

### **NURS 270 - Nutrition (2)**

• Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225. Corequisites: NURS 270, NURS 271, NURS 272, NURS 273, NURS 275. 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.

### **NURS 271 - Applied Pathophysiology and Pharmacology II (3)**

• Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225. Corequisites: NURS 270, NURS 272, NURS 273, NURS 275. 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.

### **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.

### **NURS 273 - Evidence-Based Inquiry (4)**

- Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225, MATH 101.

Corequisites: NURS 270, NURS 271, NURS 272, NURS 275. 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 275 - Clinical Lab II: Alterations in Health and Illness (3)**

- Prerequisites: NURS 220, NURS 221, NURS 222, NURS 225. Corequisites: NURS 270, NURS 271, NURS 272, NURS 273. 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.

### **NURS 275S - Clinical Lab II: Alterations in Health and Illness (Simulation Lab) (0)**

### **NURS 275S - Clinical Lab II: Alterations in Health and Illness (Simulation Lab) (0)**

### **NURS 320 - Community and Mental Health Nursing (4)**

- Prerequisites: NURS 270, NURS 271, NURS 272, NURS 273, NURS 275, and RHET 220, or RHET 131, or RHET 250. Corequisites: NURS 321, 325. 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.

### **NURS 321 - Health Care Systems I: Nursing Leadership Within Complex Adaptive Systems (2)**

- Prerequisites: NURS 270, NURS 271, NURS 272, NURS 273, NURS 275, and RHET 220, or RHET 131, or RHET 250. Corequisites: NURS 320, 325. 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.

### **NURS 323 - Nursing Research (3)**

- Prerequisites: NURS - 211, NURS - 231, NURS - 241, NURS - 251, MATH - 101. This theory course introduces the student to the research process and its application to nursing practice and social problems. Introductory critiquing skills are used to examine each step of the research process to enhance students' understanding of their role as nurse research consumers.

### **NURS 325 - Clinical Lab III: Community and Mental Health Nursing (4)**

- Prerequisites: NURS 270, NURS 271, NURS 272, NURS 273, NURS 275, and RHET 220, or RHET 131, or RHET 250. Corequisites: NURS 320, 321. 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.

### **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. • Prerequisites: NURS 270 with a minimum grade of C and NURS 271 with a minimum grade of C and NURS 272 with a minimum grade of C and NURS 273 with a minimum grade of C and NURS 275 with a minimum grade of S

### **NURS 330 - Nursing Therapeutics II (3)**

• Prerequisites: NURS - 211, NURS - 231, NURS - 241, NURS - 251. Corequisites: NURS - 350, NURS - 340. This theory course focuses on episodes of care and the principles of caseload management for adults. Students use selected human responses with an emphasis on physiological and psychological/cultural/spiritual assessment to identify and evaluate therapeutic interventions for adult clients. The course highlights the nurse's role in managing client care in acute care settings.

### **NURS 331 - Family Health I (3)**

• Prerequisites: NURS - 330, NURS - 340, NURS - 350, NURS - 323. Corequisites: NURS - 351, NURS - 352, NURS - 341. 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.

### **NURS 341 - Family Health II (3)**

• Prerequisites: NURS - 330, NURS - 340, NURS - 350, NURS - 323. Corequisites: NURS - 331, NURS - 351, NURS - 352. 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.

### **NURS 350 - Clinical Lab III (4)**

• Prerequisites: NURS - 211, NURS - 231, NURS - 241, NURS - 251. Corequisites: NURS - 330, NURS - 340. This clinical application course guides the student in providing comprehensive care for acutely ill adults. The student has a variety of learning experiences in the hospital setting including performing nursing care on an adult medical surgical nursing unit, observing in the operating suite, and alternative experiences in other settings such as emergency department, clinics, or areas where specific diagnostic procedures are performed. 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.

**NURS 351 - Clinical Lab IV-A (2)**

• Prerequisites: NURS - 330, NURS - 340, NURS - 350, NURS - 323. Corequisites: NURS - 352, NURS - 331, NURS - 341. 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.

**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)**

• Prerequisites: NURS - 330, NURS - 340, NURS - 350, NURS - 323. Corequisites: NURS - 351, NURS - 331, NURS - 341. 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.

**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)**

• Prerequisites: NURS 320, NURS 321, NURS 325. Corequisites: NURS 371, NURS 375. 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.

**NURS 371 - Healthcare Systems II: Management in Complex Clinical Systems (2)**

• Prerequisites: NURS 320, NURS 321, NURS 325. Corequisites: NURS 370, NURS 375. Focus on the development of management skills for beginning practitioners in acute care and managed health care environments in complex clinical systems.

**NURS 375 - Clinical Lab IV: Adult Medical-Surgical Nursing - Management of Comprehensive Adult Patient Care (4)**

• Prerequisites: NURS 320, NURS 321, NURS 325. Corequisites: NURS 370, NURS 371. 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.

**NURS 420 - Women's Health (3)**

• Prerequisites: NURS 370, NURS 371, NURS 375. Corequisites: NURS 421, NURS

425, NURS 426. Focus on the health promotion and nursing care of women across the life span with an emphasis on the childbearing years.

### **NURS 421 - Medical-Surgical Nursing II: Nursing Care of Children (3)**

• Prerequisites: NURS 370, NURS 371, NURS 375. Corequisites: NURS 420, NURS 425, NURS 426. 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.

### **NURS 425 - Clinical Lab V-A: Women's Health (2)**

• Prerequisites: NURS 370, NURS 371, NURS 375. Corequisites: NURS 420, NURS 421, NURS 426. 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.

### **NURS 426 - Clinical Lab V-B: Medical-Surgical Nursing - Nursing Care of Children (2)**

• Prerequisites: NURS 370, NURS 371, NURS 375. Corequisites: NURS 420, NURS 421, NURS 425. Clinical Course: Nursing process in care of children. Application opportunities include in situ clinical rotations and case-based simulation.

### **NURS 430 - Nursing Therapeutics III (3)**

• Prerequisites: NURS - 331, NURS - 341, NURS - 351, NURS - 352. Corequisite: NURS - 450. 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.

### **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)**

• Prerequisites: NURS - 331, NURS - 341, NURS - 351, NURS - 352. Corequisite: NURS - 430. 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.

### **NURS 451 - Clinical Lab VI (5)**

• Prerequisites: NURS - 430, NURS - 450. Corequisites: NURS - 461, NURS - 481. 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.

### **NURS 461 - Leadership in Managed Care Systems (3)**

• Prerequisites: NURS - 430, NURS - 450. Corequisites: NURS - 481. 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.

### **NURS 470 - Nursing in the Jesuit Tradition II (1)**

• Prerequisites: NURS 420, NURS 421, NURS 425, NURS 426. Corequisites: NURS 471, NURS 4475. 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.

### **NURS 471 - Complex Care Across the Lifespan (3)**

• Prerequisites: NURS 420, NURS 421, NURS 425, NURS 426. Corequisites: NURS 471, NURS 475. 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.

### **NURS 475 - Clinical Lab VI: Complex Care Across the Lifespan (5)**

• Prerequisites: NURS 420, NURS 421, NURS 425, NURS 426. Corequisites: NURS 470, NURS 471. 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.

### **NURS 481 - Senior Seminar (1)**

• Prerequisites: NURS - 430, NURS - 450. Corequisites: NURS - 461, NURS - 451. 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.

**NURS 499 - Directed Study (1 - 4)**

Coursework and units to be determined by the student and the professor, with the Dean's approval.

## Health Services Courses

### **BSHS 405 - Instructional Systems Design (3)**

Applies learning theories and models to patient and staff education; includes program planning and evaluation; legal, regulatory and policy issues related to education, as well as instructional design strategies and resources. Students design and possibly carry out an educational program for a specific population of patients or staff members.

### **BSHS 406 - Financial Management (3)**

Introduces economic and financial concepts focusing on healthcare and including healthcare economic principles, the information problem, cost-benefit analysis, budgeting, cash flow, balance sheets; then applies these to developing a budget for a grant application or business plan.

### **BSHS 407 - Human Resources Management (3)**

Discusses the human resources functions in organizations including recruitment, staffing, selection, compensation, collective bargaining, evaluation, training, regulation, management development and planning. Theory and research are introduced and applied to healthcare organizations.

### **BSHS 408 - Healthcare Law (3)**

Introduces the legal system, including legal reasoning, contracts, administrative and case law, torts, liability and other legal concepts. Discusses the impacts of our legal system on various types of healthcare provider organizations.

### **BSHS 409 - Healthcare Informatics (3)**

Understands the vocabulary for medical/administrative technology, as well as how advances in computing, telecommunications and medical informatics software are

being applied in healthcare settings. Focuses on the issues and benefits from the electronic medical record, digital imaging file transmission, computer order entry and legal issues concerning these and HIPAA, for patient, privacy protection.

**BSHS 410 - Field Project (1 - 2)**

Enables the student to identify a topic of interest in their occupation or area of interest, and under faculty supervision, conduct research, complete on-site work, and develop a report of the findings and personal experiences. Students are encouraged to study problems/issues in their own organizations. Service learning is a course requirement and may be planned and carried out earlier in the program, or in the Field project course. Reflection paper on service learning will be completed and discussed in this course.

## Arts and Sciences Graduate Course List

### **APS 601 - Comparative Modernization of East Asia (4)**

The historical process of political and social modernization in China, Japan, and Korea. Emphasis is on the evolution of traditional societies in the classical and medieval periods, and their trans-formation in the modern era.

### **APS 605 - Cult of Asia: Rel and Phil (4)**

The religious and philosophical traditions of China, Japan, and Korea, especially as they affect the lives of contemporary East Asians. Emphasis is on the development of Confucian, Taoist, Buddhist and other schools of thought, and the story of how they shaped and were in turn shaped by the cultures of the region.

### **APS 610 - Core Asian Language I (Japanese) (4)**

Intended to lay a firm foundation for further learning in the target language, or to solidify language competency previously acquired. Students who come to the program with some Asian language competence will be accommodated in a class at the appropriate level wherever possible.

### **APS 611 - Core Asian Language 2 (Japanese) (4)**

Intended to build on the language competence developed in the first semester.

### **APS 612 - Asian Language Intensive Summer Session (Japanese) (4)**

Free of the demands of a seminar class, students concentrate on improving basic skills in their target language in two weekly evening sessions over eight weeks.

### **APS 620 - International Politics of the Asia Pacific (4)**

Comparative analysis of the modern international politics of Japan, Korea, 'Greater'

China, Southeast and South Asia. Emphasis is on regional and international political developments, examining national policies and strategies used to compete and cooperate while assuring security.

#### **APS 621 - Core Asian Language I (Mandarin Chinese) (4)**

Intended to lay a firm foundation for further learning in the target language, or to solidify language competency previously acquired. Students who come to the program with some language competence will be accommodated in a class at the appropriate level.

#### **APS 622 - Core Asian Language 2 (Mandarin Chinese) (4)**

Intended to build on the language competence developed in the first semester.

#### **APS 623 - Asian Language Intensive Summer Session (Mandarin Chinese) (4)**

Free of the demands of a seminar class, students concentrate on improving basic skills in their target language in two weekly evening sessions over eight weeks.

#### **APS 635 - Literature of East Asia (4)**

Survey of influential traditional and modern literary works from China, Japan and Korea. Emphasis is on utilizing the lens of literature to examine the society it reproduces and on gaining an understanding of the role literary arts play in the cultural life of each country.

#### **APS 636 - Society and Culture in the Contemporary Asia Pacific (4)**

Comparative study of the social and cultural aspects of contemporary China, Japan and Korea. Emphasis is on the impact industrialization, modernization and democratization has had on cultural, social, and business practices.

#### **APS 640 - Economies of East Asia (4)**

Comparative study of the economic systems of East Asia with a focus on Japan, China, Korea, Taiwan, Hong Kong, and Singapore. Emphasis is on East Asian economic developments in the 20th century.

#### **APS 646 - Political Econ/Asia and Pac Rim (4)**

#### **APS 651 - Pacific Rim Internship (1 - 4)**

Students may elect to undertake an internship in an approved Pacific Rim-related company or nonprofit organization. This practicum will enable participants to gain in-depth experience and expertise in a particular profession through application of their knowledge of the Asia Pacific region and related language and research skills. The internship requires 20-25 hours of internship work for each unit of semester credit granted and the completion of a short paper on the significance and value of the internship in relation to the student's educational goals.

#### **APS 690 - Special Topics (1 - 4)**

#### **APS 698 - Directed Reading (1 - 6)**

#### **BIOL 598 - Thesis Research for Biology Honors Program (1 - 3)**

- Prerequisite: Upper division standing, an overall grade point average of 3.2, plus a minimum 3.4 GPA in Biology and supporting science courses (Chemistry, Math and Physics), consent of instructor and department chair. Selected upper division students have an opportunity to work on a research project under the direction of a faculty

member. May be repeated for credit. Units can be combined with 599 with up to 4 units counted towards Biology upper division course requirements. Offered every Fall and Spring.

### **BIOL 599 - Thesis Writing for Biology Honors Program (1 - 2)**

- Prerequisite: BIOL - 598 (or corequisite), consent of instructor and department chair. Thesis writing for research completed in BIOL 598. Offered every Fall and Spring.

### **BIOL 600 - Graduate Seminar in Biology (1)**

- Prerequisite: Graduate standing or consent of instructor. A seminar with the faculty and other graduate students for presentation and discussion of current biological literature and research endeavors. May be repeated for credit. One meeting each week. Offered intermittently.

### **BIOL 620 - 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.

### **BIOL 633 - Endocrinology (3)**

A study of basic endocrine function, hormonal mechanisms, endocrine disorders, and contemporary issues in endocrinology. Four hours of lecture each week. Offered every Spring.

### **BIOL 634 - Endocrinology Laboratory (1)**

Corequisite: BIOL - 633. One laboratory session each week.

### **BIOL 641 - Medical Microbiology (3)**

Corequisite: BIOL - 642. 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.

### **BIOL 642 - Medical Microbiology Lab (1)**

Corequisite: BIOL - 641. One laboratory session each week.

### **BIOL 643 - Immunology (3)**

Corequisite: BIOL - 644. 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.

### **BIOL 644 - Immunology Laboratory (1)**

Corequisite: BIOL - 643. Principles of immunological techniques. A survey of those techniques used widely in diagnostics and research. One laboratory session each week.

### **BIOL 645 - 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.

### **BIOL 646 - General Microbiology (3)**

Corequisite: BIOL - 647. An introduction to microorganisms: structure, metabolism, and biological properties. Three hours lecture each week. Offered every Spring.

**BIOL 647 - General Microbiology Lab (1)**

Corequisite: BIOL - 646. One laboratory session each week.

**BIOL 650 - Envir Animal Physiology (3)**

Corequisite: BIOL - 651. Principles of animal physiology and adaptive mechanisms. Three hours lecture each week. Offered intermittently.

**BIOL 651 - Envir Animal Physiology Lab (1)**

Corequisite: BIOL - 650. Project-oriented course with an emphasis on adaptive mechanisms and environmental toxicology. One laboratory session each week. Offered intermittently.

**BIOL 654 - Endocrinology (4)**

**BIOL 658 - Techniques in Light and Electron Microscopy (4)**

Theory of light and electron microscope operation and preparation of biological specimens for microscopy. Offered every Fall.

**BIOL 659 - Plant Physiology (4)**

A study of plant growth and development, metabolism, nutrition, and response to the environment. Four hours lecture each week. Offered every Fall.

**BIOL 662 - Histology (3)**

Corequisite: BIOL - 663. A study of the microscopic anatomy of cells, tissues, and organs of the human body. Three hours lecture each week. Offered every Spring.

**BIOL 663 - Histology Lab (1)**

Corequisite: BIOL - 662. One laboratory session each week.

**BIOL 664 - Techniques in Cell Biology (2)**

Corequisite: BIOL - 665. Principles and practices of laboratory techniques used in cell biology. Two hours lecture each week. Offered every Fall.

**BIOL 665 - Techniques in Cell Biology Lab (2)**

Corequisite: BIOL - 664. Two laboratory sessions each week.

**BIOL 668 - 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.

**BIOL 670 - Biology of Cancer (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.

**BIOL 679 - Conservation Biology (SL) (4)**

A study of conservation biology, examining ecological methods for monitoring and maintaining biodiversity on the planet. Three hours lecture. Offered every Spring.

**BIOL 680 - Special Topics (4)****BIOL 685 - Molecular Gen and Biotechnology (3)**

Corequisite: BIOL - 686. Recombinant DNA techniques; methods of nucleic acid isolation and characterization. Two hours lecture each week. Offered every Spring.

**BIOL 686 - Mol Gen and Biotechnology Labs (1)**

Corequisite: BIOL - 685. Two laboratory sessions each week.

**BIOL 690 - Marine Biology (2)**

Corequisite: BIOL - 691. 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.

**BIOL 691 - Marine Biology Lab (2)**

Corequisite: BIOL - 690. Two laboratory sessions or field trips each week. (May be scheduled on Saturdays. Some weekend trips are required.)

**BIOL 695 - Directed Reading (1 - 4)**

Offered every semester.

**BIOL 698 - Research in Biology (1 - 4)**

Offered every semester.

**BIOL 699 - Thesis Writing (1 - 4)****CHEM 686 - Graduate Special Topics (4)**

Topics not covered by other graduate level Chemistry curriculum offerings. Three hours lecture. Offered intermittently.

**CHEM 697 - Graduate Directed Study (1 - 3)**

Study of selected topics, under the guidance of a member of the faculty. Written permission of instructor and dean required. Offered every semester.

**CHEM 698 - Graduate Research Methods (1 - 6)**

Study and hands-on instruction in current analytical, biochemical, and synthetic methods. Students will also engage in professional chemical literature searching, research documentation, and presentation. Offered every semester.

**CHEM 699 - Thesis Writing (1 - 6)**

Composition of Master's thesis based on original research work completed under the supervision of a student's faculty research advisor. Written permission of instructor and dean required. Offered every semester.

**CS 601 - Principles of Software of Development (4)**

A study of software development. Software engineering principles and structured methods are discussed as a prelude to the focus on object-oriented approaches. All phases of the software lifecycle are covered, including analysis, design, implementation and testing, and maintenance. Other topics include user interface design and development, software reuse and the design of reusable software components, software patterns, and web-based client-server programming. Four hours lecture. Offered every Fall. • Prerequisite: Experience with an object-oriented

programming language.

#### **CS 615 - Computer Architecture (4)**

Survey of contemporary computer organizations covering early systems, instruction set design, processor implementation (pipelining, multiple issue, and speculative execution), memory hierarchy design (on-chip and off-chip caches, translation-lookaside buffers, and virtual memory), input/output (devices, busses, and processor interfaces), performance evaluation, and current research topics. Project required. Four hours lecture.

#### **CS 620 - Network Design (4)**

Overview of local and wide-area computer networks and contemporary lower-layer network protocols. Topics to be chosen from: switched networks, broadcast networks, multiplexing, layered protocol models, physical aspects of data transmission, data-link protocols, network modeling, performance issues, and current research in network design. Term paper or project required.

#### **CS 621 - Network Programming (4)**

Network application programming. Upper-layer protocols and their interfaces. Topics to be chosen from: TCP/IP, sockets, remote procedure calls, network management, client/server programming, internet protocols (FTP, SMTP, HTTP, and SNMP), higher-level interoperability (CORBA), performance issues, and security. Project required. Four hours lecture.

#### **CS 625 - Parallel and Distributed Computing (4)**

Introduction to shared- and distributed-memory architectures. Mechanisms for parallelism: locks, barriers, semaphores, monitors, message-passing, RPC, and active messages. Programming shared- and distributed-memory systems. Introduction to parallel algorithms and parallel performance prediction and measurement. Programming languages and libraries that support parallel and distributed computing. Four hours lecture.

#### **CS 630 - Advanced Microcomputer Programming (4)**

In-depth introduction to the protected-mode architecture of Pentium-family processors and supporting peripheral controllers. Topics include memory segmentation and paging, privilege transitions, multitasking, exception handling, debugging, performance monitoring, system management mode, virtual-8086 emulation mode, and APIC interprocessor interrupts. Four hours lecture. • Prerequisite: Experience with Intel 80x86 Assembly Language.

#### **CS 635 - Adv Systems Programming (4)**

This course focuses on advanced hardware and software topics in systems programming, such as device-driver design, interprocess communication, and kernel-module programming in the Linux environment. Four hours lecture. • Prerequisite: requires knowledge of C/C++ and acquaintance with UNIX/Linux operating systems.

#### **CS 636 - Operating Systems (4)**

Study of the design and implementation of modern operating systems. Topics chosen from: operating system structure, scheduling, protection, virtual memory, communication mechanisms, concurrency, threads, multiprocessor support, distributed

systems, performance evaluation, and current operating systems research. Project required. Four hours lecture.

#### **CS 652 - Programming Languages (4)**

Study of the design and implementation of software development languages. Topics chosen from: syntax, semantics, translation, run-time systems, advanced programming techniques, and debugging. Language families to be chosen include: functional, logic, visual, formal specification, design, pattern, database, and concurrent. Project required. Four hours lecture.

#### **CS 662 - Artificial Intelligence Programming (4)**

Use of artificial intelligence techniques to solve large scale problems. Search strategies, knowledge representation, and other topics chosen from: simulated annealing, constraint satisfaction, logical and probabilistic reasoning, machine learning, expert systems, natural language processing, neural networks, genetic algorithms, and fuzzy logic. Both theoretical foundations and practical applications will be covered. Coursework includes written assignments and programming projects. Four hours lecture.

#### **CS 673 - Algorithms (4)**

Algorithm analysis and asymptotic running time estimates. Expected running times and amortized analysis. Design techniques, including divide and conquer, greedy, and dynamic programming. Algorithms for searching and sorting, graphs, and advanced topics. Four hours lecture.

#### **CS 675 - Theory of Computation (4)**

Topics to be chosen from: models of computation and formal languages, computability and complexity, P and NP completeness and  $P = NP$ , advanced computing models. Four hours lecture.

#### **CS 680 - Web Systems and Algorithms (4)**

Survey of Internet systems research including the anatomy of the web, search engine architecture and algorithms, information retrieval, crawling, text analysis, personalization and context, collaborative environments, and the semantic web.

#### **CS 682 - Distributed Software Development (4)**

Internet application development, including server-side technologies such as scripting languages, template frameworks, web page mining, and distributed computing issues such as peer-to-peer, multi-cast, and distributed agents.

#### **CS 683 - Computer Security and Privacy (4)**

Learn the basics of computer security and the details of important network security protocols such as SSL/TLS. Topics include: symmetric key cryptography, public key cryptography, secure hash, wireless security, spam filtering, biometric.

#### **CS 684 - Human-Computer Interaction (4)**

Design principles and techniques used to facilitate the interaction between people and computers. Topics covered include user-interface design and evaluation, web site design, prototyping, usability engineering, presenting complex information, hypertext, multimedia, scientific visualization, input devices, ubiquitous computing, and cognitive models.

**CS 685 - Wireless Sensor Networks (4)**

Study of the design and implementation of wireless sensing systems. Topics include communication, coordination, self organization, and energy efficiency. Necessary background material in networking and distributed systems will be covered.

**CS 686 - 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 687 - Digital Society (4)**

A study of the effects of computing and the Internet on modern society. Topics include digital libraries, e-commerce, copyright law and open source movements, on-line communities, education and technology, and privacy and security.

**CS 689 - Residency in Internet Engineering (4)**

Participation in a cooperative work program with one of the USF affiliated organizations. Typically, students will work in groups and be supervised jointly by both an affiliate manager and a USF professor.

**CS 690 - Master's Project (4)**

At the discretion of the instructor, the project will 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. Four hours lecture. Offered every semester. • Prerequisite: Regular Status.

**CS 695 - Practicum Study (2)**

Participation in a supervised work program where students apply USF coursework knowledge in a practical setting. Work is supervised by a USF faculty member and a corporate sponsor. • Prerequisite: Practicum Option status.

**CS 698 - Directed Reading and Research (1 - 4)**

Written permission of the instructor, graduate program coordinator and dean is required.

**CS 699 - Master's Thesis (4)**

• Prerequisite: Thesis approval form required.

**ECON 601 - Microeconomics: Theory and Applications (3)**

Advanced microeconomic theory is presented to analyze behavior of consumers and firms under national and international market conditions. Offered every Fall.

**ECON 602 - Macroeconomics: Theory and Applications (3)**

• Prerequisite: ECON 615 Mathematics for Economists OR permission of instructor. Advanced theory in macroeconomics in the context of an open economy. Offered every Spring.

**ECON 615 - Mathematics for Economists (3)**

Applications of linear algebra and calculus to equilibrium, dynamic, and optimization models of economic theory. Offered every Fall.

**ECON 616 - Special Topics in Mathematics for Economists (3)**

Applications of differential equations, phase diagrams analysis, stability analysis, optimal control theory, calculus of variations, differential games, and dynamic programming in economics. Offered every other Spring.

**ECON 620 - Graduate Econometrics (3)**

• Prerequisite: ECON 615 Mathematics for Economists or with permission of instructor. Covers the essential econometric techniques for economic and business forecasting and decision analysis: regression theory and applications, time series analysis, and forecasting. Offered every Spring.

**ECON 623 - Field Research Methods (3)**

• Prerequisite: ECON 620 Graduate Econometrics. This course is intended to be taken by Master's students in International and Development Economics in the Spring semester to prepare students for Summer field research. The course covers a variety of topics including sampling methods, field interview techniques, planning an empirical research strategy, ethical issues, importance of the protection of human subjects, and advice for maintaining proper health and safety during field research.

**ECON 624 - Internet Data Sources (3)**

This course, intended for graduate students, will help students learn how to find and manipulate statistical and economic data found on the Internet. The course is an especially important tool for graduate students who are about to enter the job market in areas such as macroeconomics and finance. This course will teach students how to find and utilize data such as that measuring GDP, inflation, and unemployment statistics.

**ECON 625 - Econometrics of Financial Markets (3)**

• Prerequisite: ECON 620 Graduate Econometrics. A topics-oriented course exploring econometric issues and techniques specific to financial economics. Previous topics include facts of the Cap-M model and for random walks in financial markets. Offered every Fall.

**ECON 627 - Applied Econometrics for International and Development Economics (3)**

• Prerequisite: ECON 620 Graduate Econometrics. An applied econometrics course where students with a foundation in regression analysis learn to apply more advanced econometric techniques in their analysis of data. Topics covered include selection bias, simultaneity issues, panel data and time series regression.

**ECON 628 - Advanced Applied Econometrics (3)**

Advanced Applied Econometrics covers recent developments in econometrics in the areas of instrumental variable and panel data estimation, discontinuity design, non-parametric estimation, and time series analysis with an emphasis on applications in international and development economics.

**ECON 650 - Money, Banking, and Financial Institutions (3)**

Pre- or Corequisite: ECON 601 Microeconomics: Theory/Application. Monetary policy, financial markets and institutions, competition, market efficiency, innovation and institutional changes, properties of various financial instruments, impact on savings,

investment, and capital formation. Offered every Fall.

### **ECON 651 - Monetary Economics (3)**

Pre- or Corequisite: ECON 602 Macroeconomics: Theory/Application. This course emphasizes the institutional structure of banking, government regulation of banking, and government control of the money supply and economic activity. We focus on the needs and processes underlying money and financial markets to understand how and why financial markets and institutions are in a constant state of evolution and the consequences for effective government policies. Offered every Spring.

### **ECON 655 - Options and Futures (3)**

• Prerequisite: ECON 615 Mathematics for Economists. 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 1) the economic functions of futures, forwards and options, 2) the operation of the futures and options markets, 3) the pricing of futures, options and other derivatives, and 4) basic strategies in trading options. Offered every Spring.

### **ECON 663 - Experimental Economics (3)**

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.

### **ECON 665 - Law and Economics (3)**

Law and Economics offers master's students 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.

### **ECON 670 - International Trade (3)**

A comprehensive survey course in the theory of international trade and an economic analysis of international trade policies. Offered every Fall.

### **ECON 671 - International Finance (3)**

Pre- or Corequisite: ECON 602 Macroeconomics: Theory/Application. The world monetary system: foreign exchange markets, risk reduction instruments and international capital markets in the context of open economy macroeconomics. Evaluation of policies, practices, and institutions in the field of international investments and international finance. Offered every Spring.

### **ECON 672 - Economics of Development (3)**

Development economics: theoretical and empirical investigations of economic development issues, policies, and strategies. Offered every Fall.

### **ECON 673 - Development Microeconomics (3)**

Advanced economic development theory and investment theory in an applied context, with particular emphasis on current issues and problems. Offered every Spring.

**ECON 674 - Development Macroeconomics (3)**

• Prerequisites: ECON 312 Intermediate Macroeconomics or ECON 602

Macroeconomics: Theory/Application. Quantitative economic techniques and computer software are used to develop simulation models, input-output models, and general equilibrium models for economic forecasting, business decision analysis and country-level economic policy appraisal and planning. Offered every Fall.

**ECON 675 - Finance and Investment in Emerging Economies (3)**

This 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.

**ECON 676 - Natural Resource Economics and Development Policy (3)**

Signs of environmental stress and of the depletion and extinction of natural resources abound in developing nations around the world. This course is for graduate students, especially students in the International and Development Economics Master's program, and will examine the issues surrounding changes in the environment of developing nations during the process of industrialization, trade-offs between economic growth and resource depletion, and issues surrounding sustainable development.

**ECON 677 - International Political Economy (3)**

In most developing countries today planned development is being abandoned in favor of market-guided strategies. This course provides a political economy analysis of the relationship between government and the economy in developing nations. It examines the various paradigms and debates in the field of international political economy, and with case studies illustrates how domestic and transnational political economic structures have shaped development patterns in diverse third world settings.

**ECON 678 - Advanced Topics in Development Economics (3)**

Modern empirical approaches to development policy analysis, including intra-household resource allocation and gender issues; microeconomic determinants of fertility and population growth; labor markets in developing economies; schooling and education; and health and nutrition. • Prerequisites: ECON 672 and/or 673, 620. ECON concurrent recommended.

**ECON 679 - Advanced Topics in International Economics (3)**

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.

**ECON 690 - Graduate Seminar (3)**

• Prerequisite: ECON 620 Graduate Econometrics. A capstone course which emphasizes economic methodology and economic research. All students will carry out and present a research. Offered every Fall.

**ECON 691 - Special Topics in Economics (3)**

Covers a variety of areas, the focus depending on the expertise of the instructor. May be repeated for credit each semester that a different topic is covered. Offered intermittently.

**ECON 696 - Internship (1 - 3)**

Project report based on an internship program with a department of a business, industry, or government. Must be arranged with a faculty member.

**ECON 698 - Directed Reading/Research (1 - 3)**

The written permission of the instructor and the dean is required. Must be arranged with a faculty member.

**ECON 699 - Thesis (1 - 3)**

Directed research leading to the presentation of a master's thesis. Must be arranged with a faculty member.

**ECON 700 - Financial Reporting for IR (2)**

Students develop a thorough knowledge of fundamental financial accounting principles and relationships. The emphasis is on the three basic financial statements ' the components of each, alternative accounting methods, and the relationship between the three statements. The goal is to understand the strengths and weaknesses of accounting procedures for measuring the true economic state of a company.

**ECON 701 - IR and the Investment Process (2)**

We're often asked if we sell stock and the answer is, 'No.' But we need to understand the process ' the mechanics of trading, different ways of investing as well as understanding capital markets, capitalization structures, the exchanges, the difference between buy-side, sell-side, bankers and brokers.

**ECON 702 - The Practice of IR (2)**

Every day is different. An entire day can be spent making and returning calls after an announcement. Another day can be spent meeting with different department heads and conducting research. Learn the nuts and bolts of IR in this course.

**ECON 703 - Communications for IR (2)**

There are many ways to communicate with investors'phone, email, electronic, print. You will learn how to use different media to get your point across. You will also learn communications techniques when dealing with different events such as earnings, MandA, executive issues, crises, and other issues.

**ECON 704 - Corporate Governance and IR (2)**

Corporate Governance is a hot topic. This course introduces you to working with legal departments in order to stay out of trouble. You will review cases where ethics and morality come into play. You will also learn how to work with the Board of Directors to ensure your company is transparent and compliant.

**ECON 705 - Writing for IR (2)**

Analysts and investors are deluged with information. How do you write something they want to read, that has all the facts, and is compliant? You will learn how here.

**ECON 706 - Marketing Your Company (2)**

Think of your stock as a product. Someone has to market it, and that person is you. We will look at understanding your constituents ' buy-side, sell-side, individual investors, and global institutions. Learn the essentials of marketing, including targeting and peer analysis, in the context of Investor Relations.

**ECON 707 - Disclosure/Regulatory Process (2)**

10-Ks, 10-Qs, Reg FD'so many acronyms. This course will demystify SEC documents and regulations, and ensure you know which to file to stay out of trouble. You will also have an overview of the court cases that have impacted IR, reporting requirements for the public markets, and your obligations as an IRO.

**ECON 708 - Investor Relations Capstone (2)**

In this capstone course, you will take all the knowledge and apply it to a final project. The final project will be a formal IR plan for your company.

**ECON 709 - Investor Relations Internship (0)**

This course allows students to receive credit for hands on experience working in an Investor Relations department of a company. The internship course is best if taken in the student's last semester as a compliment to the ECON 708 IR Capstone course.

**ECON 710 - Microeconomics for Finance (2 - 3)****ECON 712 - Financial Markets (2 - 3)****ECON 714 - Corporate Finance (2)****ECON 716 - Macroeconomics for Finance (2)****ECON 720 - Equity Valuation (2)****ECON 722 - Fixed Income Valuation (2)****ECON 724 - Derivatives I (2)****ECON 726 - Adv Financial Statement Analy (2)****ECON 728 - Finance and Ethics I (1)****ECON 732 - Derivatives II (2)****ECON 734 - International Finance (2)****ECON 736 - Econometrics (2)****ECON 738 - Fixed Income Valuation II (2)****ECON 742 - Alternative Investments (2)****ECON 744 - Financial Econometrics (2)****ECON 746 - Portfolio Management (2)****ECON 748 - Finance and Ethics II (1)**

**ECON 750 - Quant Analy in Risk Management (2)****ECON 752 - Financial Markets and VaR (2)****ECON 754 - Market and Credit Risk (2)****ECON 756 - Operational and Investment RM (2)****ECON 760 - Risk Measurement Modeling (2)****ECON 762 - MatLab for Risk Modeling (2)****ENVM 601 - Environmental Chemistry (2)**

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: ENVA 110.

**ENVM 605 - Environmental Ethics (2)**

A survey of the ethical issues facing the global/environmental community. Review of the foundations of ethical and environmental thought, and application of these perspectives to a wide range of topics. Topics include environmental justice, corporate responsibility, the shaping of a global community, valuing non-human species and biodiversity.

**ENVM 606 - Environmental Philosophy and Ethics (2)**

A critical analysis of values and traditions of environmental thought. The philosophy of environmental policy issues and ethical systems related to environmental thought.

**ENVM 607 - Environmental Policy: Design and Implementation (2)**

When is a discharge limit better than a concentration limit? Why use a risk-based standard rather than a technology standard? How do ideas of pollution prevention and market incentives get incorporated into policy? Why are some policies more expensive or more strongly enforced than others? We will explore these and other questions by examining the technical, political, economic, legal, and social bases for designing and implementing environmental policies. This course will provide students with a solid understanding of the broad features of existing US and California environmental policies'their achievements and shortcomings'and challenge students to think about the kinds of future policies needed to address environmental concerns.

**ENVM 608 - Introduction to Environmental Politics and Policies (2)**

A brief introduction to the institutions and forces which combine to make and implement environmental policy in the United States. An important underlying theme of the course is the role that democracy has, for better or worse, on policy making.

**ENVM 610 - Market-Based Environmental Policy (2)**

- Prerequisite: ENVM 614 or permission of instructor. This course surveys environmental management policies that use the incentive structure of our market

economy. We start with a survey of traditional 'direct' environmental policies and then juxtapose them with 'incentive' or 'market'-based policies, such as taxes, subsidies and tradable emissions permits.

### **ENVM 611 - Ecoscience (2)**

Examines basic principles of environmental science and evaluates large-scale human impacts to the global ecosystem.

### **ENVM 613 - Environmental Law (2)**

A survey of the requirements of state and federal laws dealing with impacts on the natural environment and human health. Legal theory and case applications are reviewed.

### **ENVM 614 - Environmental Economics (2)**

Survey of the principles of economics as they apply to environmental management. The principles of cost-benefit analysis are applied to evaluating the impacts of sustained growth and development.

### **ENVM 620 - Applied Ecology (2)**

An introduction to basic ecological concepts through their application to environmental management problems. The course will evaluate a series of case studies and scientific literature covering ecosystem management, watersheds, habitat restoration, endangered species, and other topics.

### **ENVM 621 - Restoration Ecology (2)**

- Prerequisite: ENVM 620. An overview of concepts and practices in restoration ecology. Emphasis will be on the application of ecological principles to restoration design, implementation, and monitoring.

### **ENVM 622 - Restoration Ecology Lab (2)**

- Prerequisite: ENVM 620. This laboratory course is a companion to ENVM 621 and will emphasize field and laboratory analyses of restoration projects, involving one lab meeting per week.

### **ENVM 624 - Environmental Planning (2)**

This course provides an overview of the principles and practices of environmental planning at the federal, state and local level. Course work focuses on planning theory, case studies, and applicable analytical methods.

### **ENVM 626 - Wetland Ecology (2)**

An introduction to wetland ecosystems, including hydrology, soils, vegetation, and animals. The course will include a survey of wetland types from vernal pools to tidal salt marshes and a review of wetland policy and management.

### **ENVM 627 - Wetland Ecology Lab (2)**

This laboratory course is a companion to ENVS 626 and will emphasize field and laboratory analyses of wetland ecosystems. Students will learn sampling techniques and data analysis for wetland hydrology, soils and plants.

### **ENVM 628 - Riparian Ecology (2)**

An overview of the ecology and management of riparian ecosystems. The course will

cover the basic ecological processes that drive the formation and restoration of riparian areas; ecological services provided by riparian areas; and relevant regulatory requirements and issues.

### **ENVM 630 - Hydrogeology (2)**

Hydrogeology introduces students to ground water flow and related environmental applications. There is an emphasis on gaining intuitive insight through quantitative understanding and practiced examples. Some particular topics include Darcy's Law, field assessment techniques, and ground water resource management.

### **ENVM 631 - Water Quality Assessment and Management (2)**

This course covers broad aspects of water quality in fresh water environments. The principle goal of this course is to provide students with the necessary understanding of water resources, uses, impacts on quality, and regulations so that they may manage water use policies by considering planned uses and interpretation of water quality data.

### **ENVM 633 - Air Quality Assessment and Management (2)**

This course aims to introduce students to air quality management and some of the challenges involved. The course looks at the framework for air quality management, including current challenges, regulations, and meteorological and topographic impacts. It then examines various air pollution control strategies for managing air pollution.

### **ENVM 634 - Environmental Permitting (2)**

The environmental permitting process requires the understanding of how the laws and regulations evolved. This course will examine the permitting process with the different environmental media. The interaction between industry, the public, and government agencies will be addresses as well. By taking this course, the student will obtain a firm understanding of how our current regulations were developed, and how permitting and enforcement provide for the adherence to these regulations.

### **ENVM 635 - Modeling and Environmental Planning (2)**

Through reading, lecture, discussion, and individual projects, this course evaluates the types of models used for environmental planning and policy-making and introduces general principles for using and critiquing models. Students will develop modeling skills for uncertainty analyses, including sensitivity analysis.

### **ENVM 636 - Resource Management (2)**

Provides an overview of the mechanisms for incorporating resource assessment data into resource management decisions within the regulatory framework.

### **ENVM 637 - Accelerated Introduction to GIS for Environmental Science (2)**

This course serves as an introduction to Geographic Information Systems (GIS). It is designed to provide students with basic concepts, principles and applications of GIS and their use in the decision-making process pertaining to natural resource management. Students will perform practical exercises using ESRI's ArcGIS software, the industry standard in GIS applications.

### **ENVM 641 - Environmental Health and Safety Management (2)**

This course will provide the student with an understanding of the complex array of interacting, overlapping and sometimes conflicting laws, regulations, safety programs and compliance issues as they are translated into practical application within the work

environment. Emphasis is placed on identifying regulatory programs, their major elements for implementation, as well as the compliance issues typically encountered.

### **ENVM 644 - Environmental Toxicology (2)**

This course investigates the impacts pollutants have on the structure and function of ecosystems and human health. The conceptual framework of environmental toxicology will be used as a basis for probing various aspects of environmental health. Some of the fundamentals to be covered include environmental chemodynamics, abiotic- and bio-transformations, and distribution (toxicokinetics), and intoxication mechanisms and the expression of toxic action (toxicodynamics).

### **ENVM 645 - Environmental Health and Epidemiology (2)**

The focus of the course is on the study of chemical, bacteriological and viral agents found in the environment that affect human populations. Students will gain applied knowledge of the basis of environmental health and epidemiology in a unified way.

### **ENVM 646 - Resource Assessment (2)**

Provides an overview of the mechanisms for incorporating resource assessment data into resource management decisions within the regulatory framework.

### **ENVM 647 - Environmental Risk Mgmt (2 - 3)**

Examines the use of risk analysis to make decisions in the face of uncertain adverse events. Beginning with a brief overview of social theories of risk, the course will cover project-based risk management, environmental risk considerations in policy making, and risk communication.

### **ENVM 648 - Environmental Risk Assessment (2)**

Examines the use of risk analysis to make decisions in the face of uncertain adverse events. Beginning with a brief overview of social theories of risk, the course will cover project-based risk management, environmental risk considerations in policy making, and risk communication.

### **ENVM 649 - Probabilistic Risk Assessment: Quantitative Methods (2)**

Covers the principles and methods used in evaluating human health risks from environmental hazards, including quantitative and qualitative aspects of hazard identification, dose-response assessment, exposure assessment, and risk characterization.

### **ENVM 650 - Industrial Ecology and Sustainability (2)**

Covers the relevant statistical and quantitative methods for calculating risks associated with engineered and other human activities and natural adverse events.

### **ENVM 651 - Energy Resources and Environment (2)**

This course examines present and potential future energy trends. Energy usage and its impact on the environment are emphasized, as well as economic, technical, and political issues.

### **ENVM 653 - Management of Chemical and Hazardous Waste Materials (2)**

Practical aspects of hazardous material and waste management in industry and other components of society, and resource recovery of hazardous waste streams.

**ENVM 654 - Environmental Engineering I: Pollutant Fate and Transport in Surface Water and Air (2)**

Engineering principles are used to examine and understand pollutant transport in surface water and the atmosphere.

**ENVM 655 - Environmental Engineering II: Contaminant Transport in Ground Water (2)**

- Prerequisite: ENVM 654. Engineering principles and techniques from ENVM 654 are expanded and used to examine and understand pollutant transport in groundwater.

**ENVM 656 - Engineering Aspects of Hazardous Waste Management (2)**

Physical, chemical, and biological control technologies of solid and hazardous waste generation, transport and siting.

**ENVM 661 - Environmental Accounting (2)**

This course is an introduction to both financial and managerial accounting concepts as currently practiced in American business. The emphasis is on how environmental issues are reflected in the annual report and in internal decision-making.

**ENVM 671 - Climate Change: Global Processes and Ecological Perspectives (2)**

- Prerequisite: ENVM 611. Overview of atmospheric and oceanic processes that regulate climate, including methods used to reconstruct past climates, and consideration of earth's dynamic environmental history relative to past and potential climate change impacts on the biosphere.

**ENVM 680 - Special Topics (2)**

A variety of specialty courses are provided to meet students' professional needs and address current environmental issues.

**ENVM 680L - Laboratory (0)****ENVM 688 - Thesis Research (2)**

Development of research problem and literature searches of research area.

**ENVM 689 - Thesis Design (2)**

- Prerequisite: ENVM 688. Planning and methodologies of research design.

**ENVM 691 - Directed Study (1 - 4)**

Students complete a focused research project under the supervision of a faculty member. A completed report must be filed.

**ENVM 698 - Master's Project (1 - 4)**

This course is the capstone portion of the curriculum and is designed to give the student an opportunity to develop an in-depth study of a specific area within the broader discipline of Environmental Management. The project includes a detailed synthesis of the literature on a question of interest, as well as a professional presentation on this topic.

**ENVM 699 - Thesis Completion (1 - 3)**

- Prerequisite: ENVM 688. Completion and presentation of thesis research.

**ESL 601 - Graduate Writing/Speaking Practicum (3)**

Focus on academic writing and speaking skills needed by graduate students. Open to IME students ONLY. Cross-listed With: ESL 007, ESL 030/601.

#### **INTD 698 - Directed Study (1 - 4)**

#### **MAIS 601 - International Studies: Themes, Theories and Perspectives (4)**

This foundational seminar provides an interdisciplinary survey of major approaches, theories, issues, debates, and methodological tools in the field of International Studies.

#### **MAIS 602 - History and Politics of Global Issues (4)**

This seminar examines the major events, actors, and global processes of the twentieth and early twenty-first centuries with emphasis on political and diplomatic history.

#### **MAIS 603 - Human Rights and International Law (4)**

A seminar that examines the major issues and controversies in international human rights, including their history and development, cultural and ideological distinctions; their role in international law, international relations theory, and foreign policy; their relevance to governmental and non-governmental institutions; and their relationship to the causes and consequences of terrorism.

#### **MAIS 611 - Globalization, Development and the Environment (4)**

This seminar explores the phenomenon of globalization, its impact on economic development and environmental resources, and transnational resistance movements.

#### **MAIS 612 - Politics of Conflict and Peace (4)**

This seminar explores the political, economic, social and environmental factors associated with transnational conflicts and assesses different approaches to conflict resolution.

#### **MAIS 613 - Research and Thesis Writing (4)**

Each student completes a course in a specified world region of interest: Africa, Asia, Europe, Latin America, or the Middle East.

#### **MAIS 614 - International Studies Master's Research Project or Thesis (4)**

Students receive guidance and supervision in completing their own research projects. In the final semester of the program, students present their research to faculty members.

#### **MAIS 698 - Directed Reading (1 - 4)**

#### **MFA 600 - The First Person: Writing from Experience (1 - 3)**

A six-week intensive in reading and writing autobiographical fiction, nonfiction, and poetry. This course explores how to transform personal experience into a work of literary art. Required first course for all students. Offered in the summer preceding the first school year.

#### **MFA 612 - Writing Workshop I (3)**

The first of four workshops in long fiction, short fiction, nonfiction, and poetry. Students share their writing and critique the writing of other students working in their genre. Offered in the Fall.

**MFA 622 - Writing Workshop II (3)**

The second of four workshops in long fiction, short fiction, nonfiction, and poetry. Students share their writing and critique the writing of other students working in their genre. Offered in the Spring.

**MFA 632 - Writing Workshop III (3)**

The third of four workshops in long fiction, short fiction, nonfiction, and poetry. Students share their writing and critique the writing of other students working in their genre. Offered in the Fall.

**MFA 642 - Writing Workshop IV (3)**

The fourth of four workshops in long fiction, short fiction, nonfiction, and poetry. Students share their writing and critique the writing of other students working in their genre. Offered in the Spring.

**MFA 650 - Word for Word: The Texture of Language (3)**

Examines the inventive use of diction, syntax, punctuation, and cadence by writers in all genres. Students study the impact of language use on literary meaning and apply new linguistic strategies to their own writing. Offered in the Spring.

**MFA 651 - Developments in the Novel (3)**

Beginning with novels in the mid-nineteenth century and advancing to the mid-twentieth century, this course addresses major literary movements, such as psychological realism, modernism, and postmodernism, and considers literature in English and in translation. Novels are analyzed in relation to historical context and aesthetic tradition. Offered in the fall.

**MFA 653 - Research for Writers (3)**

This course covers a range of research techniques useful for writers of long and short form nonfiction, from finding the background and supporting information necessary to ground a story, essay, or long form work and interviewing experts to the first-person reporting of events and issues that inform and lend authority to literary nonfiction. The course covers the use of print and electronic media and databases and basic reporting techniques. Some fiction reading may be included, and the course may be open to fiction writers. Offered in the fall.

**MFA 654 - American Poetry and Poetics (3)**

The American tradition in poetry is explored, from Whitman to the present, with a focus on the historical development of poetic thought. The course follows shifting ideologies and social contexts, and examines the way literary schools and counter-influences charge each other, helping to create a new American poetry for the modern era. Students read both the poetry and poetics of selected authors, and work toward a final paper exploring their own poetics. Offered in the Fall.

**MFA 655 - The Architecture of Prose (3)**

The metaphor of architecture is employed to examine how works of fiction are "built." Emphasizing works of long fiction, the course considers the intricate relationship of plot, structure, and patterns of imagery. Readings stress a variety of approaches by authors from different eras and locales, representing a range of fictional traditions. Offered in the spring.

**MFA 661 - Evolution of the Short Story (3)**

This course concentrates on the masters of the short story from the mid-nineteenth century to the mid-twentieth century. Addressing major literary movements, such as psychological realism, modernism, and postmodernism, the course considers literature in English and in translation. Stories are analyzed in relation to historical contest and aesthetic tradition. Offered in the fall.

**MFA 662 - Contemporary Experiments in Fiction (3)**

This course on experimental and radical approaches to fictional prose emphasizes writers who work against the conventions of realism and how they make meaning out of their departures. Readings drawn from around the world make use of such strategies as discontinuous narratives, metafictional techniques, and non-narrative forms and serve as models to encourage students to take risks in their own writing. Offered in the spring.

**MFA 663 - Ethical Issues for Writers (3)**

What kinds of moral responsibilities--and consequences--attend the act of authorship? Using some combination of fiction, nonfiction, and poetry, this course examines ethical dilemmas that writers come up against in pursuit of their art, and asks students to investigate their own aesthetic and moral issues. Offered intermittently.

**MFA 664 - Poetry International (3)**

This course examines major developments in modern world poetry by looking at a range of literary traditions and historical contexts of non-English-speaking poets. Though most work is read in translation, reference to original languages is encouraged. Students work on translating from chosen languages, and the class examines both the problems and the excitement of reading beyond one's borders. Offered in the Spring.

**MFA 670 - Intention and Design in Prose (3)**

This course examines how a writer's plans for prose narratives develop from idea to sketch to final draft. Close examinations of finished literary works in fiction and nonfiction are augmented by the writer's letters, essays, notebooks, preliminary drafts, and other aesthetic statements. Students investigate how sensibility is expressed by craft, with an emphasis on the process of composition and revision.

**MFA 672 - The Craft of Short Fiction (3)**

With an emphasis on contemporary short stories, this course engages students in close readings of short fiction, examining ways in which different authors can serve as models for crafting the formal elements of fiction, including structure, characterization, point of view, imagery, and style. Craft analysis integrates craft theory and emphasizes how students may apply these techniques in their own stories. Offered in the fall.

**MFA 674 - Prosody: The Meaning of Poetic Form (3)**

An in-depth study of poetic elements, with an eye to the history and evolution of poetic forms. Students look at the organizing principles of syllable, stanza, and line; of stress, meter, rhyme, and a variety of countings, as well as contemporary explorations of fragmentation, interruption, chance, and silence. Readings are drawn from the ancients as well as from postmodern contemporaries, and will demonstrate a range of structural elements, radical and classic. Offered in the Fall.

**MFA 675 - Teaching Creative Writing (3)**

A study of the methods, theory, and practice of teaching creative writing. Students read extensively about pedagogy, develop model lessons, and put them into practice. Topics range from the philosophy of teaching to designing a course, choosing class materials, and responding to student writing. Teaching demonstrations offer the students the opportunity to practice teaching in front of their peers. Offered in the spring.

**MFA 679 - Thesis (3)**

Students work with an individual thesis instructor to formulate, plan, and execute the thesis. Offered in the summer.

**MFA 680 - Style in Fiction (3)**

To deepen a student's understanding of style and its relation to content, this course examines fiction at the level of language, emphasizing short stories as a convenient means to analyze a broader range of styles. Elements of style studied include sentence structure, tone, rhythm, diction, voice, and imagery. There may also be a focus on different schools of style, such as stream of consciousness, minimalism, magical realism, or surrealism. Offered in the spring.

**MFA 681 - Blurred Boundaries: Writing Beyond Genre (3)**

This course focuses on modern literary works that cross or combine genres and therefore stand outside the conventions of any single genre. By studying such works, students learn to draw from a variety of models and modes, to increase their stylistic and structural range. Readings are drawn from genre theory and works such as "short short," the "lyric essay," the "illustrated novel," the "prose poem," and the "novel in verse."

**MFA 683 - The Art of the Essay (3)**

This course focuses on the history and development of the essay as a creative form. Included are a variety of modes: personal essays, portraits, lyric meditations, cultural investigations, and persuasive manifestos. Students learn to apply the structure and techniques of description, exposition, reflection, narration, and argument to their own short essays. Readings range from classical to contemporary and may include book-length collections.

**MFA 684 - Narrating Nonfiction (3)**

This course focuses on a range of strategies for building longer nonfiction narratives: scene and dramatic structure, reflection and analysis, chronology and character, and the role of the narrator. Readings emphasize contemporary complete works, including memoir, narrative journalism, and other book-length forms.

**MFA 686 - Visionary Poetics (3)**

The study of Visionary Poetries, focusing on Romantic, Mystical, and Ecstatic traditions from the Biblical era to the contemporary period. Students will examine texts and literary philosophy that encourage transcendental loss-of-self as a foundation of poetic practice, and adapt strategies for their own writing. Offered in the Spring.

**MFA 687 - Point of View and Characterization (3)**

This course offers a close study of how writers construct complex points of view and how these points of view shape characters and the reader's deepening understanding

of them. Technical considerations may include the choice of person, single or multiple narrators, voice, degree of access to characters, and the question of reliability. Readings will be in both short and long fiction. Offered in the spring.

### **MFA 688 - Finding Form: Novellas and Story Cycles (3)**

This course examines the relationship between form and content in works of fiction of varying lengths, with a primary focus on two "in between" forms, the story cycle and the novella. Other works, such as a novel with multiple plotlines or a series of stories by a single writer written over time about the same characters, may be studied as well. The reading list includes both classics and contemporary works from the U.S. and around the world. Offered in the fall.

### **MFA 689 - Thesis I (3)**

Students work with individual thesis instructor to formulate, plan, and execute the thesis. Offered in the summer.

### **MFA 690 - Special Topics (3)**

These courses emphasize particular aspects of literary craft. In *Constructing the World: Time and Space in Nonfiction*, students learn how to place their characters and subjects within a dimensional world of specific time, place, and culture, and explore the many textures they might register. In *Persons of the Poem: Subjectivity, Identity, and Community* emphasis is placed on the nature of the subject voice in modern poetry and the presence (or absence of) community, identity, and collective purpose.

### **MFA 699 - Thesis II (3)**

Students work with an individual thesis instructor to formulate, plan, and execute the thesis. Offered in the Summer.

### **MOPA 601 - Applied American Politics Proseminar (3)**

This seminar surveys the behavioral and institutional dynamics of American politics and public policy with an emphasis on the historical development of the American state, American political culture, and the role of civic engagement and political participation in politics and government.

### **MOPA 602 - Writing for Public Affairs Professionals (3)**

This core course introduces writing styles and develops skills required for political professionals. The course includes components on press releases, speeches, talking points, policy memos, policy briefs, position papers, opinion editorials and grant applications. This is a writing intensive course.

### **MOPA 603 - Quantitative Methods in Public Affairs (3)**

This core course explores the use of quantitative information and research in politics and public policy. Topics include general principles of quantitative methodology, causal reasoning, probability, statistical association, and hypothesis testing. Students will be exposed to appropriate statistical and database software and the types of data suitable for political analysis and on practical usage of these methods, including polling, voter targeting, and demographic segmentation.

### **SM 601 - Managing Sport in a Dynamic Environment (3)**

Evaluation of the impact of late capitalism on the production, promotion, regulation, distribution, and consumption of sport goods, services, and experiences. Focus on the

new economy of themed entertainment, the changing geography of human capital, the landscape of postindustrial urban spaces, consolidation in the international marketplace, the mass customization of information, the value of branded spectacle, the impact of networked local/global technologies, and the formation of lifestyle identities. The role of ethics in culture and the marketplace.

### **SM 602 - Leadership and Critical Thinking in Sport Management (3)**

Development of critical thinking skills necessary for success in the professional workplace. Specific examples in the sport industry and a survey of the sport marketplace will be examined. Among the skills to be analyzed and developed: effective communication; decision making; work environment analysis; political awareness; goal setting and risk taking. Exploratory research regarding opportunities in the sport industry. Case studies from professional and collegiate sports, fitness and sport marketing industries will also be included. The role of ethics in leadership.

### **SM 603 - Sport Law (2)**

Foundations of the legal system and legal research. State, federal, and organizational regulation specific to sport. Focus on contract law, tort liability and negligence, constitutional law and discrimination, antitrust law, agency law, labor law, and collective bargaining. Skills focus on contract development, dispute resolution, management of risk. The role of ethics in law.

### **SM 604 - Sport Economics and Finance (3)**

Analysis of supply and demand, market equilibrium, price and quantity as they pertain to sport. Market structure of sport leagues and study of competitive balance, revenue sharing, and salary caps. Techniques of economic impact and feasibility studies, valuation of sport assets, and financial analysis. Reasons for and methods of government sport venue financing. The role of ethics in sport economics and finance.

### **SM 605 - Sport Business Research Methods (2 - 3)**

Principles and techniques of business research including development of research objectives, theories, hypotheses, review of existing research, methodologies, and data analysis. The course will also cover survey design, descriptive techniques, primary and secondary data collection, statistical analysis, hypothesis testing, report writing, and the role of ethics in business research.

### **SM 606 - Strategic Management and Human Resources in Sport (3)**

Strategic management and human resources. Understanding the value chain, competitive forces that affect a firm, factors that affect each force, strategic choices including low-cost leader and differentiated products, methods to achieve each strategic choice. Also, understanding groups and teams, negotiation, resource allocation, governance, recruitment of employees, training and development, employee motivation and compensation. The role of ethics in management and human resources.

### **SM 607 - Accounting and Budgeting in Sport (3)**

Financial statement analysis and business plan development. Principles of budgeting including types, designs, for-profit, and non-profit. Applied budgeting for events, facilities, professional, university, and recreation. Cost-profit-volume analysis and breakeven analysis. Pro and collegiate sports accounting techniques including transfer pricing and depreciation. The role of ethics in accounting.

**SM 608 - Internship in Sport Mgmt (4)**

Professional experience through practicum or internship in sport industry. Positions in professional sports, intercollegiate sports, health and fitness clubs, arenas and stadia, sport marketing and management firms, and other sport entities. Directed and evaluated by a faculty member with supervision of an on-site professional. Students complete an analysis paper, and oral summary presentation.

**SM 610 - Business Development and Sales in Sport (3)**

This course offers a comprehensive understanding of business development and the sales process in the sport industry. Beginning with a fundamental overview of business development and sales theory and strategy, the course then provides sport specific insight into negotiation in the sport sponsorship process as well as ticket sales department structure, techniques, and strategies.

**SM 612 - Sport Marketing (3)**

Foundations of consumer behavior and sport marketing planning. Design and implementation of marketing plans. The integration of product, pricing, promotion, distribution, sales, sponsorship, advertising, and brand in the marketing of sport goods and services. Analysis of leagues, teams, events, properties, corporations, and manufacturers. The role of ethics in marketing.

**SM 614 - Master's Project (4)**

Students propose, develop, and write a Master's Project demonstrating research skills and understanding of sport management. The goal of the master's project, whether a research paper or professional document (e.g., business or financial plan, market research report) is to apply the cumulative curricular experiences to the professional objectives of the student.

**SM 615 - Applied Sport Business Research (2)**

Application of research procedures for student project. Analysis of data for description and determination of causality using statistical techniques software. Market research and validation procedures. Interpretation of results.

**SM 690 - Special Topics in Sport Management (2)**

Three elective courses such as the following: fitness management, facilities management, public relations in sport, sales management and techniques, entrepreneurship, event management, applied market research or consulting project, sponsorship creation, management and valuation, college athletic administration, brand management.

**SM 698 - Dir Reading/Research (1 - 3)****THRS 600 - Sci and Method of Theology (4)**

A study of the nature of the theological task, its branches, and its methods; examination of faith, revelation, tradition, hermeneutics, and religious language. Offered intermittently.

**THRS 601 - Principles and Methods of Biblical Interpretation (4)**

A critical mastering of the scientific pursuit of exegesis and its application to Old and New Testament texts. Offered intermittently.

**THRS 631 - The Development of Dogma: Christology (4)**

Traces the development of Christological doctrine from the apostolic age to the present; emphasis on the Patristic Period and on modern theology. Offered intermittently.

**THRS 643 - The Christian Church Through the Ages (4)**

A survey of the history of the Church, with focus on men and women, movements and moments of major significance. Offered intermittently.

**THRS 644 - Church and Sacraments (4)**

A graduate level study of sacraments as worship, faith celebrations of the Christian community, ritual actions. Historical and contemporary treatment of baptism, confirmation, Eucharist, reconciliation, marriage. Offered intermittently.

**THRS 650 - Methods and Issues in Moral Theology (4)**

Catholic-Christian approaches to contemporary moral problems such as life-respect, religious dissent, and conscience formation. Offered intermittently.

**THRS 668 - Christian Mystical Classics (4)**

A study of Christian spiritual classics of a mystical nature. The investigation will lead the student to appreciate those manifestations of spiritual experience which the mystics have in common and those that differentiate them. Offered intermittently.

**THRS 669 - Religions in Dialogue (4)**

A study of contemporary faith, art, and culture as it interacts with world traditions and each student's unique religious position. Offered intermittently.

**THRS 695 - Special Topics (4)**

Coverage of topics of special and/or current interest. Offered intermittently.

**THRS 696 - Directed Reading (1 - 6)**

Written permission of the instructor and dean is required. Offered every semester.

**THRS 697 - Graduate Comp Seminar (4)**

A personal systematic synthesis of all the courses taken by the student and a practical application of this synthesis to the student's particular area of emphasis.

## Graduate School of Management Courses

### **MBA 6001 - Career Advantage (2)**

The purpose of this two-unit required course is to describe, discuss, and strategize regarding common work-related dilemmas and situations that you may not have experienced personally, or to a limited degree, in your business life to date. The course relies equally on readings, lectures, case analyses, guest presentations and panels, role plays, audiovisual and computer simulations, and other learning modalities to make the course content "come alive" as significant aspects of real-world business experience

### **MBA 6002 - Career Advantage: Employment (0)**

### **MBA 6100 - International Transition Component (0)**

### **MBA 6101 - Financial Accounting (2)**

This course introduces the principles and procedures involved in the preparation and use of published financial statements of corporate enterprises. It covers income and profit determination, asset and liability measurement, and financial disclosure requirements. The course emphasis is on the interpretation and use of the accounting information content of published financial statements by external parties in making investment related decisions.

### **MBA 6102 - Macroeconomic Business Conditions (2)**

This course introduces skills and perspectives necessary to understand domestic and international macroeconomic events. Economic theory will be applied to the analysis of ongoing issues and government policies affecting current global business conditions. Specific topics include real-time study of national output, unemployment, interest rates,

inflation, and foreign exchange fluctuation.

### **MBA 6103 - Learning to Lead (2)**

This course blends theory and practice with the Jesuit tradition of principled leadership in service to others. You will engage in experiential exercises, simulations, dialogue, and personal reflection. The course will enhance your leadership skills including managing and working in teams, handling conflict, and motivating others.

### **MBA 6104 - Understanding Organizations (2)**

The objective of this course is to enhance your ability to understand organizations so that you can become a more effective organization member and leader. The course uses teams, simulations, cases and dialogue to explore group dynamics, motivational models, decision making, and strategies of influence. It is organized around an analytical framework for diagnosing and creating effective change in organizations.

### **MBA 6105 - Management Communication (2)**

This course focuses on using advanced communication concepts and skills to achieve individual and organizational goals. It provides an opportunity to master crucial business strategies in writing, speaking, listening, interviewing, meeting management, crisis communication, and other "must-have" skills for successful managers.

### **MBA 6106 - Marketing (2)**

This course examines the role of marketing in today's organizations, including market structure, consumer behavior, research, pricing decisions, promotional strategies, and channels of distribution. It emphasizes identifying and meeting customer needs, developing effective marketing strategies, ensuring quality of service, and achieving and sustaining competitive advantage. It includes marketing management concepts for products and services, profit and non-profit organizations, and consumer and industrial markets.

### **MBA 6107 - Spreadsheet Modeling for Managerial Insight (2)**

This course will provide insight into "running the numbers" to quantify financial and operational implications of management choices. You will learn to create spreadsheet models, engineer those spreadsheets, and analyze them to provide insight regarding the assumptions, value drivers, and risks present in a business situation. You will use your models to explore different ways to think about uncertainty, guide decision-making, and persuasively communicate analytical results.

### **MBA 6108 - Business Analytics (2)**

Managers need to integrate their business knowledge with hard data to understand how actions are related to outcomes, identify opportunities for creating improved performance, and make decisions based on facts. Building on your spreadsheet modeling skills, you will learn powerful analytical and optimization techniques to describe cause-and-effect relationships, compute forecasts, and make value creating strategic and operational choices.

### **MBA 6109 - Managerial Finance (2)**

This course focuses on concepts and theories of corporate financial management that enable the financial manager to make better decisions. You will learn how to evaluate financial information and estimate the economic value of various types of assets. The

course emphasizes valuation as a framework for decision-making, with topical coverage including capital budgeting, risk analysis, financing issues, and relevant special topics.

### **MBA 6110 - Financial Case Analysis (2)**

This course integrates the knowledge and skills acquired from core courses in financial accounting, managerial finance, and macroeconomic business conditions. You will analyze case studies and real world examples to acquire detailed knowledge of methods applied in making informed and sophisticated business decisions.

### **MBA 6111 - Geopolitical and Competitive Advantage (2)**

This course deals with how a new international environment is developing and its impact on business and leadership. Country and political risk, state capitalism and sovereign wealth funds, corruption and criminal syndicates, influence of new power brokers, including NGOs and business councils, regional competition and collaboration (Caspian Basin, China and the U.S. in Africa), innovation clusters, evolution of globalization, corporate diplomacy, strategic options in emerging markets and other issues relevant to national competitiveness and the corporate role in shaping the global order.

### **MBA 6112 - Ethics/Social Responsibility in Business (2)**

This course provides you with a toolkit for identifying, understanding and analyzing the social and ethical problems that organizations must confront and resolve. You will learn how to use ethical frameworks for managerial decision-making. Additional topics include corporate social responsibility, alternative measures of economic performance, cross-cultural ethical issues that arise in a global economy, and management education in a Jesuit context.

### **MBA 6113 - Technology-Enabled Innovation (2)**

Technology-enabled innovation is an essential capability for all organizations, from start-ups and non-profits to multinational corporations. This course covers important trends in information technology, and helps you understand how those trends enable product and service innovation. It also covers process ownership and process innovation by presenting concepts and methods needed for describing and evaluating systems in organizations. In addition, it introduces databases and information management.

### **MBA 6114 - Strategy and Competitive Advantage (2)**

The objective of the course is to develop decision making skills and an understanding of strategic management. You will develop expertise in the formulation of strategies leading to sustainable competitive positions. You will also learn how to analyze a company's internal competencies and relationship to its external environment.

### **MBA 6198 - Directed Study (1 - 4)**

The student must propose an independent student project, working with a faculty member intended to facilitate research and the study of topics not normally taught within the framework of the regular curriculum. In select cases, internships with a detailed deliverable component may qualify for directed study credit. All directed study petitions must be submitted to the MBA office at least 3 weeks before the semester start date. Students can only take up to six units total of Directed Studies. Pre-

requisites: Meeting and approval of MBA Graduate Student Affairs Office prior to receiving faculty sponsorship. All faculty sponsors must be full-term or tenure track. Lastly, student must be in good academic standing to apply.

### **MBA 6199 - Market Research Practicum (1)**

#### **MBA 6201 - Investment Analysis (2)**

(Required for Finance concentration.) This course builds a framework for investment decision making. Topics include the investment environment, measures of risk and return and their tradeoffs, portfolio diversification, characteristics of stocks, bonds, options and futures, valuation models for these securities, and the use of these securities in investment strategies. You will learn theory and practice in the field of investments, both at the portfolio and individual securities level. It is not a course focused on selecting individual stocks for investments (i.e. "stock picking"). Students with interest in the financial investment professions (e.g. financial advisory or investment analysis) will particularly find this course valuable. • Prerequisites: MBA 6109 or MBAI 5002 or MBA 617

#### **MBA 6202 - Firm and Project Evaluation: Creating Economic Value (2)**

(Elective for Finance concentration.) This is a case-based course designed to provide you with an in-depth study of the principles you learned in the core Finance course. Emphasis will be placed on the creation of economic value. Specific topics will include: project valuation, real options, financing alternatives, including hybrid securities, using derivatives to manage corporate risk, and mergers and acquisitions. • Prerequisites: MBA 617 or (MBA 6109 and MBA 6110 ) or MBAI 5002

#### **MBA 6203 - Financial Structure and Risk Management (2)**

(Elective for Finance concentration.) This is a case-based course designed to provide you with an in-depth study of the principles you learned in the core Finance course. Emphasis will be placed on the creation of economic value. Specific topics will include: project valuation, real options, financing alternatives, including hybrid securities, using derivatives to manage corporate risk, and mergers and acquisitions. • Prerequisites: MBA 617 or MBA 6109 or MBAI 5002

#### **MBA 6204 - Capital Markets and Investment Banking (2)**

(Elective for Finance concentration.) This course provides comprehensive exposure to corporate finance techniques employed by institutional suppliers and corporate users of growth capital financing. The course examines public offerings and private placements, including the associated due diligence and valuation techniques. Also examined are key aspects of merger and acquisition transactions, including the associated due diligence and valuation techniques as well as fairness and solvency opinions. The course also explores the role of major capital market participants (e.g., commercial and investment banks, institutional investors) and key capital market regulators (e.g., SEC, the Fed and the Treasury Department). • Prerequisites: MBA 617 or (MBA 6109 and MBA 6110 ) or MBAI 5002

#### **MBA 6205 - Corporate Financial Reporting and Analysis (2)**

(Elective for Finance concentration.) The main objective of this course centers on the recognition, understanding and analysis of corporate financial statements from the viewpoint of various professional users – corporate executives, bankers, creditors,

security/financial analysts and investors. Emphasis is placed upon the assessment of quality of the 10K income statement and balance sheet, financial position and cash flows underlying financial valuation. The course blends theory with practical application through the extensive use of actual company examples and cases. • Prerequisites: MBA 617 or MBA 6109 and MBA 6110 ) or MBAI 5002

### **MBA 6206 - International Financial Management (2)**

(Required for Finance concentration.) (Elective for International Business concentration.) This course will focus on the international financial markets and how the financial activities of multinational firms must be adapted in the global context. Topics include the international monetary system and economic linkages, the foreign exchange markets and instruments, management of the firm's currency exposure, the global debt and equity markets, and financing of the global firm. • Prerequisites: MBA 6109 or MBAI 5002 or MBA 617

### **MBA 6207 - Advanced International Financial Management (2)**

(Elective for Finance concentration.) (Elective for International Business concentration.) This course covers advanced topics in financial management of the multinational firm. Topics include financial goals of the MNE, interest rate and currency derivatives, foreign direct investment and capital budgeting, working capital management, tax and accounting issues, import-export transactions and trade financing, and risk management in the global firm. • Prerequisites: MBA 617 or MBA 6109 or MBAI 5002

### **MBA 6208 - Private Equity and Venture Capital (2)**

(Elective for Finance concentration.) (Elective for Entrepreneurship concentration.) This course explores the importance of private equity financing, including venture capital, in contemporary financial markets. The course examines the limited partnership business models for private equity and venture capital funds with a focus on how these funds raise capital from institutional investors and then identify, value and finance key transactions (e.g., mezzanine financings, LBO transactions and the funding of start-ups). The course also covers the nature of the corporate governance arrangements used in private equity and venture capital funds, along with the associated due diligence performed. • Prerequisites: MBA 617 or MBA 6109 or MBAI 5002

### **MBA 6209 - Financial Derivatives I (2)**

(Elective for Finance concentration.) (Originally "Advanced Investments 1") This two-part course defines the main kind of derivatives such as forwards, futures, swaps, and options, shows how they are used to achieve various hedging and speculating objectives, introduces a framework for pricing derivatives, and studies several applications of derivative-pricing techniques outside derivative markets. Derivatives have become extremely useful tools as they allow us to tailor the amount and kind of risk we take, be it risk associated with changes in interest rates, exchange rates, stock prices, commodity prices, inflation, etc. • Prerequisites: MBA 617 or MBA 6109 and MBA 6110 ) or MBAI 5002

### **MBA 6210 - Financial Derivatives II (2)**

(Elective for Finance concentration.) (Originally "Advanced Investments 2") This two-part course defines the main kind of derivatives such as forwards, futures, swaps,

and options, shows how they are used to achieve various hedging and speculating objectives, introduces a framework for pricing derivatives, and studies several applications of derivative-pricing techniques outside derivative markets. Derivatives have become extremely useful tools as they allow us to tailor the amount and kind of risk we take, be it risk associated with changes in interest rates, exchange rates, stock prices, commodity prices, inflation, etc. • Prerequisites: MBA 617 or MBA 6109 or MBAI 5002

### **MBA 6211 - Global Business Conditions (2)**

(Elective for Finance concentration.) (Elective for International Business concentration.) This course is an extension of the core course Macroeconomic Business Condition I with a focus on globalization and other more advanced concepts related to the study of the business cycle. Specific topics include real-time study of foreign exchange fluctuation, inflation, the term structure of interest rates with exposure to financial deregulation and current controversies in economic theory and policy. • Prerequisites: MBA 617 or MBA 6102 or MBAI 5004 or MBAI 5002 or MSBE 5626

### **MBA 6212 - Portfolio Investing in Bay Area Firms (2)**

(Elective for Finance concentration.) In this course you will first learn about publicly owned Bay Area Firms and how to build portfolios using company information and fundamental analysis. These portfolios will then be analyzed using portfolio theory (mean-variance). The last part of the course will further enhance these portfolios by adding individual investors' concerns and current investment issues. • Prerequisites: MBA 617 or MBA 6109 or MBAI 5002

### **MBA 6213 - Advanced Decision Modeling for Personal Finance (2)**

(Elective for Finance concentration.) This course covers the fundamentals of personal finance to make informed decisions about managing your personal investments. Included are the three stages of every person's financial life, how personal investing differs from institutional investing (behavioral finance), getting the most from tax-advantaged accounts (401k, 403b, etc.), how to use online calculators and how to build spreadsheets for common personal finance decisions (each student will build his or her own personal Critical Path), understanding FICO scores and managing credit wisely for big ticket purchases (housing, autos, etc.), mutual funds vs. individual stocks, personal taxation principles, what to look for in employer benefit packages as part of overall compensation, insurance and risk management, etc. Extensive use of outside speakers. • Prerequisites: MBA 617 or MBA 6109 or MBAI 5002

### **MBA 6214 - Decision Modeling for Personal Finance II (2)**

(Elective for Finance concentration.) Broader and deeper coverage of personal finance to deal with more complicated issues, including the problem of sequence risk, pros and cons of diversification, active vs. passive management, building personal portfolios from a database that will be provided for long term returns to all asset classes back to 1927, Dedicated Portfolio theory vs. Modern Portfolio theory, estate planning, how the personal financial advisory industry works, professional licensing, etc. Extensive use of spreadsheet analytics for correlation, simulation, and optimization.

### **MBA 6215 - Microfinance (2)**

### **MBA 6264 - Financial Modeling Best Practices (2)**

Spreadsheet models are integral to the practice of finance. Financial models need to be created quickly and accurately, and be constructed so that anyone on the team can understand and extend them. Building on the fundamentals of finance and spreadsheet engineering, you will learn principles, methodologies, and keyboard-level practices used by the world's best modelers. These techniques are not widely known in North America. They offer higher productivity, allowing modelers to spend more time doing finance and less time doing spreadsheet programming, enable faster response to opportunities, and prevent problems caused by models that nobody but the author can understand. You will explore ways to leverage these practices across teams of financial analysts, and to manage spreadsheet model assets to enhance the effectiveness, responsiveness, and regulatory compliance of financial activities.

### **MBA 6299 - Special Topic in Finance (2)**

(Elective for Finance concentration.) Microfinance can be defined as financial services to the poor or low-income individuals; and it refers to this emerging field in which non-profit or for-profit organizations make micro loans (typically less than \$1,000) for individuals to jump-start their businesses in poor and improvised areas. This course is designed to provide an overview of the field of microfinance, from the need for new solutions to help the world's poor, to the traditional views of developmental economics, to the practices of microfinance as practices across four continents (Asia, Africa, South America and North America). The course will balance technical proficiency in understanding loan origination and interest rates with case analysis, coupled with guest speakers to arrive at overall assessments of microfinance institutions and borrowers. We will utilize text, articles, and a group project to reinforce concepts and ideas. •

Prerequisites: MBA 617 or MBA 6109 or MBAI 5002

### **MBA 6301 - Research Methods in Marketing (2)**

(Required for Marketing concentration.) This course focuses on understanding the relationship between marketing research techniques and improved marketing strategy decision-making. The course provides an overview of problem definition, questionnaire development, and sampling and enables participants to appreciate the issues of the design and implementation of marketing research and interpretation of research results that provide managerially relevant marketing information. • Prerequisites: MBA 6106 or MBAI 5006 or MBA 618 or MBAI 5008

### **MBA 6302 - Marketing Strategy (capstone) (2)**

(Required for Marketing concentration - capstone.) This course allows the participants to appreciate how integrated marketing strategy components enable a firm to achieve strategic, sustainable advantage and superior performance. These marketing strategy components include product design, channel strategy, pricing, promotion, customer service, and competitive intelligence. • Prerequisites: MBA 618 or MBA 6106 or MBAI 5006 or MBAI 5006

### **MBA 6303 - Global Marketing (2)**

(Elective for Marketing concentration.) (Elective for International Business concentration.) This course allows participants to appreciate the theory and practice of marketing in the multinational firm. It highlights how international firms shall take into account cultural, political, and economical differences when designing and implementing marketing strategy and marketing mix (product, price, promotion, and distribution) in foreign markets and in the global context. • Prerequisites: MBA 6106 or

MBAI 5006 or MBA 618 or MBAI 5008

### **MBA 6304 - Consumer Behavior (2)**

(Elective for Marketing concentration.) This course examines external and internal influences on the behavior of the individual in the exchange situation including consumer information processing and decision-making. It emphasizes the application of consumer behavior theories to the development of marketing strategies. •

Prerequisites: MBA 618 or MBA 6106 or concurrent MBAI 5006 or MBAI 5008

### **MBA 6306 - Internet Marketing (2)**

(Elective for Marketing concentration.) This course allows you to learn the best practices of marketing through the internet, including internet-based communication, distribution, product and service customization, and customer relationship management. Company cases are used to demonstrate how internet may be employed by all kinds of businesses to enhance their traditional marketing programs. •

Prerequisites: MBA 618 or MBA 6106 or MBAI 5006 or MBAI 5008

### **MBA 6307 - High Tech Marketing (2)**

(Elective for Marketing concentration.) (Elective for Entrepreneurship concentration.) 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.

### **MBA 6308 - Managing Service Firms (2)**

(Elective for Marketing concentration.) Examines the multifaceted dimensions of service firms to successfully operate and manage them. This course covers various managerial issues of service firms that need to be integrated, such as operations, marketing, strategy, information technology and people. It is intended to enhance students' understanding and application of service management concepts, issues and tools, which will help their career performance or their new service business ideas.

### **MBA 6309 - Multicultural Marketing (2)**

(Elective for Marketing concentration.) One third of U.S. consumers belong to non-White ethnic groups including Hispanics, African-Americans, and Asians. By 2050, these groups will account for approximately half the U.S. population. This course is designed to highlight the importance and challenges of developing marketing strategies targeting ethical consumers and familiarizes participants with latest trends and best practices in marketing towards diverse groups of consumers in America. •

Prerequisites: MBA 618 or MBA 6106 or MBAI 5006 or MBAI 5008

### **MBA 6312 - Guerrilla Marketing (2)**

(Elective for Marketing concentration.) This course gives you the chance to learn how marketing strategies and techniques can be utilized by large or small businesses and organizations that may not have large marketing budgets. You will learn how to rely

more on time, energy, and imagination, focusing on profits instead of sales, utilizing the science of psychology, developing an acute focus, growing a business geometrically, cooperating with your competition, utilizing viral promotional techniques and embracing technology. This is a fast paced hands-on course. • Prerequisites: MBA 618 or concurrent MBA 6106 or MBAI 5006 or MBAI 5008

### **MBA 6313 - Marketing in Emerging Economies (2)**

(Elective for Marketing concentration.) This is a marketing and strategy course that provides an understanding of the challenges associated with serving low income populations and how firms working at the bottom of the pyramid gain noteworthy rates of return and scale. The impact of wealth disparity, diverse consumption patterns, strengthening political institutions, regional diplomacy and infrastructure programs (telecommunications, housing, health care, power and energy, water) is also examined. The relationship of a firm's marketing performance to social change and economic development is a major topic and case studies in Africa, South America and Asia are an important component of the course. • Prerequisites: MBA 618 or MBA 6106 or MBAI 5006 or MBAI 5008

### **MBA 6314 - Sales and Channel Management (2)**

(Elective for Marketing concentration.) This course analyzes critical decisions in designing, implementing, and managing effective marketing channels of distribution for goods and services, and examines essential elements of sales management process. • Prerequisites: MBA 618 or concurrent MBA 6106 or MBAI 5006 or MBAI 5008

### **MBA 6315 - Brand Strategy and Management (2)**

(Elective for Marketing concentration.) This course familiarizes you with the best practices of creating, building, and sustaining brands, and focuses on understanding, developing and evaluating brand strategies that yield a distinctive competitive advantage. You will learn how to build brand equity, what constitutes a successful brand in terms of the consumer and the firm, and how to sustain brand assets throughout the life of the brand. • Prerequisites: MBA 618 or MBA 6106 or MBAI 5006 or MBAI 5008

### **MBA 6316 - Advertising and Promotional Strategy (2)**

(Elective for Marketing concentration.) This course combines an understanding of the advertising environment, and the role of sales promotion in today's competitive business environment. We will provide an understanding of the different channels of communication through both the medium and the message. Emphasis will be placed on creative, media, and sale promotion techniques. The course will focus on the whole concept of integrated brand communications.

### **MBA 6317 - Product Management (2)**

(Elective for Marketing concentration.) Product Managers drive the success of their products and services through all stages of the product lifecycle; from strategy formulation to product concept, to customer delivery, and final termination. During the course of this effort, product managers are responsible for all phases of the product, working across all functional organizations within an enterprise to ensure market success. The very best product managers quite literally become the 'CEOs' of their product or product lines, managing their profitability, market presence, and global impact. This course will cover all aspects of the practice of product management today with a heavy emphasis on real-world implementations and industry 'best practices.'

**MBA 6318 - Marketing and Social Media (2)**

Although brands managers can no longer control the web-enabled, consumer-created information available on social platforms, they can engage in deeply meaningful ways to retain relevance, improve engagement, sell products and services and build value through creative, forward-thinking social media marketing solutions. Using real-world cases, this course will focus on the many creative ways that marketers can use the web as a platform for ROI based marketing initiatives, using social platforms such as YouTube, Facebook, Twitter, Foursquare and more to create opportunities for their brands. We will also examine the major listening platforms marketers employ to gain real-time insight into what their consumers are saying about their products and services and how this learning may be used as a foundation for social media strategy.

**MBA 6372 - Marketing for Nonprofit Organizations (3)**

(Elective for Marketing concentration.) Considers the principles and practices of marketing and public relations as applied to the needs of nonprofit organizations.

**MBA 6399 - Special Topic in Marketing: Marketing Strategy to China and India: Consumers and Businesses (2)**

China and India present the most exciting business opportunities and the biggest economic challenges in the 21st Century. Whether your company views these two countries as an opportunity or a threat - or both! - it's likely that your future will be shaped by these two countries in some way. In the next few decades, China, India, and the U.S. will become the three largest economies in the world. This course will provide insights and strategies in marketing to China and India, while recognizing the threats and risks. It will examine emerging issues and trends such as urbanization; rise of the mass consumer; as well as economic, political and cultural challenges of doing business in China and India. Key issues include: \* Why have China and India become the focus of the world's attention? \* What opportunities, threats and challenges do Chinese and Indian firms present to U.S. firms? \* What are the leading opportunities for American firms in China and India? \* What are some of the best strategies to enter Chinese and Indian markets? \* What does it take to succeed in China and India? \* How are the Chinese and the Indian firms reshaping global business? • Prerequisites: MBA 618 or MBA 6106 or concurrent MBAI 5006 or MBAI 5008

**MBA 6401 - Advanced Leadership (2)**

(Elective for Leadership concentration.) This course is a retreat seminar, taught off-site, offering you an opportunity to continue to develop yourself as effective team member and dynamic leader. Through a bond with twenty other individuals, you will create a highly supportive as well as challenging environment to explore your understanding of the cultural, sociological and psychological factors that influence self-identity, values and approaches to leadership. You will explore ideals and visions for the future by as you work together to promote a supportive learning environment that fosters honesty, creativity, and risk-taking. The goals of the course are to increase participant's ability to manage differences, enhance conflict resolution skills, confront issues concerning power and authority, and align their career choices with their most deeply held values and principle • Prerequisites: MBA 6103 or MBA 6104 or concurrent MBAI 5001 or MBA 614 or MBA 6105 or MBAI 5007

**MBA 6402 - Organization Development (2)**

• Prerequisites: MBA 6103 or concurrent MBAI 5001

**MBA 6403 - Issues in Social Responsibility (2)**

(Elective for Leadership concentration.) This course builds upon the required core course in Ethics and Social Responsibility in Business. Using the analytical tools and techniques and frameworks from that class, you will examine a series of contemporary social responsibility challenges to organizations. Specific topics will include such issues as the social impact of globalization, workplace diversity, customer and employee privacy, whistle blowing, protection of the natural environment and the movement toward creation of a sustainable economy. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBAI 5001

**MBA 6406 - Negotiation, Bargaining and Conflict Resolution (2)**

(Elective for Leadership concentration.) In this introductory course students will learn to recognize the many times each day they have an opportunity to negotiate and influence others. Students will develop skills in person-to-person negotiations in which the stakes are often high, people have different points of view, and there are strong emotions attached to those points of view. The ability to move through conflict to a negotiated outcome is an essential skill for every business person. This course will be skill-based, experiential and participatory in nature. Practice is the only way to improve negotiation and bargaining skills, therefore we will be using cases, role plays, exercises and a final simulation to apply the learning in the course. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBAI 5001

**MBA 6407 - Human Resource Management (2)**

(Elective for Leadership concentration.) The critical source of competitive advantage often comes not from having the best product design, marketing strategy or production technology, but rather from having an effective system for obtaining, mobilizing, and managing people. Although many managers and organizations recognize the importance of managing the work force effectively, frequently firms fail to implement effective human resource management analysis and practices. This course has two central themes: (1) How to think systematically and strategically about aspects of managing the organization's human assets, and (2) What really needs to be done to implement these policies and to achieve competitive advantage through people. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBAI 5001

**MBA 6408 - Sustainable Business Models (2)**

(Elective for International Business concentration.) (Elective for Leadership concentration.) This course will provide students with an understanding of the reason behind this change and offer a thorough introduction to the concept and practice of business sustainability. The course will examine important topics such as pollution prevention, product stewardship, sustainable development, the triple bottom line, brand and reputation, corporate social responsibility and stakeholder theory. The course will place a heavy emphasis on practical examples from the business world and, as such, will make extensive use of guest lecturers and case studies. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBAI 5001

**MBA 6409 - Employment Law for Managers (2)**

(Elective for Leadership concentration.) This course covers employment law doctrines that all managers with supervisory responsibility must know and follow in order to avoid costly and unnecessary litigation. You will learn how to manage the legal risks

associated with employment discrimination based upon race, sex, religion, national origin, age, family status, sexual orientation and disability. Additional topics include sexual harassment, wage and hour regulations and independent contractor status. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBAI 5001

### **MBA 6410 - Corporate Social Responsibility (2)**

Examines the relationships between companies role in and impacts on society's wellbeing and multi-stakeholders expectations, for the continued co-existence. The course consists of an analysis of CSR-related issues, case studies, and discussions.

### **MBA 6413 - Business Teams and Small Group Dynamics (2)**

(Elective for Leadership concentration.) Entering into an already existing team or creating a new one is always a tricky and mysterious process. In this course, you will use the class as a laboratory to discover what makes a high performance team, and how to create one yourself. Using exercises, projects and the study of group dynamics you will become an outstanding team member and potentially a great team builder and leader. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBAI 5001

### **MBA 6414 - Managing Across Cultures (2)**

(Required for International Business concentration.) (Elective for Leadership concentration.) Working in another culture or working with people from another culture can often feel like visiting another planet. In this course, you will study dimensions of culture such as time, personal space, ethics, and business etiquette as well as a host of other elements. You will also study particular cultures in Asia, Europe, Middle East and others to become more familiar with how individuals from those cultures approach business relationships and work in general. The intent is to become effective cross cultural managers, leaders and negotiators. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBAI 5001

### **MBA 6415 - Current Issues in Global Business (2)**

(Elective for Leadership concentration.) Although specific topics change from year to year, this course deals with current business issues and the social problems mediating individual and organizational performance. The challenges posed by endemic poverty, stressed health, tax and law enforcement institutions, expanded educational and income inequalities, growing influence of a power elite and the fragmentation of community and social life nationally and internationally comprise a broad framework to evaluate a leader's effectiveness. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBAI 5001

### **MBA 6416 - Innovation and Leadership (2)**

(Elective for Leadership concentration.) Recognizing that innovation is the chief source of sustainable advantage, this course focuses on how leaders spur and manage it in a harshly competitive environment. Students learn how to choose where to focus innovation efforts, how to leverage unexpected occurrences and situations, how to build a team of innovation enthusiasts and content experts, how to set innovation metrics, how to explore uses of new technologies and processes, how to anticipate and recognize changes in perception and attitudes, how to learn from mistakes, and how to inspire or appeal to a desire for change. Additionally, the course examines how

managers can develop the skills and attitudes that enrich their leadership of innovation, both in small groups and large organizations. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 5001 or MBA 5007 or MBA 6105

### **MBA 6417 - Leading and Organizational Change (2)**

(Elective for Leadership concentration.) This course explores the theory behind and dynamics of organizational change management processes. Students will investigate best practices related to developing, implementing and managing large and small scale change initiatives as an internal change agent and as an organizational development consultant. The course blends both theory and practice in understanding change management models; generating and evaluating change management tactics; and, leading organizational change efforts. Student teams will have the opportunity to engage in an organizational change management consulting project working with community partners in the Bay Area. • Prerequisites: MBA 6103 or MBA 6104 or MBA 614 or MBA 6105 or MBA 5007 or MBA 5001

### **MBA 6418 - Multicultural Leadership (2)**

(Elective for Leadership concentration.) Participants will learn the extent to which cultural differences impact decision making, relationships, communication, problem solving, conflict management and other leadership and management aspects of their business lives. During this program we will define Linear-Active, Multi-Active, and Reactive (LMR) cultural categories. We will also discuss the works of experts such as Edward Hall and Fons Trompenaars.

### **MBA 6419 - How To Be A Game-Changer: Leading Innovation at Work (2)**

Participants will have the opportunity for a "hands on" working weekend with a targeted Bay Area company that must revitalize its core strengths and business model with disciplined, successful innovation. They will pitch their changes and innovations live to an invited panel of Bay Area Entrepreneurs and Corporate Managers on Sunday, May 2nd, with designated time for reviews and networking with those Panelists.

### **MBA 6431 - Nonprofit Management (2)**

Overview of the American nonprofit sector and introduction to unique features of nonprofit management including governing boards, fundraising, volunteer management, law, financial management, and public policy.

### **MBA 6433 - Foundations of Organization Development Practice (3)**

Reviews emerging issues and topics in the field of organization development. The course focuses on the values and ethics underlying OD as applied to practice, and the essential skills for the OD practitioner, including entering, contracting, developing client capability, and managing unplanned events in the change process.

### **MBA 6435 - Consulting Practices (2)**

Reviews the consulting process, especially with respect to organization development. Focuses on the values and ethics underlying the consulting practice, and the essential skills for a consultant, including entering, contracting, developing client capability, and managing unplanned events in the change process.

### **MBA 6440 - Teams and Small Systems Interventions (2)**

Integrates the practice and essential skills for a change consultant, including

developing an organization's capacity for change, with the design, implementation, and evaluation of various individual, team, and organizational interventions. Focuses on the values, ethics, and emerging issues and practices underlying organization development and change practices.

#### **MBA 6441 - Strategic Planning and Implementation of Complex Projects (2)**

Introduces a strategic project management framework for planning and implementing complex projects. Includes how project plan inputs are accurately gathered, integrated, and documented in conjunction with the application of essential tools and techniques necessary for effective planning and change management. Emphasis is placed on managing complexity in projects and their environments where uncertainty, ambiguity, and unpredictability are high.

#### **MBA 6442 - Negotiations in Organizations (2)**

Studies, through a highly interactive format, the theory and processes of negotiation as practiced in a variety of organizational settings. Addresses both the art and science of creating and securing an agreement between two or more interdependent parties, and exposes the negotiation problems specific to managerial situations.

#### **MBA 6443 - Change and Complex Adaptive Entities (2)**

Develops the knowledge and skills necessary for change catalysts and agents when implementing large-scale organizational change initiatives. Integrates complexity science theory and concepts when examining the internal and external forces impinging on organizations. Emphasizes a balanced organizational view where both the positive and negative aspects of the organization's current state are considered simultaneously.

#### **MBA 6444 - Human Capital Metrics and Valuation (2)**

Investigates quantitative and qualitative information that leaders and managers rely on in developing and evaluating change initiatives in organizations. Emphasis is on human capital investments and how leaders integrate financial and statistical information in building best-case scenarios for making such investments to ensure the organization's long-term viability.

#### **MBA 6450 - Project Management Foundations and Portfolio Experience (4)**

This course will focus on the foundations of professional project management and change management that are necessary for students to assume with confidence a challenging role in contemporary and future projects. These roles may include project manager, consultant, cross-functional project team member, or manager who sponsors project initiatives. The need for project management expertise in organizations is very evident as product and service life cycles shorten, new products across different functions expand, technology innovations increase, and globalization becomes more and more the norm on projects. This course will prepare you to work effectively in these complex project environments by applying your knowledge to an actual project with a cross-functional team, and preparing a project portfolio that can be used in future employment.

#### **MBA 6496 - Special Topic: Management (2)**

In this course we will examine the impact of change and the importance of incorporating effective change management strategies as organizations embrace change. During the course we will: >review several change management models

>study examples of successful and unsuccessful change implementations in global organizations >examine tools that enable change agents to effectively diagnose the need for change, design the appropriate intervention, manage multiple stakeholders, mobilize commitment, align the performance culture with the new strategies and priorities, and measure and monitor change effectiveness >study models executives and managers can use to make decisions in a fast pace, constantly changing world.

### **MBA 6506 - Trends in Global Communication (2)**

(Elective for Technology concentration.) (Elective for International Business concentration.) Trends in international communications industries. Factors contributing to growth of mobile services in Japan and South Korea. Opportunities and challenges in emerging markets of Asia, Latin America and Africa. Role of ICTs in socio-economic development. • Prerequisites: MBA 616 or MBA 651 or MBA 6113 or MBAI 5004

### **MBA 6512 - Supply Chain Management (2)**

(Elective for Technology concentration.) Supply Chain Management considers the flows of goods and information among all of the firms that contribute value to a product, from the source of raw materials to end customers. We will use concepts from marketing, operations, information technology and international business as we explore global supply chain strategies and relationships. You will be exposed to ways of combining multiple players and geographically-dispersed activities into an integrated system. You will become conversant in important principles such as lead-time reduction, risk pooling, postponement, inventory placement, and information value. We will use these concepts to explore strategic sourcing, risk mitigation through supply contracts, outsourcing of selected functions, and the role of the internet. • Prerequisites: MBA 6106 or MBA 6103 or MBAI 5006 or (MBA 618 and MBA 616 )

### **MBA 6524 - Managing Projects and Change (3)**

Explores the managing of projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project.

### **MBA 6561 - Local and National Biotech (2)**

Studies the biotechnology timeline, the basic terminology of the biotech field, the applications represented by the biotech field, including pharmaceuticals, agribusiness, energy, industrial applications and biodefense, the biotech business environment of the San Francisco Bay Area - the world's largest biotech cluster, the capabilities of regional clusters throughout the United States, global biotech clusters, and the global industry. Professionals from the biotechnology field will present on a variety of topics. Course References include: Welcome to BioTech Nation, Moira A. Gunn, AMACOM, 2007. BayBIO Impact Report 2009. Industry Report San Francisco Bay Area California Cures 2009. Industry Report: San Francisco Bay Area, Los Angeles and San Diego Biotech Clusters. Growing the Nation's Biotech Sector, International BIO Organization Guide to Biotechnology, International BIO Organization

### **MBA 6562 - The Information of Biotech (2)**

Surveys the creation, storage and analysis needs of the information generated by the biotech industry, including the data collection requirements of Phase I, II and III clinical trials, the information requirements for drug and device submissions to the FDA, the EU, and other agencies on the global landscape, the digital representation of DNA, and

the biotech computer applications available from major software/hardware manufacturers, including Dell, Intel, Google, Oracle and Microsoft. Professionals from the biotechnology field will present on a variety of topics. Course References include: Putting the Pieces Together: Genomics, Proteomics and Bioinformatics, International BIO Organization Manufacturers/service-provider's technical materials.

### **MBA 6563 - Legal, Social and Ethical Implications of Biotechnology (2)**

Studies biotech intellectual property and patents on a national and global basis, the privacy and security regulations from HIPAA and GINA (Genetic Information Nondiscrimination Act), the societal implications of the development and use of biotechnology in both the developed and developing world, ethical concerns and human use regulations for clinical studies, and the implications for information systems designers and managers. Professionals from the biotechnology field will present for a portion of every class session. • Prerequisites: MSIS 661 or MBA 6561

### **MBA 6564 - Global Biotech (2)**

Studies the capabilities of the global biotech clusters and examines the global biotechnology industry as a whole. Topics include venture capital deal ow, intellectual property challenges, and multi-national corporate structures, taking advantage of the global marketplace. Emergent capabilities in science and technology innovation are also examined.

### **MBA 6601 - Entrepreneurial Management (2)**

(Required for Entrepreneurship concentration.) In Entrepreneurial Management students apply their creative and innovative talents while sharpening their analytical abilities. Students will develop a new business idea and craft it into a comprehensive business plan that details the qualitative (e.g. business modeling and milestone planning) and quantitative (financial forecasts and valuation) process of bringing a new venture idea to fruition. The business plan that each team develops is an operating plan for a start-up company or a new venture within a larger corporation. • Prerequisites: MBA 6103 or MBA 6104 or MBA 6105 or MBAI 5007 or MBA 614 or MBAI 5001

### **MBA 6602 - Global Product Development (2)**

(Elective for Entrepreneurship concentration.) (Elective for International Business concentration.) In today's competitive world of business and technology, getting the correct product(s) to market in time successfully has become a matter of survival. The purpose of this course is to develop an understanding and working knowledge of the new product development and management process. This course will focus on issues involved in selecting, researching and developing, and positioning/marketing new products. Cases of successful new products developed in the medical, biotech, IT, telecom, materials, and consumer fields will be used to illustrate the management processes and issues discussed in class.

### **MBA 6603 - Creativity and Innovation (2)**

(Elective for Entrepreneurship concentration.) Want to take any product or service, make it better and more profitable? Want to get noticed and fast-tracked as a creative innovator at work? Want to learn and apply the practical tool-kit for accomplishing this? Investigation of innovation in the corporate setting and the personal creative process, with an emphasis on understanding the role innovation plays in corporate success.

Students practice methods for sharpening one's own innovative and creative skills through lectures and personal exercises designed to build both information content and a repertoire of specific techniques. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 5007 or MBA 5001 or MBA 6105

### **MBA 6604 - Intellectual Property Management (2)**

(Elective for Entrepreneurship concentration.) The course will provide students a practical understanding of how Intellectual Property (IP) is identified, managed, protected and exploited in the commercial setting. The course will cover: patent protection, trademark and copyright protection, managing an IP audit, employment issues relating to IP, IP related agreements (including distribution, licensing, and assignment), technology transfer issues, and litigation.

### **MBA 6605 - Small Business Ventures (2)**

(Elective for Entrepreneurship concentration.) The essentials of establishing small business ventures; management techniques targeted to small business operations. The course is presented in seminar format and is intended to be a capstone experience for the MBA graduate who plans to open (or join existing) small business. In the seminar format students and guest speakers share practical, detailed information describing the issues facing small business owners. Each student will conduct a Small Business History on an existing business and a Small Business Project that will describe the launch or the modification of a domestic or international enterprise. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 5007 or MBA 5001 or MBA 6105

### **MBA 6607 - Corporate Entrepreneurship and Innovation (2)**

Corporate entrepreneurship and developing new business is a daunting task to many established companies. This is because the organizational capabilities and processes required for new business innovation are drastically different from, and sometimes, even in conflict with those required for established business. Many companies tried but failed while others succeeded. This course is to share with you the lessons and effective practices of many companies that tried various innovation and growth strategies. In particular, the course will focus on following topics: -How to generate new business ideas in the strategic context of a company, and funnel internal and external (open innovation) business ideas to a company's commercialization process. -How to use different funding systems, appropriate organizational structures/homes to manage new business innovation projects. -Managing the milestones and evolutions of new business innovation projects. -Managing the relationships between new business venture projects and existing businesses. -How to fold new business projects back to the core business infrastructure of a company. -How to create and manage robust innovation programs, including budgeting, monitoring and resource allocation among multiple innovation projects. -How to develop and manage talents required for new business projects. -How to become successful entrepreneurs to advance your careers in corporate environments.

### **MBA 6609 - Internet Business Applications (2)**

(Elective for Entrepreneurship concentration.) Internet Business Applications provides an introduction to performing business and entrepreneurial activities through online services. This includes developing prototype ecommerce systems that utilize content management systems, collaboration tools, web services, online advertising and analytics.

**MBA 6613 - Creativity and Innovation Part II: How to be a Game Changer (2)**

(Elective for Entrepreneurship concentration.) Want to create "game-changing" innovations for targeted Bay Area companies, while personally meeting, pitching, and networking with top Corporate Execs and Entrepreneurs? Want to learn how to revitalize a business model, expand opportunities, and organize and lead change structures as part of your own decision-making? Participants will have the opportunity for a "hands on" working weekend with a targeted Bay Area company that must revitalize its core strengths and business model with disciplined, successful innovation. They will pitch their changes and innovations live to an invited panel of Bay Area Entrepreneurs and Corporate Managers with designated time for reviews and networking with those Panelists.

**MBA 6620 - Silicon Valley Immersion (2)**

'Silicon Valley Immersion' is an experiential learning course where students will attend Silicon Valley conferences, visit Silicon Valley firms, and learn from Silicon Valley leaders in structured and unstructured formats. From these experiences and with guidance from their professor, students will craft a white paper that references their unique experiences and related research to provide an analysis on emerging opportunities and trends for a chosen industry (or across industries) on new venture development, corporate innovation, and career invention. Students will present the key findings of their analysis to a panel of Bay Area executives, investors, and technologists.

**MBA 6699 - Special Topic: Sales, Marketing and Business Development (2)**

Social Entrepreneurship is about creating and leading organizations and companies that strive to advance social change through innovative solutions. Through special projects for existing social enterprises, case studies and presentations by practicing social entrepreneurs and investors, this course explores key differences between social enterprise and traditional business processes and examines specific solutions to challenges in education, health, environment, workforce development, and international development.

**MBA 6701 - Japanese Business, Economics and Society (2)**

(Elective for International Business concentration.) You will learn about the political economy that is the underpinning of Japanese business. You will discover the economic policies and social conditions that made a country the size of California with no natural resources into the world's 2nd largest economy. The course examines the events and policies leading to Japan's economic downturn in the 1990s. You will also learn the 'how to's' of conducting business with the Japanese. • Prerequisites: MBA 611 or MBA 6102 or MBA 6111 or MBA 5004

**MBA 6703 - Global Trends (2)**

(Elective for International Business concentration.) This course identifies major clusters of global events and applies frameworks to analyze the implications for corporate performance. It examines how global trends affect the strengths, weaknesses, threats, and opportunities of international firms and how companies can leverage on these developments to achieve strategic advantage. • Prerequisites: MBA 614 or MBA 6103 or MBA 6104 or MBA 5007 or MBA 5001 or MBA 6105

**MBA 6713 - Outsourcing and Global Competition (2)**

(Elective for International Business concentration.) Outsourcing has altered the way business is done nowadays. Cheaper labor, more skilled expertise, freer cash flow, a more flexible working environment and the more effective use of labor have made outsourcing a global phenomenon. Today businesses from all across the globe are outsourcing work by getting specialists to work at more affordable rates so companies can be more competitive. This course uses economic and management theories as well as real world cases to explore the socio-economic impact of outsourcing and offshoring practices that companies employ to improve business outcomes.

### **MBA 6715 - Globalization of Chinese Business (2)**

(Elective for International Business concentration.) This course is designed for students who have the ambition and aspiration to develop a career related to globalization of Chinese business. The phenomenon of Chinese outbound foreign direct investment has become a defining feature of China's current economic development and the 21st century global economy. China is the engine of global economic growth. The rate of globalization of Chinese business continues in defiance of the economic crisis. There is an increasing demand of businesses looking for graduates who combine sound management skills with a good understanding of the Chinese business and culture. This course will provide an overview of the trends and patterns of globalization of Chinese business, explore the opportunities and challenges facing Chinese firms expanding internationally, introduce you to the strategic management of Chinese multinational firms, and engage you in the strategic choices that Chinese multinational firms face in the global environment through case studies, company-based research projects and industry guest speakers.

### **MBA 6717 - International Organization Development (2)**

(Elective for International Business concentration.) This course will examine the practice of organization development and change in international and global settings. Students will analyze traditional organization development and change theories and practices with special emphasis on the challenges of applying these practices in unique societal cultures. Students will also learn specific tools to improve the capability and effectiveness of organizations in countries and cultures outside the U.S.

### **MBA 6719 - Cross-Cultural Negotiation (2)**

(Elective for International Business concentration.) 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 this course, you will study other cultures as well as your own to become more familiar with how individuals from those cultures approach business relationships in general and learn to use interpersonal communication and influence skills as well as analytical tools to become effective negotiators in particular. Contemporary cultural theory provides the framework for students to analyse their own cultural assumptions about the negotiation process and to circumvent cross-cultural differences at the negotiating table. In this short course, you'll observe differences in how negotiation is done in various cultures and learn to decode cultural behavior during negotiation by understanding the cultural dimensions and cross-cultural communication styles.

**MBA 6797 - Academic Global Immersion (2 - 4)**

(Required for International Business concentration.) Two week academic global immersion course. Students visit selected corporations and organizations, and complete research projects.

**MBA 6802 - Gaining Strategic Advantage (2)**

Starting from the last half of the twentieth century, many barriers to international trade and investment have been falling and waves of firms have been pursuing global strategies to gain competitive advantages. To create successful global strategies, managers need to understand the nature of global industries and the dynamics of global competition. This course addresses the most challenging tasks faced by multinational companies—how to create competitive advantages during globalization and the resulting needs for globally integrated strategies. Specifically, the course will cover following key topics: • Leveraging Resources and Capabilities in global competition • Impact of Institutions, Cultures and Ethics on global strategies • Managing Global competitive moves and dynamics • Growing and Internalizing the firms • Managing global strategic alliances and networks • Diversification, Merger and Acquisition in global competition • Corporate governance and organizing models of various multinational corporations • Global Strategy and its implications for corporate social responsibilities. This course will extensively use cases to illustrate how companies build and operate multinational corporations, develop and execute global strategies and deal with global competition. • Prerequisites: MBA 619 or MBA 6114 or MBAI 5008

**MBA 6821 - Environmental Financial Disclosure (2)**

This course will cover both statutory environmental financial reporting and voluntary environmental disclosures. Companies are required to report loss contingencies, contingent liabilities, asset retirement obligations, and impaired assets in their financial statements and accompanying footnotes. Voluntary disclosure includes triple bottom line reporting (economic, environmental, and human rights) under the Global Reporting Initiative. In addition to learning the relevant accounting standards and laws, companies' external reports will be analyzed to explore the real-world implementation of environmental disclosure. • Prerequisites: MBA 6109 or MBAI 5002

**MBA 6833 - Project Economic Analysis (3)**

Focuses on the financial aspects of project management. Covers resource requirement estimation, including return on investment, cost/benefit analysis, and earned value. Utilizes appropriate computer tools and algorithms to assist in estimating, tracking, and managing costs.

**MBA 6834 - Project Resource Administration (3)**

Covers the process for developing a request for proposal (RFP); how to develop responses to the RFP; how to negotiate agreements; and how to manage and track changes to the scope, schedule, and human resources associated with a given project. Considers the role and ethics of outsourcing and offshoring.

**MBA 6844 - Strategic Planning and Implementation (3)**

Designed to provide public managers with an overview and the skills necessary to become effective strategists. Topics include the strategic planning process and how to overcome resistance to change.

**MBA 6861 - Environmental Accounting (2)**

This course is an introduction to both financial and managerial accounting concepts as currently practiced in American business. The emphasis is on how environmental issues are reflected in the annual report and in internal decision-making.

**MBA 6904 - Managerial Accounting (3)****MBA 6907 - Micro-Economics (3)****MBA 6909 - Ethics Social Responsibility and Law I (3)****MBA 6990 - Working with Entrepreneurs (0)**

This course is offered in conjunction with the Working with Entrepreneurs: USF MBA Fellowship program. Designed for eager, creative risk-takers, students will work side-by-side with entrepreneurs in new venture environments based here or in emerging countries. At the completion of the program students will be prepared to work in the high risk, high growth arenas of new product launch and new venture creation and will be prepared to enter different industries of the Bay Area and Global economy. Students will be selected on a competitive basis. • Prerequisite: MBA 614

**MBAE 6902 - Leadership (2)**

This course provides an introduction to the theory and practice of effective leadership from a variety of perspectives. Students will focus on the individual, team and organization, as each brings a view of the leader's path and integrates into a whole leadership learning experience. Students will learn how leaders develop and articulate vision, analyze culture, and facilitate change and growth at multiple levels. In addition, students will have an appreciation for their own leadership development goals, personal strengths, and areas for improvement.

**MBAE 6904 - Managerial Accounting (2)****MBAE 6905 - Finance (1 - 4)****MBAE 6906 - Macroeconomic Analysis and Global Business Conditions (3)**

In this course, students will develop the analytic skills and perspective necessary to systematically analyze changes in domestic and international business conditions. This will be accomplished by introducing selected principles of macroeconomic theory through lectures, exercises, class discussions and case studies based on current events. In the process, students will gain an understanding of how economic theory can be used to assess the potential business impact of changes in the macro economy.

**MBAE 6907 - Micro-Economics (2 - 3)****MBAE 6908 - Information Systems (1 - 4)****MBAE 6909 - Ethics, Social Responsibility and Law I (2)****MBAE 6911 - Marketing Management (3)****MBAE 6912 - Decision Modeling Data Analysis (3)**

**MBAE 6913 - Operations Management (1 - 4)****MBAE 6915 - Ethics, Social Responsibility and Law II (2)****MBAE 6917 - Entrepreneurship (2)****MBAE 6919 - Strategy (1 - 4)****MBAE 6928 - 21st Century Executive Part I (0 - 3)****MBAE 6930 - Consulting and Managing Projects (0 - 1)****MBAE 6932 - Seminar: Globalization I (0 - 1)**

This seminar provides an overview of the globalization of business and its implications. Specifically, this course examines globalization from several different perspectives (political, technological, organizational, individual) and provides historical as well as forwarding-looking analysis of globalization. Through lectures, presentations, case studies, and panel discussions, this course strives to help students develop an understanding of the connections between globalization and their own professional activities and career development.[This seminar continues during Semesters 2 and 3 of the program and includes an overseas Academic Global Immersion trip, typically at the end of Semester 2]

**MBAE 6940 - Consulting and Managing Projects II (0 - 1)****MBAE 6942 - Globalization II (0 - 1)****MBAI 5000 - MBAI Intensive (0)****MBAI 5001 - Leader (2)**

This course builds individual knowledge and skills to prepare students to work in complex situations where understanding of self and others in imperative, where both action and reflection is needed, and where results matter. In "The Nature and Importance of Leadership" we grapple with team building, goal setting, persuading, motivating, coaching and delegating. Through "The Discipline of Building Character" we learn how to understand ourselves (and others) focusing on the interplay of actions and emotions, as well as power and politics, with a blend of business acumen, confidence, humility, ethics and social responsibility at the center. In addition, we develop "The Ability to Assess Organizations" through individual interviews with practicing, active leaders and case analysis.

**MBAI 5002 - Investor (2)**

This knowledge and skill intensive course drills deeply into questions of financial performance, growth, and valuation. "How is an investment doing?" "What can we expect of an investment in the future?" "How much money does a project need and where can it come from?" "What is this all worth?" "How much risk are we taking and what can we do about it?" and "What do I do if things are going well, and I want out?" as well as "What do I do if things are going badly, and I want out?" In addition to analyzing conventional investment models (institutional investments, private equity, hedge funds, sovereign wealth funds, we also explore social investing, micro-finance and mixed for-profit/philanthropic investing. there is an emphasis on mastering analytical techniques and understanding their uses through case studies and company

visits, as well as individual and team projects.

### **MBAI 5003 - Controller (2)**

Unlike some other programs, this area specifically designed to be the antithesis of "revenge of the nerds." The course concentrates on smart strategies and positive outcomes. "How do we define goals and know if we achieved them?" We will measure success through old and new systems, e.g., financial reporting, data mining, linking pay to performance, web-based customer surveys, environmental and social impact disclosure, and enterprise systems. Optimum systems integration with suppliers and customers will also be targeted. We will visit leading-edge Bay Area companies creating the newest software to enhance analysis of data. We will learn from those whose technology innovations are changing how business is done by shrewdly dispersing information (and power) throughout organizations and society.

### **MBAI 5004 - Analyzer (2)**

This is a unique "quant" course emphasizing the words (and visuals) you will need to persuasively talk about and back up those numbers. We learn about quantitative techniques, e.g., statistical analysis, as well as less structured approaches to gather and interpret information, such as competitive industry analysis. We also use business analytics and business intelligence approaches for better planning and decision-making. Formulating and communicating conclusions will take place through simulations and case studies. We will see how innovation in "dull" areas like costs, operations and supply chains gives significant advantages to firms. Refreshers will be offered both before (on-line), and during the Fast Track.

### **MBAI 5005 - Innovator (2)**

In this course we will learn how to "think for a change," emphasizing the intentional, practical, and applied creative approaches that lead to innovation. We learn to map "a different way of seeing things" by both understanding our failure to see (and what it costs us in the world of new business development), as well as the elements needed to achieve consistent, breakthrough innovations. We will learn how organizations manage and measure scientific and technological discoveries. We will also explore clean and green technologies, as well as novel approaches in the lively hospitality and retail sectors of the San Francisco Bay Area.

### **MBAI 5006 - Customer (2)**

What do customers want? What customers do we want? We discover how to understand and choose customers and markets through data analysis, business analytics and other quantitative approaches. We also examine how to build extreme customer loyalty when we desire it, how to communicate to current and potential customers, and how the Internet changes the definition of customers, customer experience, and customer service. We look at the market for customer goods as well as business-to-business relationships. In addition, we examine not-for-profit and social benefit ventures.

### **MBAI 5007 - Communicator (2)**

Here we examine conventional and unconventional, virtual and nonvirtual forms of communication within organizations. We will work with both traditional and new ways to influence, collaborate, bond, listen, persuade, and negotiate. We will examine news media, surveys, and face-to-face interactions along with Blogs, Podcasts and Wikis.

We will look at the use of "social networks" in product design and innovation, market research, and customer relationships, as well as employee recruiting and retention. We will consider how "search" changes the ways people learn, hear and explore the world, and how to benefit from it.

### **MBAI 5008 - Competitor (2)**

How can our organization transcend and leapfrog the competition? Why should you create, dominate (and sometimes abandon) markets? How do we "look over our shoulders" without "losing our souls?" How do we better understand our organizations: Who are we, and who do we want to be? We will look at specific techniques for successfully analyzing and driving markets, competitors, and our own organizations' capabilities. We will also learn how to create a straight-forward, clear, powerful and authentic mission and execution process which will lead to competitive advantage. We will meet innovative leaders whose successful, sustainable companies and organizations positively affect people and the planet.

### **MBAI 5101 - Explorer (0)**

Explorer is not a "course." It is a fresh way to learn. Throughout Fast Track we will explore the city of San Francisco and the Bay Area to discover the latest techniques from practicing leaders, innovators and entrepreneurs. We will immerse ourselves in the diverse communities which make this area a global hub. We will learn from Bay Area people, companies and service organizations - spanning industries and business models, successes and failures. We will meet people whose companies thrill their customers, who have created markets that did not exist before, or who have solved social problems. We will encounter workers, managers, and leaders as well as those who do not benefit significantly from this society's wealth. We will accomplish this through people visiting us on campus, as well as our traveling out to visit targeted sites. Explorer I connects with every course in the Fast Track in order to discover the Bay Area one day each week, and to enable learning based on experience.

### **MGEM 5101 - Global Environment and Business Trends (3)**

In the face of accelerating turbulence and change, business leaders and policy makers need new ways of thinking to sustain performance and economic growth. Over the last two decades the world has changed substantially. The economic, political, social, corporate, governmental, and personal rules that now apply are quite different from those that worked two decades ago. The global economy ignores barriers, but if they are not removed they cause distortions. This course examines changes in the international economy and their effects on the society and in the behaviour of companies in this new environment. It also explores the next stage.

### **MGEM 5102 - Technology Appreciation and Intellectual Property Management (3)**

This course introduces the main intellectual property categories from a legal and economic point of view, dealing not only with their theoretical justifications but also presenting main constraints and prospects of future. There exist several manners to convert intangible assets in profitable resources both for the title holder and for the entire society: i.e., licensing techniques, company mergers and employee recruitment. This course will also introduce the different actors and institutions that converge on the innovation process: networks, strategic alliances and joint ventures, among other common knowledge economy cooperative forms of intangible assets creation.

**MGEM 5103 - Cross-Cultural Management and Ethical Business Practice (3)**

This foundational course on cross-cultural and ethical issues focuses on the cultural and ethical aspects of management and business practices. Students will be exposed to traditional values systems, i.e., Christianity, Buddhism, and Confucianism; contemporary value systems, i.e., social justice and environmentalism; and social roles of institutions, i.e., governments, churches, NGOs, families, and businesses. Students will become acquainted with ethical dimensions of cross-cultural managerial decision-making processes, as integral parts of a businessperson's search for happiness. The study of moral imperatives vis-à-vis business interests aims to demonstrate that ethically sound decisions tend to benefit business, whilst the opposite tends to no longer hold true.

**MGEM 5104 - Innovative Product Development, Demand Assessment, and Entrepreneurship (3)**

Product development is a critical activity that sets the pace of the whole organization, and is fraught with risk. In this project-based course students study processes of designing and marketing new products from an entrepreneurial point of view, and how analytic methods can reduce risk and improve innovation. Students will learn a structured method for product design through the integration of the marketing, design, manufacturing and entrepreneurial functions. Tools and methods for design and development will be presented. Emphasis is placed on creating a new product and an awareness of the multiple business functions required to create a new product.

**MGEM 5105 - Operations Management and Supply Chain Management (3)**

The purpose of this course is to give theoretic and practical overview of modern operations management and supply chain management from the global perspectives. The focus of the course will be three fold. First, it is practical oriented and hence detailed derivations of theoretic models will be omitted. Second, it is global oriented as without doubt it is the era of global economics nowadays. Finally, it is project oriented as all the students are required to finish a term project aiming to solve real-world problems before getting the credit of this course.

**MGEM 5106 - Corporate Finance with a Global Perspective (3)**

This course focuses on the corporation and its financial decision-making, many basic concepts and tools in Finance are introduced. These basic concepts and tools are useful in many areas of business or personal life. They include the notion of present value, the relationship between risk and expected return, a familiarity with financial analysis, the impact of financial leverage, and the characteristics of and determining the value of securities.

**MGEM 5107 - Core Competency-Based Human Resources Management (3)**

The course is designed to help students establish the competency-based thinking system on human resource issues. Not only the global impact on the system will be the major focus but the cross-cultural perspectives are highlighted as well. In order to explore these related topics thoroughly, many teaching approaches are employed such as: lecturing, case-study, city observation, class-debate, business-visit etc. It is expected that on the completion of the course, those students will understand the human resource management in industries under the global context. The capability of solving human resource problems can be enhanced and the skill of constructing human resource management system in organization can be developed.

### **MGEM 5108 - Analysis of Economic Conditions, Entry Barriers, and Strategic Alliance (3)**

This course will analyze the new world of Global Entrepreneurship Management (G.E.M.) including business trends, creative proposition, development of product and technology as well as demand assessment and intellectual property management. Other topics to be covered are market entry and strategic alliance, business delivery systems and supply chain management, in addition to acquisition of resources and business models and value creation.

### **MGEM 5109 - Cross-Cultural Marketing and Integrated Marketing (2 - 3)**

This course focuses on applying marketing principles to global customer segments in cultural environments other than your own. Studying their needs and preferences, adjusting product attributes to meet their tastes, introducing services that fit their expectations, and other similar customized treatments are effective steps in cross-cultural marketing. Of particular importance, designing and executing a customized and integrated marketing communication program in this context is crucial. As a business expands internationally or penetrates another ethnic consumer segment, promotional messages should be carefully examined and perhaps re-crafted, and communication media be carefully selected to effectively reach the target audience.

### **MGEM 5110 - Global Distribution and Channel Management (2 - 3)**

This course focuses on the challenges and complications associated with distributing goods and services across country borders. The course examines restrictions imposed by host country governments, unfamiliar competitive environment faced by a new entrant, and initially un-cooperating channel businesses. To successfully penetrate such a host country market, the entering business has to have a winning channel strategy, and effectively manage its channel system. This course teaches you how to study and analyze a given country's market environment in general, and distribution channel environment in particular; how to assess the strengths and weaknesses of your firm vis-à-vis potential channel partners; and how to make appropriate decisions on designing and managing a suitable distribution channel.

### **MGEM 5111 - Leadership, Organizational Culture Management, and Innovation Process (2 - 3)**

This course focuses on the role of the leader in building organizational cultures that support innovation. Organizational culture can often be a barrier to strategy, particularly around innovation process. Leadership in the entrepreneurial environment requires a keen understanding of individual and group behavior and the ability to use management skills to build support for change. Students will develop a 'toolbox' of approaches to link culture and strategy and learn to lead their teams in pursuit of innovation and high performance in their firms. The course explores leadership in new ventures in addition to understanding how larger, more corporate environments create environments that are nimble, adaptive and conducive to innovation through case study, experiential simulations and analysis of exemplary, visionary leaders.

### **MGEM 5112 - Venture Capital, Corporate Entrepreneurship, and Micro Financing (2 - 3)**

This course 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.

#### **MSBE 5611 - Intermediate Microeconomic Business Applications (4)**

Identification and use of advanced microeconomic techniques, particularly in terms of their application to industry analysis and competitive positioning of the firm. Emphasis on price determination, market structures, market efficiencies, and management of the value chain. Examination of emerging developments in global price determination, value chain configurations, and value clusters. Discusses the work of professional business economists in advising decision-makers throughout the organization, including human resource, marketing, and financial divisions. Provides an introduction to corporate governance issues and problems.

#### **MSBE 5621 - Intermediate Macroeconomic Business Applications (4)**

Identification and use of macroeconomic techniques, particularly with regard to the economics of financial and capital markets. Includes interest-rate determination, labor resource allocation, price stability, business compliance, and regulatory cost management. Includes emerging developments in global financial regulatory management, including cross-national competitive configurations. Examination of ethical standards of business economists, as defined by the National Association for Business Economics; and concepts and application of social responsibility for publicly-held firms.

#### **MSBE 5626 - Managerial Accounting (2)**

Introduction to analysis of cost flows; assessment of inputs, and common problems in budgetary management.

#### **MSBE 5628 - Business Forecasting (2)**

Exposure to common forecasting problems in marketing, financial, human resource and information technology functions of the firm. Forecasting examples include mathematical modeling of common organizational obstacles and opportunities, including evolving competitive environments throughout the global environment. The course also examines how the financial, labor and technological resources of the firm can be integrated and organized to enhance organizational forecasting.

#### **MSBE 5650 - Business Taxation and Regulation (2)**

Assessment of governmental management of tax and regulatory structures for the private and non-profit sectors. Focuses on organizational forecasting of and responsiveness to federal, state and local tax policies in relation to optimization of revenue-generation and profitability; includes exposure to comparative tax and regulatory procedures in the unfolding global competitive environment.

#### **MSBE 5658 - Productivity Management (2)**

Economics of capital, labor and technological productivity in maximizing efficiencies of the firm. Emphasizes the growing significance of human resource management in promoting sustainable competitive advantage; isolates problems in managing, monitoring and projecting effective labor recruitment and retention; also examines methodological problems in measuring multinational corporate productivity across

subsidiaries and departments; evaluates and forecasts efficiencies stemming from organizational partnerships, affiliations and alliances. The course also examines productivity trends throughout the global economy.

### **MSIS 611 - Data Base (3)**

Presents the concepts, principles, issues, and techniques for managing corporate data resources; techniques for managing design and the development of large database systems. The emphasis is on developing a thorough understanding of the principles of data modeling and the conversion of data models into working database systems.

### **MSIS 612 - Analysis, Modeling and Design (3)**

Studies the systems development life cycle, analysis and design techniques, information systems planning and projects identification and selection, requirements collection structuring, process modeling, data modeling, interface design and data management, system implementation and operation, system maintenance, and change management implications of systems. The course utilizes current methods and tools, such as rapid application development, prototyping, and visual development.

### **MSIS 613 - Communications and Networking (3)**

Examines telecommunication fundamentals, including data, voice, image, and video. The concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks are studied, as well as local and wide networks, transmission and switching efficiency, and regulatory and technical environments. Topics include security, e-commerce, web sites, and middleware.

### **MSIS 620 - Economics for IS Managers (3)**

Presents an overview of modern economic and financial theories relevant to understanding the costs, benefits, and processes by which proposed or current information systems can be evaluated. Students explore the economic impact of legal, regulatory, and political actions on the information industry. This course may be offered online.

### **MSIS 621 - Systems, Technology, and Change (3)**

Analyzes the learning organization, critically studying both the strengths and limitations of modern virtual management practices, knowledge management systems, e-learning formats, as well as the technology that makes them possible.

### **MSIS 624 - Managing Projects and Change (3)**

Explores the managing of projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project.

### **MSIS 625 - IT Policy and Strategy (3)**

Examines the top management perspective for aligning competitive strategy, core competencies, and information systems; the development and implementation of policies and plans to achieve organizational goals; defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Approaches to managing the Information Systems function in organizations are also explored, including examination of the dual challenges of effectively controlling the use of well-established information technologies while

experimenting with emerging technologies, as well as the role of the CIO.

### **MSIS 626 - Capstone Project (3)**

This course provides a broad survey of the individual, organizational, and cultural impact of information technology, in order to stimulate thoughtful reflection and debate upon the social issues provoked by current and projected uses of information technology. As part of this course, students will complete a capstone project.

### **MSIS 630 - Leveraging Human Capital in a (3)**

This course studies the human resource department and strategic human resource management critical to the success of organizations in our current technological age, as they enter into the market and attempt to stay vital. Students analyze critical organizational structures and human resource issues through the lens of organizational culture, leadership styles, manager-employee work relationships, organizational learning and training methods, and workplace wellness concerns. Students also explore how the nature of work and management is being reshaped by technology. The course provides practical skills in identifying, assessing, analyzing, resolving and forecasting issues in light of organizational and human resource management theory, as well as developing management vision, style and values, and examining varying human resources needs through start-up, growth, stability, and transformation of an organization's identity, operational practices, and product lines.

### **MSIS 631 - e-Business (3)**

This course provides a comprehensive overview of the organizational structures and the technologies that support e-business. Topics covered include, e-business strategy, business models, governance structures, electronic markets, and e-business technological infrastructure.

### **MSIS 635 - High Technology Marketing (3)**

Investigates the role of marketing on the economy, consumer behavior, research, policy, and marketing functions. Emphases include 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.

### **MSIS 636 - Identity Management and Trust (3)**

(Information Security Concentration) Studies issues in identification, authentication, authorization, and trust for enterprise protective systems and drills down into the implementation of infrastructure, process, management, and policies to support these functions within the context of real enterprises. • Prerequisite: MSIS 651

### **MSIS 647 - Global Information Systems (3)**

Studies both the flow of global data and major global data bases. Global data includes all forms of digital information including Internet traffic patterns, cell phone usage, email, texting, video, audio, commercial transactions, software updates on globally-distributed systems, and other components of international data flow. Major global databases include such entities as various national privacy policies, international agreements on data transparency and data sharing, transportation tracking, passenger tracking, public health disease reporting, bioterrorism alerts, and computer viruses/malicious code tracking.

**MSIS 648 - Enterprise Information Systems (3)**

Enterprise Resource Planning (ERP) systems integrate all major business functions (finance, human resources, manufacturing, inventory, etc.) into an enterprise wide shared information systems network. By making information available across traditional business unit boundaries efficiency improves and gives rise to new strategic opportunities. Ultimately, such intranet information systems can be interlinked with other enterprise business partners (e.g. vendors, suppliers, financial institutions) to form powerful resource planning networks. This course will explore the technology and strategic use of enterprise information systems.

**MSIS 650 - Managing Resources for Information Systems (3)**

Provides a comprehensive survey of current ideas and practices used in acquiring, allocating, and managing information technology resources, covering budgeting principles, outsourcing, internal and external client relations, import/export control rules, and vendor evaluation.

**MSIS 651 - Information Technology Security (3)**

Studies contemporary issues of information security, including effective information security policies, risk assessment factors, internal application security, intranet vs. extranet security, firewalls and internet security, response to breaches of security, and operating a secure corporate network.

**MSIS 653 - Network Security (3)**

(Information Security Concentration) Studies network management, architecture, controls, firewalls, network separation, gateways, virtual private networks, network security devices, sniffers, intrusion detection and response mechanisms, security-related protocols, network access and routing controls, network-based content controls, network-level encryption methods, and enterprise network infrastructure. • Prerequisite: MSIS 651

**MSIS 656 - Business Intelligence and Data Warehouses (3)**

Modern technology has the means of collecting every minute detail of a corporation's activity. To turn raw data into useful information and knowledge requires a judicious approach to extracting, cleansing, and aggregating data so that it can be used to support strategic decision making (e.g. forecasting and trend analysis, performance monitoring, etc.). This course builds on the Database course and extends the concepts learned there. • Prerequisite: MSIS 611

**MSIS 659 - Information Technology Audit and Forensics (3)**

(Information Security Concentration) Studies auditing mechanisms, technical audit trails, audit processes, auditing, forensic evidence identification, collection, storage, analysis, preservation, and data retention and disposition requirements and execution for enterprise scale information systems and networks. • Prerequisite: MSIS 651

**NPA 612 - Research and Evaluation Methods (3)**

Research designs and methodologies utilized in the investigation of organizations, social problems, and assessment of program outcomes are introduced. Quantitative and qualitative approaches are examined. Students begin preparations for the Summary Research project.

**NPA 614 - Data Analysis (3)**

Explores the basic techniques of qualitative and quantitative data analysis. Students continue preparations for their Summary Research project.

**NPA 616 - Summary Project (3)**

Students complete a research or evaluation project based on preparations made in the previous two courses (NA 612 and 614). The project involves data collection and analysis and can be completed for the student's place of work or another nonprofit organization. Students prepare both a written research report and an oral presentation.

**NPA 631 - Nonprofit Human Resource Management (3)**

Investigates current issues in the effective management of employees and volunteers in nonprofit organizations.

**NPA 638 - Management and Organizational Behavior (3)**

Surveys selected classics in organization theory while examining organizational behavior, structure, processes, development, and change as influenced by the practice of management.

**NPA 671 - The Nonprofit Sector and Philanthropy (3)**

Examines the origins and societal role of private nonprofit organizations, including their historical, social, political, economic, cultural, and ideological importance in the U.S. and beyond.

**NPA 672 - Marketing for Nonprofit Organizations (3)**

Considers the principles and practices of marketing and public relations as applied to the needs of nonprofit organizations.

**NPA 673 - Fundraising for Nonprofit Organizations (3)**

Studies the principles and practices of fundraising and long-term development planning for nonprofit organizations.

**NPA 674 - Legal Issues Affecting Nonprofit Organizations (3)**

Provides an introduction to selected legal issues affecting nonprofit organizations including liability, contracts, procedures related to boards of directors and members, incorporation and bylaws, tax exemption and reporting requirements, political advocacy, and relations with government and private funders.

**NPA 675 - Financial Management of Nonprofit Organizations (3)**

Introduces students to a broad range of financial management fund accounting, budgeting, cash-flow analysis, expenditure control, long-range financial planning, audits, grants, and contracts as applied to nonprofit organizations.

**NPA 677 - Governance and Strategic Planning (3)**

Investigates the roles and responsibilities of nonprofit governing boards, the function and methodology of strategic planning, and the measurement of organizational effectiveness in nonprofit organizations.

**NPA 678 - Nonprofits and Public Policy (3)**

Explores the role of nonprofit organizations in the formation and implementation of public policy in the United States, including the political functions of the nonprofit sector,

the implementation of government programs by nonprofit organizations, and the roles of nonprofit advocacy and lobbying in government decision-making.

### **OD 600 - Organization Dynamics and Contexts (6)**

Explores the relationships among individuals, groups, organizations, and society within the context of a globalized, ever-changing world. A dynamic, holistic, systems approach frames the examination of individual behavior, interpersonal relationships, and organizational processes, structures, and cultures with emphasis on the interdependencies that impact organizational functioning.

### **OD 601 - Change and Organization Development (3)**

Investigates the nature of change, forces for change, and the impact of change on its recipients. Students are introduced to the history and practice of organization development with respect to change efforts in organizations as they examine their own roles and skill sets as leaders of change.

### **OD 611 - Applied Organization Development Research and Statistics (6)**

Introduces research methods, qualitative and quantitative, and statistical methods relevant to the practice of OD. Emphasis is on applied research methods and statistical techniques used in developing research studies and performing data analyses.

### **OD 633 - Foundations of Organization Development Practice (3)**

Reviews emerging issues and topics in the field of organization development. The course focuses on the values and ethics underlying OD as applied to practice, and the essential skills for the OD practitioner, including entering, contracting, developing client capability, and managing unplanned events in the change process.

### **OD 634 - Organization Development Interventions (3)**

Focuses on the design and implementation of various organizational interventions. Students learn to choose between, and then design, appropriate interventions to move an organization from a current to a desired future state. • Prerequisite: concurrent OD 633

### **OD 645 - Organizational Metrics and Outcomes (3)**

Incorporates the Balanced Scorecard in the development and evaluation of change initiatives in organizations. Four questions form the foundation for studying critical organizational goals and metrics for effecting change. (1) How do customers see us?; (2) What must we excel at?; (3) Can we continue to improve and create value?; and (4) How do we look to stakeholders/shareholders?

### **OD 646 - Group Process, Communication, and Facilitation (3)**

Examines theories of group process and team dynamics, as well as practical techniques for facilitating productivity as a team member or outside facilitator. Topics include group formation and structure, cohesion, power, conflict and negotiation, and decision-making

### **OD 660 - Leadership and Organizations (4)**

Explores the relationships among individuals, groups, organizations, and society within the context of a globalized and ever-changing world. A dynamic, holistic, systems approach frames the examination of individual behavior, interpersonal relationships,

and organizational processes, structures, and cultures with emphasis on the interdependencies that impact organizational functioning. Students reflect on their competence as leaders in the Jesuit tradition of service to others and respect for diverse ideas and backgrounds.

### **OD 661 - Leading Organization Change and Development (2)**

Investigates the nature of change, forces for change, and the impact of change on its recipients. Introduces students to the practice of organization development with respect to change efforts in organizations as they examine their own roles and skill sets as change agents.

### **OD 662 - Psychological Dimensions of Organizational Behavior (2)**

Focuses on how people's behavior is influenced by others in organizational settings. Relates previous studies of motivation, attitudes, politics, decision-making and culture to productive, creative, and ethical actions in order to better understand how people shape the environment in which they work.

### **OD 664 - Negotiation and Bargain Strategy (2)**

Develops skills in person-to-person negotiations in which the stakes are high, people have different points of view, and strong emotions often support these views. This course is skills-based, experiential and participatory in nature.

### **OD 668 - Research and Analysis for Organization Diagnosis and Evaluation (4)**

Introduces research methods - qualitative and quantitative - relevant to the practice of OD. Emphasis is on applied research methods used in developing research studies and performing data analyses.

### **OD 669 - Organizational Metrics and Outcomes (2)**

Incorporates the Balanced Scorecard in the development and evaluation of change initiatives in organizations. Four questions: (1) How do customers see us?; (2) What must we excel at?; (3) Can we continue to improve and create value?; and (4) How do we look to stakeholders/shareholders? form the foundation for studying critical organizational goals and metrics for effecting change

### **OD 671 - Consulting Practices (2)**

Reviews the consulting process, especially with respect to organization development. Focuses on the values and ethics underlying the consulting practice, and the essential skills for a consultant, including entering, contracting, developing client capability, and managing unplanned events in the change process.

### **OD 672 - Teams and Small Systems Interventions (2)**

Examines theories of group process and team dynamics, as well as practical techniques for facilitating productivity as a team member or outside facilitator. Topics include team formation and structure, cohesion, power, conflict, and decision-making.

### **OD 673 - Large-Scale Systems Transformation (2)**

Stresses the design and implementation of various organizational interventions by applying the diagnosis-intervention-evaluation process. Students learn to choose between, and then design, appropriate interventions to transform an organization from a current state to a desired future state.

**OD 680 - Leadership for Organization Development (3)**

Engages students in the critique of contemporary leadership theory and practice through personal reflection, assessment and feedback, and case analysis. Students are challenged to develop their own voices as leaders of change by integrating leadership with such topics as ethics, cultural and generational influences, coaching, and complexity science.

**OD 682 - Culminating Project in Organization Development (6)**

Requires a diagnostic and data-based approach to conducting an applied research project within an existing organization. Students analyze an organization's current state and recommend strategies for change.

**OD 690 - Organization Development Culminating Project (4)**

Requires a diagnostic and data-based approach to conducting an applied research project within an existing organization. Students analyze an organization's current state and recommend strategies for change.

**PA 611 - Public Administration as a Field and Practice in Contemporary Society (3)**

Reviews the history, status of, and emerging trends in public management on the federal, state, and local levels. Included is a survey of contemporary political, economic, and managerial concepts and developments in public administration that will serve as a foundation for further coursework in the program.

**PA 613 - Management and Organizational Theory (3)**

Examines management theory and organizational behavior in public organizations. Major theories, research, and practical applications are reviewed.

**PA 617 - Health Care Issues (3)**

(For Health Service Administration Concentration Students) Examines the U.S. health care issues as well as the major participants of the health care delivery system (providers, payers, controllers, and consumers), and describes various forces determining the historical, current, and future roles of the participants.

**PA 620 - Leadership Ethics (3)**

Examines ethical issues and responsibilities faced by administrators applying ethical principles within an organizational context. The ethical dimensions of organizational life and administrative behavior are addressed using the works of major theorists.

**PA 623 - Economics and Finance for Public Managers (3)**

Reviews basic theory behind and various techniques for financing public agencies and examines the effects of the economy on society. Issues of public expenditure, revenue generation, fiscal policies, and re-development are discussed.

**PA 632 - Public Policy Analysis (3)**

(For generalist PA students) Focuses on the skills and techniques necessary to conduct comprehensive public policy research and analysis. Specific attention is given to the stages of the policy process, the role of interest group politics, and the development of viable policy alternatives. • Prerequisite: PA 611

**PA 633 - Public Sector Budgeting (3)**

Examines the process of public sector budgeting from the perspective of managerial planning and control. Budget formats are reviewed, as are techniques used to analyze budgetary data. Specific attention is given to forecasting, cost-benefit analysis, and cost-effectiveness analysis. • Prerequisite: PA 611

### **PA 636 - Human Resource Planning and Management (3)**

Investigates current human resource management issues in the public sector. The planning for, and performance of, traditional personnel functions and relevant techniques are covered, in addition to contemporary issues and trends that impact on public sector employment. Aspects of strategic HR planning and management are discussed.

### **PA 638 - Emerging Technologies for Public Managers (3)**

Provides an introduction to the use of a variety of technologies that support the work of public managers. Topics include the aspects of management of information systems, web applications, aspects of telecommunication, and project management. Ethical considerations and confidentiality issues are also addressed.

### **PA 644 - Strategic Planning and Implementation (3)**

(For generalist PA students) Designed to provide students with an overview and the skills necessary to become effective strategists. Topics include the strategic planning process and organizational change issues.

### **PA 650 - Integrative Seminar in Public Management (3)**

Students integrate the theory and practice of public administration, while identifying gaps in their learning and expanding their knowledge through further evaluation and conceptualization of specific areas of interest and concern in public management. Students prepare for and take the comprehensive case analysis exam.

### **PA 660 - Managed Care and Health Care Law (3)**

(For Health Service Administration Concentration Students) Provides an overview of the system providing managed health care in America, from the viewpoint of HMOs, physicians, physician organizations, hospitals, ancillary providers, employers, and federal and state governments.

### **PA 670 - Quantitative Methods (3)**

This course provides an overview of the research methodologies used for public decision making. Concepts include specification of questions to guide inquiry, basis for causal inference, acquisition of quantitative data, reliability and validity issues, descriptive, and elements of inferential statistics. Provides students with an opportunity to build skills in designing, conducting, and analyzing research.

### **PA 688 - Independent Study Health Care Administration (3)**

(For Health Service Administration Concentration Students) Enables students, under faculty supervision, to develop a study outline and to conduct research on health care administration-specific issues within or outside of their work settings.

### **PA 698 - Independent Study - Public Administration (3)**

(For generalist PA students) Enables students, under faculty supervision, to develop a study outline and to conduct research on issues public administration-specific within or outside of their work settings.

**PMT 633 - Project Financial Analysis (3)**

Focuses on the financial aspects of project management. Covers resource requirement estimation, including return on investment, cost/benefit analysis, and earned value. Utilizes appropriate computer tools and algorithms to assist in estimating, tracking, and managing costs. • Prerequisite: PMT 621

**PMT 634 - Project Resource Administration (3)**

Covers the process for developing a request for proposal (RFP); how to develop responses to the RFP; how to negotiate agreements; and how to manage and track changes to the scope, schedule, and human resources associated with a given project. Considers the role and ethics of outsourcing and offshoring.

**PMT 635 - Project Planning and Implementation (3)**

Studies how project plan inputs are accurately gathered, integrated, and documented; the tools and techniques used in project planning; and the outputs of a project plan to viable stakeholders. Considers the development of project scope, work breakdown structures, and the importance of quality, risk, and contingency management in planning development. • Prerequisite: PMT 634

**PMT 651 - Managing Project Quality and Change (3)**

Addresses project quality policies; standards for project quality; tools and techniques for quality management; quality audits; and quality assurance and control for projects. Examines the factors that influence changes in a project while addressing how changes are tracked and documented; how changes influence the baseline of a project; and how best to communicate the changes.

**PMT 661 - Complexity and Adaptability: Issues for Project Management (3)**

Explores the impact of an increasingly complex business environment on project success. Examines project managers, adaptability to deal with unpredictability. Additional focus is on leading projects within specific industries and on how to interface with program management and product development. • Prerequisite: PMT 632

**PMT 691 - Culminating Project: Portfolio Project (3)**

Considers lessons learned from managing a project and how the conclusion of one project influences and interfaces with subsequent projects. Students synthesize their learning in the program by presenting their completed portfolio.

**PSCA 500 - Graduate Writing and Research (4)**

School of Management writing course for Nursing majors.

**PSMA 500 - Statistics (4)**

School of Management course in Statistics for Nursing majors.

**PSPH 500 - Social Ethics (4)**

School of Management Social Ethics course for Nursing majors.

## School of Education Courses

### **CEL 640 - Ecclesial Principles of Catholic Education (3)**

This course will cover an historical, philosophical, sociological, and political study of American Catholic education in the context of the original common school and today's public school.

### **CEL 641 - School Law and Private Education (2 - 3)**

Analysis of principal legal and constitutional issues in federal and state law affecting educators, including liability, contract law, and major church-state rulings.

### **CEL 641 - School Law and Private Education (2-3)**

Analysis of principal legal and constitutional issues in federal and state law affecting educators, including liability, contract law, and major church-state rulings.

### **CEL 642 - Moral Development (3)**

Study of the cognitive developmental theory of moral development, comparing and contrasting it with other major theories.

### **CEL 643 - Religious Educational Leadership (1 - 3)**

Analysis and discussion of effective ways to organize, evaluate, and improve religious education in church-related schools. Specific questions of staff development are addressed.

### **CEL 644 - Curriculum and Instruction Leadership in Schools (3)**

This course presents curriculum and instruction from a leadership perspective within the contemporary context of the Catholic schools. It integrates models, research, and practical applications of design and evaluation of curriculum and instruction.

Development of a curriculum model for a particular school will be required as a final project.

### **CEL 645 - Justice in the School Curriculum (2 - 3)**

Study of the social teachings of the Scriptures and the Catholic Church with applications to curriculum design. Educational theory and sociological perspectives are integrated.

### **CEL 646 - Methods and Materials in Teaching Religion in Catholic Schools (1 - 3)**

A study of the current context of Religious Education: qualities and competencies of religious educators, review of the Basic Teachings of the Church and Church History, the incorporation of these into a graduated catechesis based on child development, liturgy, ethnic influences, along with prayer, community building, and service.

### **CEL 647 - Counseling Techniques for Educators (1 - 2)**

An introduction to theory and skills to be an effective counselor. It will include (a) understanding the range of normal to abnormal development problems, (b) applying principles of counseling to the classroom, and (c) designing behavioral modification strategies for children.

### **CEL 648 - Spirituality of Educator (2 - 3)**

A study of spirituality of leadership for the administrator and/or teacher in Catholic schools will be drawn from the history of both spirituality and Catholic education. The main themes of the course will be drawn from the Four Constitutions of the Second Vatican Council.

### **CEL 649 - Theory and Application of Developmental Psychology (1 - 3)**

The examination of (a) methods of research and theories of child development, (b) aspects of child development such as physical, emotional and affective, cognitive and intellectual, religious, (c) influences on development (family, school, culture), (d) implications for teaching and learning strategies, (e) abnormal development, and (f) pastoral perspectives.

### **CEL 650 - Leadership and Educational Administration (3)**

Examination of significant theories and research in the management of educational organizations, leadership, planning, change, administrative styles, decision-making, and informal organization, particularly within the Catholic school community.

### **CEL 651 - Business and Financial Administration for Catholic Schools (1 - 3)**

Study of business management, school plant management, budgeting, accounting, fiscal planning, and fund-raising tasks facing Catholic school administrators.

### **CEL 652 - Applications in Finances of Catholic Schools (1 - 2)**

This course examines historical and current practice of Catholic school business and finances. The course allows the student to develop policies and procedures that could be used in Catholic schools. The course covers topics relating to accounting procedures, budget development, financial record keeping and reporting, fund raising, purchasing and expense planning and monitoring procedures.

### **CEL 653 - Personnel Leadership in Schools (3)**

This course will address current issues facing Catholic school administrators in the

areas of leadership theory. The course will further cover in-depth topics of communication styles, problem-solving, hiring and dismissal, supervision, teacher evaluation, retention, mentoring, stress, conflict resolution, teacher induction, in-service, and staff development.

### **CEL 654 - Communication and Group Dynamics Skills (1 - 3)**

Practice in a variety of communication and group dynamics skills as applied to problems of private educational administration.

### **CEL 655 - Issues in Catholic Education (1 - 3)**

Scholarly practitioners review and develop issues pertinent to the Catholic school community.

### **CEL 656 - Applications in Catholic School Law and Legal Issues (2)**

The course allows the student to have an in-depth understanding of Catholic school law and related legal issues. The course is designed to assist the student in further understanding Catholic school legal issues, for example, the development of handbooks, contracts, various policies and procedures of child protection and individual rights that are applicable in Catholic Education.

### **CEL 658 - Grant Writing for Catholic Schools (2)**

This course will focus on the science and art of grant writing along with special emphasis on identifying foundations that offer funding for Catholic Schools. The course is designed for elementary and secondary school personnel.

### **CEL 661 - Secondary Religious Education: To Teach As Jesus Did (1)**

A reflective overview of the themes, issues, and methods which pertain to Catholic education. This seminar will focus on the National Conference of Catholic Bishops' vision for Catholic schools (comprised of Word, Community, Service and Worship). Orientation will address the M.A. with an Emphasis in Religious Education program goals: pedagogical training, doctrinal instruction, spiritual formation, and professional networking. Participants will explore the nature of their vocation as Catholic high school teachers, as well as the qualities and competencies of effective religious educators.

### **CEL 662 - Secondary Curriculum and Instruction for Religious Education (3)**

Study of scope and sequence, pedagogical approaches, methods, materials, and media appropriate for teaching Religious Education within the high school curriculum. Course will survey the qualities and competencies of effective high school religion teachers. Participants will explore various methods for developing learning outcomes, assessment tools, instructional design and delivery, integration of educational technology, and strategies for classroom management. Program director and school site mentors will collaborate in the observation and coaching of participants' teaching.

### **CEL 679 - History and Philosophy of Catholic Education (3)**

Readings and discussions related to the history, philosophy, and theology of church-related education with special emphasis on the American experience.

### **CEL 690 - MA Culminating Project (2 - 3)**

A project to stimulate the integration of knowledge and skills gained from the M.A. program, which is submitted as a formal report in partial fulfillment of the master's degree.

**CEL 697 - Directed Study (1 - 3)**

Independent, in-depth study of a specific educational topic.

**CEL 698 - Special Topics in Educ (1 - 3)**

Exploration of one or more selected topics in Catholic Educational Leadership.

**CEL 700 - Introduction to Doctoral Research: Catholic School Education (3)**

This mentorship engages the student and faculty member in research of a topic of interest to the student, and stimulates student exploration of topic selection for doctoral research. It is required of all CEL doctoral students, and should be taken early in doctoral studies.

**CEL 709 - Dissertation Proposal Seminar (3)**

• Prerequisites: GEDU - 706, GEDU - 708 and one General Education Foundations course. 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.

**CEL 729 - Proposal Development (3)**

Further work on the specific components of a proposal, analysis of research • Prerequisites: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

**CEL 740 - Ecclesial Principles of Catholic Education (3)**

This course will cover an historical, philosophical, sociological, and political study of American Catholic education in the context of the original common school and today's public school.

**CEL 741 - School Law and Private Education (2 - 3)**

Analysis of principal legal and constitutional issues in federal and state law affecting educators, including liability, contract law, and major church-state rulings.

**CEL 742 - Moral Development (3)**

Study of the cognitive developmental theory of moral development, comparing and contrasting it with other major theories. Review of the materials, research, and methods related to moral education. Practicum relating research and educational practice required.

**CEL 743 - Religious Educational Leadership (1 - 3)**

Analysis and discussion of effective ways to organize, evaluate, and improve religious education in church-related schools. Specific questions of staff development are addressed.

**CEL 744 - Curriculum and Instruction Leadership in Schools (3)**

This course presents curriculum and instruction from a leadership perspective within the contemporary context of the Catholic schools. It integrates models, research, and practical applications of design and evaluation of curriculum and instruction. Development of a curriculum model for a particular school will be required as a final project.

**CEL 745 - Justice in the School Curriculum (1 - 3)**

Study of the social teachings of the Scriptures and the Catholic Church with applications to curriculum design. Educational theory and sociological perspectives are integrated.

### **CEL 746 - Methods and Materials in Teaching Religion in Catholic Schools (1 - 3)**

A study of the current context of Religious Education: qualities and competencies of religious educators, review of the Basic Teachings of the Church and Church History, the incorporation of these into a graduated catechesis based on child development, liturgy, ethnic influences, along with prayer, community building, and service.

### **CEL 747 - Counseling Techniques for Educators (1 - 3)**

An introduction to theory and skills to be an effective counselor. It will include (a) understanding the range of normal to abnormal development problems, (b) applying principles of counseling to the classroom, and (c) designing behavioral modification strategies for children.

### **CEL 748 - Spirituality of Educator (2 - 3)**

A study of spirituality of leadership for the administrator and/or teacher in Catholic schools will be drawn from the history of both spirituality and Catholic education. The main themes of the course will be drawn from the Four Constitutions of the Second Vatican Council.

### **CEL 749 - Theory and Application of Developmental Psychology (1 - 3)**

The examination of (a) methods of research and theories of child development, (b) aspects of child development such as physical, emotional and affective, cognitive and intellectual, religious, (c) influences on development (family, school, culture), (d) implications for teaching and learning strategies, (e) abnormal development, and (f) pastoral perspectives.

### **CEL 750 - Leadership and Educational Administration (3)**

Examination of significant theories and research in the management of educational organizations, leadership, planning, change, administrative styles, decision-making, and informal organization, particularly within the Catholic school community.

### **CEL 751 - Business and Financial Administration for Catholic Schools (1 - 3)**

Study of business management, school plant management, budgeting, accounting, fiscal planning, and fund-raising tasks facing Catholic school administrators.

### **CEL 752 - Applications in Finances of Catholic Schools (1 - 2)**

This course examines historical and current practice of Catholic school business and finances. The course allows the student to develop policies and procedures that could be used in Catholic schools. The course covers topics relating to accounting procedures, budget development, financial record keeping and reporting, fund raising, purchasing and expense planning and monitoring procedures.

### **CEL 753 - Personnel Leadership in Schools (3)**

This course will address current issues facing Catholic school administrators in the areas of leadership theory. The course will further cover in-depth topics of communication styles, problem-solving, hiring and dismissal, supervision, teacher evaluation, retention, mentoring, stress, conflict resolution, teacher induction, in-service, and staff development.

**CEL 754 - Communication and Group Dynamics Skills (1 - 3)**

Practice in a variety of communication and group dynamics skills as applied to problems of private educational administration.

**CEL 755 - Issues in Catholic Education (1 - 3)**

Scholarly practitioners review and develop issues pertinent to the Catholic school community.

**CEL 756 - Applications in Catholic School Law and Legal Issues (2)**

This course allows the student to have an in-depth understanding of Catholic school law and related legal issues. The course is designed to assist the student in further understanding Catholic school legal issues, for example, the development of handbooks, contracts, various policies and procedures of child protection and individual rights that are applicable in Catholic Education.

**CEL 757 - Catholic School Research (1 - 3)**

The study of major research findings in effective Catholic school research and the implications for the school. This course introduces the use of research methodology for the practitioner.

**CEL 758 - Grant Writing for Catholic Schools (2)**

This course will focus on the science and art of grant writing along with special emphasis on identifying foundations that offer funding for Catholic Schools. The course is designed for elementary and secondary school personnel.

**CEL 779 - History and Philosophy of Catholic Education (3)**

Readings and discussions related to the history, philosophy, and theology of Church-related education with special emphasis on the American experience.

**CEL 780 - Seminar in Religious Education (2 - 3)**

Study and discussion of selected topics in religious education.

**CEL 781 - Seminar in Moral Development (2 - 3)**

• Prerequisite: CEL - 642 or 742. Study and discussion of selected topics in moral education. • Prerequisites: CEL 642 or CEL 742

**CEL 782 - Business and Financial Management in Catholic Education (2 - 3)**

Analysis of major fiscal management issues relating to Catholic schools.

**CEL 783 - Curriculum and Instruction in Catholic Education (3)**

• Prerequisite: CEL - 644 or 744. Advanced seminar in special issues related to curriculum and instruction leadership in Catholic education. • Prerequisites: CEL 644 or CEL 744

**CEL 784 - Leadership and Management Issues in Catholic Education (3)**

• Prerequisite: CEL - 650 or 750. Advanced seminar in special issues related to management and administration in Catholic education. • Prerequisites: CEL 650 or CEL 750

**CEL 785 - Personnel Leadership in Catholic Education (3)**

• Prerequisite: CEL - 653 or 753. Advanced seminar in staff development and personnel topics. • Prerequisites: CEL 653 or CEL 753

**CEL 786 - Practicum in Curriculum Leadership in Catholic Schools (3)**

• Prerequisite: CEL - 644 or 744. Processes are developed to implement curriculum theory, writing a school curriculum, and evaluating textbooks and curriculum. •  
Prerequisites: CEL 644 or CEL 744

**CEL 790 - Dissertation Proposal Development (1 - 3)**

Directed proposal development in consultation with dissertation committee.

**CEL 791 - Dissertation Research and Writing (1 - 3)**

The design, preparation, and writing of the dissertation research study in consultation with the dissertation committee. Advancement to candidacy required.

**CEL 797 - Directed Study (1 - 3)**

Independent, in-depth study of a specific educational topic.

**CEL 798 - Special Topic Seminar (1 - 3)**

Exploration of one or more selected topics in Catholic Educational Leadership.

**CPSY 602 - PPS Internship I (2)**

Corequisite: Paid School Counseling position (part-time or full-time) in a K-12 public school. 150 hours in applying skills from the program's courses of instruction within a school as a paid counselor. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

**CPSY 603 - PPS Internship II (2)**

Corequisite: Paid School Counseling position (part-time or full-time) in a K-12 public school. 150 hours in applying skills from the program's courses of instruction within a school as a paid counselor. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

**CPSY 604 - PPS Internship III (2)**

Corequisite: Paid School Counseling position (part-time or full-time) in a K-12 public school. 150 hours in applying skills from the program's courses of instruction within a school as a paid counselor. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

**CPSY 605 - PPS Internship IV (2)**

Corequisite: Paid School Counseling position (part-time or full-time) in a K-12 public school. 150 hours in applying skills from the program's courses of instruction within a school as a paid counselor. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different

from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member.

### **CPSY 606 - Cross Cultural Counseling (3)**

This course features an understanding of multicultural issues in counseling with diverse ethnic groups, cultures, and social classes in American society. Emphasis is on developing cultural sensitivity to one's own cultural value system and the values and attitudes of diverse groups in cross-cultural counseling settings; increasing awareness of the effects that culture, race, ethnicity, class, gender, and sexual orientation have on human development and the counseling process; and on learning effective counseling strategies and generic counseling methods that accommodate a diversity of cultures.

### **CPSY 607 - Counseling Theory and Practice (3)**

An overview of the theories of counseling including the stages and elements of effective counseling as they pertain to the three domains of school counseling, academic/career, personal, and social development; practical skills in counseling students with personal and interpersonal problems; evaluation of counseling outcomes as they relate to self-esteem, learning and achievement; effective referral practices and interventions in response to personal, school, or community crises; and self-awareness, sensitivity to others and skillfulness in relating to individuals will be demonstrated and practiced with emphasis on an understanding of principles associated with the building of self-esteem and personal and social responsibility.

### **CPSY 608 - Prevention and Intervention in Schools (3)**

The course is designed to provide students with knowledge of comprehensive prevention and early intervention models for addressing student and school issues that pose barriers to learning. Emphasis is on the following: 1) the development of collaboration and coordination skills to establish partnerships among school, family, and community service organizations for the purpose of creating comprehensive counseling and support service programs, 2) the development and implementation of educational strategies and other preventive approaches for reducing school violence and other social problems students face in schools; and 3) the enhancement of interpersonal and social skills in students that can foster self-esteem, positive attitudes toward learning and motivation for achievement.

### **CPSY 609 - Educational Psychology for Counselors (3)**

Application of theories and principles of learning, motivation, cognition, memory, attention, social behavior, human development, individual and linguistic differences, learning disabilities, and gender and cultural differences to the analysis of instructional strategies in school settings. Emphasis is placed on how feelings and emotional states influence the learning process and impacts on students' self-concept and academic achievement.

### **CPSY 610 - Consulting with Parents and Teachers (3)**

An overview of various models of consultation appropriate for working with teachers and parents, as well as instruction in the skills and techniques necessary for assisting teachers and parents with identifying and meeting children's and adolescents' instructional and developmental needs. Collaborative methods are taught for engaging teachers and parents in consultative processes that are mutually beneficial, provide respect for the natural hierarchy with the school, and integrate the role of the parent in

the consultation process.

### **CPSY 611 - Problem Solving Counseling (3)**

This course is designed to teach the foundations of brief, problem oriented counseling techniques, with particular emphasis on the problem solving model, cognitive behavioral counseling approaches, and methods of assessment and case formulation with individuals (children and adolescents), couples, and families. Students will have the opportunity to practice these skills in laboratory format, as well as become familiarized with some current literature in problem solving techniques.

### **CPSY 612 - Developmental Counseling: Child and Adolescent (3)**

An introduction to developmental theory and its practical application for school counselors. An overview of the psychological, biological, ethnic, cultural, socioeconomic, and environmental factors that influence the growth and development of children, adolescents, and young adults. Counseling strategies and interventions based on developmental theory to meet the personal, social, and academic needs of students.

### **CPSY 613 - Group Counseling Skills (3)**

Theory of human communication and application of group counseling skills with children and adolescents. Experiencing group process, including giving and receiving feedback, group roles, interpersonal communication, and problem solving. Planning, conducting and evaluating a group counseling session. Learning effective group leadership skills, stages of a group, and types of groups for schools. Teaching interpersonal skills to students and creating early intervention strategies for addressing problem behaviors.

### **CPSY 614 - Academic and Career Counseling (3)**

An overview of career choice theories and other career development theories; academic counseling; school-based career development programs; computer-based career and academic assessments; career information systems; employability; problem-solving skills; vocational resources; and labor market information. Students have an option to earn a Career Development Facilitator certificate, endorsed by the National Career Development Association.

### **CPSY 615 - Assessment and the Counselor (3)**

Principles of measurement and test construction. Identification and selection of testing instruments, including behavioral assessment, achievement, personality, aptitude and ability assessment. Cultural biases, ethical issues, politicization of assessment and other limitations of assessment. Administration, scoring, interpretation, and presentation of assessment results.

### **CPSY 616 - Counselor as Researcher (3)**

A practical introduction to quantitative and qualitative research in education and psychology: including basic research designs, procedures for gathering outcome data on student learning and achievement, evaluating counseling programs related to schools and families, critical analysis of published research, interpreting research findings to inform interventions and programs in schools, and the use of computer technology for accessing information, and presenting and disseminating research.

### **CPSY 617 - Consulting with Schools (3)**

This course is designed to provide an overview of the complex role a school counselor plays within a school system, the importance of understanding the organizational structure, and the culture of a school (and its climate) as an educational system. The focus of this class will be on developing, implementing, and evaluating a comprehensive counseling and guidance program according to the needs of the school; on effective leadership as an agent of change within the school; and on coordination strategies that build collaborative partnerships among school staff, parents, and community resources to enhance student support services.

### **CPSY 618 - Law and Ethics for School Counselors (3)**

This course will provide students with knowledge of ethical standards and practices of the school counseling profession and current legal mandates affecting students and the delivery of counseling services. Students will learn the range of ethical and legal issues involved in providing pupil services such as safeguarding confidentiality, reporting abuse and neglect, handling threats to self or others, attendance and truancy, pupil records, and special education laws. There will be opportunities to apply ethical standards and address legal issues to specific counseling situations through case simulations.

### **CPSY 619 - Fieldwork Practicum (1)**

100 hour initial practicum orienting the pupil personnel services candidate to the work of the school counselor in K-12 public schools or community colleges. Candidates learn legal and practical differences between the role of a school counselor and a therapist; compare and contrast counseling roles at the elementary, middle, secondary, and post secondary levels; learn the role and responsibilities of all school personnel on site and at the district level, and participate in school-based meetings under the supervision of an approved Mentor Counselor and from a university faculty member.

### **CPSY 620 - PPS Traineeship I (2)**

- Prerequisite: CPSY - 619. 150 hours in applying skills from the program's courses of instruction within a K-12 school or community agency. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member. •

Prerequisite: CPSY 619

### **CPSY 621 - PPS Traineeship II (2)**

- Prerequisite: CPSY - 620. 150 hours in applying skills from the program's courses of instruction within a K-12 school or community agency. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member. •

Prerequisite: CPSY 620 with a minimum grade of B-

### **CPSY 622 - PPS Traineeship III (2)**

- Prerequisite: CPSY - 621. 150 hours in applying skills from the program's courses of instruction within a K-12 school or community agency. Working with students individually, in a group or in a family context. Providing academic advising, logistical

duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member. •

Prerequisite: CPSY 621

### **CPSY 623 - PPS Traineeship IV (2)**

• Prerequisite: CPSY - 622. 150 hours in applying skills from the program's courses of instruction within a K-12 school or community agency. Working with students individually, in a group or in a family context. Providing academic advising, logistical duties, consulting, counseling projects, and personal counseling of students. Includes counseling students of a culture different from the credential candidate's. Supervision from an approved Mentor Counselor and from a university faculty member. •

Prerequisite: CPSY 622 with a minimum grade of B-

### **CPSY 628 - Child and Parent Therapy and Counseling (3)**

Counseling children and parents through client assessments, case conceptualization and goal setting, data collection, and behavioral and interactional strategies. Emphasis on systems methods and social-cognitive learning theory, eliminating dysfunctional behavior, and developing adaptive behavioral repertoires. Consultation with parents, teachers, and other professionals.

### **CPSY 629 - Alcoholism and Substance Abuse (1)**

Study of the interactional patterns, dynamics, etiology, types, legal and medical aspects, and the treatment of alcoholism and other kinds of chemical substance dependency.

### **CPSY 630 - Individual and Systems Assessment (2)**

Course includes exposure to a variety of assessment procedures including structured interviews, standardized and non-standardized tests, and behavioral assessment. Special emphasis will be on assessment of couples, family, and parent-child interactions using empirically-validated models.

### **CPSY 634 - Ethical, Legal, and Professional Issues (3)**

Course features the roles and responsibilities of Marriage and Family Therapists according to the laws and ethical principles governing practice. Particular emphasis will be given to the ethics codes of major professional associations, family law and statutes covering mental health practice for MFTs in California, and legal mandates pertaining to children in schools.

### **CPSY 637 - Traineeship I (3)**

A Level 1 supervised experience in marriage and family therapy in an institutional setting under professional supervision.

### **CPSY 638 - Traineeship II (3)**

• Prerequisite: CPSY - 637. A Level II supervised experience in marriage and family therapy in an institutional setting under professional supervision. • Prerequisite: CPSY 637

### **CPSY 639 - Individual and Family Psychopathology (3)**

Course includes an understanding of individuals and family psychopathology through examination of a variety of models. Basic knowledge of the diagnostic process and

criteria associated with diagnostic categories in the DSM-IV are explored, including use of the Global Assessment of Relational Functioning (GARF-AXIS IV or DSM-IV).

### **CPSY 643 - Career Counseling: Theory and Practice (2)**

Career counseling theory and applications. Focus on career planning, interest assessment, employment counseling, vocational information resources, use of technology, current trends and implications for individuals and family development.

### **CPSY 644 - Spousal and Partner Abuse Assessment, Detection and Intervention (1)**

This course covers spousal or partner abuse assessment, detection, and intervention, including knowledge of community resources, cultural factors, and same gender abuse dynamics. Course includes analyses of patterns of emotional, physical, sexual and economic abuse and strategies for changing the cycle of violence.

### **CPSY 645 - Problem-Solving Therapy and Counseling (3)**

Course features counseling models on multimodal levels, such as cognitive, behavioral, and interactional. Primary emphasis in individual counseling within a broader systemic context, with secondary emphasis on couples therapy. Course integrates two or more time-limited, problem-solving therapies. Practice includes the integration and demonstration of skills and techniques from the models explored.

### **CPSY 647 - Group Leadership and Systems Consultation (3)**

An overview of the theories and practice of group counseling and consultation, with emphasis on cognitive-behavioral, problem solving, and psychoeducational approaches. Students will conduct and critique group counseling sessions and design a workshop or therapeutic group for individuals or families. Course includes the application of group consultation and leadership skills within organizational settings, including schools and the workplace.

### **CPSY 657 - Individual and Family Lifespan Development (3)**

Overview of theory and research on the psychological, biological, and social aspects of human growth and development across the life span, with attention to family development and dynamics. Relationship of developmental concepts to counseling strategies in school and family counseling.

### **CPSY 661 - Individual and Family Life Transitions Counseling (3)**

Application of adult development and life transitions theories to the practice of counseling adults and their families. Strategies and techniques for assessing and assisting adults and their families in initiating, understanding, coping with, and resolving major life transitions (e.g., loss, illness, career change, and relationship change, etc.).

### **CPSY 663 - Later Life Counseling: Theory and Practice (1)**

An examination of the psychological, social, economic, and cultural dimensions of later life and the impact of cultural attitudes on individuals and their families. Includes counseling strategies for use with later life clients and their families.

### **CPSY 677 - Counseling Across Cultures (3)**

Course features an understanding of multicultural issues in counseling with diverse ethnic groups, cultures, and social classes in American society. Emphasis is on developing cultural sensitivity to one's own cultural value system and the values and

attitudes of diverse groups in cross-cultural counseling settings; increasing awareness of the effects that culture, race, ethnicity, class, gender, and sexual orientation have on human development and the counseling process; and on learning effective counseling strategies and generic counseling methods that accommodate a diversity of cultures.

### **CPSY 678 - Theory and Practice of Counseling and Psychotherapy (3)**

Course features an overview of major theories and approaches to psychological and counseling treatments. Course covers basic skills for interviewing, establishing a therapeutic relationship, and case conceptualization.

### **CPSY 683 - Clinical Psychopharmacology (2)**

This course explores basic principles and applications of psychopharmacology in the mental health field. Students will survey principles of drug action and neurotransmitter systems in the nervous system and various classes of psychiatric drugs. Students will also investigate ethical and clinical issues facing Marriage and Family Therapists when psychopharmacological interventions are part of treatment.

### **CPSY 684 - Brief Interactional Systems Therapy and Counseling: Theory and Practice (2)**

Course features the application of a range of brief systems therapy models, such as brief strategic, time-limited, behavioral, solution-focused, and narrative. Primary emphasis on couples counseling with secondary emphasis in individual counseling within a broader systemic context. Practice includes the integration and demonstration of skills and techniques from the models explored.

### **CPSY 687 - Pragmatic Family Systems Therapy and Counseling: Theory and Practice (3)**

Course features the application of pragmatic family therapies, such as strategic, structural, behavioral, and communication models to families. Practice includes the integration and demonstration of skills and techniques from the models explored.

### **CPSY 690 - Individual and Family Therapy and Counseling Research (2)**

An introduction to the process, methods, and research literature pertaining to counseling individuals and families. Application of basic research concepts (e.g. hypotheses, research questions, research design, sampling, instrumentation, data collection, and analysis) to individuals and family systems.

### **CPSY 691 - Traineeship III (1)**

A Level III supervised experience in marriage and family counseling in an institutional setting under professional supervision. • Prerequisite: CPSY 638 with a minimum grade of B-

### **CPSY 697 - Directed Study (1 - 3)**

Independent, in-depth study of a specific educational topic.

### **CPSY 698 - Special Topic Seminar (1 - 3)**

Exploration of one or more selected topics in Counseling Psychology.

### **CPSY 791 - Dissertation Research and Writing (1 - 3)**

• Prerequisite: CPSY - 790 and Advancement to candidacy required. Designing, preparing, and writing research study in consultation with the dissertation committee. •

Prerequisite: CPSY 790

### **DML 601 - Digital Media Literacy (3)**

Introduction to the vocabulary, concepts, media tools and pedagogy for the effective and appropriate integration of technology into learning environments as a tool for developing literacy and 21st century knowledge processing. The course addresses the issues of institutional readiness, faculty needs and maximal student learning at a variety of levels.

### **DML 615 - Information Systems in Educational Management (3)**

Corequisite: Ability to use any personal computer for word processing or other tasks. Examination of the uses of information in the management of educational institutions and issues administrators face in the management of 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.

### **DML 631 - Instructional Design, Curricula, and Learning Theory (3)**

This course focuses on combining state-of-the-art technology with the traditional principles of curriculum design and learning theory. Working in teams, students construct a technology-based learning project conducive to the skills appropriate to the age of the intended learners.

### **DML 633 - Technology and Diverse Learners (3)**

The use of computer technology for diverse learners in the United States is the focus of this course. Students explore issues surrounding the use of computers and related digital media to enhance learning for all students. Through critical reading, the use of software, and hands-on activities, students study the relationship between technology, equity, and the way access to digital tools changes culture, gender equity, inclusion, and educational computing as a social practice. The class is both theoretical and practical.

### **DML 635 - DML Practicum I (3)**

Students create learning activities that employ digital media as a teaching and learning tool and then lead a group of learners through those activities. The course features cooperative planning, peer critiques, curriculum theory, and integration of technology into the curriculum. All course products by both the learners and the USF students are accumulated and published on the course web site.

### **DML 636 - DML Practicum II (3)**

Corequisite: DML - 635. This course builds upon and extends the learning of DML Practicum I. • Prerequisite: concurrent DML 635

### **DML 640 - Human-Technological Interface Design (3)**

The fundamental principles of how to design, develop, test and evaluate user interface design using digital media tools are explored in this course. Addresses issues of human cognition, learning styles, ADA accessibility needs, and task analysis. Practice in the planning and selection of technology-based instruction with an emphasis on the

relation of theory to the creation of intentional learning environments.

### **DML 641 - Cyberculture: Building Online Learning Communities (3)**

The concepts and theories of social computing are introduced in this course. It explores distance and distributed learning, varied techniques to promote mentoring, reflective discourse, collegial sharing, and dissemination of information. Research in current technologies inform the development of online community of student choice.

### **DML 643 - 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.

### **DML 644 - Website Design (3)**

Creation and management of web pages and websites, employing current tools and incorporating a full range of multimedia resources and content.

### **DML 645 - Professional Development Design (3)**

Students prepare and deliver technology-focused professional workshop units to an audience of adults from the community. Students are responsible for all aspects of workshop delivery, including planning and developing the content and pedagogy, invitations, publicity, logistical matters, presentation, and post-workshop evaluation.

### **DML 650 - Digital Storytelling and Communications Media (3)**

This course explores the ways in which storytelling is a constant in an ever-changing world. Technology innovations challenge educators/trainers to reconsider old models of communication to convey meaning and information. Evaluates the role of storytelling in a digital era as well as the impact of technology on individuals and cultures.

### **DML 670 - Issues, Trends and Research in DML (3)**

• Prerequisite: DML - 601. This course surveys contemporary research, issues, and trends in digital media, related learning technologies, and research paradigms, designs, and methods used in such investigations; includes practice in reviewing and critiquing published research and evaluation in the field of educational computing. • Prerequisite: DML 601 with a minimum grade of B

### **DML 675 - Planning, Leading and Evaluating with Technology (3)**

Rapidly evolving communication and computer technologies can affect "school reform" directly or indirectly, intentionally or unintentionally, positively or negatively, depending on a multitude of social, economic, political, and technical issues. This course enables students to use technology to plan and evaluate instructional programs in diverse educational settings.

### **DML 680 - DML Field Experience/Internship (3)**

Students may intern or conduct a project in a school, business, or other approved setting for a minimum of 30 hours per course unit. Approval of DML program advisor required.

### **DML 691 - Field Project/Thesis in Educational Technology (3)**

A thesis or field-based research project in Digital Media and Learning which is submitted in partial fulfillment of the requirements for the Master's degree.

**DML 697 - Directed Study (1 - 6)**

Independent, in-depth study of a specific educational topic may be designed to meet the research and practicum interest of the student.

**DML 698 - Special Topic Seminar (1 - 3)**

Exploration of one or more selected topics in Digital Media and Learning.

**GEDU 603 - Methodology of Educational Research (3)**

An introduction to the process and methods of educational research articles and to developing a preliminary plan or proposal for research in the field.

**GEDU 697 - Directed Study (1 - 3)****GEDU 698 - Special Topics Seminar (1 - 3)**

Exploration of one or more selected topics in General Education.

**GEDU 700 - Philosophical Foundations of Education (3)**

Philosophical foundations of modern educational thought and practice in America, it also explores contemporary educational ideologies in the U.S.

**GEDU 701 - 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 ideologies 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.

**GEDU 704 - Psychological Foundations of Education (3)**

Systematic exploration and critical investigation of the theoretical foundations and the practical problems and issues encountered in the application of psychology to education.

**GEDU 705 - Law and Education (3)**

Survey of federal and state statutory and case law in the following: compulsory education, loyalty, religion, freedom of speech, due process, equal protection, termination, evaluation, negotiations, records, discrimination, the Civil Rights Act as amended, special needs, ADA, and civil and tort liability.

**GEDU 706 - Applied Educational Statistics (3)**

A conceptual and procedural understanding of descriptive and inferential statistical procedures in educational research.

**GEDU 707 - Advanced Statistics (3)**

A continuation of applied educational statistics (706) and an introduction to multivariate statistical analyses used in research in education. Among the subjects to be considered are the following: factorial analysis of variance (ANOVA), analysis of covariance, repeated measures ANOVA, multivariate ANOVA, multiple regression, discriminant analysis, and factor analysis. • Prerequisites: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

**GEDU 708 - Research Methods in Education (3)**

Introduction to quantitative and qualitative educational research traditions, procedures, theories, and methods. Includes practical applications to educational problems.

Recommended that 0704-706 be taken before 0704-708.

### **GEDU 710 - Analysis of Variance Designs (3)**

The use of analysis of variance techniques in research designs. The course aligns specific research designs (experimental, quasi-experimental, and ex post facto) with specific analysis of variance techniques. The complete range of univariate analysis of variance designs are covered (including factorial ANOVA, repeated-measures ANOVA, split-plot ANOVA, and the analysis of covariance). The issues of power, practical significance, and multiple comparison tests are also addressed. • Prerequisites: GEDU 706 and GEDU 708

### **GEDU 711 - Survey Research (3)**

Introduction to the logic and methods of survey research. Common problems of conceptualizing, planning, conducting and analyzing surveys along with strategies, designs procedures and techniques used to solve such problems. • Prerequisite: GEDU 708 with a minimum grade of B-

### **GEDU 712 - Qualitative Research in Education (3)**

This course revolves around the theory and methods of qualitative research, drawn from the social sciences of anthropology and sociology, as applied to education. Students will learn to formulate a research question, collect data through observation and interviewing, and analyze data. Coursework includes a student-developed research project. • Prerequisite: GEDU 708 with a minimum grade of B-

### **GEDU 713 - Content Analysis (3)**

This course examines issues related to the collection and analysis of textual and other representational data for research purposes, covering several approaches to content analysis, both qualitative and quantitative. • Prerequisite: GEDU 708 with a minimum grade of B-

### **GEDU 714 - Educational and Psychological Measurement (3)**

Principles of classical, modern (item-response theory), and cognitive test theory applied to educational and psychological measurement and their application to doctoral research. Applications to both norm-referenced and criterion-referenced testing orientations will be stressed throughout the course. The focus will be on test development and test evaluation. • Prerequisites: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

### **GEDU 715 - Anthropological Research in Education (3)**

A survey of social anthropological schools of thought including functionalist, structuralist, critical, and interpretive. Attention is given to styles of anthropological research including ethnographic, symbolic, historical, documentary, autobiographical, participatory, and textual analysis. An examination of major anthropologists and their contribution to study concepts of culture from various perspectives. Application of selected autobiographical principles to the study of one professional, domestic, or international setting. • Prerequisite: GEDU 708 with a minimum grade of B-

### **GEDU 716 - Program Evaluation (3)**

Introduction to program evaluation. Basic issues of evaluation design, data collection, interpretation, and communication of results are discussed. Emphasis is placed on

designing evaluations based on an understanding of how programs are implemented. •  
Prerequisite: GEDU 708 with a minimum grade of B-

### **GEDU 718 - Ethnicity and Multicultural Issues in Research (3)**

An examination of various research paradigms employed by social scientists, educators, human service professionals, and community agencies interested in the study of comparative group behaviors, educational strategies and learning patterns within racially, ethnically, and culturally diverse populations. • Prerequisite: GEDU 708 with a minimum grade of B-

### **GEDU 721 - Correlational Designs (3)**

Correlational approaches to analyzing educational data, including simple and multiple regression, path analysis, LISREL, and hierarchical linear models. • Prerequisites: GEDU 706 and GEDU 707 and GEDU 708

### **GEDU 722 - Meta-Analysis (3)**

This course deals with the methods and process of meta-analysis, which is a quantitative review of the literature. Students will have the opportunity to plan a meta-analysis and to evaluate published meta-analyses in an area of education. • Prerequisites: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

### **GEDU 723 - Participatory Critical Pedagogy Research (3)**

A discussion of the theoretical foundations of participatory critical pedagogy research as well as a description of effective processes to conduct research utilizing this methodology. Students will be encouraged to (a) define and/or refine the methodology of their own dissertation and (b) acquire experience in the process of dialogic retrospection - the praxis of dialogue as an emancipatory tool, the creation of a text from dialogue transcripts and the analysis of the generative themes contained in the dialogue. • Prerequisite: GEDU 708 with a minimum grade of B-

### **GEDU 724 - Introduction to SPSS (3)**

A second course in statistics using the Statistical Package for the Social Sciences (SPSS). Topics include file organization, data entry and cleaning, variable creation and recoding, data analysis, record keeping, reliability analyses, merging data files, and SPSS data analysis procedures (descriptive, comparative, correlational, classificatory), and table creation. • Prerequisite: GEDU 706 with a minimum grade of B-

### **GEDU 725 - Skills for Scholarly Writing (3)**

This course is designed to assist doctoral students to learn a style for scholarly writing, including the dissertation. Dissertation writing requires a distinctive type of writing, an academic, scholarly approach that meets local conventions, in contrast to an "essayist," term paper method of writing or a popular periodical style. The tasks, activities, and discussions of this course will include attention to approaches to formal writing that retain clarity, logic and interest, applications of APA as appropriate to dissertation writing, and a review of common grammatical usage.

### **GEDU 797 - Directed Study (1 - 3)**

### **GEDU 798 - Special Topic Seminar (1 - 3)**

Exploration of one or more selected topics in General Education.

### **IME 602 - Research in Bilingualism and Bilingual Education (3)**

Discussion of completed and ongoing research in bilingualism and bilingual education; educational implications of their findings, and other needed areas of research.

### **IME 603 - Applied Linguistics (3)**

Discussion of the concepts, principles, theories and research in selected major areas of linguistic studies. Focus is on language structure and language use (including the structure of English) and first- and second-language development.

### **IME 604 - International Perspectives on Area Studies Education (3)**

Introduction to sociology and social history of education and approaches to solutions for educational problems. Course focus will vary with concentration in Asia, Latin America, and Africa.

### **IME 605 - Multiculturalism in a Global World (3)**

The purpose of this course is to provide students with an overview of issues concerning worldwide multiculturalism and globalization. The students will acquire knowledge of the theories and practices inherent in multicultural and globalization education; examine questions and issues surrounding multiculturalism and globalization and their significant impact upon educators, children, families, schooling and communities; explore diverse perspectives on ways in which education is shaped by globalization in multicultural environments. Critical views of both multiculturalism and globalization education will be explored with similarities and differences examined.

### **IME 606 - Urban Education (3)**

This course explores how schools are impacted by the social, economic, and political landscapes of urban America. We will also examine how schools and the communities in which they are located, can respond to the issues and conditions that exist there. A particular focus of this course will be an ongoing examination of the ways in which racial inequality and the social isolation of the poor shape the character of urban public schools.

### **IME 610 - Sociology of Language (3)**

Examination of some of the complex interrelationships between language and society including co-variation of linguistic and social phenomena; societal views of language varieties and language variation; stability and change in language functions; bilingualism and diglossia; and language maintenance and language shift.

### **IME 611 - Language and Culture (3)**

Examination of the relationship between language and culture from a cross-cultural perspective. Focus on aspects of culture reflected in language and language use.

### **IME 612 - Race, Ethnicity and Cultural Identity (3)**

Critical examination of concepts of ethnicity beginning with the origin and development of notions of assimilation through melting pot notions to concepts of a pluralistic society. The roles that ethnicity and cultural identity play in education in particular, and society in general, will be explored. Basic definitions of Culture, Ethnicity and Identity will be developed.

**IME 613 - Emotional Intelligence and Cultural Competency (3)**

The purpose of the course is to provide students with the content knowledge, skills and understanding of life situations in which intercultural communication, cultural competency and emotional intelligence are relevant in appropriate human learning situations. The course is an intensive, introductory course that focuses on the workings of the brain as related to social-emotional learning and its applications to education, individual well being and performance, personal growth and life skills in schools and organizations with access to diverse populations.

**IME 614 - Multicultural Perspectives in Education (3)**

Perspectives on multicultural education as an interdisciplinary process for educational reform in the American schools today; impact of diversity, including race, culture, ethnicity, gender and exceptionality, featuring major culture groups, including Asian, African-American, Native American, and Hispanic, as well as mainstream American groups; implication for education.

**IME 615 - Education for Inclusion (3)**

Exploration of Paulo Freire's philosophy of education and the educational history and needs of oppressed populations in the U.S. and other nations.

**IME 618 - International Human Rights for Educators (3)**

This course is designed to provide educators with the legal and political foundations underlying international human rights, with the objective of promoting awareness of these rights in order to educate others.

**IME 619 - Gender and Globalization (3)**

This course explores current issues and debates on the gendered effects of globalization and women's political responses to it. The course will seek to understand women's struggles and triumphs in the new global order through a careful analysis of women's human rights.

**IME 620 - Human Rights Education: Pedagogy and Praxis (3)**

Human Rights Education is dedicated to promoting the human rights principles set forth in the Universal declaration of Human Rights. The course aims to facilitate the teaching of human rights in both formal and informal settings through modeling best practices via visual and performing arts, interactive curriculum, and community activism.

**IME 624 - African American Educational History in the United States (3)**

Course provides factual, functional information regarding the educational history of African-ancestry Americans in the contiguous United States. Prior African educational history will be discussed to provide a framework for the consideration of the educational status of Black Americans today. African education in the diaspora, specifically the American Diaspora. Contemporary scholars perspectives on African American educational history and the conditions extant will be explored.

**IME 625 - Contemporary International Issues (3)**

This interdisciplinary course focuses on the social, political, economic and cultural aspects of current world events to help students situate themselves within global trends and histories. Course includes critical pedagogical methods to help students develop ideas on how to promote international awareness in their own classrooms.

**IME 627 - Pan-African Language and Culture (3)**

Educational equity demands that there be a systematic effort to provide an understanding of the linguistic, cultural and communication history of African descent Americans. This course seeks to provide some first steps toward that understanding.

**IME 628 - Women of Color: Higher Education (3)**

An introduction to the little known history of women of color in higher education. In order to develop a basis for understanding how the current situation in higher education impacts upon the planning and participation of women of color in higher education, a brief excursion into the history of all women in education in the United States will be provided, followed by a review of the literature extant regarding the roles of women of African American, Asian American, Hispanic-Latin American and Native American Indian ancestry in education as learners, teachers, administrators and scholars.

**IME 630 - Teaching English as a Second Language (3)**

Examination of theory and methods of instruction for English language development and theory and methods of specifically designed academic instruction delivered in English. Language and content area assessment are also covered.

**IME 631 - Research in First and Second Language Acquisition (3)**

Examination of the current theories, research and other developments in the areas of first and second language acquisition. Emphasis on what is known about these processes and the conditions that affect them; major research issues and methods for examining them; and implications of such research for educational practice.

**IME 632 - Structure of American English (3)**

An increased awareness of the phonology, morphology, and syntax of contemporary American English through observation of the structure of language. Traditional and structural and generative transformational grammar, phonology, usage, and dialect are major topics.

**IME 633 - Preparation and Evaluation of ESL Instructional Materials (3)**

Discussion of the various commercial materials available to the ESL teacher: books, tapes, machines, kits, etc. Focus on evaluation of these and teacher-prepared materials.

**IME 634 - Assessment and Testing of Second Language Proficiency (3)**

The nature of second language testing, how to evaluate commercial tests, and how to develop tests and/or test items.

**IME 635 - Latinos and Education (3)**

This course will focus on a critical analysis of the social, political, economic and cultural factors that come together to create the K-16 educational experience of Latinos in the United States. The course will also situate the U.S. Latino experience within an international context.

**IME 637 - Critical Pedagogy (3)**

Analysis of the tenets of critical pedagogy and its implications for transforming schools into a societal space where the ideals of democracy and a socially just society can be formulated and practiced.

**IME 638 - TESL M.A. Thesis/Field Project (3)**

A thesis or field-based research project in Catholic Educational Leadership which is submitted in partial fulfillment of the requirements for the Master's degree.

**IME 639 - Cross-Cultural Literacy (3)**

Examination of culture; its nature and manifestations, and the changing demographics and cultural diversity that make up California. Attention is given to aspects of culture that teachers should learn about their students, ways to learn about their students' cultures, and ways teachers can use cultural knowledge, cultural contact, and cultural diversity in California, and the U.S.

**IME 640 - Immigration and Forced Displacement (3)**

This course examines issues around international immigration, migration, and forced displacement. We will study the topic of immigration within a human rights framework to better understand the rights and protection of immigrants, refugees and exiles in home country, host country and across borders.

**IME 647 - Technology and Diverse Learners (3)**

This course focuses on the use of computer technology for diverse learners in the United States. Students will explore issues surrounding the use of computers to enhance learning for all students. Through critical reading, the use of software, and hands-on activities, students will study the relationship between technology and equity, the way technology is changing culture, gender equity, inclusion, and educational computing as a social practice. The class is both theoretical and practical. Students are required to have access to the Internet outside of class time. Knowledge of basic computer software is recommended but not required.

**IME 648 - The Young Adult Novel: A Multicultural View of Society (3)**

Introduction and analysis of a body of literature deemed appropriate for adolescent readers, focusing on its development, significant writers in the field, and viewing the many voices and views of societies presented. Focus on genre, strategies, current issues, and censorship.

**IME 649 - IME M.A. Thesis/Field Project (3)**

A thesis or field-based research project in International and Multicultural Education which is submitted in partial fulfillment of the requirements for the Master's degree.

**IME 650 - Asian Americans: History, Culture and Issues (3)**

Study of the historical background and the early immigrant experience in the U.S.; their culture-traditional and contemporary; the socio-economic, political, educational and legal development of major Asian immigrant groups, including their contributions to American society; changes and adaptations made; and contemporary issues. Covers Chinese, Filipino, Japanese, Korean, Asian Indian and the Vietnamese refugees.

**IME 653 - Latinos: History, Culture and Issues (3)**

Study of the cultural, political, economic, educational and historical aspects of the life of Latinos in the United States, their historical experience and their contributions to American society.

**IME 668 - Discourse, Pragmatics and Language Teaching (3)**

Examination of several approaches to discourse analysis and pragmatics with

application to the teaching of language arts, foreign languages and ESL. Emphasis mainly on oral communication with some work in approaches to teaching writing.

### **IME 671 - Teaching Through Literature for Children and Adolescents (3)**

The good literature written for children and adolescents is one of the greatest educational gifts society has to offer any child in our schools. The awareness of the significant role good literature can play in the curriculum has continued to grow. This course offers an opportunity to learn how literature can be best used to support multiple educational goals.

### **IME 674 - Literature in Education (3)**

Learning to analyze the subtle messages in text facilitates uncovering the complexity of reality. In this course the analysis of narrative written for all ages and various cultural perspectives provides insight to the ever present questions of identity and the search for justice.

### **IME 675 - Asian Educational Systems: Implications for Schooling in the United States (3)**

This courses compares the educational systems of major Asian countries, with that of the U.S., including China, Taiwan, Japan, Korea, Philippines, India, and Vietnam. It also compares the schooling experiences of the students from these countries including teaching-learning styles, the curriculum, physical environment and classroom atmosphere, teacher-student relationships, among others, and school-related cultural orientations. Educational implications of these for American teachers of immigrant and international students, at different instructional levels, will be drawn.

### **IME 676 - Teaching and Learning Through the Arts (3)**

An interactive, experiential course designed to demonstrate the incorporation of the arts in second language students' content area studies and communication skills development. Instructor will determine which of the arts to feature: drama, performing arts, music, fine arts, poetry or literature.

### **IME 677 - Pic Bk: Story Art Voice (3)**

This course examines the practice of reading storybooks as works of art, stories, and the voices of author(s), illustrator(s), and readers. Grounded in the fields of aesthetics, literary theory, art appreciation, the course challenges educators to consider how the picture book is a unique literary form that promotes diversity and social justice.

### **IME 678 - Contemporary Authors and Illustrators (3)**

This course will provide an opportunity for content and critical analysis of the body of work of a selected group of prominent, contemporary authors and illustrators in the field of children's and young adult literature. Students will become acquainted with major works as well as corollary readings and criticism on each writer and/or artist.

### **IME 680 - Contemporary Issues in Literature for Children and Young Adults (3)**

This course will examine contemporary issues in the field of children's literature, including creative and marketing perspectives, censorship and publishing trends. The course services to further the goal of bringing children and books together through the collaborative efforts of authors, illustrators, storytellers, publishers, booksellers, students, teachers, and librarians to promote innovative programs using multicultural

children's literature as a creative tool to encourage literacy and critical thinking.

### **IME 697 - Directed Study (1 - 3)**

Independent, in-depth study of a specific educational topic.

### **IME 698 - Special Topics Seminar (1 - 3)**

Exploration of one or more selected topics in International and Multicultural Education.

### **IME 702 - Research in Bilingualism and Bilingual Education (3)**

Discussion of completed and ongoing research in bilingualism and bilingual education; educational implications of their findings, and other needed areas of research.

### **IME 703 - Applied Linguistics (3)**

Discussion of the concepts, principles, theories and research in selected major areas of linguistic studies. Focus is on language structure and language use (including the structure of English) and first- and second-language development.

### **IME 704 - International Perspectives on Area Studies Education (3)**

Introduction to sociology and social history of education and approaches to solutions for educational problems. Course focus will vary with concentration in Asia, Latin America, and Africa.

### **IME 705 - Multiculturalism in a Global World (3)**

The purpose of this course is to provide students with an overview of issues concerning worldwide multiculturalism and globalization. The students will acquire knowledge of the theories and practices inherent in multicultural and globalization education; examine questions and issues surrounding multiculturalism and globalization and their significant impact upon educators, children, families, schooling and communities; explore diverse perspectives on ways in which education is shaped by globalization in multicultural environments. Critical views of both multiculturalism and globalization education will be explored with similarities and differences examined.

### **IME 706 - Urban Education (3)**

This course explores how schools are impacted by the social, economic, and political landscapes of urban America. We will also examine how schools and the communities in which they are located, can respond to the issues and conditions that exist there. A particular focus of this course will be an ongoing examination of the ways in which racial inequality and the social isolation of the poor shape the character of urban public schools.

### **IME 709 - Dissertation Proposal Seminar (3)**

• Prerequisites: GEDU - 706, GEDU - 708 and one General Education Foundations course. 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 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

### **IME 710 - Sociology of Language (3)**

Examination of some of the complex interrelationships between language and society including co-variation of linguistic and social phenomena; societal views of language varieties and language variation; stability and change in language functions;

bilingualism and diglossia; and language maintenance and language shift.

### **IME 711 - Language and Culture (3)**

Examination of the relationship between language and culture from a cross-cultural perspective. Focus on aspects of culture reflected in language and language use.

### **IME 712 - Race, Ethnicity and Cultural Identity (3)**

Critical examination of concepts of ethnicity beginning with the origin and development of notions of assimilation through melting pot notions to concepts of a pluralistic society. The roles that ethnicity and cultural identity play in education in particular, and society in general, will be explored. Basic definitions of Culture, Ethnicity and Identity will be developed.

### **IME 713 - Emotional Intelligence and Cultural Competency (3)**

The purpose of the course is to provide students with the content knowledge, skills and understandings of life situations in which intercultural communication, cultural competency and emotional intelligence are relevant in appropriate human learning situations. The course is an intensive, introductory course that focuses on the workings of the brain as related to social-emotional learning and its applications to education, individual well being and performance, personal growth and life skills in schools and organizations with access to diverse populations.

### **IME 714 - Multicultural Perspectives in Education (3)**

Perspectives on multicultural education as an interdisciplinary process for educational reform in the American schools today; impact of diversity, including race, culture, ethnicity, gender and exceptionality, featuring major culture groups, including Asian, African-American, Native American, and Hispanic, as well as mainstream American groups; implication for education.

### **IME 715 - Education for Inclusion (3)**

Exploration of Paulo Freire's philosophy of education and the educational history and needs of oppressed populations in the U.S. and other nations.

### **IME 718 - International Human Rights for Educators (3)**

This course is designed to provide educators with the legal and political foundations underlying international human rights, with the objective of promoting awareness of these rights in order to educate others.

### **IME 719 - Gender and Globalization (3)**

This course explores current issues and debates on the gendered effects of globalization and women's political responses to it. The course will seek to understand women's struggles and triumphs in the new global order through a careful analysis of women's human rights.

### **IME 720 - Human Rights Education: Pedagogy and Praxis (3)**

Human Rights Education is dedicated to promoting the human rights principles set forth in the Universal Declaration of Human Rights. The course aims to facilitate the teaching of human rights in both formal and informal settings through modeling best practices via visual and performing arts, interactive curriculum, and community activism.

### **IME 724 - African-American Educational History in the United States (3)**

Course provides factual, functional information regarding the educational history of African-ancestry Americans in the contiguous United States. Prior African educational history will be discussed to provide a framework for the consideration of the educational status of Black Americans today. African education in the diaspora, specifically the American Diaspora. Contemporary scholars perspectives on African American educational history and the conditions extant will be explored.

### **IME 725 - Contemporary International Issues (3)**

This interdisciplinary course focuses on the social, political, economic and cultural aspects of current world events to help students situate themselves within global trends and histories. Course includes critical pedagogical methods to help students develop ideas on how to promote international awareness in their own classrooms.

### **IME 727 - Pan-African Language and Culture (3)**

Educational equity demands that there be a systematic effort to provide an understanding of the linguistic, cultural and communication history of African descent Americans. This course seeks to provide some first steps toward that understanding.

### **IME 728 - Women of Color in Higher Education (3)**

An introduction to the little known history of women of color in higher education. In order to develop a basis for understanding how the current situation in higher education impacts upon the planning and participation of women of color in higher education, a brief excursion into the history of all women in education in the United States will be provided, followed by a review of the literature extant regarding the roles of women of African American, Asian American, Hispanic-Latin American and Native American Indian ancestry in education as learners, teachers, administrators and scholars.

### **IME 729 - Proposal Development (3)**

Continuation of proposal development. Specific components of a proposal, analysis of research proposals, and student research projects. • Prerequisites: GEDU 706 with a minimum grade of B- and GEDU 708 with a minimum grade of B-

### **IME 731 - Research in First and Second Language Acquisition (3)**

Examination of the current theories, research and other developments in the areas of first and second language acquisition. Emphasis on what is known about these processes and the conditions that affect them; research issues and methods for examining them; and implications of such research for educational practice.

### **IME 734 - Assessment and Testing of Second Language Proficiency (3)**

The nature of second language testing, how to evaluate commercial tests, and how to develop tests and/or test items.

### **IME 735 - Latinos and Education (3)**

This course will focus on a critical analysis of the social, political, economic, and cultural factors that come together to create the K-16 educational experience of Latinos in the United States. The course will also situate the U.S. Latino experience within an international context.

### **IME 737 - Critical Pedagogy (3)**

This course will analyze the tenets of critical pedagogy and its implications for transforming schools into a societal space where the ideals of democracy and a

socially just society can be formulated and practiced.

### **IME 739 - Cross-Cultural Literacy (3)**

Examination of culture; its nature and manifestations, and the changing demographics and the cultural diversity that make up California. Attention is given to aspects of culture that teachers should learn about their students, ways to learn about their students' cultures, and ways teachers can use cultural knowledge, cultural contact, and cultural diversity in California, and the U.S.

### **IME 740 - Immigration and Forced Displacement (3)**

This course examines issues around international immigration, migration, and forced displacement. We will study the topic of immigration within a human rights framework to better understand the rights and protection of immigrants, refugees and exiles in home country, host country and across borders.

### **IME 747 - Tech and Diverse Learners (3)**

This course focuses on the use of computer technology for diverse learners in the United States. Students will explore issues surrounding the use of computers to enhance learning for all students. Through critical reading, the use of software, and hands-on activities, students will study the relationship between technology and equity, the way technology is changing culture, gender equity, inclusion, and educational computing as a social practice. The class is both theoretical and practical. Students are required to have access to the Internet outside of class time. Knowledge of basic computer software is recommended but not required.

### **IME 748 - The Young Adult Novel: A Multicultural View of Society (3)**

Introduction and analysis of a body of literature deemed appropriate for adolescent readers, focusing on its development, significant writers in the field, and viewing the many voices and views of societies presented. Focus on genre, strategies, current issues, and censorship.

### **IME 750 - Asian Americans: History, Culture and Issues (3)**

Study of the historical background and the early immigrant experience in the U.S.; their culture-traditional and contemporary; the socio-economic, political, educational and legal development of major Asian immigrant groups, including their contributions to American society; changes and adaptations made; and contemporary issues. Covers Chinese, Filipino, Japanese, Korean, Asian Indian and the Vietnamese refugees.

### **IME 753 - Latinos: History, Culture and Issues (3)**

Study of the cultural, political, economic, educational and historical aspects of the life of Latinos in the United States, their historical experience and their contributions to American society.

### **IME 768 - Discourse, Pragmatics and Language Teaching (3)**

Examination of several approaches to discourse analysis and pragmatics with application to the teaching of language arts, foreign languages and ESL. Emphasis mainly on oral

### **IME 771 - Teaching Through Literature for Children and Adolescents (3)**

The good literature written for children and adolescents is one of the greatest educational gifts society has to offer any child in our schools. The awareness of the

significant role good literature can play in the curriculum has continued to grow. This course offers an opportunity to learn how literature can be best used to support multiple educational goals.

### **IME 774 - Literature in Education (3)**

Learning to analyze the subtle messages in text facilitates uncovering the complexity of reality. In this course the analysis of narrative written for all ages and various cultural perspectives provides insight to the ever present questions of identity and the search for justice.

### **IME 775 - Asian Educational Systems: Implications for Schooling in the United States (3)**

This courses compares the educational systems of major Asian countries, with that of the U.S., including China, Taiwan, Japan, Korea, Philippines, India, and Vietnam. It also compares the schooling experiences of the students from these countries including teaching-learning styles, the curriculum, physical environment and classroom atmosphere, teacher-student relationships, among others, and school-related cultural orientations. Educational implications of these for American teachers of immigrant and international students, at different instructional levels, will be drawn.

### **IME 776 - Teaching and Learning Through the Arts (3)**

An interactive, experiential course designed to demonstrate the incorporation of the arts in second language students' content area studies and communication skills development. Instructor will determine which of the arts to feature: drama, performing arts, music, fine arts, poetry or literature.

### **IME 778 - Contemporary Authors and Illustrators (3)**

This course will provide an opportunity for content and critical analysis of the body of work of a selected group of prominent, contemporary authors and illustrators in the field of children's and young adult literature. Students will become acquainted with major works as well as corollary readings and criticism on each writer and/or artist.

### **IME 780 - Contemporary Issues in Literature for Children and Young Adults (3)**

This course will examine contemporary issues in the field of children's literature, including creative and marketing perspectives, censorship and publishing trends. The course services to further the goal of bringing children and books together through the collaborative efforts of authors, illustrators, storytellers, publishers, booksellers, students, teachers, and librarians to promote innovative programs using multicultural children's literature

### **IME 790 - Dissertation Proposal Development (1 - 3)**

Directed proposal development in consultation with the dissertation committee.

### **IME 791 - Dissertation Research and Writing (1 - 3)**

The design, preparation, and writing of the dissertation research study in consultation with the dissertation committee. Advancement to candidacy required.

### **IME 797 - Directed Study (1 - 3)**

Independent, in-depth study of a specific educational topic.

### **IME 798 - Special Topics Seminar (1 - 3)**

Exploration of one or more selected topics in International and Multicultural Education.

### **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 - Advanced Curriculum and 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 - Supervised Teaching I (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 - Supervised Teaching II (1)**

This course structures the last semester of fieldwork supervision. Advanced self assessment and goal setting in preparation for transition into the final induction phase of the internship. Three way collaboration and advisement between the candidate, district support provider, and university advisor establish the parameters for supplemental field work experiences needed or continued observation and feedback in a specific area. (Open only to students in the Special Education Internship Program.)

**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)**

• Prerequisites: GEDU - 706, GEDU - 708 and one General Education Foundations course. 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)**

• Prerequisite: GEDU - 714. 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)**

• Prerequisites: GEDU - 706 and GEDU - 708. 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)**

• Prerequisites: GEDU - 706, GEDU - 708 and one General Education Foundations course. 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 714 - Career Choice and Wk Adj (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 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 OrganizatioED (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 (4)**

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 Professional Administrative Services Credential program.

**O&L 734 - Professional Practice of Educational Leadership (4)**

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 Professional Administrative Services 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)**

- Prerequisite: TEC - 401. 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)**

• Prerequisite: TEC - 402. 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)**

• Prerequisite: TEC - 403. 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)**

• Prerequisite: TEC - 404. 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)**

• Prerequisite: TEC - 405. 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)**

• Prerequisite: TEC - 406. 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)**

• Prerequisite: TEC - 407. Extension of 0708-407. 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

**TEC 600 - Teaching, Learning and Technology (2)**

Introduction to the California Teacher Performance Expectations (TPE) as the basis for organizing credential candidate portfolios. Explores state subject matter standards and the use of technology as a tool to support student learning and expression, lesson planning and teacher productivity tools. Students must have a basic skill in using word processor, email and internet search tools.

**TEC 601 - Teacher Portfolio Development (1)**

Review of evidence collected by students as mastery of the California Teaching Performance Expectations (TPE) and construction of students' final summative portfolio. Completed portfolios will be used to support assessment of students' teaching achievement.

**TEC 605 - Multiple Subject Student Teaching II - Fieldwork (4)**

Full-time classroom teaching and other related school activities carried out under the supervision of a master teacher and a university supervisor. Done at a different school and grade level than Student Teaching I. Includes the weekly on-campus seminar. Students must be cleared/authorized before registering for this course.

**TEC 606 - Multiple Subject Student Teaching III - Fieldwork (4)**

Continuation of Student Teaching II. Includes weekly on-campus seminar. Student must be cleared/authorized before registering for this course.

**TEC 607 - Multiple Subject Student Teaching III-BCLAD - Fieldwork (4)**

Continuation of Student Teaching II for BCLAD candidates, which must be done in an approved BCLAD classroom. Instruction must be delivered in the language of emphasis. Prerequisites include completion or concurrent enrollment in language of emphasis courses, as well as demonstrating proficiency in the language of emphasis.

**TEC 610 - Learning and Teaching (3)**

Application of theories and principles of learning, motivation, social behavior, human development, individual differences, and educational measurement to the analysis of instructional problems in school settings. May require fieldwork outside of class time at an approved school site, arranged with Course Instructor.

**TEC 611 - Education of Bilingual Children: Theory and Practice (3)**

Examination of key aspects of bilingual cross-cultural education: theories of first and second language development; legal basis and evaluation; school programs for second language learners; effective instructional strategies; empowerment and deficit issues. May require fieldwork outside of class time at an approved school site, arranged with Course Instructor.

**TEC 612 - Multiple Subject Curriculum and Instruction: Reading and Language Arts in the Intermediate Grades (3)**

Study of research and practice related to subject matter content, instructional methods, materials, media and technology appropriate for teaching language arts, art, and music within the elementary school curriculum.

**TEC 613 - Multiple Subject Curriculum and Instruction: Math and Science (3)**

Study of research and practice related to subject-matter content, instructional methods, materials, and media appropriate for teaching mathematics and science within the

elementary school curriculum.

**TEC 614 - Single Subject Curriculum and Instruction: English and Social Studies (3)**

Study of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching English and Social Studies within the middle and high school curriculum.

**TEC 615 - Single Subject Curriculum and Instruction: Math and Science (3)**

Study of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching Math and Science within the middle and high school curriculum.

**TEC 616 - Multiple Subject Student Teaching I - Fieldwork (2)**

Methodological principles and teaching practices from Curriculum and Instruction courses applied in classroom observation, unit preparation and instruction.

Observation and participation two half-days per week (8 hours total) for 12 weeks in elementary classrooms (K-2 or 3-5 grade level) culminating in the development and teaching of at least one unit of instruction. Includes a weekly on-campus seminar.

Students must be cleared/authorized before registering for this course.

**TEC 617 - Single Subject Curriculum and Instruction: Teaching Field (3)**

Study of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching within the middle and high school curriculum areas.

**TEC 618 - Teaching for Diversity and Social Justice (3)**

Examination of schooling in contemporary U.S. society through a comparative analysis across diverse cultures. Cross-cultural contact and interactions within the classroom, school site, and society. Exploration of how trends in migration and immigration influence schooling.

**TEC 619 - M.A. Thesis/Field Project (3)**

A thesis or field-based research project in Teacher Education which is submitted in partial fulfillment of the requirements for the Master's degree. • Prerequisites: GEDU 603 with a minimum grade of B- or GEDU 605 with a minimum grade of B-

**TEC 621 - Multiple Subject Curriculum and Instruction: Early Literacy (3)**

Exploration of knowledge base and effective instructional practices defining a balanced approach to primary reading instruction. Investigation of relationship between reading, writing and spelling; phonemic awareness and phonics instruction; reading comprehension; planning and delivery of appropriate reading instruction based on assessment and evaluation. Fifteen (15) hours of tutoring required in K-2 public school classrooms, arranged with Course Instructor.

**TEC 622 - Single Subject Curriculum and Instruction: Academic Literacy (3)**

Focus upon the academic skills and practices in middle and high schools to strengthen the reading, writing, listening, speaking, and critical thinking abilities essential for functioning in an increasingly complex world. Exploration of the development of reading and writing proficiently for acquiring knowledge across all content areas.

**TEC 625 - Teaching Adolescents (3)**

Adolescence is a unique stage of life between childhood and adulthood which presents today's youth - as well as their teachers - with daunting challenges. This course provides Single Subject credential candidates with the theoretical and practical tools to understand adolescence as experienced by students in U.S. secondary schools. Central themes addressed in this course are: examining adolescent development, exploring cultural identity, valuing youth popular culture, getting to know students and their interests, creating an engaging curriculum, and building a safe classroom community.

**TEC 626 - Single Subject Curriculum and Instruction: Math (3)**

Study of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching various subjects in math within the middle and high school curriculum.

**TEC 627 - Single Subject Curriculum and Instruction: Science (3)**

Study of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching the various sciences within the middle and high school curriculum.

**TEC 628 - Single Subject Curriculum and Instruction: English (3)**

Study of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching English writing, grammar, and literature within the middle and high school curriculum.

**TEC 629 - Single Subject Curriculum and Instruction: Social Science (3)**

Study of scope and sequence, pedagogical approaches, methods, materials, media and technology appropriate for teaching the social sciences within the middle and high school curriculum.

**TEC 630 - Multiple Subject Curriculum and Instruction: Social Studies (2)**

In this course credential candidates will discuss the mission of social studies education, consider the diversity of children in today's social studies classrooms, address the social studies curriculum, and explore effective social studies instruction, including using technology as a means to social studies learning, and expanding social studies across the curriculum. Emphases on the California and NCSS standards and their classroom applications. Participants will apply educational concepts with specific classroom examples and field-tested lesson plans.

**TEC 635 - Language and Culture of Emphasis: Filipino/Spanish (2 - 3)**

- Prerequisite: Oral and written language proficiency in language of emphasis. The study of the language and culture of Filipino and Latino populations in the U.S. Focuses on Filipino/Spanish language characteristics and Filipino/Latino culture, both origin and contemporary: origins and characteristics, migration and immigration in U.S. and California, contributions, relationship between Filipino/Latino culture and the dominant culture, relationships among different Filipino/Latino groups. Instruction is conducted bilingually in English and Filipino/Spanish.

**TEC 636 - Methods and Materials in the Language of Emphasis: Filipino/Spanish (2)**

Study of Methodology and materials in primary language instruction. Focuses on the teaching of Filipino/Spanish as a subject and using it as a medium of instruction. Instruction is conducted solely or primarily in Filipino/Spanish.

### **TEC 642 - Health Education (1)**

Study of the subject-matter content and instructional methods, materials, media, and technology used in teaching personal, family, and community health, including hygiene, nutrition, and the psychological and social effects of the abuse of alcohol, tobacco, and dangerous drugs. CPR CERTIFICATE NOT INCLUDED.

### **TEC 643 - Education of Exceptional Children (2)**

Introduction to special education that recognizes the differences and the similarities of the needs of exceptional and non-exceptional pupils, utilizes nondiscriminatory assessment of such needs, and applies diagnostic information toward modification of school curricula and instructional methods and materials.

### **TEC 655 - Single Subject Student Teaching II - Fieldwork (4)**

Full-time classroom teaching and other related school activities carried out under the supervision of a master teaching and a university supervisor. Includes weekly on-campus seminar. Students must be cleared/authorized before registering from this course.

### **TEC 656 - Single Subject Student Teaching III - Fieldwork (4)**

Continuation of Student Teaching II. Includes weekly on-campus seminar. Students must be cleared/authorized before registering for this course.

### **TEC 657 - Single Subject Student Teaching III-BCLAD - Fieldwork (4)**

Continuation of Student Teaching II for BCLAD candidates, which must be done in an approved BCLAD classroom. Instruction must be delivered in the language of emphasis. Prerequisites include completion or concurrent enrollment in language of emphasis courses, as well as demonstrating proficiency in the language of emphasis.

### **TEC 658 - Critical Pedagogy and Cultural Studies in Urban Education (3)**

This course is designed to give students access to theoretical and grounded research in the field of critical pedagogy. Special attention is given to enacting research and teaching tools to create pedagogical units that align theory and practice with a focus on examining and achieving social equity. Students will be given access to research and examples of advanced pedagogies that stimulate the cognitive and academic development of historically marginalized students. • Prerequisites: TEC 618 with a minimum grade of B- and TEC 611 with a minimum grade of B-

### **TEC 659 - Action Research and Service-Learning for Urban Teachers (3)**

This course will prepare students to analyze classroom-related data to conduct a field component project. It will prepare students to engage in practical critical reflection that recognizes the complexity of context specific conditions and supports their efforts to create local solutions for local problems. • Prerequisites: TEC 618 with a minimum grade of B- and TEC 611 with a minimum grade of B-

### **TEC 660 - Single Subject Student Teaching I - Fieldwork (2)**

Methodological principles and teaching practices from Curriculum and Instruction courses applied in classroom observation, unit preparation and instruction.

Observation and participation two half-days per week (8 hours total) for 12 weeks, in middle or high school classrooms, culminating in the development and teaching of a least one unit of instruction. Methodological principles and teaching practices from Curriculum and Instruction courses will be applied in classroom observation, unit preparation and instruction. Includes a weekly on-campus seminar. Students must be cleared/authorized before registering for this course.

### **TEC 661 - Assessment and Intervention with Struggling Readers (3)**

Topics in this course will include the planning and delivery of appropriate reading and writing instruction based on formal and informal assessment of students. Students will develop a knowledge base for selection, use and interpretation of reading and writing assessment instruments for students, including English language learners, and students with reading disabilities and difficulties.

### **TEC 662 - Tutoring Practicum: Primary Level (1)**

• Prerequisites: TEC - 664, TEC - 668. This course provides supervised field experience that enables MATR students to integrate reading theory and practice regarding assessment and intervention strategies for struggling readers. Tutoring fieldwork will include individualized reading instruction for both primary and intermediate level students. Course requires tutoring fieldwork during the Fall and Spring semesters of the academic year. • Prerequisites: TEC 664 and TEC 668

### **TEC 663 - Tutoring Practicum: Intermediate Level (1)**

• Prerequisites: TEC - 664, TEC - 668. This course provides supervised field experience that enables MATR students to integrate reading theory and practice regarding assessment and intervention strategies for struggling readers. Tutoring fieldwork will include individualized reading instruction for both primary and intermediate level students. Course requires tutoring fieldwork during the Fall and Spring semesters of the academic year. • Prerequisites: TEC 664 with a minimum grade of B- and TEC 668 with a minimum grade of B-

### **TEC 664 - Developing Fluent Readers (2)**

Topics in this course include research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English Language Learners. Areas to be examined include phonemic awareness; phonics/linguistics, including the phonological and morphological structure of the English Language; decoding/word attack strategies, including systematic instruction in sound symbol relationship; decodable text; and spelling instruction.

### **TEC 668 - Teaching Comprehension Strategies (3)**

This course will cover topics on current research-based skills and knowledge about reading comprehension, including foundational skills in academic language, background knowledge, concept formation and vocabulary development. Course will emphasize skills for teaching comprehension and study strategies, including narrative and expository text structure analysis; thinking strategies, such as inference, summarization, predicting, questioning, and clarifying and independent reading. Students will acquire experience with concepts and practice relating to comprehension strategies.

**TEC 670 - Issues in Reading Research: Theories and Practice (3)**

This course will examine traditional and current research theories and research-based practice pertaining to how students learn to read; the structure of the English language, second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing. In addition relevant research and theories pertaining to assessment and evaluation will be examined.

**TEC 671 - Reading Practicum: Supervised Field Experiences (3)**

This course provides supervised field experience that enables students to integrate reading theory, practice, assessment and evaluation. Fieldwork will include work with beginning readers, English Language Learners, and students with reading difficulties. Students will be engaged in assessment of struggling readers at early and intermediate levels of reading acquisition. Also required will be tutoring or small group instruction of struggling readers at two or more reading levels.

**TEC 673 - Curriculum: Currents and Controversies (3)**

What should schools teach? This course focuses on the forces and conflicts that have shaped K-12 public school curricula, including the standards based accountability movement. We relate curriculum history, theory, and policy to contemporary classroom teaching. This course is a prerequisite for the Curriculum Development and Design course.

**TEC 674 - Curriculum Development and Design (3)**

What do educators select to teach, and how do they adapt and develop curricula that can provide all students with equal access to rich learning opportunities? This course focuses on curriculum development and is the capstone experience for the Masters of Arts in Teaching. The core project is designing a cohesive instructional unit that addresses students' diverse learning needs.

**TEC 697 - Directed Study (1 - 6)**

Independent, in-depth study of a specific educational topic. Permission of instructor and permission of Dean required.

**TEC 698 - Special Topic Seminar (1 - 3)**

Exploration of one or more selected topics in Teacher Education.

**TEC 790 - Dissertation Proposal Development (1 - 3)****TEC 791 - Dissertation Rsch and Writ (1 - 3)****TEC 797 - Directed Study (1 - 3)****TEC 798 - Special Topics Seminar (1 - 3)**

## Graduate School of Nursing Courses

### **NURS 501 - Transitions to CNL Graduate Education (2)**

Provides an introduction for registered nurses to the perspectives of professional nursing within the context of the dynamic nature of professionalism, leadership, change and role development. Ethical and moral accountability to the profession of nursing and society are explored within the context of changing health care needs and demands. Emerging roles of the nurse as clinical nurse leader and practitioner, advocate, and member of the interdisciplinary team are explored. Finally, the concept of vocation within nursing will be examined and discussed in the context of Ignatian pedagogy.

### **NURS 505 - Community Health Nursing (3)**

This theory course introduces the student to community health nursing. The course prepares the student to identify, plan, and care for individuals, families, groups and communities across care settings with particular emphasis on health inequalities locally and globally. Students explore the complex social and health care systems in communities that influence the health and well being of population groups. Research and epidemiological data are used to guide the class discussions and class analysis to facilitate student learning and clinical problem solving. Students will also learn about the science of epidemiology and how to quantitatively analyze trends and patterns of disease within a community.

### **NURS 506 - Community Health Nursing Practicum (3)**

This clinical course is designed to be a synthesis of community-based nursing and community/public health nursing with the goal of promoting and preserving the health of populations. The ability to prevent disease, maintain well being and promote health through organized community effort is derived from the practice of public health

strategies. This course also recognizes that community health practice is responsible to the community as client with services provided to individuals, families and groups to promote health and prevent disease. Students will have an opportunity to participate in working with pediatric age clients in the school setting as the main component of their community health experience. Students will apply knowledge and skills from nursing and public health sciences to expand their understanding of care for the community's health.

### **NURS 599 - Directed Study (1 - 4)**

Coursework and units to be determined by the student and the professor, with Dean's approval.

### **NURS 600 - Foundations of CNL Leadership (2)**

Explore the perspectives of leadership and management in nursing with the context of the dynamic nature of health care organizations. Specific emphasis will be on analyzing and viewing nursing leadership and organizational theories as they relate to the health care delivery system. Strategies for incorporating change management theories will also be addressed.

### **NURS 601 - Introductory Pathophysiology and Pharmacology (3)**

Emphasizes the presentation of symptoms as they appear across the lifespan and within the major transitions along the age continuum. Particular attention is placed on the anticipation of risk, the mitigation of chronicity and the awareness of the potential for serious sequelae. The presentation of symptoms across populations will be understood to encompass patient experience, and the patient's perception of illness, on the ability to achieve optimal clinical outcomes.

### **NURS 602 - Principles of Epidemiology (3)**

Principles of epidemiology and evidenced-based practice through a variety of health care delivery models with an emphasis on the CNL role within the local and global community. This course will introduce the student to relevant health literature, case study methodology and epidemiological inquiry.

### **NURS 603 - Assessment Across the Lifespan (3)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This theory course assists the student to apply concepts of health and person using a holistic approach. This course includes the techniques of complete history taking and systematic physical assessment utilized by the Clinical Nurse Leader in the identification of health needs of clients throughout the lifespan. Psychosocial, sociocultural, and developmental staging are integrated throughout the course to reflect age appropriate assessments.

### **NURS 604 - Instructional Design and Healthcare Informatics (3)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This course presents the student with an opportunity to learn about the roles of the Clinical Nurse Leader (CNL) in education, staff/professional development, program planning, and technology. The focus is on applying (a) learning theories and models, (b) legal, regulatory and policy issues related to education, (c) instructional design strategies and resources, and (d) program planning and evaluation. Internet-based communication and guided learning will be incorporated into this course

with online learning activities, web-based instruction, and the development of a learning portfolio (Needs Assessments, Evaluation of Web-Sites, and Health Teaching Project with Cost Analysis).

#### **NURS 610 - Health Promotion of Families and Individuals Across the Lifespan (4)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This theory course facilitates learning of the principles of health care management, health promotion, disease prevention, and learning theory with an emphasis on families and individuals across the life span. Students will learn the importance of advocating on behalf of the family as a functional unit and understand the vital responsibility of the nurse as a member of the profession. This course explores the interaction between the clinical nurse leader (CNL) and other team members in the care of the childbearing woman, infant, and family members.

#### **NURS 611S - Obstetrics Simulation Lab 1 (0)**

#### **NURS 612 - Advanced Pathophysiology and Pharmacology (3)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This course emphasizes the novel and breakthrough scientific gains in healthcare using the most current literature. The student is expected to research the most advanced literature in science, medicine, pharmacy and nursing and integrate achievements across fields to forward patient care. Examples include nanotechnology for the delivery of chemotherapy, non-invasive therapies and surgeries, and medicines that can be individually tailored to meet the unique needs of various ethnic groups (anthropharmacy). Competencies that will be mastered in the course include a) self-regulated learning, b) the management of evidence-based data and, c) the ability to reflect and analyze personal opinion and patient opinion as a way of coordinating personalized care.

#### **NURS 613 - CNL Role: Introduction (1)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This course introduces the role of Clinical Nurse Leader as defined by the American Association of Colleges of Nursing. Concepts and theories related to role development and role acquisition will be analyzed. This course emphasizes the CNL's role in clinical delegation, maintaining professional standards, and advocating for the clinical needs of patients. The historical context of the development of the CNL role will be discussed.

#### **NURS 614 - Healthcare Systems Leadership (3)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This course will present a framework for interdisciplinary leadership and lateral integration of care to the Clinical Nurse Leader. The integration of leadership and clinical management concepts is presented to provide a context for implementation of the CNL role in complex systems. Concepts related to partnership, communication, collaboration and consultation, leadership, and coordination of nursing teams are presented.

#### **NURS 616 - Health Promotion of Families and Individuals Across the Lifespan Clinical Lab (2)**

This clinical practicum will focus on the scientific concepts and principles related to

health promotion, disease prevention, risk reduction, and healthcare economics for the individual and/or families in outpatient clinics. There is an emphasis on health promotion and disease prevention in patient-centered care, interdisciplinary collaboration, and informatics for nurses and other healthcare providers working to promote the health and wellness of others.

### **NURS 617 - Child-Bearing Families Clinical Lab (2)**

This clinical practicum will focus on the scientific concepts and principles related to health promotion, disease prevention, risk reduction, and healthcare economics for the individual and/or child-bearing family in hospitals. here is an emphasis on health promotion and disease prevention in family-centered care, interdisciplinary collaboration, evidence-based practice and informatics for nurses and other healthcare providers working to promote the health and wellness of the family.

### **NURS 617S - Childbearing Families Clinical Simulation Lab (0)**

### **NURS 618 - Medical-Surgical Nursing I (3)**

This course focuses on the nursing role in disease management and the continuum of care for the individual from early through late adulthood. The student identifies, describes, and analyzes selected nursing interventions and treatments appropriate to adults with acute health problems. Emphasis will be on holistic assessment that builds and incorporates the principles of physiological, psychosocial, cultural, and spiritual wellness within changing lifespan stages. The course highlights the professional nurse's role and communication skills needed in managing patient care based on the ability to question, analyze, and reason on behalf of the patient and to choose the appropriate care modality.

### **NURS 619 - Medical-Surgical Nursing I - Clinical Lab (4)**

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.

### **NURS 619S - Clinical Lab I Simulation: Medical/Surgical (0)**

### **NURS 622 - Health Assessment Through the Lifespan (2)**

Assists the student to apply the concept of health assessment using a holistic approach. This course includes the techniques of complete history taking and systematic physical assessment utilized by the Clinical Nurse Leader in the identification of the health needs of clients across the lifespan. Psychosocial, sociocultural, and development staging are integrated throughout the course to reflect age appropriate assessments.

### **NURS 623 - CNL Role: Team Manager and Leader (1)**

The course expands on the clinical leadership aspects of the CNL role, emphasizing the importance of communication, alliance-building, and accurate assessment of the abilities and scope of practice limitations within a health care team. Concepts related to microsystem leadership and coordination of nursing teams will be introduced.

### **NURS 628 - CNL Role: Clinical Outcomes Manager (1)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This course expands on the clinical leadership aspects of the Clinical Nurse

Leader role, emphasizing the importance of communication, alliance-building and accurate assessment of the abilities and scope of practice limitations within a health care team. Concepts related to microsystem leadership and coordination of nursing teams will be presented.

### **NURS 629 - Financial Resource Management (CNL) (3)**

• Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This course gives an overview of the role of the Clinical Nurse Leader in managing of fiscal resources. Principles of finance and fiscal management will be applied to clinical leadership in healthcare systems. Economic issues that affect patient care delivery will be analyzed. Financial reports and statements will be evaluated to predict organizational capabilities and limitations. The effect of varying budget methods and variance analysis will be discussed. Methods for product evaluation, mass customization of care, and the influence of global trends on clinical systems will be analyzed.

### **NURS 634 - Nursing Research (3)**

This course focuses on research design, methodology, and analysis. It provides a foundation of nursing research principles, concepts, and application, for clinical nurse leader students. The expansion of skills in literature review, critique, and synthesis, application of research findings to resolve clinical problems, and introductory research proposal writing will be emphasized.

### **NURS 635 - Medical-Surgical Nursing II (3)**

This course emphasizes the need for professional nursing intervention in the optimal functioning and management of disease of the individual. The course builds on previous knowledge of pharmacology, pathophysiology and the management of acute illness across adulthood. Emphasis will be placed on the principles of physiological, psychosocial, cultural, and spiritual diversity across the lifespan as they affect the perception, management and coping skills of patients and families faced with chronicity and disease sequelae. The CNL role will be seen as integral to the case management and supervision of adults and families as they cope with the physical and psychological demands of chronic illness.

### **NURS 636 - Medical-Surgical Nursing II - Clinical Lab (2)**

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.

### **NURS 637 - Pediatric Nursing (2)**

This course emphasizes the need for professional nursing intervention in the optimal child development and management of disease. The course builds on previous knowledge of pharmacology, and pathophysiology. Emphasis will be placed on the principles of physiological, psychosocial, cultural, and spiritual diversity from birth through adolescence as they affect the perception, management and coping skills of children and families. The CNL role will be seen as integral to the case management and supervision of children and families as they cope with the physical and psychological demands of illness.

### **NURS 638 - Pediatric Nursing - Clinical Lab (2)**

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.

### **NURS 638S - Clinical Simulation Lab III: Pediatrics (0)**

Simulation lab to be taken in conjunction with NURS638 Clinical Lab III: Pediatrics.

### **NURS 639 - Nursing Inquiry (4)**

Explores research design, methodology and data analysis. It provides the student with a foundation in inferential statistics as it applies to nursing research principles and concepts. Students will develop and refine research critique skills, and with these skills be able to apply appropriate research findings to clinical practice.

### **NURS 642 - Epidemiology and Population Statistics (4)**

This course focuses on the principles of epidemiology and evidenced-based practice through a variety of health care delivery models with an emphasis on the CNL role within the local and global community. Students will be introduced to common bio-statistical measures used in analyze select populations. This course will introduce the student to relevant health literature, case study methodology and epidemiological inquiry.

### **NURS 644 - Clinical Leadership in Mental Health and Community-Based Practice (3)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This theory course focuses on the clinical leadership skills and knowledge required to provide health care delivery to vulnerable populations. Emphasis will be made on the creation of micro systems needed to manage the health care of individuals, groups, and population aggregates within community settings to improve health outcomes, and to lessen health disparities. Students will analyze primary, secondary, and tertiary prevention nursing interventions that are appropriate for clients across the lifespan. Recognition will be made with respect to the way in which clients can differ in their ability to perceive, cope and understand the meaning of their symptoms that can affect outcome. The Client/family/aggregate will be examined in terms of their need for health promotion, treatment or maintenance of physiological problems, and/or acute and chronic mental illness. Research and epidemiological data will be employed to formulate outcome based practice and quality improvement strategies.

### **NURS 645 - CNL Role: Integration and Evaluation of the Clinical Leadership Role (1)**

Introduces the CNL student to nursing leadership and clinical reasoning necessary for practice in the clinical setting.

### **NURS 646 - Clinical Lab IV: Community and Mental Health (4)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This community based practical application course focuses on clinical leadership skills and knowledge required to care for clients experiencing complex physiological and psychological problems. Nursing interventions and clinical leadership in the care of vulnerable populations are emphasized. Care customization, community partnerships, and accountability for outcomes, client advocacy, and community health

risk assessments are some of the skills required for successful completion of this course. The use of evidence based practice and collaboration with interdisciplinary teams are two of the methods used to strengthen decision making skills while working with in community mental health. A School of Nursing-issued "Health Clearance" form, given to the students after fulfilling specific pre-clinical requirements, should be submitted to the instructor at the first clinical meeting of the semester.

### **NURS 648 - Healthcare Policy and Ethics (3)**

- Prerequisite: Student must be enrolled in the Clinical Nurse Leader MSN degree program. This course focuses on the values, codes and principles that govern the practice of the Clinical Nurse Leader. Emphasis will be placed on the skills and knowledge and the obligations of the CNL role in health care planning and policy. Students will identify the ethical dimensions and dilemmas that impact the current health care milieu, the practice of nursing, and the delivery of health care. Concepts related to access to healthcare, quality of life, the need for cost containment, national health care policy and the rights of clients will be discussed.

### **NURS 651 - CNL Role: Synthesis (2)**

Corequisite: NURS - 650. Please see Primary Care II: Practicum. A School of Nursing-issued "Health Clearance" form, given to the students after fulfilling specific pre-clinical requirements, should be submitted to the instructor at the first clinical meeting of the semester.

### **NURS 652 - Applied Assessment and Fundamental Skills Laboratory (2)**

Assists the student to apply concepts of health assessment and fundamental clinical skills using a patient-centered holistic approach. Practice includes the applied techniques of communication, systematic physical assessment, and fundamental nursing skills utilized by the Clinical Nurse Leader through the nursing process, and across the lifespan.

### **NURS 653 - Internship: Clinical Nurse Leader (1)**

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.

### **NURS 658 - Global Issues and Community Health (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 659 - Global Issues and Community Health Lab (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 699 - Graduate Directed Study (1 - 8)**

Coursework and units to be determined by the student and the professor, with the Dean's approval.

### **NURS 702 - Epidemiology (3)**

This course provides the opportunity to explore the causes of health and disease through systematic and rigorous identification of patterns in populations, formulating causal hypotheses and testing those hypotheses by making group comparisons. Epidemiology is the basic science of public health, and as such, provides the scientific underpinnings for understanding disease patterns so that effective interventions can be proposed, implemented and evaluated.

### **NURS 704 - Healthcare Informatics (3)**

Participants in this course will gain the knowledge and skills necessary to use information systems and instructional technology to support and improve patient care and direct effective student, patient and staff education in the healthcare system and/or academic setting.

### **NURS 705 - Scholarly Communication (3)**

Exploration of scholarly writing and oral communication will assist the doctoral student in mastering methods of clear and persuasive argument. Emphasis will be placed on clear and articulate presentation of ideas to an audience of healthcare professionals and funding agencies.

### **NURS 706 - Advanced Physiology and Pathophysiology (3)**

Theory course that provides an overview of advanced concepts related to normal body functioning. The course also focuses on physiologic phenomena related to human responses to health and illness.

### **NURS 707 - Applied Drug Therapy (3)**

Course focuses on the clinical application of pharmacology needed in the provision of advanced practice nursing. The emphasis is on drugs commonly used in the family practice of ambulatory primary health care for the treatment of chronic diseases and minor acute illnesses, and on the integration of drug therapy as one component of therapeutic management plans. Patient teaching and methods to increase adherence to medication regimens are also included. The application of the principles of pharmacodynamics and pharmacokinetics to clinical use of drugs will be explored, including therapeutic dosage patterns, side effects, drug interactions, contraindications, and the use of drugs in special populations such as children, the elderly and the pregnant patient. Entering students are assumed to have had previous baccalaureate instruction in pathophysiology and pharmacology.

### **NURS 708 - Specialized Drug Therapy (3)**

Specialty focus varies. May be repeated in different semesters. Clinical use of drugs commonly used within a specialty domain including principles of pharmacodynamics and pharmacokinetics, therapeutic dosage patterns, side effects, drug interactions, and contraindications.

### **NURS 709 - Specialized Pathophysiology (3)**

Specialty focus varies. May be repeated in different semesters. Theory course focusing on pathophysiology of specialized categories of human diseases and medical conditions.

#### **NURS 710 - Scholarly Inquiry and Communication (4)**

#### **NURS 711 - Evidence-Based Practice in Healthcare (3)**

Course focuses on principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling. This information pertains to practice assessment, intervention and evaluation of outcomes. The course expands on basic preparation in evidence-based practice, providing advanced skills needed to implement and evaluate information available from research findings and professional consensus statements.

#### **NURS 712 - Population Focused System Improvement and Design (4)**

This course focuses on using evidence found in current research combined with the principles of epidemiology to design, plan, and manage healthcare for populations. Emphasized are critical analysis and synthesis of practice assessment, intervention, and evaluation of outcomes. Participants will develop and support data-driven decisions to design delivery systems.

#### **NURS 715 - Theory for Healthcare (3)**

Course provides the student with an opportunity to learn about the purpose, terminology and process of theory developments well as the relationship between theory, research and practice. The emphasis is on the description, application and critique of nursing theories and other theories useful to healthcare.

#### **NURS 720 - Quality and Safety Improvement with Information Technology (4)**

This course provides students with a theoretical and methodological foundation for understanding and applying information technology to achieve patient safety and quality improvement goals. Safety applications in selected high-risk industries will be reviewed and applied to nursing and the healthcare industry. The application of information technology in problem solving and decision making to guide nursing practice and improve patient outcomes will be analyzed.

#### **NURS 721 - Legal and Risk Management in Administrative Practice (4)**

This course examines the increased importance of legal issues in healthcare administration and the attendant risks that these present to nurse executives. The course will examine legal principles related to nursing practice, human resource management, forensics and corporate responsibility for contracts. The requisite elements of healthcare risk management: identification, analysis, treatment and evaluation to prevent unexpected financial losses from casualty, worker's compensation, and professional liability will be evaluated for applicability in current healthcare systems.

#### **NURS 730 - Advanced Assessment Skills Practicum (2)**

Clinical practicum course that includes the application of the techniques of complete history taking and advanced systematic physical assessment utilized by the advanced practice nurse in the identification of the health needs of clients. Psycho-social, socio-cultural and developmental assessment skills will be integrated throughout the

assessment process. Ninety practicum hours are required. Clinical hours are in appropriate clinical settings with faculty-approved preceptors.

### **NURS 731 - Advanced Assessment Skills (3)**

Theory course that includes the techniques of complete history taking and advanced systematic physical assessment utilized by the advanced practice nurse in the identification of the health needs of clients. Psychosocial, sociocultural and developmental staging are integrated throughout the course to reflect age-appropriate assessment.

### **NURS 740 - Primary Care I: Practicum (4)**

Practicum course designed to provide the student with the knowledge and clinical practice relevant to the roles of advanced practice nurses providing primary health care across the lifespan. Concurrent clinical practicum with NURS 741 will provide students with an opportunity to implement course content in diverse practice settings that emphasize the principles of prevention and health promotion.

### **NURS 741 - Primary Care I (3)**

Corequisite: NURS - 740. Combination seminar-practicum course designed to provide the student with the knowledge and clinical practice relevant to the roles of advanced practice nurses providing primary health care across the lifespan. This course emphasizes health promotion, risk assessment and disease prevention in adults. Students will have the opportunity to examine models of health and wellness, principles of self care, clinical strategies for prevention and early detection of disease, risk appraisal and behavioral modification strategies and the assessment of the impact of cultural, socioeconomic, developmental, environmental and occupational factors in the process of risk appraisal and choosing appropriate health promotion interventions. Critical analyses of health promotion/disease prevention strategies will be accomplished through application of research data and various theoretical frameworks.

### **NURS 742 - Strategic Leadership, Innovation, and Entrepreneurship (4)**

This course provides students with advanced systems knowledge and skills to achieve significant change in healthcare organizations. Leadership in innovation and entrepreneurial strategies will be related to services and products. The focus is on the development, implementation, and evaluation of new ventures. Strategies for dealing effectively with complexity, uncertainty, and risk are explored.

### **NURS 749 - Qualifying Project (1)**

The qualifying project is a faculty-guided scholarly experience that provides a demonstration of doctoral-level professional practice through the development and submission of a scholarly manuscript and grant proposal.

### **NURS 750 - Primary Care II: Practicum (4)**

Practicum course designed to provide the student with opportunities to explore and apply advanced nursing roles in primary health care of the adult and older adult regarding clinical presentations, including symptoms and human resources, underlying causes of common health problems and appropriate diagnosis, treatment and evidence-based outcomes. 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.

**NURS 751 - Primary Care II (3)**

Corequisite: NURS-750. Course designed to provide the student with opportunities to explore and apply advanced nursing roles in primary health care of clients across the lifespan. The course integrates student's knowledge of assessment, pathophysiology, pharmacological and non-pharmacological management with autonomous and collaborative nursing interventions. Through the exploration of clinical presentations, including symptoms and human responses, underlying causes of common health problems in the adult and geriatric population will be analyzed and appropriate diagnosis, treatment and outcomes will be discussed. Students will examine the environmental and social-economic factors that influence acute health problems and human responses. The course will incorporate content about information access and management and health policy as it relates to acute health problems. The course builds on the previous semester to further develop the multi-faceted role of the advanced practice nurse through application of theoretical content in diverse practice settings.

**NURS 754 - Policy and Ethical Implications for Healthcare Outcomes (3)**

This course focuses on the development of the nurse's role in healthcare planning and policy and responsibility for patient outcomes. Content includes the critical analysis of bioethical issues in the delivery of healthcare services. The concepts of access, quality, ethics, and cost containment will be overarching themes in the course discussions.

**NURS 755 - Leadership in Complex Adaptive Systems (3)**

This course provides the doctoral student with an opportunity to engage in a study of current and cutting edge leadership theories and apply them directly to the practice of professional nursing at the advanced practice level. Historical, present-day, and future perspectives of leadership in nursing within the context of the dynamic nature of healthcare organizations will be explored. Specific emphasis will be on incorporating and viewing nursing leadership and organizations using the complexity science paradigm. Strategies for incorporating change management theories will also be addressed through the perspective of emerging roles of the nurse as clinical nurse leader and practitioner, advocate, manager of resources, and member of the interdisciplinary team. Finally, through the practice of Ignatian Pedagogy and reflective praxis, the student will engage in self assessment and self evaluation of their own leadership styles and values, ultimately creating a vision statement for their own personal development and strategic acquisition of leadership skills and knowledge for their advanced practice as a DNP.

**NURS 763 - Management of Financial Resources (3)**

Course gives an overview of the principles of finance and fiscal management as applied to decision-making in clinical systems. Economic issues which affect health care systems and patient care delivery will be analyzed. Financial reports and statements will be used to analyze the profitability and fiscal stability of organizations. Students will participate in all aspects of the budgeting process. Forecasting techniques and research will be used to evaluate the effectiveness of financial management strategies. The influence of global trends on the health care delivery system will be discussed.

**NURS 764 - Advanced Management of Financial Resources (3)**

This course provides the DNP student with tools to critically analyze the principles of

finance and fiscal management in healthcare systems. Economic issues that affect healthcare systems and patient care delivery will be analyzed. Financial reports and statements will be used to analyze the profitability and fiscal stability of organizations. Students will participate in all aspects of the budgeting process. Forecasting techniques and research will be used to evaluate the effectiveness of financial management strategies. The influence of global trends on the healthcare delivery system will be discussed.

### **NURS 765 - Project Management (3)**

### **NURS 770 - Primary Care III: Practicum (5)**

Practicum course in treatment of patients with complex problems including, diagnosis and management of common co-morbid conditions and ongoing manage based on current evidence-based standards.

### **NURS 771 - Primary Care III (3)**

Corequisite: NURS-770. Course designed to provide the student with opportunities to manage patients with complex problems in primary care. The course integrates student's knowledge of assessment, pathophysiology, pharmacological and non-pharmacological management with autonomous and collaborative nursing interventions. Through exploration of clinical presentations, including symptoms and human responses, underlying causes of complex health problems will be analyzed and appropriate diagnosis, treatment and outcomes will be discussed. Students will examine the environmental and social-economic factors that influence acute health problems and human responses. The course will incorporate content about information access and management and health policy as it relates to acute health problems. The course builds on the previous semester to further develop the multi-faceted role of the advanced practice nurse through application of theoretical content in diverse practice settings.

### **NURS 772 - Learning and Mentoring in Clinical Environments (3)**

Apply theories of cognitive psychology and learning to the unique expectations of the clinical environment. Builds on Cognitive Psychology and Foundations coursework and provides educators with tools to maximize student success in the clinical area. Emphasizes the special responsibilities of the health care educator as guide, coach and clinical expert.

### **NURS 780 - Primary Care IV: Practicum (5)**

Practicum course in treatmetn of women and children in primary care including, diagnosis and management of common conditions and ongoing management based on current evidence-based standards.

### **NURS 781 - Primary Care IV (3)**

Course focuses on the principles of family practice. Women's health and primary care of children will be emphasized. The class refines the student's ability to synthesize the knowledge base obtained in the prior course, while further developing assessment principles, diagnostic reasoning and critical thinking skills. Application of the health behaviour, treatment modalities, diagnostics, and the health promotion and maintenance with the score of Advanced Practice Nurse in the women's health and pediatrics population will be highlighted.

**NURS 783 - Organizational Theory and Research (3)**

Course serves as an introduction to the theoretical foundation of clinical systems management. Students will explore organizational theory, management theory, leadership theory, and the field of nursing administration theory to explain individual and group behaviour in organizations. Classical and current research articles will provide evidence of support, or lack of it, for the pre-existing theories.

**NURS 784 - Management of the Internal Environment (3)**

Course emphasizes management of internal forces which affect patient care delivery in various settings and throughout the health delivery system. Processes and tools for case management will be analyzed. Students will have an opportunity to learn communication methods for managing groups, teams and populations. Conflict management, team building, consensus, culture/diversity, organizational growth and stability, project management, and integrating processes will be discussed.

**NURS 786 - Management of the External Environment (3)**

Course emphasizes the management of external forces that affect patient care delivery in various settings and throughout the healthcare delivery system. The historical context and ethical dimensions of healthcare delivery will be discussed. Students will have an opportunity to link conceptual elements of managerial practice to strategic, legal, regulatory, technological and structural processes of clinical systems. The effect of the external environment on the management of quality, service utilization and case management of populations will be discussed.

**NURS 789 - DNP Project (1)**

Evidence-based practice project addressing a clinically relevant problem including review of literature, translation of findings to the practice setting, collaborative interdisciplinary project design, implementation, and the evaluation of impact on patient outcomes and the care environment. The project is a faculty-guided scholarly experience that provides evidence of critical thinking and ability to apply research principles through problem identification, proposal development, implementation, and evaluation.

**NURS 790 - Health Systems Leadership Practicum I: Role Development (1 - 5)**

Clinical practice course which provides for the role development of the clinical systems manager under the supervision of a preceptor. Students will select a setting (i.e., hospital, long term, community health agency) where principles of management of clinical systems can be evaluated. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty. 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.

**NURS 791 - Health Systems Leadership Practicum II: Role Implementation (1 - 5)**

Clinical practice course in which the student implements the role of the clinical systems leader under the supervision of a preceptor. Students will select a setting (hospital, long term or community health agency) where concepts, theories, and principles of administration and management can be applied. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty. Clinical placement will be based on student's clinical interest

and the availability of preceptors. 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.

### **NURS 792 - Health Systems Leadership Practicum III: Role Evaluation (1 - 5)**

Clinical practice course in which the student evaluates the role of the clinical systems leader. Students will develop, implement and evaluate evidence-based practice designed to positively impact patient care outcomes. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty. Clinical placement will be based on student's clinical interest and the availability of preceptors.

### **NURS 793 - Health Systems Leadership Practicum IV: Role Synthesis (1 - 5)**

Clinical practice focused on synthesis of the advanced practice role based on an evidence-based practice approach to healthcare systems. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty. Clinical placement will be based on student's clinical interest and the availability of preceptors. 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.

### **NURS 794 - Health Systems Leadership Practicum V: Role Model (1 - 5)**

Clinical practice focused on synthesis of the healthcare systems leader in an advanced practice role based on an evidence-based practice approach designed to bring high level change in a clinical system. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty.

### **NURS 795 - DNP Residency (3)**

Individualized residency experience designed as a culminating experience for the advanced practice nurse. Focus is on operationalizing the role of the advanced practice nurse and integrating evidence-based practice as relevant to patient outcomes across the practice domains.

### **NURS 799 - Directed Study (1 - 8)**

Coursework and units to be determined by the student and the professor, with the Dean's approval.

## Graduate School of Nursing Public Health Courses

### **MPH 611 - Introduction to Public Health and Health Promotion (3)**

This course is a comprehensive analysis of the healthcare delivery system.

Components studies include: local, state, and federal direct care regulatory agencies; nonprofit organizations promoting health and/or providing services; health planning and coordinating bodies at various levels; accrediting agencies for healthcare facilities; and organizations representing healthcare consumers. Formal, informal, financial, and political relationships between and among these components are highlighted. Regional patterns of healthcare delivery as well as trends, problems, and potential solutions are examined. Consideration of differences between the U.S. system and the systems in other regions of the world are also discussed.

### **MPH 612 - Biostatistics in Public Health (4)**

Lectures and laboratory exercises acquaint the student with the basic concepts of biostatistics and their applications and interpretations in public health. Topics include descriptive statistics, graphics, diagnostic tests, probability distributions, reference, and tests of significance, association, linear and logistic regression, life tables, and survival analysis.