

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 School of Management students), freshmen and transfers may need to take placement tests for placement in the appropriate mathematics courses. Students are encouraged to take these tests prior to enrolling at USF.

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

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

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

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

For further information, please refer to descriptions of the:

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

Admission of Graduate Students

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

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

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

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

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

1. Observe all guidelines and application deadlines for the graduate program to which the student is applying.
2. Submit an application form with the \$55 non-refundable application fee for that graduate program. Applicants may request a paper application by contacting the appropriate Graduate Admission Office or by downloading a PDF of the application. Applicants may also apply electronically, which is the preferred method to apply. To secure a paper application or access the online form go to www.usfca.edu/graduate.
3. Submit all required materials to the appropriate Graduate Office. For a list of Graduate Admission Offices go to www.usfca.edu/graduate.
4. Request letters of recommendation from two persons (three for the Doctor of Nursing Practice program) who are familiar with the

applicant's academic and personal achievements. Certain programs require only one letter of recommendation.

5. Ask the registrar of each university attended to send one official copy of all transcripts directly to the appropriate Graduate Admission Office.
6. For purposes of admission, the University normally disregards any failing grades that applicants may have received ten years or more prior to their application to USF.

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

Transfer of Credit

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

To be acceptable for transfer of credit, courses must:

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

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

International Applicants to Graduate Programs

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

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

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

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

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

Diploma supplements must accompany transcripts from European institutions.

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

TOEFL Requirements

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

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

Application

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

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

Office of Graduate Admission

University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1046

(415) 422-2090
email: graduate@usfca.edu

College of Arts and Sciences

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

School of Management

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

School of Education

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

School of Nursing and Health Professions

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

Procedures for Obtaining and Maintaining Student Visa Status for Graduate Students

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

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

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

Admission of Undergraduate Students

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

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

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

Freshman Admission

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

Application Procedures

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

- Secure an application form for undergraduate admission in one of the following ways:
- Contact the Office of Admission, University of San Francisco, 2130 Fulton St., San Francisco, California 94117-1046. Telephone (415) 422-6563 or (800) CALL USF (outside California)
- Apply on-line, or download a PDF file at: <http://www.usfca.edu/admission/freshman>
- You may also apply using the Common Application, a form used by more than 300 selective colleges and universities for admission to their undergraduate programs. The Common Application is available in a traditional paper format, or on-line at www.commonapp.org.
- Submit the completed application form and essay, along with the \$55 application fee, to the Office of Admission.
- Request that their high school counselor or an appropriate teacher complete the letter of recommendation form (for on-line applications, this form may be downloaded and printed) and mail it directly to the Office of Admission.
- Request that their high school send an official transcript of all previous academic work directly to the Office of Admission. For Early Action candidates, the transcript should include their work through the end of the junior year. For Regular Action candidates, the transcript should include their work through the Fall semester. At the end of the year, a final transcript showing the graduation date is required to complete the applicant's file.
- Arrange for SAT or ACT scores to be sent to the Office of Admission.
- Information about SAT may be obtained from the Educational Testing Service or at <http://www.collegeboard.com>.
- Information about ACT may be obtained from the American College Testing Program at <http://www.act.org>.
- It is recommended that this test be taken no later than December for the subsequent Fall semester or no later than November for the Spring semester.

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

See the special section on admission of international students.

Calendar

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

Regular Action:

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

Early Action:

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

Early Action applicants are notified as follows:

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

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

Important Dates

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

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

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

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

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

Secondary School Course Requisites

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

Tuition and Housing Deposits

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

Transfer Admission

Application Procedures

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

Each fall and spring semester the University accepts transfer students, provided that they are in good academic standing with the last college attended and that they meet the University's admission standards. Good standing is defined as a cumulative GPA of 2.0 or higher, including at least a 2.0 GPA in the most recent semester of college course work completed. 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 and SAT or ACT scores are required of students with less than 24 semester or 36 quarter credits of transferable work.
- One letter of recommendation.
- \$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 Bachelor's degree programs at the branch campuses. Applications for Professional Bachelor's degree 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. Unless the student completed appropriate courses in the areas of philosophy, theology, and ethics, these additional courses must be taken at USF to meet graduation requirements.

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. Good standing is defined as a

cumulative GPA of 2.0 or higher, including at least a 2.0 GPA in the most recent semester of college course work completed. 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 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.
- 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 Human Anatomy, Human 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 "B" or better when the course is repeated.

Transfer Applicants to the Bachelor of Science in Management Program

For more information, please visit: <http://www.usfca.edu/management/bsm/> and the Bachelor of Science in Management section of this catalog.

Applicants must have a minimum of sixty (60) transferable semester credits from an accredited school or college, with at least a 2.0 cumulative grade point average, and a minimum 2.0 GPA in the most recent semester of course work completed.

International Applicants

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

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

- Official academic records for all secondary schools, colleges and universities attended and, when appropriate, external exam results. All documents must be certified by the appropriate educational authorities and be accompanied by certified English translations.
- Proof of financial support for the intended period of study showing that the applicant will have sufficient financial resources to cover direct and indirect expenses for the duration of the degree program.
- Official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) score report. These scores must be forwarded directly to the Office of Admission by the testing organization, Educational Testing Services (ETS) for TOEFL or the IELTS Test Center, at the time of application. Information about the TOEFL can be obtained from any United States Embassy or Consulate or directly from TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey, 08541-6151, U.S.A. Information about the IELTS can be obtained directly from Cambridge Examination and IELTS International at 1024 West Orange Grove Avenue, Arcadia, California 91006-1923, U.S.A.
- English Language Proficiency: Applicants without full native fluency in English must fulfill the English language proficiency requirement as a condition of admission on either a regular or conditional basis.
- Students with acceptable academic credentials may be offered regular admission if the official TOEFL score report is at least 550 (paper based) or 79 (internet based); or the official IELTS overall band score is 6.0 or higher with no individual band score below 5.5.
- Students with acceptable academic credentials may be offered admission on an English conditional basis if the official TOEFL score is between: 460 - 547 (paper based) or 48 - 78 (internet based); or the official IELTS overall band score is between 5.0 and 5.5. Such students must take courses in the English as a Second Language Program (ESL) for up to 16 credit hours per semester, with restrictions

on the number of academic courses that can be taken simultaneously. The academic courses must be selected in consultation with a designated faculty advisor and/or the director of the ESL Program. English Conditional status students may continue in ESL for up to four consecutive semesters. Students who do not maintain a GPA of at least 2.0 may not be allowed to continue at USF.

- Additional testing may be required and will be available prior to registration for classes.
- Exceptions from the requirement to verify English language proficiency will be made for students who are considered truly native speakers of English.
- One letter of recommendation from a teacher, professor, or academic counselor.
- Upon receiving either regular or English conditional admission to an undergraduate program, the prospective student must satisfy the following additional steps in the admission and registration process.
- Pay the required \$250 tuition deposit and, if living on-campus, the \$300 housing deposit as outlined in the section on "Application Filing Dates."
- Request that an official transcript of grades received for courses in progress is sent to the Office of Admission by the school currently being attended.
- Provide proof of adequate health insurance valid in the United States or purchase the health insurance plan offered by USF.
- The I-20 form will be issued only to students who have received an offer of admission and have submitted a completed certificate of finances form. (Students currently studying in the United States must also request release of their SEVIS number.)

Procedures for Obtaining and Maintaining Student Visa Status for Undergraduate Students

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

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

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

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

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

Secondary School Course Requisites

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

Advanced Credit Options for Undergraduate Students

Credit by Advanced Placement

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

Please see [Advanced Placement Options](#).

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

Credit by Assessment

Undergraduate Bachelor of Science in Management (BSM) students may petition for credit for college-level learning that has taken place outside the traditional college classroom. Students begin to prepare essays during writing workshops for INTD 310 "Interdisciplinary Research and Writing" (the first course in the BSM curriculum).

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 21 undergraduate semester credits.

College Level Examination Program (CLEP)

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

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

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

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

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

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

International Baccalaureate Program

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

CLEP Examinations

CLEP Examination	Minimum Score	Credits	Core Curriculum
American Government	50	3	Social Science
American Literature	50	6	Literature
Biology	50	6	Applied Science
Business Law, Introductory	50	3	
Calculus	50	6	Math
Chemistry	50	6	Applied Science

College Algebra	50	3	
College Composition Modular (no essay)		3	Rhetoric & Composition ++
College Composition (w/ essay)		6	Rhetoric & Composition +++
College Mathematics	50	6	
Education Psychology, Introduction to	50	3	Social Science
English Literature (w/ or without essay)	50	6	Literature
Financial Accounting	50	3	
French Language	50-59	6-12	
German Language	50-60	6-12	
History of the United States I (Early Colonization to 1877	50	3	History
History of the United States II (1865 to the Present)	50	3	History
Human Growth and Development	50	3	Social Science
Humanities	50	6	Literature & Visual/Performing Arts
Information Systems and Computer Applications	50	3	*
Literature, Analyzing and Interpreting	50	6	Literature
Macroeconomics, Principles of	50	3	Social Science
Management, Principles of	50	3	
Marketing, Principles of	50	3	
Microeconomics, Principles of	50	3	Social Science
Natural Sciences	50	6	Applied Science
Pre-Calculus	50	3	Math
Psychology, Introductory	50	3	Social Science
Social Sciences & History	50	6	History & Social Science
Sociology, Introductory	50	3	Social Science
Spanish Language	50-63	6-12	
Western Civilization (Ancient Near East to 1648)	50	3	History
Western Civilization II (1648 to the Present)	50	3	History

Advanced Placement Options

Advanced Placement Exam	Minimum Score	Total Credits	USF Course
Art History	3	8	Visual and Performing Arts Core

Art: Studio Drawing	3	8	elective
Art: Studio General	3	8	elective
Art: 2D Design	3	8	elective
Art: 3D Design	3	8	elective
Biology*	4	8	BIOL 100 and 103
Chemistry	4	8	CHEM 111 and 113
Chinese Language and Culture	3	8	Level to be determined by department
Computer Science A	3	4	CS 110
Computer Science AB	3	8	CS 110 and 112
Economics, Micro	3	4	ECON 101
Economics, Macro	3	4	ECON 102
English Language and Composition	4	8	elective
English Literature and Composition	3	8	Literature Core
Environmental Science	3	4	Science Core
European History**	4	4	HIST 110
French Language	3	8	Level to be determined by department
Government & Politics, U.S.	3	4	POLS 101
Government & Politics, Comparative	3	4	POLS 102
German Language	3	8	Level to be determined by department
Human Geography	3	4	elective
Italian Language and Culture	3	8	Level to be determined by department
Japanese Language and Culture	3	8	Level to be determined by department
Latin	3	8	Level to be determined by department
Math: Calculus AB	4	4	MATH 109
Math: Calculus BC	4	8	MATH 109 and 110
Math: Calculus AB Subgrade	4	4	MATH 109
Music: Listening and Literature	3	8	elective
Music: Theory	3	8	elective
Physics B	3	8	PHYS 100 and 101
Physics C - Mech	3	4	PHYS 110
Physics C - E&M	3	4	PHYS 210

Psychology	3	4	PSYC 101
Spanish Language	3	8	Level to be determined by department
Spanish Literature	3	8	Core Literature
Statistics	3	4	MATH 101
US History**	4	4	HIST 120
World History**	4	4	HIST 220

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

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

Alternate Undergraduate Admission Programs

Readmission

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

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

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

Veterans

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

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

Admission of Special Status Students

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

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

Visiting Student Status

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

Admission with GED

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

Orientation to the University

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

In addition to helping students to complete the essential steps to becoming enrolled students, orientation helps students to make friends while

learning about USF's mission, services, resources, and academic programs, and getting to know the campus and the city. Orientation programs are conducted immediately before the beginning of each semester.

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

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

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

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

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

Other Admission Requirements

Health Insurance Requirement

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

- All undergraduate domestic students registered for 9 credit hours or more (excluding students in Certificate programs, or Online programs)
- All graduate domestic students registered for 6 credit hours or more (excluding students in Certificate programs, or Online programs)
- All international students and scholars registered for at least 1 credit hour or more (this includes undergraduate, graduate, law, and non-degree students)
- All students who reside in University-operated housing (including undergraduate, graduate, law, and non-degree students)

Hard waiver

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

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

Students are expected to maintain comparable health insurance coverage at all times during their waiver period. However, if a student's health coverage is dropped, it is the student's responsibility to contact Health Promotion Services to discuss her or his options. If the waiver is approved, the student's account will be credited accordingly. If the waiver is denied, students may file an online waiver appeal form with Health Promotion Services (www.usfca.edu/hps). Students can also call to discuss the appeal by phone at (415) 422-5797.

If a student waives in Fall, the waiver is good for Fall and Spring semesters. However, students, who waive in the spring semester, must waive again for the following Fall semester. Students who have waived the plan in a given year or semester are eligible to re-enroll in the USF-sponsored health plan for the following semester. These students must contact Health Promotion Service office to re-enroll in the USF sponsored health plan.

Summer Students

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

More Information

For the 2013-2014 academic year, USF health insurance requirements plan benefits, plan rates, online waiver request form, waiver periods, and deadlines will be published at www.usfca.edu/hps. For further information, please contact Health Promotion Services (HPS) at hps@usfca.edu or (415) 422-5797.

Immunization Requirement

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

MMR

- All international students and scholars
- Domestic undergraduate students born on or after January 1, 1957
- Domestic graduate students born on or after January 1, 1957 living on campus

Hepatitis B

- All international students and scholars

- Domestic students 18 years of age and younger

Tuberculosis Testing

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

Note: Nursing students have supplementary immunization required by clinical sites. Nursing students are expected to submit their immunization records to the School of Nursing and Health Professions, NOT Health Promotion Services. For more information on School of Nursing and Health Professions immunization requirement, please visit www.usfca.edu/nursing/healthrequirements

Evidence of Immunization

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

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

Think About It is a required, science-based online course that prepares incoming college students for the unique challenges and responsibilities of college life. Recognizing that the issues of drug and alcohol abuse, the hookup culture, sexual violence, and healthy relationships are all connected, the program examines these topics in social, cultural, and personal contexts that advocate self-reflection and the pursuit of social justice. USF requires all new first-year and transfer undergraduate students to take Think About It for college before coming to campus. New first-year and transfer undergraduate students will receive an email with instructions to take the course. The email will be sent to student's USFconnect email address. Students who fail to successfully complete the course will be fined \$50. For more information please visit <http://www.usfca.edu/hps>.

Tuition and Fees

Student Expenses

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

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

Application Fees For All Students

Regular undergraduate status: \$55

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

School of Education Special Status: \$30

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

Application Fees For International Students Only

Non-Residents of the United States

Undergraduate: \$55

Graduate: \$55

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

Required Deposits

Admission Tuition Deposit

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

Housing Deposit

Students who intend to live on-campus must send a \$300 housing deposit with the completed Contract for University Operated Housing. To be considered for on-campus housing, the housing deposit and the completed Contract Agreement must be submitted, in addition to the admission 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 2013-14 academic year only. Rates for future academic years will be listed in the appropriate class schedules.

Student Expenses

Application Fees For All Students

Regular undergraduate status: \$55

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

School of Education Special Status: \$30

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

Tuition information:
2013-14 Academic
Year Tuition
Fee information:
2013-14 Academic
Year Fees

Required Deposits

Undergraduate 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

Graduate Admission Tuition Deposit

Graduate admission tuition deposit amounts are determined by the individuals schools and colleges.

Housing Deposit

First time 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.

Room Rates

Room Rates - Traditional Style Halls	Semester	Annual (Fall/Spring)
Small Double Room	\$4,170	\$8,340
Double Room	\$4,365	\$8,730
Large Double Room	\$4,640	\$9,280

Triple Room	\$3,495	\$6,990
Small Single Room	\$5,425	\$10,850
Large Single Room	\$5,840	\$11,680
RA Room	\$5,840	\$11,680

Room Rates - Pedro Arrupe	Semester	Annual (Fall/Spring)
Small Double Room	\$4,085	\$8,170
Large Double Room	\$4,555	\$9,110
Small Single Room	\$5,425	\$10,850
RA Room	\$5,840	\$11,680

Room Rates - Apartment Style Living - Loyola Village	Semester	Annual (Fall/Spring)
Apartment Type I Double	\$5,240	\$10,480
Apartment Type II Double	\$5,395	\$10,790
Apartment Type III Double	\$5,585	\$11,170
Apartment Large Single	\$5,840	\$11,680
RA Room	\$5,840	\$11,680

Room Rates - Apartment Style Living - Fulton Street	Semester	Annual (Fall/Spring)
Apartment Type I Double	\$5,240	\$10,480
Apartment Small Single	\$5,425	\$10,850
Apartment Large Single	\$5,840	\$11,680
RA Room	\$5,840	\$11,680

Board Rates

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

	Semester	Annual (Fall/Spring)
Flexi-cash Standard Meal Plan	\$2,130	\$4,260
Flexi-cash Plus Meal Plan	\$2,730	\$5,460
Flexi-cash Maxi Meal Plan	\$3,070	\$6,140

2013-14 Academic Year Tuition

	Per Credit	Semester	Annual(Fall/Spring)
UNDERGRADUATE TUITION:			
Arts and Sciences, Nursing & Health Professions, and Management (on SF Hilltop Campus) *All summer tuition is billed on a per unit basis.	\$950 Summer Rate*	n/a	
Arts and Sciences, Nursing & Health Professions, and Management (on SF Hilltop Campus) - Fall/Spring *Less than 12 units or units over 18	\$1,415*	\$19,920	\$39,840
Arts and Sciences and Management 2+2 Degree Completion Program (Communication, Psychology) *Less than 12 units or units over 18	\$965*	\$13,605	
Management Degree Completion Programs (BSM)	\$965		
GRADUATE TUITION:			
Arts and Sciences	\$1,175		
Management			

MBA	\$1,255		
MSFA	\$1,255*	\$13,110	\$26,220
*For additional units over 10			
MSAFA, MS (Accountancy), MSAIR, MSRM	\$1,175		
MGEM		\$12,730	
MBAE		\$22,375	\$44,750
MSIS, MNA, MPA, MSOD	\$1,080		
Graduate Online Programs	\$1,080		
Joint Arts & Sciences and Management Graduate Degree Program - MSAN	\$1,175		
Nursing & Health Professions			
Masters (MSN, MPH)	\$1,175		
Graduate Online Programs	\$1,175		
Doctoral (DNP, PsyD)	\$1,175		
Executive DNP (Doctoral)		\$13,390	\$26,780
Education			
Masters	\$1,080		
Graduate Online Programs	\$1,080		
Institute for Catholic Educational Leadership	\$540		
EARCOS	\$540		
Credential Programs	\$885		
TED Catholic School	\$540		
Doctoral	\$1,175		
Institute for Catholic Educational Leadership	\$595		
Law			
Full-time (JD and LLM)		\$22,090	\$44,180
Part-time (JD per credit)	\$1,575		
Part-time (LLM per credit)	\$1,765		

Tuition Payment Information

Payment Options

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

Payment in Full

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

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

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

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

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

Payment Plan

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

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

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

Third-Party Billing

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

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

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

Accepted Methods of Payment

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

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

2013-14 Academic Year Fees

Fees (Mandatory)	Per Credit/Lab Course/Exam	Semester	Annual (Fall/Spring)
ASUSF (traditional undergraduates only)		\$97	\$194
AGSUSF (all graduate students exclusive of Law, MGEM, EARCOS)		\$25	\$50
Transportation Fee (traditional undergraduates only)*		\$130	\$260
Health Insurance (refer to Health Insurance Policy)		\$895/Fall \$1,241/Spring	\$2,136
GBSA (MBA students only)		\$100	\$200
SBA (Full-time Law students only)		\$35	\$70
SBA (Part-time Law students only, per unit)	\$1.75		
LRAP (JD students only)		\$5	\$10
Law Visiting Student Fee		\$250	
Law Intensive Advocacy Program (Materials cost, per course)	\$100		
Law Re-Examination Fee	\$500		
Nursing			
Clinical Lab			
Undergraduate (per lab)	\$155		
Graduate Clinical (per lab)	\$155		
Malpractice Insurance			
Undergraduate (per Clinical Lab)	\$25		
Graduate (per Clinical Lab)	\$25		
Housing Contract Cancellation Fee			\$1,000
*This fee is subject to negotiations with the City of San Francisco and is charged only to undergraduate students on the San Francisco campus in the College of Arts and Sciences, the School of Management enrolled in business majors and the School of Nursing & Health Professions.			

Payment Policies

Financial Responsibility

Each semester the student is required to complete the [Student Agreement of Financial Responsibility](#) prior to online registration for classes at the University of San Francisco. The student assumes responsibility for payment of the charges for educational services, which may include tuition, student health insurance, housing, meal plans, activity and transportation fees, and other University of San Francisco

charges for any and all periods of enrollment at the University of San Francisco.

Terms and Conditions

1. To avoid late payment fees, tuition and other out-of-pocket expenses not covered by Financial Aid must be paid on the due dates published by the University of San Francisco prior to the first day of classes for fall and spring semesters. Other incidental charges occurring after the beginning of the semester are due and payable as described in Item #2.
2. Student will be billed for all unpaid charges on the Account. Invoices/e-bills are available online once the student registers. Students and authorized payers will receive notification of an online bill when new bills are available. Students with an outstanding balance will be subject to registration cancellation, will not be allowed to register nor attend classes, receive transcripts and/or diplomas until the account has been paid in full. Any balance not paid may be assessed a late fee of one and one-half (1.5%) percent per month (minimum \$5.00).
3. All deferred and unpaid balances including late fees shall be due not later than August 1st for fall semester charges, January 2nd for Spring semester charges, and May 1st for Summer charges as a condition for financial clearance to enroll in classes in subsequent sessions. Students who have not registered prior to the 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.)
4. The University of San Francisco reserves the right to refuse to apply further charges to the Student's Account and further reserves the right to condition the Student's enrollment upon payment in full of the Account.

To download a pdf version of Payment Policies & Financial Responsibility, click on the link entitled "Forms" located in the right hand menu.

Payment Due Dates

Payment in full of any balance or the first payment for those enrolled in the University's payment plan is due on the following dates:

Summer:	May 1st
Fall:	August 1st
Spring & Intersession:	January 2nd

On that date, payment in full for the term is due, or students must have enrolled in the payment plan. Please click [here](#) for more information about the payment plan.

To avoid registration cancellation for the term, students are required to submit payment by the payment due date. If payment has not been received by the payment due date, students will be notified prior to cancellation through their USF email. If registration is cancelled for non-payment, students will be notified through their USF email account. 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.)

Late Payments

USF may impose late fees and/or deferment fees on outstanding balances. USF reserves the right to recover all costs involved with collection and/or litigation of delinquent accounts. If an account must be sent to collection or litigation, due to nonpayment of the outstanding balance, USF reserves the right to demand payment in full for subsequent semesters of enrollment, prior to the beginning of each semester. USF is a non-profit institution and, as such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are non-dischargeable in bankruptcy proceedings.

Clearing Your Past Due Balance

If you have an unpaid balance with USF, you may not register for subsequent semesters, receive transcripts of academic credit, your diploma or other services.

Returned Payment Policy

If your payment is returned for any reason, you are required to submit repayment in certified funds. You may also be required to pay the following fees:

Returned Transaction fee	\$75.00
Re-Registration fee	\$75.00
Monthly Late fee	1.5% of balance

If repayment is not received in a timely manner, course registration for the semester may be cancelled. If repayment is made with non-certified funds, account holds will not be lifted until the funds have been cleared. This can take up to 14 business days.

Check Writing privileges will be revoked for any account with excessive returned check activity (two or more returned checks issued to the University.)

Customized Statements of Account

In addition to the online bill history in ebill & epay, a current account summary is available to you online on Web for Students via USFconnect. Students requesting a customized statement will be charged a \$10.00 fee per request. Students requesting extensive account research will be charged at the rate of \$25.00 per hour.

Tuition and Fees (from live)

Effective Summer 2010

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

Tuition

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

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Fees

Fees (Mandatory)	Per Unit/Lab Course/Exam	Semester	Annual (Fall/Spring)
ASUSF (traditional undergraduates only)		\$80	\$160
Muni Pass (traditional undergraduates only)*		\$110	\$220
Health Insurance (refer to Health Insurance Policy)*		\$526/fall \$713/spring	\$1,239
GBSA (MBA students only)		\$100	\$200
SBAC (Full-time Law students only)		\$35	\$70
SBAC (Part-time Law students only, per unit)	\$1.75		
Law Visiting Student Fee		\$250	
Law Intensive Advocacy Program (Materials cost, per course)	\$75		
Law Re-Examination Fee	\$500		
Nursing			
Clinical Lab			
Undergraduate (per lab)	\$150		
Graduate Clinical (per lab)	\$150		
Malpractice Insurance			
Undergraduate (per Clinical Lab)	\$25		
Graduate (per Clinical Lab)	\$25		
*This fee is subject to negotiations with the City of San Francisco and is charged only to those undergraduate students on the San Francisco campus in the College of Arts and Sciences, the School of Business and Management, and the School of Nursing.			

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Room Rates

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

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

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

Board Rates

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

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

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HEALTH INSURANCE POLICY

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

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

Hard Waiver Health Insurance

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

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

Other Students

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

Graduate Students

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

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

More Information

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

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

Tuition Payment Information

Payment Options

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

Payment in Full

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

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

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

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

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

Payment Plan

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

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

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

Third-Party Billing

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

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

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

Accepted Methods of Payment

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

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

2010-11 Academic Year Fees

Fee Expenses	Per Unit/Lab/Course/Exam	Per Semester	Per Year
ASUSF (traditional undergraduates only)		\$80	\$160
Muni Pass*		\$110	\$220
*City of San Francisco sets Muni fee, charged only to students on San Francisco campus in the College of Arts and Science, the School of Business and Management, and the School of Nursing.			
Student Health Insurance*		\$526 (Fall) / \$713 (Spring)	\$1,239
*May be waived. Visit www.usfca.edu/hps .			
MBA Students - GBSA		\$100	\$200

SBAC - Full-Time Law Students		\$35	\$70
SBAC - Part-Time Law Students	\$1.75 (per unit)		
Law - Visiting Student Fee		\$250	
Law - Intensive Advocacy Program (materials cost)	\$75 (per course)		
Law - Re-Examination Fee	\$500		
Nursing - Clinical Skills Lab Fee: Undergraduate	\$150 (per course)		
Nursing - Clinical Skills Lab Fee: Graduate	\$150 (per course)		
Malpractice Insurance Fee - Undergraduate	\$25 (per course)		
Malpractice Insurance Fee - Graduate	\$25 (per course)		
Other Fees			
Monthly Late Fee		1.5% of balance	
Late Registration/Re-registration Fee		\$75	
Returned Transaction Fee		\$25 (per transaction)	
Account Research Fee		\$25 (per hour)	
Statement of Account Fee		\$10 (per request)	
Transcript Fee		\$5 (per copy)	
Courses Challenged by Exam Fee	\$50		

Financial Aid

California State Aid

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

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

Federal Aid

Federal Grants

The Federal government provides grant assistance from the Federal Pell Grant Program to undergraduates with demonstrated need. To apply, applicants complete and submit the Free Application for Federal Student Aid (FAFSA). The Federal processor will determine eligibility.

and send an acknowledgement to the applicant. Federal Pell Grants are reserved for those applicants with greatest need and those students not eligible for Pell assistance may be eligible for aid from other Federal programs. (This program is not available to students pursuing a second undergraduate degree.)

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

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. 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 Unsubsidized Loan

Graduate aid applicants may borrow from the Unsubsidized Direct Loan program. 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 loan limit per award period for graduate student borrowers from the Unsubsidized loan program is \$20,500.

Federal PLUS Loans for Graduate and Professional Students

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

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a federal financial aid recipient withdraws from all courses or receives no credit

for attempted courses (e.g. all F or W grades, excluding arranged incompletes) in a given semester for any reason, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

Federal law requires that USF calculate how much federal aid is earned and return unearned funds in all of the following cases:

Official Withdrawals:

- Student completes a Petition to Withdraw form
- Student completes a Leave of Absence form
- Student otherwise reports in writing that they are withdrawing from all classes in a given semester

Unofficial Withdrawals:

- Student reports in person or via phone to any USF employee that they plan to withdraw from all classes or withdraw from USF entirely
- Student stops attending class before completing the semester but does not report that they intend to withdraw and receives all F or W grades or a combination of both in a given semester

The withdrawal date that is used to calculate the pro-rated return amount is determined by the date that the student informed a USF employee that they planned to withdraw, or the date reported on an official Withdrawal or Leave of Absence Form, whichever is earlier.

If a student ceases attendance without reporting their official withdrawal date, the Financial Aid Office will use the mid-point of the semester as the withdrawal date and return 50% of all Federal Financial Aid for that semester. If a student is able to provide documentation of academic participation (exams or assignments submitted or written communication with instructor) past the mid-point of the semester, he/she may retroactively appeal this decision within 30 days from the date on their Return to Title IV notice. Returned aid will be recalculated and any further earned aid will be reinstated to the student's account. If academic participation is documented after 60% of the semester had been completed, all federal aid for the semester will be reinstated.

Federal regulations require that 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, that the University's Student Accounts office return the unearned aid they accepted in payment of charges, and that the University notify the student of his/her responsibility for returning unearned aid he or she received as a refund 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:

- Unsubsidized William D. Ford Federal Direct Stafford Loan
- Subsidized William D. Ford Federal Direct Stafford Loan
- Federal Perkins Loan
- Federal Direct Parent or Graduate PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal TEACH Grant
- Other assistance programs authorized by Title IV of the Higher Education Assistance Act

Please refer to the USF Satisfactory Academic Progress (SAP) policy to determine how a withdrawal will impact future financial aid eligibility.

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

Financial Aid

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

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

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

programs for eligible California residents.

Undergraduate students who are ineligible for federal financial aid due to their citizenship status may be eligible for a Cal Grant or University Grant through the California Dream Act. The application becomes available January 1.

Student Employment

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

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

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

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

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

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

www.usfca.edu/onestop/student_employment/students

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

University Aid

Competitive Scholarships

University Scholars

New freshmen applicants who have demonstrated extraordinary scholarship and aptitude, based on their academic grade point average and SAT scores or ACT scores (a minimum grade point average of 3.8 as calculated by the USF Office of Admission, and a minimum combined SAT test score of 1320, or a minimum ACT test score of 30), are invited to enter USF as University Scholars. Scholars receive a renewable scholarship that pays a substantial portion of the cost of the academic year's full-time tuition for up to eight semesters of undergraduate study at USF. In 2013/2014, University Scholars received up to \$20,000 per year. To be considered, applicants for admission must apply no later than January 15 for the following academic year.

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

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

USF Academic Merit Award

New Freshmen applicants for timely admission (January 15th deadline) who 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. Renewal is automatic as long as a 2.5 GPA is maintained at the end of every academic year.

Transfer Scholars

New undergraduate applicants admitted to a Professional Degree program in the School of Management 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.

University Tuition Grants and Named Scholarships

The University provides tuition assistance to undergraduate students through its Tuition Grant Program. In addition, alumni and friends of the University have provided funds for tuition scholarship programs. Individual scholarships may be intended to benefit students pursuing a particular major or those who have achieved a specific GPA, but they all require a demonstrated financial need.

New students interested in applying for the coming fall semester must file the FAFSA (or California Dream Act Application) by February 1 and be admitted with a minimum incoming 3.35 GPA. Continuing students must complete the FAFSA by March 2 and maintain satisfactory academic progress.

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
 North Bay Regional Alumni Scholarship
 Nursing Scholarship
 Valerie Lynn Van Teslaar Oak Nursing Scholarship

Robert O'Brien Scholarship
 Bernard Osher Foundation Scholarships
 Larry Palmatier Memorial Education Scholarship
 Peninsula Silicon Valley Alumni Regional 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
 Sacramento Regional Alumni Scholarship
 Saber es Poder Scholarship
 San Francisco Alumni Regional 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
 Aguilar Saber es poder Scholarship
 Joseph J. and Vera A. Allen Endowed Athletic Scholarship
 Paul Archbold Memorial Law Scholarship
 Gregory Arnoff Scholarship for Study Abroad
 ASUSF Scholarship
 Edward Bacciocco Jr. Memorial Athletic Scholarship
 Edward V. Baraty Sr. Scholarship
 Anthony and Elena Barbieri Endowed Scholarship
 Barbieri Endowed Athletic Scholarship
 Harry & Marguerite Bardt Scholarship
 Fr. John H. Martin Barracks Gang Scholarship
 Arthur J. Barrett, Jr. Law School Scholarship
 W.F. and Marie A. Batton Foundation Scholarship
 Frank L. Beach Memorial
 Adolph A. Becker Theology Scholarship
 Gene & Dante John Benedetti Endowed Scholarship
 Bernadicou Family Scholarship
 Virginia Berry Scholarship
 A. Russell Berti Law Scholarship
 Dr. Mariana Bertola Nursing Scholarship
 John Bible Law Scholarships
 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 1948 Scholarship
Class of 1949 Scholarships
Class of 1950 Scholarship
Class of 1953 Endowed Scholarship
Class of 1954 Endowed Scholarship
Class of 1956 Endowed Scholarship
Class of 1957 Endowed Scholarship
Class of 1959 Endowed Scholarship
Class of 1959 Law Scholarships
Class of 1968 Endowed Scholarship
Class of 1988 Scholarship
Class of 1991 Senior Scholarship
Eugene Clifford Law Scholarship
J. Hart Clinton Scholarship
Rev. Alexander Cody, S.J., Perpetual Scholarship
James W. Coffroth Trust Scholarship
David Cohen Memorial Scholarship
Coit Marketing Scholarship
Francis J. Colligan Scholarship
George Connell Athletic Scholarship
George Connell Scholarship
Fr. John F.X. Connolly, S.J., Scholarship
Daniel Levine Cook Law Scholarship
Evelyn Louise Cook Scholarship
William G. Corrigan Fellowship
Geraldine Crawford Nursing Scholarship
Cruise-Pidgeon Loan Endowment
Genevieve de Dampierre Scholarship
Marie de Dampierre Scholarship
Christian de Guigne Chemistry Scholarship
Delgado-Olvera Hispanic Scholarship
Patricia & Leonard Delmas Athletic Scholarship
Del Monte Corporation Scholarship
James & Catherine DeMartini Scholarship
Stephanie & Michael Dempniak Scholarship
DeRosa Family Nursing Scholarship
Betty DeRosa Nursing Scholarship
Bruce Diaso Scholarship
Mary K. Dimig, Gertrude M. Dimig and Bertha M. Flake Endowed Scholarship
James & Gloria Doherty Athletic Endowment
Mr. & Mrs. Seth C. Drake Scholarship
James Duane Law Scholarship
Fr. William Dunne, S.J., Scholarship
Garnetta "Net" Dunnigan Scholarship
Lois & James Eaquina Scholarship
Professor Raymond R. Early Scholarship
Ellisondo Emergency Nursing Loan Fund
Adrien J. Falk Scholarship
Joseph A. Farry Law Scholarship
Joseph C. Favilla, Jr., Scholarship
Luke and John Fay Scholarship
Fr. Raymond Feely, S.J., Scholarship
Richard Fenton Endowed Law Scholarship
Br. William I. Ferrill, S.J., Scholarship
James T. Finlen, Sr. Scholarship
Lois Fish Memorial Law Scholarship
Judge Timothy Fitzpatrick Law Scholarship
Flynn-Parina Athletic Scholarship
Walter & Lily Fong Endowed Hospitality Scholarship
Aldo Fontana Scholarship
Frank I. Ford Jr. Memorial Scholarship
Ida Friend Memorial Scholarship

The Arthur Furst Scholarship
Thomas P. & Etta L. Garrity Scholarship
Anthony 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
Paula Gmelch Endowed Scholarship
J Michael and Sheila Goodwin 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
Edward & June Harding Endowed Scholarship
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
Imamura Fellowship for Asian Studies
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
William Michael Kelly Scholarship
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
Loyola Guild Scholarship
Belle Macdonald, Glen and Annette Allen Memorial Scholarship
Maclsaac-Baker Nursing Scholarship
Frank D. Madison Law Scholarship
Malcewicz Endowed Athletic Scholarship
Joseph and Emily Malcewicz Scholarship
Caesar J. Mannelli Scholarship
Maraschi St. Ignatius Institute Scholarship
Marini Family Trust Scholarships:
Marini Family
Annie Marini

Frank Marini
Jennie Marini
Margaret Marini
Rose Marini
Marini Memorial Scholarship
The Markey Scholarship
Bernard Martin Business Scholarship
Edward W. Mason Scholarship
Mason Family Scholarship
George H. Mayr Endowed Scholarship
Florence M. McAuliffe Law Scholarship
John P. McCabe Scholarship
William H. McCarthy Scholarship
McCarthy-Martin Athletic Scholarship Endowment
Rev. Edwin J. McDermott, S.J. Scholars Fund
James & Joseph McDevitt Scholarship
Sr. M. Geraldine McDonnell, S.M., Nursing Scholarship
Edward McFetridge Memorial Scholarship
Vivian F. McGoldrick Nursing Scholarship
James and Myrna McKenna Accounting Scholarship
McLaren Endowed Scholarship
Robert A. Mellin Endowed Scholarship
Mary & George Metge Scholarship
Diana Alessandri Meyer Scholarship
Archbishop Mitty Scholarship
Frances Monet Carter Scholarship
Pierre Monteux Scholarship
Ellen Hart Morrison Scholarship
May Treat Morrison Scholarship
Barbara E. Murphy Nursing Scholarship
Leo A. Musso Memorial Scholarship
Elsbeth Nagel Scholarship
Megan Elizabeth Noble Endowed Scholarship
Lois and Frank Noonan 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
 Southern California Alumni Regional 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 Stroebeel 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
 Alexander Urban Scholarship
 USF Salesian Alumni/Angelo Fusco Scholarship
 USF Women Lawyers Council Scholarship
 Vitamin Class Action Nursing Scholarship
 Lou Volpicelli Memorial CPS Scholarship
 Wall Family Business Scholarship
 James F. Walsh Scholarship
 Leo T. Walsh Endowed Scholarship
 Michael T. Walsh Scholarship for the Handicapped
 Jessie Ward Scholarship
 Kiana Webb Endowed Scholarship
 Julia de la Vega Welch Scholarship
 Fr. Edward J. Whelan, S.J., Scholarship
 Michael D. Whelan Memorial Scholarship
 Brayton Wilbur Scholarship
 Carolynn M. Winberry Scholarship
 Women Lawyers Council Scholarship
 Phil Woolpert/Eula Jones Athletic Scholarship
 Albert & Sophie Yu Scholarship
 Honore Francois Zabala Scholarship
 Anthony J. Zanze Family Endowed Scholarship
 Arthur C. Zief, Jr. and Jeff Brand Law Scholarship
 Arthur C. Zief, Jr. and Stephen A. Privett, S.J. Undergraduate Scholarship
 Arthur C. Zief, Jr. Foundation Scholarship
 Arthur C. Zief, Jr. Law Scholarship
 Arthur C. Zief, Jr. Undergraduate Scholarship
 Dorraine & Arthur C. Zief, Jr. Foundation Law Scholarship
 Dorraine M. Zief Law Scholarship
 Dorraine M. Zief Men's Basketball Scholarship Zief Smith Endowed Men's Basketball Scholarship

Academic Regulations

Course Numbering

Undergraduate Courses

000 to 499 subdivided as follows:

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

Graduate Courses

500 to 899 subdivided as follows:

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

General Regulations

Auditor

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

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

Census Date

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

Class Attendance

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

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

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

Credit for Repeated Courses

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

Examinations

Students are expected to take all examinations for courses in which they are enrolled. The final exam period is listed in the [Academic Calendar](#). Dates for semester final exams appear in the [Schedule of Classes](#). Final exams 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 exams 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.

Law students should consult the Law School Registrar's website at <http://www.usfca.edu/law/registrar/exams/>.

Transcripts

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

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

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

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

Changes to Academic Records After Students Graduate

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

Student Retention

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

Students planning to take a temporary leave of absence or to withdraw from the University are encouraged to make an appointment with a University Adviser (UA) in the Center for Academic and Student Achievement (CASA) or with their faculty advisor prior to exiting campus. The UA/Faculty Advisor 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.

For more information, please contact the Center for Academic and Student Achievement (415-422-5050).

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.

Master's Degree students in the School of Management follow the guidelines set forth by the school.

Leave of Absence

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

Transfer of Credit Policy

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

To be acceptable for transfer for credit, courses must:

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

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

Double Credit

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

Probation and Disqualification

Any graduate student whose cumulative grade point average falls below 3.0 will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to 3.0 by the time they have completed the next six (6) credit hours of

graduate work are subject to disqualification from the program. Students whose cumulative average falls below 2.5 in any one semester are also subject to disqualification unless otherwise noted by the specific school or college.

Courses Taken at Other Institutions

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

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

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

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

Standards of Scholarship and Grade System

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

A - Outstanding

B - Satisfactory; student meets all major course competencies

C - Student meets minimum standards for obtaining credit*

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

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

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

In addition, the following notations are sometimes used:

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

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

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

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

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

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

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

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

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

Grade Points

Grade points per semester credit are assigned as follows:

A+ = 4.0

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C- = 1.7

F = 0.0

See specific college sections for additional scholarship standards.

Minimum Academic Requirements at Graduation

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

Time Limitations for Degree Completion

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

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

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

Advancement to Candidacy

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

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

Filing for Graduation, Diplomas and Commencement

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

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

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

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

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

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

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

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

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

Changes to Academic Records After Students Graduate

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

Thesis/Research Project

All candidates whose degree programs require a thesis, or who have chosen an available research option, must complete a thesis/research approval form in addition to the application for advancement to candidacy. These approval forms, which can be obtained from the program

director or dean, are to be completed under the guidance of the director of the thesis/research project and at least a second reader, and in some cases, depending on the nature of the topic, a research project third reader. After the director, the reader(s), and the chairperson of the department have signed the approval form, the student must forward it to the dean or program director of the degree program.

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

Format

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

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

Submission to Readers

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

Submission to the Dean

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

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

After a culminating academic project (dissertation, theses, major project, comprehensive examination, etc.) has been approved and signed by the appropriate University personnel (committee in charge, faculty, Dean, etc.) the Department Chairperson or Program Director will file a copy in a suitable electronic repository and/or file the original and one copy with the Gleeson Library to be bound and shelved and/or file a copy in the office of the Department Chairperson, Committee Chairperson and/or Program Director.

Comprehensive Examinations

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

Undergraduate Student Regulations

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

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

Student Categories

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

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

Freshman: 0-31 credit hours
Sophomore: 32-63 credit hours
Junior: 64-95 credit hours
Senior: 96 or more credit hours

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

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

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

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

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

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

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

Degree

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

Major

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

Area of Concentration

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

Minor

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

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

Double Majors

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

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

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

Change of Academic Program

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

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

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

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

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

Second Bachelor's Degree

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

Students who have completed their first degree at USF must meet the requirements in the major of the second degree and must satisfactorily

complete a minimum of 15 upper division credit hours in the second major at USF. See Academic Residency Requirement section for complete requirements.

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

Credit Hour Limitations

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

Credit Hour Load

Fall/Spring Standard Term

Full Time: 12+ credit hours

3/4 Time: 9-11 credit hours

1/2 Time: 6-8 credit hours

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

Summer Non-Standard Term

Full Time: 6+ credit hours

1/2 Time: 3-5 credit hours

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

Academic Residency Requirement

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

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

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

Leave of Absence

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

Grading System

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

A - Outstanding

B - Superior

C - Satisfactory

D - Lowest Passing

F - Failing (course not counted toward degree requirement)

The grades A, B, C, and D may be modified by plus (+) or minus

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

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

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

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

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

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

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

NR - Grade "Not Reported" by instructor within 10 days after the examination period; a notation used by the Office of the Registrar. To correct

the academic record the instructor must file a change of grade form. "NR" carries no connotation of student performance and no grade point value is given. "NR" grades not reconciled by the end of the following semester will be converted to a failing grade (F).

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

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

Grade Points

Grade points per semester credit are assigned as follows:

A+ = 4.0

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C- = 1.7

D+ = 1.3

D = 1.0

D- = 0.7

F = 0.0

Grade Point Average

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

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

Official Grades

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

Changes of Grade

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

Pass-Fail Grade Option

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

The following general regulations are to be observed:

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

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

Credit by Challenge Examination

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

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

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

Courses Taken at Other Academic Institutions

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

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

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

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

Academic Probation

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

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

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

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

Academic Disqualification

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

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

The following categories of students are subject to disqualification:

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

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

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

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

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

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

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

Minimum Academic Requirements at Graduation

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

See also the section "Grade Point Average."

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

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

Graduation Requirements for Undergraduate Degrees

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

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

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

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

Filing for Graduation, Diploma and Commencement

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

Fall Term: September 1

Spring Term: February 1

Summer Term: February 1

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

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

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

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

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

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

Changes to Academic Records After Students Graduate

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

Honors and Awards

Dean's Honor Roll

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

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

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

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

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

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

Alpha Sigma Nu

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

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

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

Academic Honors at Commencement

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

University Honors

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

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

School of Nursing and Health Professions Honors

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

School of Management Honors

Professional Bachelor's Degree students in the School of Management are eligible for School of Management Honors at Commencement. They are awarded to candidates with a USF GPA as follows:

- School High Honors for those earning a 3.9 GPA or higher.
- School Honors for those earning a 3.7 to 3.89 GPA.

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

Dean's Medal of Excellence in Scholarship

An award is given to a graduating candidate of the Masagung Graduate School of Management, who exemplifies leadership through professional and academic development, aligning with USF's mission and values. All nominees must rank in the top 5% of their respective program to be eligible.

Dean's Student Life Award

An award is given to a graduating candidate of the Masagung Graduate School of Management who has shown commitment and outstanding service to the students and programs in the School of Management through extracurricular work, student involvement and commitment to fellow students and USF's mission and values.

Outstanding Public Service Award

An award is given to a graduating candidate of the Masagung Graduate School of Management based on his or her demonstration of superior

academic performance, outstanding service to the community, and promotion of social justice and USF's mission and values.

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.

College of Professional Studies

The CPS Alumni Society Award

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

The Dean's Award for Academic Excellence

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

The Dr. Gene Ulansky Portfolio Award

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

The Ignatian Service Award

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

School of Education

The Dean's Service Award

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

The Elizabeth D. Bigelow Award

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

The Outstanding Doctoral Student Award

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

The Outstanding Student in Teacher Education Award

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

School of Nursing and Health Professions Awards

The Dean's Medal for Promoting Professionalism

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

The Frances Monet Carter Award for Clinical Excellence in Psychiatric Nursing

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

Military Science Awards

The American Legion Award for Military Excellence

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

The American Legion Award for Scholastic Excellence

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

The American Veterans of World War II Award

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

The Daughters of the American Revolution Medal

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

The Distinguished Military Graduates

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

The George C. Marshal Award

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

The Golden Bear Brigade Nursing Excellence Award

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

The Henry R. Morris Leadership Excellence Award

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

The Professor of Military Science Meritorious Service Award

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

The Reserve Officer's Association Award

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

The Retired Officer's Association Award

A medal, for exceptional potential for military leadership.

The Sergeant York Ribbon Award

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

The Superior Cadet Award

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

The Veterans of Foreign Wars of the USA Award

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

Resources and Services

Academic Support Services

College Success Course

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

The first class covers strategies for success and critical thinking. Students in this class get to know campus resources, and explore personal learning styles and goals. Topics include time management techniques, test-taking strategies, money management, memorization strategies, health and wellness issues, note-taking methods and other essential strategies to facilitate success. Students will also develop analytical skills and learn to think at a higher level about textbooks, lectures, contemporary issues, and the media.

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

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

Student Disability Services

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

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

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

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

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

The Learning and Writing Center

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

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

Alumni

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

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

Notable alumni include:

- Iwo Jima photographer Joseph Rosenthal '46
- Former Commissioner of the National Football League Pete Rozelle '50
- Pro Football Hall of Famers Gino Marchetti '52, Ollie Matson '52, Bob St. Clair '52, and Burl Toler '52
- Former Lieutenant Governor of California Leo McCarthy '55
- Business leader and philanthropist Gordon Getty '56
- Boston Celtic greats and NBA Hall of Famers Bill Russell '56 and K.C. Jones '56
- Former San Francisco City Treasurer Mary Callanan '62, MBA '70
- California Supreme Court Associate Justice Ming Chin '64, JD '67
- Former President of Peru Alejandro Toledo '71
- President of Intel Corporation Paul Otellini '72
- Former Chief of Staff to Senator Robert Dole, and Undersecretary for American Museums, Programs and National Outreach at the Smithsonian Institution Sheila Burke '73
- Former San Francisco Mayor and Chief of Police Frank Jordan '75
- Pearson Publishing CEO Marjorie Scardino '76
- Former Chicago Bulls Head Coach Bill Cartwright '79
- San Francisco Police Chief Heather Fong '79
- Congresswoman Lynn Woolsey '81

The USF Alumni Association actively promotes involvement of its 100,000 members with the University after graduation by sponsoring year-round professional networking, educational and social opportunities for alumni. Alumni serve the University and themselves in many ways, from serving on regional councils and hosting alumni events to volunteering with and mentoring current students. The Alumni Association also sponsors social activities such as Reunion Weekend, Alumni Day at AT&T Park and the Spring Gala Awards Banquet. All of these opportunities contribute to the effort to bring alumni together and honor those whose work helps to strengthen the USF community.

Campus and Student Life

Intercultural Center

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

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

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

Public Service and Service Learning

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

Service Learning

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

Student Leadership and Engagement

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

Clubs and Organizations

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

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

Academic/Honor Society/Professional

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

- Women in Science

Council/Governance

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

Cultural/Multicultural

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

Leisure/Hobby/Service

- Alpha Phi Omega
- Back to da Roots
- Best Buddies
- EnVision (Environmental)
- Knitting for Neighbors
- USF Queer Alliance

Media

- Ignatian Literary Magazine
- San Francisco Foghorn
- USFtv

Performing Arts

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

Political

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

Recreational/Club Sport

- Adventure and Service Club

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

Religious/Spiritual

- Hillel of USF
- Muslim Student Union
- Real Life 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/sle/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 School of Management Student Policies and Procedures booklet supplements the Fogcutter Student Handbook and focuses specifically on administrative policies, procedures, and guidelines pertinent to CPS students.

The Foghorn

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

The Forum

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

The Ignatian Literary Magazine

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

KDNZ 880 AM

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

USFtv

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

Performing Arts

College Players Theater Group

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

USF Voices

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

University Center Building

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

1st Floor Crossroads Cafe, USF Bookstore

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

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

4th Floor

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

Food Services

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

Recreational Sports

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

Open Recreation

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

Aquatics

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

Fitness and Wellness

The fitness and wellness services available at Koret allow students, staff, and faculty to develop a fitness routine tailored to their unique needs and goals. Fitness services include personal training, massage, body composition analysis, and free gym orientations for all users. We offer more than 60 weekly group exercise classes, including, but not limited to: Zumba, Spin, Body Sculpting, Yoga, Cardio Kick, Pilates Mat, Interval Training, Abs & Glutes, Arms & Abs, Boxing Bootcamp, Hip Hop, Capoeira, Joint Mobility, and Water Aerobics (shallow and deep).

Cardiovascular Alley offers patrons a choice of LifeFitness and Woodway treadmills, Precor ellipticals, Stairmaster Step Mill and steppers, LifeFitness upright and recumbent bikes and much more. Our two weight rooms offer Olympic bars and benches, dumbbells, and fixed barbells (TriBar & Iron Grip), Hammer Strength, LifeFitness, Icarian, Freemotion, Precor, and Cybex machines. Wellness programs include Adult CPR/AED, Healthcare Provider Level 3 CPR, and First Aid courses.

Intramural Sports

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

Club Sports

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

Outdoor Activities

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

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

Intercollegiate Athletics

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

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

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

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

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

Academic Support for Student Athletes

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

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

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

Counseling and Psychological Services

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

Services offered include:

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

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

Educational Tips

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

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

Facilities Management

The Facilities Management Department is responsible for construction, operation, maintenance and cleaning of all campus buildings and grounds. Requests for service may be made online at the Facilities Management website by clicking on the Service Request link or by telephone at (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. Facilities Management can be found online at www.usfca.edu/Facilities_Management

Health Promotion Services

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

Health Promotion Initiatives

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

Some examples of health promotion initiatives at USF include:

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

USF Student Health Data

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

Student Health Services

Dignity Health Medical Group (DHMG) physicians will provide USF students with primary health care services. There are two locations for student health care needs: St. Mary's Office 2250 Hayes Street, Suite 504, San Francisco, CA and Saint Francis Office 1199 Bush Street, suite 40, San Francisco, CA.

All USF students (registered for credit hours) are eligible to access both clinics during regular business hours regardless of their health insurance plan. A valid USF student ID and an insurance card must be presented before receiving health care services. If you do not know your health insurance information, please contact Health Promotion Services at 415.422.5797 or hps@usfca.edu. Although HPS staff can offer assistance, it is ultimately the student responsibility to determine his or her insurance coverage.

Please note: Dignity Health Medical Group (DHMG) will not charge current registered students the co-payment for office visit (s) regardless of their health insurance plan. Student's insurance plans will be billed for office visits. Office visits refer to a consultation with a primary care physician. Students or their health insurance plans are responsible for fees that may be incurred if immunization, laboratory, procedures, and radiology tests, etc. are needed to address students' health concerns.

DHMG physicians, specializing in caring for patients 18 years and older, deliver comprehensive preventative care and adult care services to support both men's and women's health. Skilled in caring for persons with the most minor conditions to those living with multiple chronic

conditions, DHMG doctors diagnose, manage and treat most adult diseases. DHMG at Saint Francis/St. Mary's doctors provide care in a wide range of areas, including:

- Diagnosing, treating, evaluating and managing episodic short-term acute illness and stable chronic illness and disease
- Providing care for injury from minor accidents
- Providing immunization and preventive vaccines to students
- Obtaining medical histories and conducting physical examinations, including annual physicals and GYN physicals
- Prescribing pharmacologic treatments and therapies for acute and chronic illness.
- Prescribing short-term pharmacologic treatments for mental illnesses, as determined by the primary care Physician to be within his/her scope of practice.
- Performing minor procedures, including sutures, wound care, and dermatology procedures.
- Sexual health services – sexually transmitted infection testing, women services (Pap smear, breast examination, Pre-conception counseling, vaginal infections)
- Travel medicine – provide students travelling abroad with country-specific information regarding necessary vaccinations and prescriptions medications

Appointments

Students can call the specific clinic where they want to be seen to schedule an appointment. Students will be accommodated on a first come, first serve basis. Plan to arrive 15 minutes prior to your scheduled appointment time.

St. Mary's Medical Center Clinic
2250 Hayes Street, Suite 504
Appointments (415)750-5995

Saint Francis Clinic
1199 Bush Street, suite 40
Appointments (415) 292-3700

Hours of Operation

Monday through Friday 8 am - 5 pm. Closed on weekends and major holidays.

Student Health Insurance

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

Campus Wide Health Requirements

Hard waiver

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

- All undergraduate domestic students registered for 9 credit hours or more (excluding students in Certificate programs, or Online programs)
- All graduate domestic students registered for 6 credit hours or more (excluding Certificate programs, or Online programs)
- All international students and scholars registered for at least 1 credit hour or more (this includes undergraduate, graduate, law, and non-degree students)
- All students who reside in University-operated housing (including undergraduate, graduate, law, and non-degree students)

Domestic students may waive this requirement online at (www.usfca.edu/hps). International students must waive the University sponsored student health insurance plan with a the Health Promotion Services staff (UC 5th Floor) to ensure that their health insurance policy meets the minimum insurance requirement established by University of San Francisco, and United States federal government regulations.

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

If the waiver is approved, the student's account will be credited accordingly. If the waiver is denied, students may file an online waiver appeal form with Health Promotion Services (www.usfca.edu/hps). Students can also call to discuss the appeal by phone at (415) 422-5797.

If a student waives in Fall, the waiver is good for Fall and Spring semesters. However, students, who waive in the spring semester, must waive again for the following Fall semester. Students who have waived the plan in a given year or semester are eligible to re-enroll in the USF-sponsored health plan for the following semester. These students must contact Health Promotion Service office to re-enroll in the USF sponsored health plan.

Summer Students

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

More Information

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

Immunization Requirement

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

MMR

All international students and scholars

Domestic undergraduate students born on or after January 1, 1957

Domestic graduate students born on or after January 1, 1957 living on campus

Hepatitis B

All international students and scholars

Domestic students 18 years of age and younger

Tuberculosis Testing

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

Note: Nursing students have supplementary immunization required by clinical sites. Nursing students are expected to submit their immunization records to the School and Nursing and Health Professions, NOT Health Promotion Services. For more information on School of Nursing and Health Professions immunization requirement, please visit www.usfca.edu/nursing/healthrequirements

Evidence of Immunization

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

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

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

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

Information Technology Services

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

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

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

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

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

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

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

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

International Student and Scholar Services

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

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

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

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

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

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

iss@usfca.edu
+1 (415) 422-2654 telephone
+1 (415) 422-2412 fax
<http://www.usfca.edu>
See below for details about ISSS.

Educational and Programmatic Outreach

International Student Association

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

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

Culturescape

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

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

International Network Program

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

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

International Advisory Council

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

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

Global Living Community

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

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

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

International Education Week

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

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

Support Services and Immigration Advising

Orientation Programs

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

Informational Workshops

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

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

Immigration Advising and Documentation Support

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

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

Advocacy and Training

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

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

Koret Health and Recreation Center

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

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

Libraries

The [Gleeson Library|Geschke Center](#) is the University's destination for study, research, conversation, and discovery. It houses the University's central collection of print and electronic resources. These resources - electronic subscriptions, Internet sources, books, periodicals, government documents, microforms, and video materials - total over 2 million items. The Library provides access to 16,000 streaming videos, 100,000 ebooks, 700,000 print books, 88,000 online newspaper, magazine and journal titles, and 200 databases. You can play games and work puzzles, borrow iPads & laptop computers, reserve study rooms, and schedule research appointments with Librarians. You'll find the [Thacher Art Gallery](#), the Donohue Rare Book Room, and even the ITS Help Desk. [Open 24/5](#) during the Spring and Fall Semesters, the Gleeson Library|Geschke Center has 650 seats for studying and relaxing, 100 lab computers, 7 study rooms—and uncounted discoveries—all brought to you with the guidance and care of 70 creative librarians, staff, and student workers.

The [Donohue Rare Book Room](#) houses the Library's special collections. The collection contains approximately 18,000 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 online or at one of the University's branch locations can take advantage of [libraries and services](#) designed especially for them. Librarians and Library Assistants work closely with students throughout the year to orient them to the research process, using both online resources and the library collections. In addition, the Distance Learning Services Coordinator helps students get the materials they need for their class assignments.

The [University of San Francisco Dorraine Zief Law Library](#), with holdings of nearly 315,000 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.

Managing Time Effectively

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

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

One Card Program

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

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

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

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

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

Priscilla A. Scotlan Career Services Center

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

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

Overview of Services

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

Public Safety and Parking

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

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

Crime Prevention Programs

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

Safety Shuttle Escort

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

This service is intended to provide a safe means of travel when no other method is available. Escort requests will be evaluated on a case-by-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

Residence Life

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

Each residence hall offers different character and capacity. Gillson Hall and Hayes-Healy Hall each housing 400 students, cater to the specific needs of traditional-age, first-year students in single-sex floors constituting co-ed communities. Phelan Hall is the largest and houses 500 students comprised of first and second year students. It is also home to the St. Ignatius Institute community. Phelan Hall has co-ed floors throughout the building. Lone Mountain Hall and Lone Mountain Pacific Wing house 250 students who have a sophomore class standing, but

are under the age of 21. Fromm Hall, the former Jesuit residence, is home to 175 women of mixed classes and ages. The first 3 floors house female students with a freshman or sophomore class standing. Fromm's 5th floor is specifically designated for students wishing to maintain the all-female experience on-campus. The 5th floor is open to female students of all class levels and does not permit overnight guests of the opposite sex. Pedro Arrupe Hall houses 100 returning students with at least a sophomore class standing and is located about one mile (1.5km) from main campus. Pedro Arrupe is home to the Global Residential Community.

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

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

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

University Residency Requirement

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

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

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

On-Campus Room and Board Policies

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

1. All new undergraduate students admitted for the Fall with 40 transfer credits or less will be required to live on campus for their first two semesters of enrollment at USF and purchase a meal plan. Exemptions from this requirement are granted to students living with their parents who reside at their permanent residence within a 40-mile radius of the USF campus and who complete an Exemption Form, available through USFrooms online.
2. A Contract for University Operated Housing must be signed by any student who elects or is required to live in the residence halls. Students who sign a contract and do not move into their assigned space will be charged the entire amount of their contract. This requirement will apply unless the student is released from his or her contract by the Assistant Director of Student Housing and Residential Education or designee. Students must submit a Contract Cancellation Form available from the SHaRE office, University Center 5th Floor. Please call (415) 422-6824 for more information.
3. The Contract for University Operated Housing includes room and board during the time period specified in the contract. Summer accommodations are available to students who are attending summer school classes and submit a Summer Housing Contract Agreement with SHaRE, UC 5th Floor.
4. Resident meal plans include the option of dining in any campus facility that accepts Flexi-Cash.
5. Additional policies are included in the Contract Agreement for On-Campus Residence and the University Fogcutter.

Resources and Services

- [Academic Support Services](#)
- [Alumni](#)
- [Campus and University Life](#)
- [Counseling and Psychological Services](#)
- [Educational Tips](#)
- [Facilities Management](#)
- [Health Promotion Services](#)

- [Information Technology Services](#)
- [International Student and Scholar Services](#)
- [Koret Health and Recreation Center](#)
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- [University Ministry](#)

University Ministry

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

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

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

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

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

For further information on University Ministry,

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

University Policies

Administrative Guidelines on HIV Disease

The following is a summary of the University's Administrative Guidelines on HIV Disease. For a complete text of the Guidelines, please consult the Fogcutter Student Handbook or visit www.usfca.edu/fogcutter.

- The primary response of the University of San Francisco to the HIV 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.
- 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.
- 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.
- 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.
- 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.

- 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 School of Management students and faculty members in Professional Bachelor's and Professional Master's Degree programs are also noted as appropriate.

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

The student must direct an appeal in writing to the course instructor involved within the first 30 days of the next semester for the Fall and Spring semesters or 30 days after the grade is available online for 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: School of Management Professional Bachelor's and Professional Master's program students studying at Regional Campuses may move directly to Step Two if full-time faculty members are not available.)

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

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

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

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

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

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

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

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

Drug-Free Policy

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

Furthermore, each and every member of the USF community has the right and responsibility to pursue his or her academic endeavors in a safe, effective, drug-free environment. Students, staff and faculty work collaboratively in developing educational programs that will encourage responsible adult behavior. The practice of students accepting responsibility for compliance with federal and state laws and with USF's Drug-Free Policy nurtures adult behavior.

Below is a summary of alcohol and drug violations for students. Elements of this policy may change from time to time, however; interested persons are encouraged to consult the online Fogcutter and online Catalog to ensure finding the latest version.

The following behaviors may result in the initiation of disciplinary action in accordance with the University Conduct and Disciplinary Procedures:

- Underage possession and/or consumption of alcohol.
- Possession of an open container of alcohol in public. Public areas include common areas in the residence halls and condo buildings, unit balconies or patios, public balconies or patios, courtyards, hallways, parking lots, sidewalks, and streets.
- Hosting, organization of, or participation in a student group event where alcohol is being unlawfully consumed. Participation is defined as being present at the event, regardless of consumption.
- Being present while others are unlawfully using alcohol. Being present (if under the age of 21) while others are consuming alcohol. Possession of empty alcohol containers, even for decorative use, if residents are under the age of 21. Containers found in a student's room or living unit will be considered property of that student.
- Dispensing alcohol to minors.
- Intoxication (regardless of age). Possession or use of a common source of alcohol (e.g., keg, party ball, trash can, etc.), or participation in an event where a common source of alcohol is present. Excessive amounts of alcohol (e.g., beer pong) regardless of container type may be considered to be a common source.
- Unauthorized possession, consumption, sale, distribution, or manufacture of any controlled substance, illegal drug, and/or drug paraphernalia.
- Being present while others are using or are in possession of illegal drugs.
- The attempted sale, distribution, or manufacture of any controlled substance, illegal drug, and/or paraphernalia on University property or at official University functions.
- Use of possession of equipment, products, or material that is used or intended for use in manufacturing, growing, using, or distributing any drug or controlled substance, including but not limited to bongs, pipes, or roach clips.
- The medically unsupervised use of drugs that may involve medical or psychological hazards to individuals on University property or at official University functions that is unlawful or otherwise prohibited, limited, or restricted by University policies or regulations, or may lead to interference with the rights and privileges of others.

Students found responsible for violating University alcohol or drug regulations will be sanctioned accordingly.

Equal Opportunity and Non-Discrimination Policy

The University is an equal opportunity institution of higher learning education. As a matter of policy, the University does not discriminate in employment, educational services, and academic programs on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, gender identity, sexual orientation, marital status, medical condition (cancer-related and genetic-related), and disability, and on other bases prohibited by law. The University reasonably accommodates qualified individuals with disabilities under the law.

Honor Code

Honor Code

I. Purpose

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community.

II. The Honor Pledge

USF students uphold the Honor Code by adhering to the core values of the university and upholding its mission to guide their academic careers and educational experiences.

(All students entering USF sign the following Honor Pledge)

USF Academic Honor Pledge

I pledge to demonstrate the core values of the University of San Francisco by upholding the standards of honesty and integrity, excellence in my academic work, and respect for others in my educational experiences, including supporting USF's mission.

III. Standards of Conduct

Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited.

A. Cheating

Cheating is the use or attempted use of unauthorized materials, information, and study aids, as well as unauthorized collaboration on examinations and other academic exercises. It is the responsibility of students to consult with their professors concerning what constitutes permissible collaboration. Cheating or helping others cheat is academic fraud.

B. Plagiarism

Plagiarism is the act of presenting, as one's own, the ideas or writings of another; plagiarism, in any of its forms, violates academic integrity. While different academic disciplines have different norms of attribution, all strive to recognize and value individuals' contributions to the larger body of knowledge. It is the responsibility of students to consult with their professors in order to understand the norms of attribution in each discipline and area of study.

C. False Citations

False citation is attribution to an incorrect or fabricated source; false citation is academic fraud. False citation seriously undermines the integrity of the academic enterprise.

D. Submitting the Same Work for Multiple Assignments

Students may not submit work (in identical or similar form) for multiple assignments without the prior, explicit approval of all faculty to whom the work will be submitted. This includes work first produced at USF or at another institution attended by the student.

E. Submitting False Data

False data is information that has been fabricated, altered, or contrived in such a way as to be misleading; the submission of false data is academic fraud.

F. Falsifying Academic Documentation

Forging or altering academic documentation (including transcripts, signatures, letters of recommendation, certificates of enrollment or standing, registration forms, and medical certifications) concerning oneself or others is academic fraud.

G. Abuse of Library Privileges

Depriving others of equal access to library materials constitutes a violation of academic integrity. This includes sequestering library materials for the use of an individual or group, refusal to respond to recall notices, and the removal or attempt to remove library materials from any University library without authorization.

H. Abuse of Shared Electronic Media

Depriving others of equal access to shared electronic media used for academic purposes constitutes a violation of academic integrity. This includes actions that result in the damage or sabotage of campus computer systems.

IV. Academic Honesty Committee: Role and Membership

The Academic Honesty Committee is responsible for oversight of the Honor Code and shall investigate alleged Honor Code violations, and resolve and award sanctions when appropriate. The Academic Honesty Committee does not have the authority to change a student's grade.

The Academic Honesty Committee is a representative group of faculty, students, and administrators from the College of Arts and Sciences, the School of Management, the School of Education, and the School of Nursing. Ordinarily, members include: three faculty from the College of Arts and Sciences, one faculty from the Schools of Management, Education, and Nursing, two undergraduate students, and one graduate student. The University of San Francisco Faculty Association (USFFA) and the Provost Council jointly appoint the faculty and administrative members. The ASUSF and the Provost's Council select the student representatives.

The Chairperson is appointed by the Provost for a term of two years and is a non-voting member unless the members are evenly split on a decision regarding an Honor Code violation. Other members serve for a minimum of two years; ideally members from the same department serve staggered terms. Academic Honesty Committee members administer the Honor Code and educate students, staff, faculty, and administrators about their academic responsibilities. Scheduling problems and other circumstances may alter committee makeup and length of terms.

A staff person in the Office of the Provost keeps all written or recorded information related to the business of the Academic Honesty Committee

on a password protected server.

V. Possible Violations of the Honor Code

All USF students are expected to adhere to the Honor Code and are subject to the consequences of violating it.

If an instructor believes that a student has violated the Honor Code, the instructor first notifies the student to give him/her an opportunity to respond. If the instructor concludes that a violation has occurred, s/he may issue a warning, lower the grade, or assign a failing grade and report the incident to the Associate Dean of the student's college or school. If the student is not satisfied with the consequence proposed by the instructor, the student may refer the matter to the Academic Honesty Committee.

If a staff person or another student believes that a student has violated the Honor Code s/he will notify the Associate Dean of the student's school or college. The Associate Dean determines the appropriate consequence for the student and may report the violation to the Academic Honesty Committee.

Whether the violation has been handled by the instructor or referred to the Academic Honesty Committee, the instructor is responsible for reporting the incident to the Associate Dean's office of the student's college or school. Repeat violations are forwarded by the Associate Dean to the Academic Honesty Committee for further action.

Information related to violations of the Honor Code will be kept for up to seven (7) years in a secure, confidential file in the appropriate Associate Dean's office.

When a violation is reported to the Academic Honesty Committee, the process that follows occurs in the following stages: A) Referral, B) Investigation, C) Resolution, D) and Sanction.

A. Referral

Any serious or repeat violation of the Honor Code or unsuccessful resolution by an instructor is referred to the Academic Honesty Committee. The referring individual submits a signed written report to the Academic Honesty Committee, which describes the incident in detail.

B. Investigation

When an alleged violation is referred to the Academic Honesty Committee, two committee members — a faculty/administrative member and a student chosen by the Academic Honesty Committee Chair — investigate the allegations and report their findings to the Academic Honesty Committee.

i. Making reasonable efforts to interview the student(s), the complainant(s) and the potential witnesses, the investigators gather information relating to the alleged violation. Investigations are expected to take no longer than two weeks from the time of the initial referral, at which time a written report is submitted to the Academic Honesty Committee. If the investigators differ in their conclusions, separate reports may be submitted.

ii. If the Academic Honesty Committee determines that there is insufficient evidence, the report of the violation will be dismissed and the outcome reported to the student, the reporting individual, and the Associate Dean of the student's school or college.

iii. If the Academic Honesty Committee determines that there is sufficient evidence of a violation, resolution will follow.

C. Resolution

The Academic Honesty Committee Chair will schedule a hearing, to be held at least 15 working days from the time of the Academic Honesty Committee's determination to pursue a violation. The student(s) will be notified in writing of the hearing date and the alleged violation(s). The letter to the student(s) shall include:

- A copy of the Honor Code;
- A summary of the allegations;
- A list of expected witnesses and evidence;
- The date, time, place of the hearing;
- The names of the Academic Honesty Committee members; and
- The rights of the student.

In preparation for the hearing:

i. The Academic Honesty Committee Chair prepares all materials to be considered at the hearing and makes them available to the student charged with academic dishonesty, the person making the charge, and the Academic Honesty Committee at least five (5) working days before the hearing.

ii. Evidence that the student wishes to submit in response to the allegations must be submitted to the Academic Honesty Committee Chair for distribution at least 48 hours before the hearing; it is at the discretion of the Academic Honesty Committee to consider any evidence submitted after that time.

Rights of charged student at the hearing include:

i. To be allowed reasonable time to prepare for the hearing (no less than 10 working days after being notified of the hearing date).

ii. To select a support person to be present as an observer during the hearing; legal counsel is not permitted.

iii. To be present at the hearing. The charged student may waive his/her right to attend in which case the hearing may proceed without the student.

iv. To present evidence or witnesses. The charged student must inform Academic Honesty Committee regarding requests for witnesses at least 5 working days before the scheduled hearing. The student is responsible for notifying his/her witness(es) of the hearing date, time, and location.

v. To waive any rights associated with the hearing as provided by the Honor Code.

vi. To receive a written report from the Academic Honesty Committee.

Hearing Procedures guidelines:

- i. There must be a quorum of Academic Honesty Committee members present, a minimum of 2/3 or 6 of its 9 members.
- ii. The Academic Honesty Committee Chairperson or a designee presides over the hearing and determines all procedural matters prior to and during the hearing.
- iii. If a student fails to appear at a scheduled hearing, the hearing may be held and the matter resolved without the student present.
- iv. The hearing will be closed to the public in all cases.
- v. In matters involving multiple students, their cases may be heard in a single hearing. If all students do not consent to a joint hearing, the same Academic Honesty Committee will hear their cases separately.
- vi. Any witness, other than the charged student, is present only for his/her testimony.
- vii. The Academic Honesty Committee shall decide via secret ballot whether the student is "in violation," of the Honor Code. A majority of Academic Honesty Committee members must vote "in violation" in order for sanctions to be imposed.
- viii. If the Academic Honesty Committee determines the student is "in violation" of the Honor Code it will impose: a letter of censure in the student's academic file; suspension from the University; or a recommendation to the Provost for dismissal or denial/revocation of a degree.
- ix. Once the Academic Honesty Committee reaches a decision, the chairperson of the Academic Honesty Committee will communicate in writing directly to the student, the reporting individual, the Associate Dean of the student's school or college, and the Provost the outcome of the hearing.
- x. The decision of the Academic Honesty Committee is final and binding.
- xi. The Academic Honesty Committee prepares a written report, detailing the evidence considered, final decision, and reasons for its decision, which is submitted to the Office of the Provost.

D. Sanctions¹

These guidelines will be used, without regard to mitigating or exacerbating circumstances, by the Academic Honesty Committee to determine the sanction that is most appropriate for the violation committed. Sanctions will be based on the severity of the violation. For offenses not expressly addressed in these guidelines, the Academic Honesty Committee should consider the general principles they convey.

i. Letter of Censure

A Letter of Censure is the least severe sanction recommended by the Academic Honesty Committee to the student's Dean. It describes the Honor Code violation and is placed in the student's academic file, which is retained in the Registrar's Office. The letter is kept there until graduation, at which time it is destroyed.

Offenses for which a Letter of Censure is an appropriate sanction are often characterized by a combination of deceit, ignorance, and confusion on the part of the accused. Examples of when a Letter of Censure is appropriate include, but are not limited to:

- Submitting the same paper written by the student, or portions thereof, in multiple courses without permission or attribution;
- Collaboration on an assignment where collaboration was not allowed;
- Including false or improper citations in the assignment.

ii. Suspension

Suspension is the intermediate level sanction recommended by the Academic Honesty Committee to the student's Dean. Suspension will typically be imposed for one semester, but may be imposed for two semesters. Suspension is noted on the student's transcript at the end of the semester's entries in which the violation occurred: "Suspension: Violation of Honor Code."

Offenses for which Suspension is an appropriate sanctions are extensive, grave and/or serious first-time violations, or for a repeat violation of a lesser offense. Examples of offenses in which Suspension is the appropriate sanction include, but are not limited to:

- Complete or partial plagiarism on a paper;
- Cheating on a test;
- Unauthorized collaboration on a project;
- Altering a graded assignment for regrading.

iii. Dismissal from the University or Revocation of a Degree

Dismissal from the University or revocation of a degree is the most severe sanction recommended by the Academic Honesty Committee to the student's Dean and the Provost. Dismissal is noted on the student's transcript at the end of the semester's entries in which the violation occurred: "Dismissal: Violation of Honor Code." If a student has already received a degree from the University, the President or Provost of the University may revoke the degree. The sanction will be entered permanently on the student's record.

Dismissal from the University or revocation of a degree is appropriate for serious, grave, and/or extensive first-time or repeat offenses such as altering one's academic transcript. It is also reserved for situations in which efforts to educate the student on the importance of academic integrity and to reform his/her behavior have not worked, and the Academic Honesty Committee believes it is appropriate to permanently remove the student from the University. Dismissal is also appropriate if a student has previously committed one or more Honor Code violations with suspension and has committed another violation after return from suspension.

Institutional Policy on Freedom of Expression

A. Preamble

The University of San Francisco is a University in the Jesuit tradition. It is governed by a self-perpetuating, independent Board of Trustees under a charter granted in 1855 by the State of California.

As a Catholic Jesuit institution, the University has the opportunity and the responsibility to advocate the values and theological tenets upon which it is founded.

As an educational institution, the University is committed to the proposition that a truly educated student comes away from the University equipped not only to develop and articulate a point of view but to sustain it in the face of contrary opinions. Cardinal John Henry Newman stated in his classic text, *The Idea of a University*, "It is not the way to learn to swim in troubled waters never to have gone into them." Education is best achieved with dialog among divergent or pluralistic viewpoints.

The University has recognized this view of education as a key component of its vision, mission and values, including as core values a belief and commitment to advancing:

1. The Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths and religions as fully contributing partners to the University;
2. The freedom and the responsibility to pursue truth and follow evidence to its conclusion;
3. Diversity of perspectives, experiences, and traditions as essential components of a quality education in our global context.

Viewed in this manner there is no inherent conflict in the mission of USF as a University and as a Catholic institution. Just as the very nature of religious belief requires free, uncoerced assent, so the nature of a university requires respect for evidence, for investigation, for reason, and for enlightened assent.

Therefore, because we are irrevocably committed to full intellectual discourse, we reaffirm the right of every member of the University community to free expression, free association and free exercise of religion.

B. Protections and Guarantees

Freedom of expression at the University of San Francisco includes the right of USF students to present and advocate their ideas in the spirit of the development of knowledge and the quest for truth. Freedom of expression includes debates, speeches, symposia, posting of signs, petitioning, information dissemination, the formation of groups and participation in group activities, and the invitation of guest speakers to address the University community.

It must be at all times understood that the positions or views espoused are those of students or speakers themselves and do not necessarily reflect the views of the University.

The University shall not, in general, impair or abridge the foregoing freedoms beyond the regulation of the time, place and manner of their expression, except as to such speech, expression or association that falls outside of traditional constitutional protection. While students and student organizations at USF are guaranteed the freedom to examine and to discuss questions of interest, and to express their opinions publicly and privately, the University also recognizes its obligation to protect its property and processes from individual or collective actions that are malicious, or that disrupt this institution, or that obstruct, restrain or interfere with activities of members of the University community, whether by physical force or intimidation.

C. Policies

1. USF students are free to organize and to join associations whose stated purposes are consistent with the University Mission and its Catholic, Jesuit character, to promote their common interests. All student groups are required to register with the University, and registration of a student group carries with it certain rights, responsibilities, and privileges:

- Registration of student organizations shall be with the Office of Student Leadership and Engagement. Information required for registration will include the following: name of organization; statement of general purposes; name, address, telephone number, and student identification number of all officers and/or directors of the organization; and any other information about the organization required by the University administration. Registration of student organizations shall be freely permitted, subject to the limitations set forth herein. Registration of student organizations does not in any way suggest or imply that the University approves, supports or sponsors such organizations, or the points of view espoused thereby.
- Membership in registered student organizations must be open to ALL registered students at the University, except in certain gender-specific fraternal orders.
- All registering student organizations will agree, at the time of registration with the University, to the policies and procedures promulgated herein relating to their activities on campus.
- All information disseminated by any registered student organization shall bear on its face the following statement: "The views presented herein do not necessarily reflect the position of the University of San Francisco."
- Registered student groups have the right to request student activity funding from the appropriate funding source, which funding shall not be withheld on the basis of race, color, religion, sex or sexual orientation, disability, national and/or ethnic origin, creed or age.
- Registered student groups may use campus facilities and resources as defined by the Vice President for University Life (or the Vice President's designee) and printed in the most recent edition of the Fogcutter Student Handbook.

2. Access to University facilities shall be granted to registered student organizations, subject to the provisions set forth below:

- All registered student groups shall be granted equal access to the following University facilities and resources: the use of information tables in designated common areas, access to designated bulletin boards, scheduled use of meeting rooms, access to publicity announcements in the student media (subject to the official publicity regulations of those media). Registered student groups will be permitted to sponsor guest speakers, which speakers shall (a) be permitted to present and advocate their ideas in the spirit of the development of knowledge and the quest for truth and (b) be governed by University regulations while on University premises.
- Individual students may reserve facilities only to conduct pre-organizational meetings (see Event Planning Guidelines in the Fogcutter Student Handbook). Other use of meeting rooms by individual students and the opportunity of individual students to invite guest speakers to campus shall be subject to appropriate administrative policies and regulations contained in the most recent edition of the Fogcutter Student Handbook.

3. All written information or materials disseminated by individual students or registered student groups on University premises must be stamped with the disclaimer set forth in section C(1)(d) of this policy.

Individual students and student groups are required to comply with University administrative regulations at all times.

D. Activities Regulations

1. The University shall have the right to regulate the time, place and manner of all on-campus expression, and to prohibit any speech and expression which creates a clear and present danger of:

- blocking roadways or walkways in common areas;
- restricting or preventing physical access to campus buildings;
- generating excessive litter;
- generating excessive noise; or
- interfering with or disrupting classes or other ongoing University events or activities.

2. In addition, the University shall have the right to prohibit, prevent or stop expression which, by its content:

- is itself illegal or advocates a clear and present danger of causing violence or illegal action;
- advocates the physical harm, coercion, intimidation or other invasions of personal rights of individual USF students, faculty, staff, administrators or guests; or
- advocates willful damage or destruction or seizure of University buildings or other property, or destruction of or interference with ongoing University classes, events or activities.

3. The University shall have the right to impose appropriate discipline upon any student whose expression goes beyond that which is protected hereunder and/or comes within the purview of activities outlined above.

4. The Committee on Student Freedoms and Responsibilities will convene to assess and respond to violations and/or student complaints regarding this policy. Committee representation will include faculty/staff from the Dean of Students, Student Leadership and Engagement, Public Safety, University Ministry, and one faculty member at-large.

Policy, Process and Procedures for Obtaining Approval to Conduct Research at the University of San Francisco that Involves Human Subjects

Student, faculty, or staff researchers affiliated with USF who wish to conduct research at the University of San Francisco that involves human subjects are required to gain approval before they can proceed with their research. The approval process is outlined below and must be fully completed by all researchers except those who are affiliated with another educational institution who have received approval by their institution's review board for the protection of human subjects. All outside researchers are required to obtain permission directly from the Provost before beginning data collection.

Please note that outside researchers do not need USF IRB approval, only approval from their home institution's IRB and the USF Provost, and the *FERPA coordinator (if applicable).

Most questions regarding the protection of human subjects are addressed at the USF Institutional Review Board for the Protection of Human Subjects (IRBPHS) [website](#), and forms are available there also. Questions can also be addressed by contacting the Institutional Review Board office at IRBPHS@usfca.edu or extension x6091. The office is located in the Education Building, Room 007 in the Department of Counseling Psychology.

Approval Process

1. Submit an application for approval of the research study, including a detailed plan for the protection of any human subjects who will be participants in the research study, as well as the full research protocol, to the USF Institutional Review Board for the Protection of Human Subjects (IRBPHS). The procedures for obtaining USF IRBPHS approval are detailed in the IRBPHS Manual, which is available online for all interested parties.
2. Approval must be obtained from the IRBPHS before the study can begin. Until approval from the IRBPHS is given, subjects may not be recruited or contacted for potential participation, or any data collected. If such approval is not given, the study cannot be conducted.
3. If the research study involves USF students as human subjects, the University Registrar may also review the application for compliance with the *Family Educational Rights and Privacy Act (FERPA). If the study is not in compliance with FERPA, the study cannot be conducted. The IRBPHS chair will forward the IRB application to the Registrar if FERPA clearance is required. The researcher does not need to contact the Registrar separately.
4. Please note that FERPA grants students significant rights of access to their educational records. It also protects the privacy of student records and requires the University to inform students of all their rights and safeguards. Only material classified as "directory" information can be released without student consent. Directory information as defined by USF includes: the student's name, school of enrollment, credit hour load, periods of enrollment, degree awarded, honors, participation in athletic activities, weight and height of athletic participants, major and minor fields, and dean's list. Research that depends on use of non-directory information, such as students' addresses, will - of necessity - require FERPA review and probable alteration to the research plan in order to proceed.
5. Research that involves only passive observation or archival data (accessible to the public) does not require IRBPHS approval. In these situations, no new information is obtained directly from human subjects and identities are not revealed. Instructors who require research (other than literature searches) as part of course requirements should see the IRB website for guidelines on whether IRB approval is required. Instructors and advisors are urged to contact the IRB office at any time for consultation about student projects.

6. If research subjects are to be obtained through any external organization, written permission to access subjects must be submitted with the IRB application.
7. Once IRBPHS approval (and FERPA compliance approval, if appropriate) has been obtained, data collection must be completed within 12 months from the date of approval or a renewal application must be submitted to the IRBPHS to continue with the study beyond the approved time period.
8. If the research study involves university employees (faculty or staff) as research subjects, the researcher must obtain a letter of permission from the Associate Vice President for Human Resources (415-422-6707) who acknowledges and authorizes the research that is to be conducted. This letter must be included with the application that is submitted to the IRBPHS.
9. If the research study involves classroom or university department time and/or assistance, in addition to IRBPHS and FERPA approval, the researcher must obtain the written permission of the class instructor or department supervisor (as appropriate) before proceeding with the actual study. Approval by the IRBPHS and FERPA clearance do not require or obligate the instructor or supervisor to give permission, as he or she retains the right to deny such permission.
10. USF students, faculty, or staff members have the right to refuse to participate in approved research studies. If USF students, faculty, or staff members are involved as research subjects, their individual permission is required before the researcher can proceed. If they refuse to participate, they cannot be penalized or inconvenienced in any manner for their refusal to participate.
11. Any modification to the approved research protocol or changes in instrumentation (including wording of items) must be communicated in writing to the IRBPHS on a modification application, which must be approved before any proposed changes/modifications are implemented.
12. Researchers are required to report in writing to the IRBPHS within ten (10) working days any adverse reactions or complications on the part of participants in the study. A statement that a subject may contact the IRBPHS with any questions or concerns must be clearly delineated in the consent process prior to the collection of data by the researcher. Interviews that are to be recorded by the researcher are to be explicitly mentioned in the consent form given to the research participant.

Prevention of Sexual and Other Unlawful Harassment Policy (PSOUH)

View a .pdf version of the most up to date policy [here](#).

Privacy of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. FERPA also permits disclosure of directory information without consent unless the student has filed a Request for Non-Disclosure of Directory Information. Directory information at the University of San Francisco includes: student's name, school of enrollment, credit hour load (full-time, part time), periods of enrollment, USF e-mail address, degree(s) awarded and date(s) of conferral, honors, participation in athletic activities, weight and height of athletic participants, major and minor fields, and dean's list.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of San Francisco to comply with the requirements of FERPA. The name and the address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Recognition of Degrees and Acceptance of Transfer Credit

The University of San Francisco evaluates, without prejudice, applicants for admission from regionally accredited postsecondary institutions and from postsecondary institutions that are candidates for accreditation (as defined in the Handbook of Accreditation, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges). Applicants are reviewed on the merits of their prior academic achievements and potential for achieving the goals and objectives of the program to which they seek admission. The University of

San Francisco shall not refuse, on the basis of policy, to recognize the degrees or accept the transfer of credits from a regionally accredited postsecondary institution or a postsecondary institution that is a candidate for regional accreditation.

Courses from regionally accredited four-year postsecondary institutions or from such institutions that are candidates for regional accreditation are generally transferable if the course content is similar to the content of a course listed in the University of San Francisco Catalog. Courses from regionally accredited, two-year postsecondary institutions, or such institutions that are candidates for regional accreditation, are generally transferable under the same conditions. If the institution is part of the California Community College System, those courses which have been designated as "California State University Transferable" will be accepted. The University does not accept transfer of credit from unaccredited institutions.

Graduate applicants must submit a bachelor's degree (and a master's degree for Ed.D. and certain D.N.P. applicants) from a U.S. college or university that is a regionally accredited institution of higher learning.

Degrees from Outside the United States

The international applicant for admission to USF master's level programs and the Doctor of Nursing Practice program must have a bachelor's degree from an accredited institution of higher learning.

Three-year undergraduate (bachelor's) degrees within the Bologna Process signatory countries will be accepted by the following University of San Francisco School/Colleges:

- College of Arts and Sciences
- School of Nursing and Health Professions
- School of Management
- School of Law (for the LLM program).

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

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

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

Applicants for admission to Masagung Graduate School of Management must present an evaluation of all required academic documents compiled by an independent academic credential evaluation provider. USF MBA requires that all applicants use World Education Services; their website is accessible at www.wes.org.

Applicants for admission to all other graduate programs must request that official transcripts from all post-secondary institutions attended be sent directly to USF.

Applicants who attended institutions that do not issue complete academic records in English must submit both official copies of native-language records and literal translations prepared by an appropriate university or government official.

Official transcripts must show all courses and subjects taken and all grades (marks) received. If the degree conferral date or graduation date is not posted on the transcript, additional documentation, such as degree and graduation certificate or a copy of the diploma, must be submitted.

Diploma supplements must accompany transcripts from European institutions.

Sexual Offense Policy

The following is a summary of the University's Sexual Offense Policy.

For a complete text of the policy, please consult the Fogcutter Student Handbook. Elements of this policy may change from time to time, however; interested persons are encouraged to consult the online Fogcutter and online Catalog to ensure finding the latest version.

1. The University of San Francisco recognizes that a sexual offense is a serious issue; saying "no" means "no," and failure to resist sexual activity does not mean consent. "Consent" means positive cooperation by words or actions, exercising free will and with knowledge of the nature of the act involved. A current or previous dating relationship is not sufficient to constitute consent. Nor will the perpetrator of a sexual offense be excused by the fact that alcohol or drugs were used by either party.
2. The Sexual Offense Policy applies to University faculty, staff, and students involved in any employment or academic relationship, or both, at the University. Employees covered by collective bargaining agreements are subject to their own policies and procedures related to the handling of sexual offenses. This policy is supported through an educational prevention program, psychological support services and a referral network of off-campus medical and advocacy services. It is enforced through internal disciplinary procedures with sanctions up to and including termination for employees or expulsion for students.
3. Sexual offense, for purposes of this policy, is nonconsensual sexual conduct including but not limited to rape, sodomy, oral copulation, sexual battery, or sexual penetration with a foreign object. In interpreting this policy, the University will refer to the law of the state of California. Sexual conduct not covered by these provisions (e.g., sexual harassment) may nevertheless subject a student or employee to discipline if he or she violates the standards of conduct for his or her constituent group. Students should refer to the Student Conduct Code and Disciplinary Procedures. Employees should refer to the chapter dealing with employee conduct in the Administrative Staff Handbook.

4. The University encourages victims of a sexual offense to immediately receive medical aid and contact SF-WAR (415-647-7273) for advocacy during the medical exam. The Rape Treatment Center at San Francisco General Hospital is equipped to collect evidence through a sexual assault examination. Upon request by the victim of a sexual offense occurring on campus, Public Safety will provide transportation to the Rape Treatment Center. The examination must be conducted within 72 hours of the incident in order to collect evidence for prosecution purposes. Although the victim is not required to report the incident to the San Francisco Police, the hospital is required by law to report an incident of a sexual offense to the Police.
5. Students are strongly encouraged to promptly report all incidents of sexual offense occurring on campus to Public Safety. (Call 422-2911, 24 hours per day.) An officer will write an incident report and the University will investigate the facts. Personal information about the victim and alleged perpetrator will remain confidential, insofar as it does not interfere with the University's right to investigate allegations of inappropriate conduct and to take corrective action where necessary.
6. Public Safety Officers are required to contact the San Francisco Police Department for further investigation. A decision by the victim to press formal charges with the police does not have to be made at this time. If the victim decides not to file an official report with the San Francisco Police Department, the victim may advise the San Francisco Police Department of this decision.
7. In addition to seeking immediate medical aid, the University encourages victims of sexual offenses to obtain psychological support and discuss options for reporting sexual offenses. Confidential resources for anyone wishing to discuss a sexual offense include counselors in Counseling and Psychological Services (CAPS) or clergy acting in their official capacity. CAPS is located in the lower level of Gillson Hall and may be reached by calling 422-6352. CAPS staff, through its director, is responsible for making regular reports to the Vice President for University Life and Director of Public Safety regarding any known cases of a sexual offense occurring on campus. The name(s) of the alleged victim will not be used unless prior written consent has been obtained. In addition to on-campus resources, the San Francisco Rape Treatment Center (821-3222) and SF Women Against Rape (647-7273) make confidential referrals for medical treatment, legal aid, advocacy services, and private therapy.
8. Once an incident of a sexual offense becomes known to any University employee, that employee, with the exception of CAPS staff or clergy acting in their official capacity, should report that incident to the Department of Public Safety. Upon receiving the report, an officer will be assigned to investigate the incident.
9. In addition to filing an incident report with Public Safety, a victim is encouraged to file a complaint through the University disciplinary process. It remains at all times the decision of the victim whether or not to file such a complaint. If a victim elects to initiate a formal complaint against the alleged perpetrator of a sexual offense - and the alleged perpetrator is a student at USF - the victim should contact the Assistant Dean of Students (University Center 409). Such a complaint will be handled in accordance with the University Conduct and Disciplinary Procedures, as described in the Fogcutter Student Handbook.
10. Personal information about the victim and accused student will remain confidential, insofar as it does not interfere with the University's right to investigate allegations of misconduct and take corrective action where necessary. However, the University may disclose the final results of campus disciplinary proceedings regarding specified crimes of violence or non-forcible sex offenses, as provided for in the Family Education Rights & Privacy Act (FERPA). The information that may be released is limited to the name of the accused student, the violation committed, and any sanction imposed by the University against the student.
11. Possible sanctions for persons found in violation of the Sexual Offense Policy range up to and include suspension or expulsion from the University (for students) and termination from employment (for employees). Lesser sanctions, such as community service, gender-communication education, and psychological counseling, may be granted for students found in violation of the Sexual Offense Policy. A victim of sexual offense has legal recourse outside the campus disciplinary system.
12. Upon request by the victim of a sexual offense, the appropriate University office(s) will provide assistance with adjusting on-campus living arrangements and/or class schedule to the extent these changes are reasonably available at USF. If modifications are made, there is no presumption that the accused student is responsible.

Smoking Control Policy

Policy Statement

Smoking (including, but not limited to cigarettes, e-cigarettes, pipes, cigars, hookahs and water pipes) 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. 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.

Stop Smoking Services

Health Promotion Services offers free stop smoking individual counseling sessions and free nicotine replacement aid: nicotine gum or lozenges. Attending the regular stop smoking sessions is a prerequisite for receiving the free nicotine aid. You can also schedule your appointment online with a Health Promotion Services staff. Please contact HPS at 415.422.5797 or hps@usfca.edu for more information.

For the full text of the campus smoking policy, rationale for the policy and maps of the designated smoke areas on campus, please visit http://www.usfca.edu/HPS/Smoke_Free_Policy/

Statement of Responsibilities and Standards of Conduct

As a Jesuit institution, USF is committed to being a community that facilitates the holistic development of its members.

In keeping with this commitment, the student conduct code, process and related policies and procedures have been created to guarantee each student's freedom to learn and to protect the fundamental rights of the campus community. The University has created these policies and procedures to achieve its objectives as a Catholic, Jesuit University. These policies and procedures are inclusive of the laws of the nation, the state of California, and the local community.

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, others, the law and University policies and procedures.

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 System

The President delegates general supervision for matters of student conduct and disciplinary procedures to the Vice Provost for Student Life. Specific responsibility and authority for the student conduct process is assigned to the Director of Student Conduct, Rights and Responsibilities. Trained staff members who serve as resolution officers or investigators can review student conduct matters. The Director or designee determines which course of action will be taken based on the nature of the conduct.

The University of San Francisco's conduct process is designed as an educational process. Students are expected to cooperate and be responsible for participating throughout the entire conduct process. Educational and other developmental sanctions are employed to help students develop individual responsibility, to encourage self-discipline, to foster respect for others, and to protect the rights, freedoms and safety of all members of the campus community.

The student conduct process is different than civil or criminal processes. The procedures and rights of the student conduct process are not identical to the rights afforded the accused in a civil or criminal proceeding, however, they are conducted with fairness to all involved. 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 conduct 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. All time limits imposed or recommended within these procedures may be changed for good cause or reason as determined by the Director or designee.

The communication of student conduct procedures will occur via the student's University email account. Students will be held accountable for retrieving mail from their email account. Failure to do so is not an acceptable excuse for delaying the student conduct process and may result in a decision being made in the student's absence.

Student Conduct Procedures

Please refer to <http://www.usfca.edu/fogcutter/studentconduct/> for a complete description of the Student Conduct procedures.

University Policies

- [Administrative Guidelines on HIV Disease](#)
- [Appeal Process for Change of Course Grade](#)
- [Drug-Free Policy](#)
- [Equal Opportunity and Non-Discrimination Policy](#)
- [Institutional Policy on Freedom of Expression](#)
- [Policy, Process and Procedures for Obtaining Approval to Conduct Research at the University of San Francisco that Involves Human Subjects](#)
- [Prevention of Sexual and Other Unlawful Harassment Policy](#)
- [Privacy of Student Records](#)
- [Recognition of Degrees and Acceptance of Transfer Credit](#)
- [Sexual Offense Policy](#)
- [Smoking Control Policy](#)
- [Statement of Responsibilities and Standards of Conduct](#)
- [Honor Code](#)

Institutes, Centers and Enrichment Programs

4 + 3 B.A.-B.S.-J.D. Program

The 4+3 BA/BS - JD program is a joint program offering of the College of Arts and Sciences, the School of Business and

Administrative Office

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.

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 56th percentile score on the LSAT, and complete either the Legal Studies or Criminal Justice Minor.

Sharon Li, Director, Center for Global Education

Academic English for Multilingual Students

The Department of Rhetoric and Language at USF provides programs of instruction to students for whom English is not their first language and who wish to improve their English skills.

Administrative Office
Kalmanovitz Hall, Room 204
Phone: (415) 422-6862
Email: aem@usfca.edu
Website: <http://www.usfca.edu/artsci/aem/>

AEM Courses

Academic Learning Communities

Martín-Baró Scholars

Students in the Martín Baró Scholars explore social justice in contemporary urban life by participating in an integrated curriculum that meets the academic needs of most incoming first-year students. Martín Baró Scholars enroll in common courses (two courses each semester) during their first year. By living in specially designated space in the residence hall, students develop and grow as a community of learners.

Administrative Office
Kalmanovitz Hall, Room 333
Phone: (415) 422-5541
Email: living-learning@usfca.edu
Website: www.usfca.edu/living-learning
Lorrie Ranck, M.Ed., Director of Living/Learning Communities

The central theme of the Martín-Baró Scholars community is the study of poverty. With a creative comprehensive curriculum and a focus on diversity and service in the multicultural urban environment of San Francisco, this unique living-learning community provides opportunities for first-year students to build strong relationships early in their college career and actively engage in social justice, academic study, and service.

Students who successfully complete both semesters (fall and spring) in the Martín-Baró Scholars Community, earn the following credits:

- Writing and Public Speaking (Core A1 and A2)
- Literature (Core D)
- Service Learning (SL)
- Cultural Diversity (CD)
- Elective credit (4 units)

The Garden Project

The Garden Project is an innovative living-learning community for first-year, junior and senior students of any major, no previous gardening experience necessary. Established in response to student interest in how to cope with rapidly changing and interconnected global conditions, the Garden Project creates an opportunity for students to learn about climate change, water rights, food security, and social and economic justice as they relate to food production and form a tight-knit community in the process.

The Garden Project community offers a rare opportunity for students to engage in community design and gardening through the active cultivation of the university's 1/4 acre organic garden nestled in the heart of campus. The study of community-supported agriculture, through historical research, analysis of organic garden strategies, hand-on experiments, and field trips will assist students as they take the lead in the designing, cultivating, managing and harvesting of USF's community organic garden.

Garden Project students participate in these events:

- Weekly community garden meetings
- Regional field trips and overnights
- 100-mile radius potlucks
- Facilitation of University-Wide Garden Forums

Upon successful completion of the year, Garden Project students fulfill these University requirements:

- Social Science (Core E)
- Service Learning (SL)
- eight (8) units elective credits

Esther Madriz Diversity Scholars

Named after the late Esther Madriz, beloved professor of sociology who embodied the Ignatian ideals of education of the whole person as a

means toward social justice, this living-learning community explores the idea of "crossing borders and discovering home." Here, borders refer to real and imagined boundaries placed around us as individuals and as members of various communities.

Esther 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.

Administrative Office
Hearst Gymnasium, UC Berkeley, Room 176
Phone: 510-642-3572
Fax: 510-642-9071
Email: airforce@berkeley.edu
Website: <http://airforcerotc.berkeley.edu/>

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

BA/BS-Master of Arts in Asia Pacific Studies Program

The BA/BS-Master of Arts in Asia Pacific Studies (BA/BS MAPS) Program gives undergraduates the opportunity to satisfy up to 20 of the 36 units required for the Master's in Asia Pacific Studies (MAPS) degree while pursuing their Bachelor's degree at USF. Students who take full advantage of the unique opportunities offered by the BA-MAPS Program can save at least a year's time and tuition while earning both a BA and the MA in Asia Pacific Studies.

Administrative Office
Kalmanovitz Hall, Room 185
Phone: (415) 422-2229
Email: kopp@usfca.edu
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 credits) and Hospitality Management (20 credits), for students declaring majors other than business.

The General Business Minor provides the non-business major with a background in business to complement their current field and future careers. The Hospitality Management Minor offers an intensified concentration in business and hospitality management classes in order to provide a basic foundation and knowledge of the industry, thus enhancing a student's competitive "positioning" in this field.

The Minors are reflected on students' transcripts, and require a letter grade and a minimum GPA of "C" (2.0) in the Minor. Students interested in a Business Minor should consult with their advisor in to declare the Minor and to review the specific course requirements and necessary prerequisites for the courses.

General Business Minor Courses (20 credits)

Required (12 credits) — Minor courses may be taken in any order after or concurrently with BUS 201.

- BUS 201 - Principles of Financial Accounting I
- BUS 302 – Marketing Management
- BUS 304- Management and Organizational Dynamics

Elective — Select 8 credits from a wide range of undergraduate 200-400 level Business courses, so long as prerequisites are met.

Hospitality Management Minor (20 credits)

A minimum of 400 hours of professional work experience related to the hospitality field must be completed prior to the student's senior year and is a requirement for the minor. Required

8 business credits:

- BUS 201 - Principles of Accounting I
- BUS 304 - Management and Organizational Dynamics

12 required Hospitality Management Credits:

- BUS 181 - Hospitality Professional Development
- BUS 283 - Introduction to the Hospitality Industry

Electives — Select 8 credits from the Hospitality Management Curriculum

- BUS 284 - Conference and Events Planning
- BUS 381 - Restaurant Management and Culinary Arts
- BUS 382 - Restaurant Entrepreneurship and Culinary Arts
- BUS 383 - Greening the Hospitality Industry
- BUS 384 - Hotel Operations
- BUS 387 - Beverage Management
- BUS 389 - Advanced Culinary Skills
- BUS 482 - Hospitality Law and Human Resource Issues
- BUS 483 - Hospitality Marketing and Service Management
- BUS 487 - Catering and Fine Dining Management

Center for Asia Pacific Studies

The [Center for Asia Pacific Studies](#) promotes and fosters research, public programs and teaching focused on Greater China, Japan, Korea, the Philippines, and India.

Research

- The Center organizes and hosts academic symposia and conferences on topics related to the history, culture, and politics of the Asia Pacific region.
- The Center annually funds [fellowships](#) designed to bring leading scholars to campus to work on center projects and publications and to promote interaction between these scholars and USF's faculty and students.

Administrative Office
 Kalmanovitz 185
 Phone: (415) 422-6357
 Fax: (415) 422-5933
 Email: centerasiapacific@usfca.edu
 Melissa Dale, Executive Director
 Brian Komei Dempster, Director of the Center and the
 Administrative Director, MA in Asia Pacific Studies (MAPS)
 John Nelson, Academic Director for MA in Asia Pacific Studies

- Three times a year, the Center hosts the Chinese Studies Research Group to bring together scholars and graduate students from the San Francisco Bay Area working in the field of Chinese Studies to meet and discuss their research.
- The Center welcomes [visiting scholars](#) to be in residence at USF for three to six months to promote independent research in the field and to contribute to the building of academic bridges across the Pacific.

Public Programs

At the forefront of public education on Asia Pacific Studies in the San Francisco Bay Area, the program presents timely [seminars and lectures](#) on a wide range of Asia-related topics.

Teaching

The [Master of Arts in Asia Pacific Studies \(MAPS\) program](#) provides a bridge to the vibrant world of the Asia Pacific. Highlighting the region's rich histories and cultures, this innovative, interdisciplinary program allows students to grow intellectually, develop critical skills valued by employers and organizations, and formulate future goals.

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 Latino/as in the United States.

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

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

To meet the Center's objectives, law school faculty members teach legal ethics, primarily in seminars limited to an enrollment of 20. In these seminars, professors address students' individual moral and ethical commitments and discuss how those should and should not change as students become lawyers. In addition, professors explore unorthodox approaches to helping students be happy, healthy, and ethical attorneys—from teaching classes on interpersonal dynamics to holding meditation sessions.

The Center also hosts a variety of events each year, including academic symposia examining critical legal ethics issues, guest speakers, and continuing legal education conferences in association with state and local Bar Associations.

Center for Law and Global Justice

The Center for Law and Global Justice is a focal point for USF School of Law's commitment to international justice and legal education with a global perspective. Founded in 1999, the Center's work focuses on human rights protection, peace and democracy building, and economic development, with an emphasis on corporate responsibility.

Administrative Office
Kendrick Hall, Room 328
Phone: (415) 422-6304
Email: globaljustice@usfca.edu
Website: <http://www.usfca.edu/law/clgj/>

The Center generates student externships around the globe, protects and enforces human rights through litigation and advocacy, manages and participates in international rule of law programs in developing nations, develops partnerships with world-class foreign law schools, provides a forum for student scholarship, and nurtures an environment where student-organized conferences and international speakers explore topics relating to global justice.

The Center's global justice projects have included assisting schools in developing nations, ending juvenile death penalty sentences, defending death row inmates in the American South, and addressing the underlying issues of migration caused by climate change. Students contribute to global justice initiatives by participating in focused internships and research projects.

Founded in 1999, the Center is interdisciplinary in nature, often embarking on initiatives that meld law and anthropology, business, economics, or political science.

Centers

- [Center for Asia Pacific Studies](#)
- [Center for Child and Family Development](#)
- [Center for Latino Studies in the Americas](#)
- [Center for Law and Ethics](#)
- [Center for Law and Global Justice](#)
- [Joan and Ralph Lane Center for Catholic Studies and Social Thought](#)
- [Leo T. McCarthy Center for Public Service and the Common Good](#)
- [Study Abroad Programs - Center for Global Education](#)

Davies Forum

The Davies Forum was established by Mrs. Louise M. Davies of San Francisco to enhance the University's efforts to produce future leaders dedicated to public service and committed to ethical leadership. The continuing theme of the Forum, "The Search for Values in Contemporary America," provides an opportunity for all participants to examine anew, and from different points of view, the turbulent state of American society in the last half of the 20th century and into the 21st century.

Administrative Office
Harney, Room 240
Phone: (415) 422-6147

Each semester a different group of selected students called Davies Scholars participates in the interdisciplinary Davies Seminar under the direction of that semester's Davies Professor. Thus far the focus of these seminars has ranged from nuclear disarmament, leadership and the American presidency, and American values in international business, to lying and secrecy, ethics in sports, genetic engineering, gender and family, and the environment.

A public lecture or series of lectures is presented by eminent national and international leaders in government, religion, education, business, and philosophy who address the issue of Christian/Jesuit thought as applied to current social situations. The lecturers, known as Davies Fellows, also take part in faculty colloquia, classroom discussion, and University-wide presentations. Recent Davies Fellows have included Archbishop John R. Quinn, Mr. McGeorge Bundy, Mr. Pierre Salinger, Dr. Sissela Bok, Ms. Betty Freidan, Dr. Douglas Hofstadter, Dr. Amitai Etzioni, Rev. Jesse Jackson, Mr. Ralph Nader, and Ms. Isabel Allende.

Information on the Davies Forum, its scholars, seminars, guest speakers, and upcoming calendar of events, is available in the administrative office.

Education, Dual Degree in Teacher Preparation Program

The Dual Degree in Teacher Preparation Program (DDTP) has been designed specifically to serve students who have an interest in teaching as a career. As an accelerated program it offers one of the most efficient and economical paths to becoming a teacher.

Administrative Office
School of Education, Room 246
Phone: (415) 422-6321
Dr. Michael Rozendal, Academic Director

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.

Mary Coen, Administrative Director

Students planning to enter this program as a freshman must have at least a 3.0 high school Grade Point Average (GPA) to qualify to enroll in the program. To maintain good standing in the program, Dual Degree students must maintain at least a 2.75 cumulative GPA in their college coursework, as well as a 3.0 cumulative GPA in their chosen major. To successfully complete the program, students will:

- Complete the bachelor's degree program.
- Pass the CBEST (California Basic Educational Skills Test) or equivalent.
- Pass the comprehensive Subject Matter Examination for Teachers (CSET).
- Complete School of Education coursework, including student teaching, to qualify for a preliminary credential from the State of California.
- Complete coursework for the Master of Arts in Teaching.

The program involves following a rigorous course schedule, often 17-18 units a semester, in order to complete the requirements for the Bachelor's degree, the credential, and the Master's degree in five (5) years. Without the Dual Degree program, the preliminary credential would normally take one and a half to two years to complete, beyond the Bachelor's degree, with additional time to earn a Master's.

Students intending to teach in elementary schools will complete all applicable University requirements, with the exception of the language requirement, plus various courses designed to help them to acquire proficiency in the subjects covered by the Multiple Subject CSET exams. Students intending to teach high school also complete all the applicable University requirements (including the language requirement) and will take subject matter preparation courses in English, Mathematics, Science, or Social Science in preparation for the CBEST and CSET exams.

Ideally, the program begins in the first semester of freshman year. However, continuing USF students and transfer students are welcome to apply. For these students, the program may require modifications and, in some cases, more time.

For more information about the DDTP program, contact the DDTP office at (415)422-6321, dualdegree@usfca.edu, or <http://www.usfca.edu/dualdegree>.

Enrichment Programs

- [4 3 B.A.-B.S/J.D. Program](#)
- [Academic Learning Communities](#)
- [Air Force Science Program](#)
- [BA/BS-Master of Arts in Asia Pacific Studies Program](#)
- [Business Minors](#)
- [Davies Forum](#)
- [Education, Dual Degree in Teacher Preparation Program](#)
- [English as a Second Language/Intensive English Program](#)
- [First Year Seminar Program](#)
- [Honors Program in the Humanities](#)
- [Military Science Program](#)
- [Pre-Law Advising Program](#)
- [Pre-Medical and Other Pre-Health Science Advising Program](#)
- [Upward Bound Program](#)
- [USF in Sacramento Program](#)
- [USF in Washington D.C. Program](#)
- [Health Studies Interdisciplinary Minor](#)

First-Year Seminar Courses

First-Year Seminar Program

First-Year Seminars are designed to add a unique and challenging dimension to the freshman experience at USF. The seminar format allows freshmen to participate in the kind of class setting generally recognized to be one of the most educationally effective of instructional models.

Administrative Office
Harney, Room 240
Phone: (415) 422-5265
Marilyn DeLaure, Coordinator

Freshmen from any School or College may enroll in a seminar which is included in their full-time course load for a given semester.

Seminars cover a wide variety of topics.

Enrollment in each seminar is limited to 16 students, which enables students to have a close working relationship with the faculty member. The

faculty member will assist seminar students in career planning, academic advising, and curriculum planning. The context of the seminars will facilitate conversation between freshmen and faculty. In each seminar, freshmen will be provided with opportunities to learn skills crucial to learning: analysis, synthesis, and communication skills (listening, speaking, writing, group discussion skills, and the sharing of abstract ideas). The First-Year Seminars have three • Prerequisites: a lively curiosity, a willingness to learn, and an eagerness to participate in the pursuit of knowledge and understanding.

For more information, please contact the Administrative Office.

Fromm Institute for Lifelong Learning

The Fromm Institute for Lifelong Learning is a university within a university, offering daytime liberal arts courses for retired adults over 50 years of age. Founded by Alfred and Hanna Fromm in 1976, the Institute offers intellectual stimulation and introduces its members to a wide range of learning opportunities with full access to the facilities and services of USF.

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

The Institute has a firm commitment to learning and believes that older students should be able to learn within a peer setting and be taught by professors of their own age (professors emeriti).

The Institute presents eight-week, non-credit academic courses three times each year. Courses span such areas as psychology, literature, philosophy, science, economics, history, art, music, and creative writing.

Self-governance gives the Fromm Institute a unique identity at USF while remaining an integral part of the campus life. Students set their own pace, but do take part in other campus activities. The Institute has a student council with a president and vice-president who handle students' concerns and communications and plan special visits and field trips.

Honors Program in the Humanities

The Honors Program in the Humanities is designed for high-achieving students seeking an integrated program of intellectual challenge.

Appreciation of the classical expressions of Western civilization and skill in analysis and critical thinking are developed through the examination and discussion of major figures, works and ideas from antiquity to the present. Students who complete the program with at least a 3.30 USF grade point average and a 3.00 average in Honors seminars will be graduated from the University "In Honors."

Administrative Office
Kalmanovitz Hall, Room 487
Phone: (415) 422-6457
Alan Heineman, Professor of English, Director

Students normally enroll during their freshman year, or at the beginning of their sophomore year. Admission to the Honors Program is selective, and occurs only with the permission of the Director. Students not enrolled in the Honors Program may not enroll in Honors seminars without permission of both the Director and the seminar instructor. Information is available at the Honors Program office.

Honors Seminars

Students are required to take two seminars from any two of these groups and one seminar from the remaining group for a total of five seminars.

Group 1

- HON - 312 Ancient Greece and Rome
- HON - 314 The Origins of Judaism and Christianity
- HON - 316 Late Antiquity and the Dawn of the Middle Ages
- HON - 318 The Middle Ages: The Age of Chivalry

Group 2

- HON - 322 Renaissance Culture
- HON - 324 Renaissance in England and Its Roots
- HON - 326 From Baroque to the Enlightenment
- HON - 328 The Social Implications of Scientific Rationality

Group 3

- HON - 332 The American Experience
- HON - 334 Romanticism and Revolution: 19th Century Europe
- HON - 336 The Socialist Tradition
- HON - 338 The Modern Period
- HON - 339 Late Modern Intellectual History; Existentialism and Humanism

Independent Research Project

- HON - 498 Directed Research

Must be arranged by the student with an Honors faculty member. May be used to satisfy a Group I, Group II or Group III requirement, depending on the topic.

Honors Seminars Course Descriptions

Institute for Catholic Educational Leadership (ICEL)

Founded in 1976, the Institute for Catholic Educational Leadership is recognized nationally as a prototype of collaboration and cooperation between Church schools and Catholic universities. The Institute provides outreach to the Catholic school community by providing consultation, conferences, workshops, an ERIC-like website for Catholic schools, publications, and research forums. Today, because of the expanded need for its services, the Institute focuses on services to schools and provides the community component to the Catholic Educational Leadership Program (CEL). It ensures that degree students study, pray, and form community together.

Administrative Office
Education Building, Room 210, 221, 227-233
Phone: (415) 422-6226
Website: http://www.usfca.edu/soe/ctrns_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](#)
- [Public Service and Community Engagement](#)
- [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](#)
- [Ricci Institute for Chinese-Western Cultural History](#)
- [St. Ignatius Institute](#)

Centers

- [Center for Asia Pacific Studies](#)
- [Center for Child and Family Development](#)
- [Center for Latino Studies in the Americas](#)
- [Center for Law and Ethics](#)
- [Center for Law and Global Justice](#)
- [Joan and Ralph Lane Center for Catholic Studies and Social Thought](#)
- [Leo T. McCarthy Center for Public Service and the Common Good](#)
- [Study Abroad Programs - Center for Global Education](#)

Enrichment Programs

- [4 3 B.A.-B.S./J.D. Program](#)
- [Academic Learning Communities](#)
- [Air Force Science Program](#)
- [BA/BS-Master of Arts in Asia Pacific Studies Program](#)
- [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.

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)

Intensive English Program
 University of San Francisco | 2130 Fulton Street | KA 204
 San Francisco, CA 94117 | U. S. A.
 Phone: +1 (415) 422-2120
 Fax: +1 (415) 422-2589
 Email: iep@usfca.edu
 Website: www.usfca.edu/iep
 Facebook: <http://www.facebook.com/usfiep>

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

Administrative Office
 Kendrick Hall, Room 300
 Phone: (415) 422-6229

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.

Email: franklyn@usfca.edu
 Website: <http://www.usfca.edu/law/mccarthy>

The McCarthy Institute is dedicated to advancing the body of knowledge related to intellectual property law, with a particular emphasis on the relationship between IP law, cyberspace law, emerging technologies and globalization. Because law is both a culture to be studied and a practice to be pursued, the Institute focuses on the intersection between theory and practice. It examines and facilitates public dialogue regarding a variety of practical problems that have arisen and will continue to arise in the IP and cyberspace law areas.

The Institute hosts periodic scholarly conferences and symposia, and it sponsors scholar in residence programs, student externships and a number of events dedicated to bringing together IP practitioners, teachers and other interested members of the legal and scholarly communities.

Jackson State University Exchange Program (Domestic)

Joan and Ralph Lane Center for Catholic Studies and Social Thought

The Joan and Ralph Lane Center for Catholic Studies and Social Thought is devoted to research, education and the promotion of the Catholic intellectual heritage with a particular focus on the social teachings of the Catholic tradition.

Among its programs, the Joan and Ralph Lane Center houses the administration of the Catholic Studies and Social Thought Interdisciplinary Minor.

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:

The McCarthy Center is organizationally 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.

Mission Statement:

In order to fashion a more humane and just world, the Leo T. McCarthy Center for Public Service and the Common Good educates leaders committed to lives of ethical public service by implementing academically rigorous programs, cultivating authentic community partnerships, and creating transformational experiences.

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 minor, and a graduate degree program. For more information, please visit our website at www.usfca.edu/mccarthycenter

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. Since 2002, all USF undergraduate students have been required to complete one or more of these courses in order to graduate. The University's service-learning requirement offers a central mechanism for achieving the mission of "educating minds and hearts to change the world."

Minor in Public Service and Community Engagement:

The Minor in Public Service and Community Engagement is a 22-unit, innovative, intense, interdisciplinary program open to all USF undergraduates who are interested in developing their skills and knowledge in public service. The minor provides the analytical, organizational, and advocacy skills and preparation needed for sophisticated public service. Nonpartisan, inclusive and representative of the vision of Leo T. McCarthy in his advocacy of poor and underserved populations, participation in the minor prepares students to undertake community problem solving through active citizenship. Through experiential learning, reflection and analysis, students will have direct exposure to some of the most pressing social issues facing the world. Students can select a global and / or local focus, depending on their interests.

Global Service Learning: Bolivia, Uganda and India

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.

USF in DC

A semester-long program in Washington D.C., the McCarthy Center's USF in DC offering combines volunteer service as a part-time intern complemented by relevant coursework taught by USF faculty in D.C.

Participating students concentrate in courses which include: American National Politics, Political Journalism and Media, Campaign Politics, US Foreign Policy, Middle East Studies, International Law and Policy, Consumers and Public Health, Sustainability & Environment, International

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 Fax: (415) 422-2206
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 Website: <http://www.usfca.edu/artsci/cath/>
 Michael Duffy, Director
 James Storms, S.J., Lo Schiavo Chair
 Julia Dowd, Associate Director

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 Phone: (415) 422-5662
 Fax: (415) 422-5641
 Dr. Corey Cook, Director, Associate Professor of Politics
 Website: www.usfca.edu/centers/mccarthy

Relations, Washington Ethics, and more.

McCarthy Fellows Summer in Sacramento

This summer program 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 class allows students to share their internship experiences and help them to understand the context within which state policies are created. Guest lecturers regularly join the class. 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.

Masters in Urban Affairs

The MA in Urban Affairs Program is ideal for students who seek to be specialists in analyzing the policy challenges of 21st Century urbanism. It provides students with the skills and knowledge to be effective and ethical leaders in urban policy and community organizing.

The Master's Program in Urban Affairs combines rigorous graduate seminars in urban studies and public policy with the hands-on experience of applied urban research and community engagement and organizing. A comprehensive background in urban history, political dynamics and sociology is combined with tools for community-based research, policy design, policy analysis and implementation. Graduates are uniquely equipped to formulate policy for more equitable, livable and vibrant urban areas.

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.

Military Science Course Descriptions

MILS - 100. Leadership Lab (1)

In addition to the MSL courses, Leadership Labs provide practical experience for cadets and are scheduled during each semester. Leadership Labs meet a minimum of 1 hour per week. The Leadership Labs in the BOLC I: ROTC Curriculum are designed to build on the classroom material from the week in which they are scheduled and contain activities for all MSL levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate geographic restrictions, such as winter weather conditions.

MILS - 101. Leadership and Personal Development (3)

The purpose of this course is to introduce cadets to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. The MSL 101 course is designed to support recruiting and retention of cadets by giving them accurate insight into the Army Profession and the officer's role within the Army.

MILS - 102. Introduction to Tactical Leadership (3)

The MSL 102 course expands upon the fundamentals introduced in the previous term by focusing on communications, leadership, and problem solving. "Life skills" lessons in this semester include: problem solving, goal setting, interpersonal communication skills, and assertiveness skills. The MSL 102 course continues to support recruiting and retention of cadets by providing them with interesting lessons yielding immediately useful skills. The course also gives accurate information about life in the Army, including the organization of the Army, employment benefits, and work experiences of junior officers.

MILS - 201. Innovative Team Leadership (3)

The first semester of the MSL II year is designed to develop within cadets knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, cadets develop problem solving and critical thinking skills, and apply communication, feedback and

conflict resolution skills. Offered in the Fall.

MILS - 202. Foundations of Tactical Leadership (3)

The purpose of year two is to work from the same or similar learning objectives - developed as part of years one, three and four - but to provide direct experience. The subject is leadership; so the curriculum necessarily involves understanding how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem-solving, and how to plan and organize. The curriculum also focuses on building character. Where years one, three and four focus on mastering definitions, concepts, ideas and principles, year two focuses on direct, physical experiences. Year two centers on giving cadets the opportunity to apply, practice, and experience leadership principles. Cadets are asked to reflect upon their actions and those of others.

MILS - 301. Adaptive Tactical Leadership (4)

MSL 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership qualities.

MILS - 302. Leadership in Changing Environments (4)

MSL 302 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development and Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operation orders. MSL 302 cadets are evaluated on what they know and do as leaders.

MILS - 401. Developing Adaptive Leaders (4)

MSL 401 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Cadets are challenged to analyze, evaluate, and instruct younger cadets. Both their classroom and battalion leadership experiences are designed to prepare them for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

MILS - 402. Leadership in a Complex World (4)

MSL 402 explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios, and "What Now, Lieutenant?" exercises are used to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

Military Science Program

Army ROTC (Reserve Officers Training Corps) is a program that enhances a normal college education by providing unique leadership training and management experience. It helps develop the qualities necessary for success in either a military or civilian career. Students are given valuable opportunities to build for the future by earning a college degree and an Army Officer's commission at the same time.

Army ROTC training establishes an essential difference between ROTC and other college graduates. Army ROTC cadets are taught to be leaders and are provided hands-on experience in managing physical, financial, and human resources. Cadets often possess a higher level of self-confidence than those who have not had the training to develop superior decision-making abilities. Employers value these qualities in the people they hire, and they value the experience that the Army gives to employees who are not "fresh out of college." Graduates who participated in ROTC frequently begin their civilian careers at a higher level of responsibility than other college graduates, and often achieve even higher levels of success.

Scholarship Benefits

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

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- Lieutenant Colonel Kevin Inglin
Chair, Professor
- Major Shawn Dodge
Recruiting Operations Officer/Admissions/Scholarships

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 and Community Engagement

The Minor in Public Service and Community Engagement is a 22-unit, innovative, intensive, interdisciplinary program open to all USF undergraduates, regardless of their major, who are interested in developing their skills and knowledge in public service.

The minor provides the analytical, organizational, and advocacy skills and preparation needed for sophisticated public service. Participation in the minor prepares students to undertake community problem solving through active citizenship. Through experiential learning, reflection, and analysis, students will have direct exposure to some of the most pressing social issues facing the world. Student can select a global and/or local focus depending on their interests. Graduate of the program will be honored as "McCarthy Scholars" at Commencement.

- [Click here for Public Service and Community Engagement Minor Checklist](#)

Requirements for the Minor (22 Units)

1. Governmental Institutions and Public Administration (4 units)

- POLS - 218 Public Policy and Administration
- POLS - 322 Legislative Politics
- POLS - 320 Urban Politics
- POLS - 364 California Politics

2. Service Learning (8 units)

(Core SL units count toward this requirement if course if from list below)

- POLS - 370 USF in DC
- POLS - 375 McCarthy Fellows
- INTD - 331 Zambia Today
- POLS - 396 Public Administration Internship
- ENGL - 480 Internships in Writing

- MS - 396 Media Internship
- HIST - 396 History Internship
- INTD - 100 Martin-Baro Scholars
- INTD - 301 Erasmus
- SOC - 226 Social Problems
- PHIL - 241 Ethics: Service Learning
- THRS - 220 Catholic Social Thought
- INTD - 312 Global Service-Learning Fellowship
- POLS - 397 Fieldwork in Public Interest Organizations
- BAIS - 399 BAIS Internship
- DANC - 360 Dance in the Community
- ART - 423 Internship in Arts/Non-Profit
- ENGL - 480 Internship in Writing: Black Museum
- INTD - 210 Esther Madriz Diversity Scholars
- CS - 480 Computers and Society
- NURS - 326 Improving Health and Safety in Schools
- MUS - 202 Jazz Culture and Social Justice
- Casa Bayanihan's Engaging Reality: Accompaniment and Community

3. Public Policy (4 units)

- MS - 311 Communication Law and Policy
- SOC - 357 Criminology
- POLS - 355 US Foreign Policy
- POLS - 368 Punishment Policy
- ENVA - 363 Environmental Law and Policy
- POLS - 363 Housing Policy
- POLS - 367 Drug Policy
- SOC - 230 Urban Sociology
- ECON - 476 Development Policy
- SOC - 230 Urban Places, Faces and Spaces

4. Arts/Humanities (4 Units)

- ART - 487 Artist as Citizen
- ARCD - 200 Sustainable Design
- PASJ - 180 Music and Social History
- ART - 370 Installation Public Art
- HIST - 150 Modern African History
- HIST - 363 Race and Ethnicity in US History
- HIST - 259 Civil Rights Movement
- PHIL - 203 Social and Political Philosophy
- THRS - 220 Catholic Social Thought
- ARCD - 400 Community Design Outreach
- PASJ - 181 Dance and Social History
- PASJ - 182 Theater and Social History
- HIST - 360 American Women and Political Activism
- HIST - 341 Feast and Famine/History of Food Policy
- PHIL - 225 Prisons and Punishment
- SOC - 322 Globalization and Resistance
- MS - 407 Alternative Media and Social Change

5. Capstone Seminar (2 units)

- Students must complete requirements 1-4 before enrolling in the Capstone Seminar.

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.

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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.

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Email: sii@usfca.edu
Sean Michaelson, S.J., Director

The Institute's program does not comprise a "major." Instead, it is an alternative core curriculum substituting SII classes for the University's core in all areas except mathematics and science. To complete requirements for the baccalaureate degree, each Institute student must also complete one of the majors offered by the University, as well as any additional courses required by specific undergraduate colleges. Institute students are enrolled in majors from all sections of the University: science, business, nursing, humanities, and social sciences. With few exceptions, students are able to complete the SII program and a major within four years.

The SII curriculum, based largely on the great books and authors of Western civilization, grounds the student in the rich tradition of Christian humanism.

A unique feature of this program is the seminar/lecture combination. Each semester, a seminar deals with a specific curricular area and time frame through the discussion of pertinent great books and their authors. Concurrently, the same area is systematically treated in a lecture course. All SII courses incorporate primary sources as much as possible. This is an academically challenging course of study geared towards students who want a rigorous academic college experience while living and studying in a community. The Institute also sponsors lectures for the wider University community on topics of contemporary importance.

Additionally, SII students are encouraged to participate in the Institute's Junior Year Abroad programs in Rome, Budapest, and Oxford, England. Approximately 40% of the Institute students avail themselves of this opportunity.

In addition to SII being a particular academic course of study, it is a residential learning community within the University. Students enrolled in the SII are invited to live on the SII floor in one of the residence halls. In addition to the advantage of living with students who are taking the same classes as oneself, this community comes together once a week for an evening of reflection, dinner, and fun. Other aspects of the residential living community include the students performing community service activities together, attending social events and outings, and having opportunities for prayer and reflection. All aspects of the residential living community of SII are optional but are encouraged as ways to integrate the academic and social aspects of the collegiate experience.

St. Ignatius Institute Curriculum Outline

The Institute curriculum is based primarily on the great works of Western civilization. Students take 4-credit SII courses in addition to fulfilling other university requirements. Most SII courses fulfill the university's core requirements.

The Institute curriculum allows a student to complete most major programs in four years. The normal course load is 16-18 credits per semester: some credits taken in the Institute curriculum and the remaining credits in the student's major or electives. The requirement for graduation is the successful completion of the Institute curriculum, the fulfillment of major and college requirements, and sufficient electives for a total of 128 credits.

First Semester

- SII - 100 Greek and Roman Culture and Literature
- SII - 110 Writing Practicum
- SII - 210 Ancient Philosophy

Second Semester

- SII - 120 Advanced Writing Practicum

- SII - 215 Ethical Theory and Practice
- SII - 106 Sacred Scripture or
- SII - 201 Catholic Thought or
- SII - 203 Religion and Culture in Late Antiquity

Third Semester

- SII - 270 The Social Animal
- SII - 302 Music and Art

Fourth Semester

- SII - 204 Medieval and Renaissance Literature or
- SII - 211 Medieval Thought
- SII - 302 Music and Art
- SII - 304 Modern Literature

Fifth Semester

- SII - 312 Modern Philosophy

Sixth Semester

Completion of any remaining requirements (i.e. History, Math, or Science)

Seventh Semester or Eighth Semester

SII Senior Seminar Requirement (must take one)

- SII - 400 Great Texts of World Literature or
- SII - 410 Topics in the Humanities or
- SII - 420 Interdisciplinary Topics

St. Ignatius Institute Course Descriptions

Study Abroad Programs - Center for Global Education

The Center for Global Education at the University of San Francisco provides students the opportunity to study abroad for one or two semesters as well as for shorter periods during the January Intersession or Summer terms. The programs have been specially selected to further the Mission of the University by providing a global perspective to our students, who as leaders will be able to fashion a more humane and just world.

Administrative Office
 University Center, 5th Floor
 Phone: (415) 422-6848
 Email: studyabroad@usfca.edu
 Website: <http://www.usfca.edu/studyabroad>

The programs offered by the Center for Global Education at USF allow you to gain a critical sensitivity to the difficult issues facing an increasingly interrelated world. All programs offer a high quality education, in exciting cities, and at a cost that is similar to that of studying in San Francisco.

USF Sponsored Programs

USF sponsored programs parallel the mission and goals of USF. They include programs at other leading overseas universities with which USF has partnered.

Students pay USF tuition rate to USF, irrespective of specific international program costs. As a result, full course and credit transfer apply to a student's USF transcript. USF financial aid, USF grants, scholarships, as well as federal and state aid (except Federal Work Study) apply, as any regular semester at USF.

USF has partnerships with over 70 different institutions in 40 different countries. Please visit our office for program brochures, eligibility requirements, applications, course descriptions, and other program-specific information. You are required to schedule an appointment with a Study Abroad Advisor upon obtaining general program information.

Programs are listed under the region in which they are located. Please check with the Center for Global Education for an up-to-date list (www.usfca.edu/studyabroad).

AFRICA / MIDDLE EAST
 ASIA
 AUSTRALIA / NEW ZEALAND
 LATIN AMERICA
 EUROPE
 FIELD STUDY PROGRAMS

[Africa / Middle East](#)

Burkina Faso - Santa Clara University Reading West Africa Program (Fall Semester Only) (Temporarily Suspended)
 Egypt (Cairo) - America-Mideast Educational and Training Services (Amideast)(Temporarily Suspended)
 Ghana (Accra) - School for International Training (SIT)
 Jordan (Amman) - America-Mideast Educational and Training Services (Amideast)
 Morocco (Rabat) - America-Mideast Educational and Training Services (Amideast)
 Senegal (Dakar) - School for International Training (SIT)
 South Africa (Cape Town)- Arcadia University (University of Cape Town)
 South Africa (Cape Town) - Marquette University (University of the Western Cape)
 South Africa (Pretoria)- Fordham University- Ubuntu Program
 Tanzania (Dar es Salaam) - Fairfield University (University of Dar es Salaam) (Temporarily Suspended)

Asia

China (Beijing) – Loyola University Chicago The Beijing Center
 China (Hong Kong) – Hong Kong Baptist University
 China (Shanghai) - Boston University Shanghai INTERNSHIP
 India (Jaipur) - School for International Training (SIT)
 India (New Delhi) - School for International Training (SIT)
 Japan (Kyoto) – Ritsumeikan University
 Japan (Tokyo) – Sophia University
 Korea (Changwon) - Changwon National University
 Korea (Seoul) – Sogang University
 Philippines (Manila) – Ateneo de Manila University
 Philippines (Manila) - Casa Bayanihan
 Taiwan (Taipei) - Fu Jen Catholic University
 Vietnam (Ho Chi Minh) - Loyola University Chicago

Australia / New Zealand

Australia (Brisbane) - Australian Catholic University
 Australia (Fremantle) – University of Notre Dame
 Australia (Melbourne) - Australian Catholic University
 Australia (Sydney) - University of Notre Dame
 Australia (Sydney) – Boston University Sydney INTERNSHIP
 Australia (North Sydney) - Australian Catholic University
 Australia (Queensland) - School For Field Studies (SFS)
 New Zealand (Auckland) - Boston University Auckland INTERNSHIP
 New Zealand (Wellington)- Higher Education Consortium for Urban Affairs (HECUA)
 New Zealand (Wellington) – Victoria University of Wellington

Latin America

Argentina (Buenos Aires) - Pontificia Universidad Católica
 Argentina (Buenos Aires)- School for International Training (SIT)
 Argentina (Córdoba)- Loyola Marymount University (Casa De La Mateada)
 Argentina (Córdoba) - Universidad Católica de Córdoba
 Brazil (Porto Alegre) - Pontificia Universidade Católica do Rio Grande do Sul
 Brazil (Rio de Janeiro) – Pontificia Universidade Católica do Rio de Janeiro
 Chile (Santiago) – Universidad Alberto Hurtado
 Chile (Valparaiso)- School for International Training (SIT)
 Colombia (Bogotá) - Pontificia Universidad Javeriana
 Colombia (Cali) - Pontificia Universidad Javeriana
 Costa Rica (Atenas) - School for Field Studies (SFS)
 Ecuador (Quito) – Higher Education Consortium for Urban Affairs (HECUA) INTERNSHIP
 Ecuador (Quito) - Pontificia Universidad Católica Del Ecuador
 El Salvador (San Salvador) – Santa Clara University Casa de la Solidaridad (CASA)
 Mexico (Guadalajara) – Universidad ITESO (Temporarily Suspended)
 Mexico (León) -Universidad Iberoamericana León
 Mexico (Mexico City) – Universidad Iberoamericana Mexico City (Temporarily Suspended)
 Mexico (Puebla) – Universidad Iberoamericana Puebla
 Nicaragua (Managua)- School for International Training (SIT)
 Nicaragua (Managua) – Universidad Centroamericana
 Panama (Bocas Del Toro) - School for Field Studies (SFS)
 Peru (Lima)- Universidad del Pacifico
 Turks and Caicos (South Caicos) - School for Field Studies (SFS)
 Uruguay (Montevideo) – Universidad Católica del Uruguay

Europe

Balkans: Serbia, Bosnia, Kosovo - School for International Training (SIT)
 Denmark (Copenhagen) - Danish Institute for Study Abroad (DIS)

England (London) – St. Mary's College
 England (London) – University of the Arts London
 England (London) – Boston University London INTERNSHIP
 England (Newcastle-upon-Tyne) – Loyola University Maryland Loyola Center at Newcastle
 France (Lille) – Université Catholique de Lille
 France (Paris) – Boston University Paris INTERNSHIP
 France (Paris) - Institut de Langue et de Culture Françaises
 France (Paris) - American University in Paris
 France (Paris) - IESEG School of Management
 France (Paris and others) - Sciences Po
 Germany (Berlin) – Freie Universität Berlin European Studies Program
 Greece (Athens) - American College of Greece (DEREE)
 Ireland (Dublin) – University College Dublin
 Ireland (Dublin) – Boston University Dublin INTERNSHIP
 Ireland (Limerick) - Mary Immaculate College
 Ireland (Northern Ireland) – HECUA INTERNSHIP
 Italy (Bologna) - Spring Hill College Italy Center
 Italy (Florence) - Fairfield University (Florence University of the Arts)
 Italy (Milan) – Università Cattolica del Sacro Cuore
 Italy (Rome) – Loyola University Chicago The Rome Center
 Netherlands (Maastricht) - Maastricht University, Center for European Studies
 Scotland (St. Andrews) – University of St. Andrews
 Scandinavia (Norway, Sweden, Denmark) – HECUA INTERNSHIP
 Spain (Barcelona) - Arcadia University
 Spain (Barcelona) – Universitat Ramon Llull Institut Químic de Sarriá
 Spain (Barcelona) – Universitat Ramon Llull- Turismo Sant Ignasi (TSI)
 Spain (Bilbao) – Universidad de Deusto Centro Internacionales Deusto de Español
 Spain (Madrid) - St. Louis University
 Spain (Madrid) - Boston University Madrid INTERNSHIP
 Spain (Madrid) - Universidad Pontificia Comillas
 Spain (Seville and Cordoba) - Universidad Loyola Andalucía
 Switzerland (Geneva) - School for International Training (SIT)
 Turkey (Istanbul)-Koç University

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.

Sharon Li, Director

Upward Bound Program

The Upward Bound Program is a federally funded TRIO program designed to prepare economically disadvantaged high school students for the successful completion of a post secondary education.

Administrative Office
 Lone Mountain, Underhill Building, Room 29
 Phone: (415) 422-2491
 Janice Cook, Director

The program offers comprehensive academic instruction, advising, tutoring, career exploration, and a residential summer school. The following courses are limited to program students:

- Upward Bound 81, English
- Upward Bound 91, English

USF in Sacramento Program

This summer program offers students the opportunity to study and intern in state

legislative and executive offices for 10 weeks in Sacramento. The McCarthy Center places students at internship sites and supports students throughout the summer with internship placement, mentorship opportunities, and an orientation. Additionally, students can earn up to 8 units for participating in the program. Units and housing are fully funded by the McCarthy Center.

USF in Washington D.C. Program

Administrative Office

McCarthy Center for Public Service and the Common , Room UC 300

Phone: (415) 422-5662

Email: mccarthycenter@usfca.edu

The USF in Washington D.C. program is a semester-long program offered in conjunction with American University (AU) in Washington D.C. and sponsored by the McCarthy Center for Public Service and the Common Good. This program offers students an opportunity to learn and serve in the nation's capital.

Participating students will intern with an organization in Washington - e.g., the Congress, federal agencies, or an NGO national headquarters -- while taking classes at American University. Coursework includes: a policy seminar (8 units), an internship (4 units), and a research project or elective (4 units). Students concentrate in one of 12 program areas including: American Politics, Contemporary Islam, Economic Policy, Foreign Policy, International Business and Trade, International Environment and Development, International Law and Organizations, Journalism, Print and Broadcast Media, Justice, Peace and Conflict Resolution, Public Law, and Transforming Communities.

The program is open to all USF students with at least sophomore standing and 3.0 cumulative GPA. Students complete an application to be accepted into the program and are required to have completed at least an introductory course relevant to their area of concentration before they leave for Washington. Students register for the coursework taken at AU through USF, so the units and grades completed apply fully to their USF degree requirements. Housing and meal plans are available through AU.

Interested students can get more information from the McCarthy Center, (415) 422-5662, and also by visiting the McCarthy Center website: <http://www.usfca.edu/centers/mccarthy/> or American University's website: <http://www.washingtonsemester.com>.

Suzette DeGrange, Senior Associate Director for Multicultural Recruitment and Retention

Xavier University of Louisiana Exchange Program

Arts and Sciences

4 Plus 1 BA MSFA

4+1 BA/MSFA Program Requirement

Students at USF can enroll in a 4 + 1 program in which they obtain both a Bachelor's degree in Financial Economics and a Master of Science degree in Financial Analysis within five years. The MSc in Financial Analysis (MSFA) emphasizes the key role of economic analysis in the investment management and valuation profession. The MSFA is structured around the body of knowledge set forth by the Chartered Financial Analyst Exam program and has been accredited as an Academic Program Partner by the CFA Institute since 2006.

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. in Financial Economics and officially matriculate into the MSFA program upon completion of College graduation requirements, which include 128 units of credit within which graduate courses will substitute for undergraduate courses in satisfying the B.Sc. requirement. The total units required for the Joint BA/MSFA Program in Economics is 154 units.

Students who graduate from the MSc. in Financial Analysis program will be prepared for a number of career options, including work in the financial industry as a financial analyst, investment manager or investment advisor. Students who graduate with the MSFA degree generally pursue the Chartered Financial Analyst designation as well.

I. Entry Requirements

Students can apply to enter the 4+1 Economics BA-MSFA program from any major at USF if they have a 3.5 GPA in Principles of Microeconomics, Principles of Macroeconomic, Intermediate Microeconomics, Intermediate Macroeconomics and two semesters of Calculus (Math 109 and Math 110).

Transfer students must fulfill this requirement AND have completed a minimum of 8 units of upper-division Economics or Math coursework at USF with a GPA of 3.4 in these courses.

Students in the 4+1 BA/MSFA program are required to maintain a 3.2 GPA in the required courses to stay in the program.

II. Required Undergraduate Economics Courses

ECON 111 Principles of Microeconomics

ECON 112 Principles of Macroeconomics

ECON 311 Intermediate Microeconomics

ECON 312 Intermediate Macroeconomics

ECON 320 Econometrics or 620 Graduate Econometrics

ECON 415 Mathematics for Economists (or 615)

ECON 350 Money & Banking

ECON 450 Monetary Economics

MATH 109 Calculus and Analytic Geometry I

MATH 110 Calculus and Analytic Geometry II

MATH 211 Calculus and Analytic Geometry III

MATH 130 Linear Algebra

MATH 370 Probability and Statistics

UGBA 201 Financial Accounting

UGBA 305 Corporate Finance

III. Required MS in Financial Analysis Courses

All these courses are 2 units.

ECON 712 Financial Markets

ECON 720 Equity Valuation

ECON 722 Fixed Income I

ECON 724 Derivatives I

ECON 726 Advanced Financial Statements

ECON 728 Financial Markets

ECON 730 Behavioral Finance and Risk Management

ECON 732 Derivatives II

ECON 734 International Finance

ECON 740 Capital Markets

ECON 742 Alternative Investments

ECON 744 Financial Econometrics

ECON 746 Portfolio Management

III. Elective Economics Courses

There are no elective courses in the Joint BS Financial Economics/MSFA program.

Admission Requirements

Applicants who hold a 4-year Bachelor's degree from an accredited U.S. institution or equivalent in any field and have fulfilled the foundation requirements for the particular program will be considered for admission as a graduate student with regular status. Those who have not fulfilled the foundation requirements will be considered for admission as a graduate student with conditional status. Foundation requirements may be fulfilled by previous coursework at a university-level institution, or through work experience or self study.

Advanced Certificate in French Studies

The 30-credit Advanced Certificate is designed for students who would like to pursue their French studies beyond a Minor but whose other commitments make it difficult for them to declare a second major.

Requirements for French Studies Advanced Certificate

[Download the French Studies Advanced Certificate Requirements Checklist](#)

This program requires completion of thirty (30) credits:

Culture Course in English (4 credits)

- FREN 195 French Culture through Cuisine

- FREN 195 A Season in the Congo
- FREN 250 Africa Films Africa
- FREN 260 a.k.a. Africa: Mapping Identities in African Literature and Film
- FREN 340 French Cinema and Literature
- FREN 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century

Three 200 level courses (12 credits)

- FREN 202 Fourth Semester French (required)
- FREN 255 Diplomatie sans frontières
- FREN 265 Les Enfants terribles
- FREN 275 Cultures de France

Two 300 level courses (8 credits)

- FREN 315 Paris: Biographie d'une ville
- FREN 320 Le plaisir du texte
- FREN 322 Le bon sens et la folie
- FREN 324 Guerre et paix
- FREN 330 Rencontres: L'Afrique francophone
- FREN 332 Rencontres: Le monde francophone

Elective credits (4 credits)

- FREN 133 Intermediate French conversation (2)
- FREN 312 Finesses de la langue (2)

One 400 level course (4 credits)

- FREN 440 Seminar: Special Topics in French Literature and Culture French
- FREN 450 Seminar: Special Topics in Francophone Literature and Culture

Advanced Certificate in Japanese Studies

As the Bay Area is more deeply integrated into the economy and culture of the Pacific Rim, it becomes ever more desirable for Americans involved in business, scientific, and artistic activities to become more familiar with Japanese language, customs and culture. The Japanese minor and advanced certificate program at USF provide an exceptional opportunity to develop such expertise in a city alive with opportunities to apply what students have learned.

Students can pursue the Japanese minor or advanced certificate concurrently with a major in business, pre-law, education, or other professional degree. The Bay Area provides excellent opportunities for professional internships at the Japanese Consulate, the Asia Foundation, the Japan Society, and other nonprofit entities and businesses. USF also supports an exchange program at Sophia University in Tokyo, a Jesuit school, which is also one of the premier institutions of higher learning in Japan.

The Japan Club at USF offers exciting opportunities for students to expand their knowledge about Japanese culture, art, society, and business, including hands-on tutorials on Japanese calligraphy, the tea ceremony, and on making and eating sushi.

Requirements

[Download the Japanese Studies Advanced Certificate Checklist](#)

The Advanced Certificate requires completion of thirty-two (32) credits in Japanese, as follows:

Required courses (24 credits):

- JAPN - 101 First Semester Japanese
- JAPN - 102 Second Semester Japanese
- JAPN - 201 Third Semester Japanese
- JAPN - 202 Fourth Semester Japanese
- JAPN - 301 Intermediate Japanese I
- JAPN - 410 Introduction to Japanese Linguistics

Choose two from the following (8 credits):

- JAPN - 195 Reading Osaka from San Francisco

- JAPN - 302 Intermediate Japanese II
- 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 Advanced Japanese I

One course among the following can be counted toward the 8 credits:

- HIST - 383 Modern Japan Since Perry
- HIST - 387 History of U.S.-Japan Relations
- THRS - 368 Japanese Religion and Society
- THRS - 370 Zen Buddhism
- THRS - 379 Buddhist Paths
- BUS - 397 Japanese Study Tour

Advertising

A pioneer of modern advertising, David Ogilvy, believed that one principle for creating breakthrough advertising is something he called the "Big Idea." Well, here's a Big Idea: in advertising, broader is better, and a USF education provides you with that breadth. Beyond your interdisciplinary advertising curriculum, Arts & Sciences core courses will fine tune your writing skills, will prepare you to make more powerfully persuasive presentations and lead you to more deeply understand our diverse and globalizing world - all important "tools" for launching a successful advertising career.

African American Studies Interdisciplinary Minor

The African American Studies Minor exposes students to the interdisciplinary study of the history, politics, arts, experiences, and intellectual traditions of African Americans. This Minor draws broadly on history, sociology, literature, philosophy, psychology, politics, theology, and the arts. The courses explore the rich cultural and intellectual traditions of the evolving Black American life. Through the core course students are grounded in the fundamentals of African American history, and in the electives the students learn that the African American experience is at the heart of not only the United States experience but also the experience of the Americas and the world.

Administrative Office
Kalmanovitz 248
Candice Harrison, Director
Phone: (415) 422-5706
email: african.american.studies@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) credits. Students are required to take one foundational course and two distribution courses. An internship is recommended but not required. Additionally, two electives dedicated to African American topics or issues are required. The electives are drawn from a variety of departments. These courses may be double-counted and triple-counted for major and USF Core Curriculum requirements.

Activities

Extracurricular events and activities will be used to supplement course work in the Minor. The African American Studies Minor committee plans and sponsors a variety of events and activities, including films, speakers, conferences, and off-campus volunteer projects.

African Studies Interdisciplinary Minor

The African Studies Minor is an interdisciplinary program that complements all of the majors offered at USF. It seeks to expose students to courses with a rich African content so as to deepen their knowledge and enrich their understanding of the history and culture of African peoples in Africa and the peoples of the African diaspora. The Minor spans the Humanities, the Social Sciences, and African and African-American Literature.

Administrative Office
Kalmanovitz Hall 336
Phone: (415) 422-6262 or 5031
Heather Hoag, Director

Although Africa faces enormous challenges in the new millennium--globalization, democratization, poverty, environmental degradation, AIDS, conflict--the continent has frequently been neglected. While you will explore some of these issues, you will also be given the opportunity to

discover the diversity of ethnic, linguistic, religious and social traditions that have informed the rich cultural heritage of contemporary Africa.

African Studies Minor Requirements

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

The African Studies Minor requires the completion of 20 credits. Students are required to take three core courses with full coverage of Africa and two elective courses. The flexibility of the program allows students to pursue their interest in Africa in disciplines of their choice.

Core Courses (12 credits)

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

Elective courses (8 credits)

- At least one course must offer full or partial coverage of Africa.

Courses offering full coverage of Africa

- [ART - 308](#) African Art
- [ECON - 285](#) Economies of Modern Africa
- [FREN - 195](#) Freshman Seminar: A Season in the Congo
- [FREN - 260](#) a.k.a. Africa: Mapping Identities in African Literature and Film
- [FREN - 250](#) Africa Films Africa
- [FREN - 330](#) Francophone Literature I
- [THRS - 306](#) Theology in HIV/AIDS Contexts
- [HIST - 150](#) Modern African History
- [HIST - 340](#) History of South Africa
- [HIST - 342](#) Environmental History of Africa
- [HIST - 343](#) Pre-Colonial Africa
- [INTD - 330](#) South Africa Today
- [INTD - 331](#) Zambia Today
- [INTD - 340](#) African Literature: Islamic Perspectives
- [LAS - 312](#) Sarlo Scholars: Global Service Learning
- [MUS - 212](#) Survey of African Music
- [POLS - 348](#) Politics and Development in Africa
- [POLS - 392](#) Special Subjects in Politics (Focus on Africa)
- [THRS - 270](#) African Theologies and Cosmologies

Courses offering partial coverage of Africa

- [ECON - 372](#) Economic Development
- [ECON - 280](#) The Global Economy*
- [ECON - 473](#) Development Microeconomics
- [PASJ - 305](#) Theater and Culture
- [FREN - 450](#) Seminar: Special Topics in Francophone Literature and Culture
- [HIST - 341](#) Feast and Famine: A History of Food
- [HIST - 310](#) The Ancient Near East
- [MS - 407](#) Alternative Media and Social Change
- [POLS - 113](#) Introduction to International Politics*
- [POLS - 315](#) Global Politics of Race, Ethnicity and Nationalism
- [POLS - 332](#) Political Thought of Developing countries
- [POLS - 345](#) Global Economic Justice
- [POLS - 352](#) Human Rights and Global Change
- [POLS - 360](#) International Environmental Politics/
- [ENVA - 360](#) International Environmental Politics
- [POLS - 382](#) Politics of International Aid and Development
- [POLS - 450](#) Political Economy of Developing Nations

- [SOC - 231](#) Introduction to Globalization
- [SOC - 233](#) Gender, Development and Globalization
- [SOC - 322](#) Globalization and Resistance
- [SOC - 333](#) Nationalism and Citizenship
- [SOC - 352](#) Politics and Society
- [SOC - 360](#) Urbanization and Development/
- [ENVA - 364](#) Urbanization and Development
- [THRS - 305](#) Feminist Theology from the Third World

Courses offering coverage of African-American Issues

- [ENGL - 203](#) African American Literature Survey I
- [ENGL - 204](#) African American Literature Survey II
- [ENGL - 401](#) African American Women Novelists
- [HIST - 125](#) African American History
- [POLS - 324](#) African-American Politics
- [PHIL - 343](#) African American Philosophy
- [PASJ - 325](#) The Harlem Renaissance
- [SOC - 238](#) African American Culture and Society
- [SOC - 240](#) People of Mixed Descent
- [HIST - 363](#) Race and Ethnicity in United States History
- [MS - 204](#) Media, Stereotyping and Violence
- [MS - 303](#) Race, Ethnicity and Media
- [POLS - 336](#) Race, Equality and the Law
- [PSYC - 305](#) Psychology of Ethnic groups in the United States
- [SOC - 325](#) Critical Approaches to Race and Ethnicity

*Only counts for non-International Studies majors.

Analytics Courses (old)

Analytics Boot Camp (6) (Summer I – late July and August)

A month-long intensive in three boot camps (computational, applied math and economics) with exposure to modern statistical packages, SQL, R and Python, review of probability and statistics, linear algebra, linear regression, and review of basic micro and macroeconomics, including pricing and demand, uncertainty and consumer modeling.

Analytical Methods I (2)

Mathematical techniques for analytics, including time series analysis, regression methods, problem-solving.

Computational Analytics I (2)

Data mining, including classification and association. Rules, trees, and classifiers. Clustering. Data cleaning. Use of relational and non-relational (NoSQL) data stores.

Business Analytics I (2)

Application of basic analytical methods to business problems. Topics include market basket analysis, management science, optimization and satisficing techniques, survey design.

Economic Analysis I (2)

Application of analytical techniques to economic models. Topics include econometrics, risk analysis, forecasting, and portfolio theory.

Practicum I (4)

Provides both skills and experience in working with clients and opportunities to practice the professional skills required by business. The course features frequent presentations by program partners about real analytical problems and how they are addressed. The course features significant one-on-one mentoring and integration of topics presented in program's courses.

Intensive Project (2). During winter intersession (January), students work in small teams on a real-world project for a client. The team project takes a real-world data set and a set of client concerns, performs a comprehensive analysis, and prepares a business report, presentation and plan for the client.

Computational Analytics II (2)

Topics include: advanced data mining, text mining, modeling of problems for hadoop/MapReduce, network analysis, managing large data sets.

Information Visualization (2)

Presentation of complex visual data, including multivariate data, geospatial data, textual data, networks and graphs, and design principles.

Analytical Methods II (2)

Topics include: advanced regression methods, nonparametric and order statistics, and error analysis. Heavy emphasis on problem solving and application of techniques to real data sets in a specific domain.

Business Analytics II (2)

Topics include: survival analysis, longitudinal data analysis, simulation, anomaly detection. These topics will be applied to specific real-world problems using marketing data.

Practicum II (4)

Students are placed with a client as part of a semester-long project with weekly deliverables and meetings. Continued mentoring and development of professional business skills are also provided.

Applications of Analytics (2)

Topics include GIS, sports analytics, web mining, log mining, social networks, data integration.

Practicum III (4)

Continuation of Practicum. Students also receive "soft skills" training in creating their CV, interviewing and networking, and study of the venture capital and startup process.

Arts and Sciences Undergraduate Courses**Asia Pacific Studies Curriculum**

The nine courses in the Master's program in Asia Pacific Studies provide a broad-based curriculum combining:

- research and writing
- small group/team work
- an integrated Asian language component
- several options for those with existing language competence

Semester I

- APS - 601 Comparative Modernization of East Asia
- APS - 610 Core Asian Language I (Japanese) or
- APS - 621 Core Asian Language I (Mandarin Chinese)

Semester II

- APS - 605 Cultures of East Asia
- APS - 611 Core Asian Language 2 (Japanese) or
- APS - 622 Core Asian Language 2 (Mandarin Chinese)

Summer Session

- APS - 612 Asian Language Intensive Summer Session (Japanese) or
- APS - 623 Asian Language Intensive Summer Session (Mandarin Chinese)

Semester III

- APS - 635 Literature of East Asia
- APS - 636 Society and Culture in the Contemporary Asia Pacific

Semester IV

- APS - 620 International Politics of the Asia Pacific
- APS - 640 Economies of East Asia

Elective Courses

Prospective students with demonstrable competence in an acceptable Asian language have some flexibility in how they may complete the 12 units normally devoted to Asian language study. Qualified students may pursue one or more of the following options as appropriate:

- Continued study of their target language beyond their current level.
- Study of another Asian language at the beginning level.
- Transfer up to nine units credit of acceptable Asian language study at a recognized degree-granting institution for which the student received a grade of "B" or better.
- Asia Pacific Internship
- Directed Research

The BA/BS-Master of Arts in Asia Pacific Studies (BA-MAPS) Program

The BA/BS-Master of Arts in Asia Pacific Studies (BA-MAPS) Program gives undergraduates the opportunity to satisfy up to 20 of the 36 units required for the Master's in Asia Pacific Studies (MAPS) degree while pursuing their Bachelor's degree at USF. Students who take full advantage of the unique opportunities offered by the BA-MAPS Program can save at least a year's time and tuition while earning both a BA and the MA in Asia Pacific Studies.

Learning Goals/Outcomes for the M.A. in Asia Pacific Studies

Graduates of the USF Master of Arts in Asia Pacific Studies Program should be able to demonstrate:

- An understanding of the East Asian region from a multi-disciplinary perspective
- An understanding of the interrelationships among the countries and cultures of East Asia in the context of the greater Pacific Rim
- The ability to articulate the differences and similarities in individual national and cultural approaches to human rights and social justice, gender and class issues, the challenges of modernization, and the stresses of economic inter-penetration/globalization
- A low-intermediate competence in Chinese, Japanese, or Korean (or other Asia language as appropriate)

Asian Pacific American Studies Interdisciplinary Minor

The undergraduate Minor in Asian Pacific American Studies is an interdisciplinary program concerned with significant concepts and realities that bear on Asian Pacific American identity and culture. Special attention is focused on social and political advocacy of people of Asian and Pacific Islander descent in the United States. The program highlights their legacy of struggle and their ongoing contributions to American culture and democracy. It also strives to broaden perspectives on class, gender, sexual, religious, and other differences that comprise Asian Pacific America.

Administrative Office
Kalmanovitz Hall, Room 248
Phone: (415) 422-6112 or (415) 422-5706
Evelyn Rodriguez, Director

This program enables students to diversify their educational experience and develop skills that address new cultural realities in the United States. Specific goals of the Asian Pacific American Studies Minor include the following:

- Enhance a student's major through a concentrated study of diversity issues
- Prepare and support students who apply to graduate schools in Asian Pacific American studies, Ethnic Studies, and other related fields
- Offer special knowledge, skills, and invaluable contacts to students seeking employment in Asian Pacific American communities
- Foster a passion for social justice, which is essential to a Jesuit education and relevant to any career path

The disciplines represented include psychology, sociology, literature, philosophy, and religious studies, among others. The program also administers internships and requires service-learning courses that will provide access to numerous Asian Pacific American organizations in the region.

The program thus offers students "the knowledge and skills necessary to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others" as stated in the University Mission.

By integrating knowledge and service, the program seeks to contribute to the University's mission of raising leaders competent to face the changing realities of the Bay Area and beyond.

The Minor requires the completion of 20 credits of Core and Elective courses. Many of these courses fulfill both Core and major requirements. For more information on such courses along with current updates to the course list below, please contact the Faculty Coordinator.

Asian Pacific American Studies Minor Requirements

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

Students are required to take these two core courses in sequence:

- [SOC - 228](#) Asians and Pacific Islanders in U.S. Society
- [ENGL - 405](#) Capstone Seminar; Asian American Studies or
- [COMS - 405](#) Capstone Seminar: Asian American Studies

Electives

Students are required to take three elective courses. Courses in Ethnic Studies or Asian Studies that have an Asian Pacific American Studies component may fulfill (1) elective course requirement with permission of the Faculty Coordinator.

- [COM - 315](#) Asian American Culture and Communications
- [ENGL - 195](#) FYS - Chinese American Literature in San Francisco
- ENGL - 211 Asian American Literature Survey
- PHIL - 275 Asian American Philosophy
- POLS - 369 Asian Politics, Activism, and Justice
- [PSYC - 317](#) Asian American Psychology
- RHET - 195 FYS - Language and Power: The Rhetoric of Nationalism and Social Justice

- SOC - 195 FYS - Gangsters, Geeks and Geishas
- SOC - 240 People of Mixed Descent
- SOC - 375 Contemporary Asian American Issues
- THTR - 312 Asian American Performance and Culture
- [YPSF - 325](#) Filipino Culture and Society

Asian Studies

The major in Asian Studies prepares students to meet the opportunities and challenges of the 21st century in the Pacific Rim region. In an era when new forms of global encounter create complex links between places, regions, and peoples, it is vital to understand the interactivity and interdependence between Asia, the Bay Area, and the University.

The Asian Studies degree program, administered by the USF Center for the Pacific Rim, is offered in the College of Arts and Sciences to all students. The degree advances understanding of the increasingly powerful countries of Asia by focusing not only on the structures of society--its histories, laws, economies, and governments--but also on the religious, philosophical, artistic, and intellectual foundations for these structures. The program also emphasizes the relationship between natural and man-made environments, as well as the University's commitment to social justice, ethics, and human rights.

The major's interdisciplinary emphasis provides a broad overview of Asia as well as an in-depth investigation in themes and topics that extend across a range of Asian societies. Aided by language study, the primary emphasis of the Asian Studies major is on a combination of courses that comprise an in-depth, integrated, and interdisciplinary program. Students may select from courses in Asian Languages and Cultures, Comparative Literature, Economics, Environmental Studies, History, Linguistics, Philosophy, Political Science, Religious Studies, Sociology, Women's Studies, and courses offered in the School of Business and Management

Graduates with a degree in Asian Studies will be in demand in such fields as international business, education, media and communications, government services, law, nongovernmental organizations, international development organizations, and international consulting.

Asian Studies Interdisciplinary Minor

The Minor in Asian Studies provides interdisciplinary study of the cultures, development, and relations among the societies of the Asia Pacific region. The program is offered in the College of Arts and Sciences to all students in the University, enabling them to combine study of a major field with a focused study of Asian history, culture, and contemporary affairs.

Administrative Office
Lone Mountain, Room 202
Phone: (415) 422-6300
Email: kruzeu@usfca.edu
Uldis Kruze, Director

Students who complete the Minor in Asian Studies, along with a Major of their choice, will be well-positioned for graduate study, work abroad with private sector or non-governmental organizations, or employment with American firms doing business in the Asia Pacific region. In order to enhance the career value of the Minor, students are strongly encouraged to also pursue the study of one of the Asian languages offered by the College. The Minor can be completed in two years; however, it will not be awarded until the student has completed the Bachelor's degree program.

Undergraduates enrolled in the BA/BS-Master of Arts in Asia Pacific Studies (BA-MAPS) program may substitute the appropriate MAPS graduate seminar courses for Asia Pacific Studies Minor requirements with the permission of the Faculty Coordinator.

Asian Studies Minor Requirements

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

The Asian Studies Minor requires completion of five 4-credit courses (20 credits).

Gateway Courses

One Gateway course is required of ALL students pursuing the Minor.

- [HIST - 130](#) East Asian Civilizations or
- [THRS - 366](#) Religion and Spirituality in Asia

Electives

For the remaining twelve (12) credits students must select three courses from the following three groups. Students must choose one course from each of the three groups (for a total of 12 credits).

Group I. East Asia: History and Politics

- [HIST - 380](#) Traditional China to 1839
- [HIST - 381](#) Modern China: Revolution and Modernization
- [HIST - 383](#) Modern Japan Since Perry
- [HIST - 386](#) History of U.S.-China Relations
- [HIST - 387](#) History of U.S.-Japan Relations

- [POLS - 347](#) Government and Politics of China and East Asia

Group II. South and Southeast Asia: History and Politics

- [POLS - 346](#) Government & Politics of India & Southeast Asia
- [POLS - 358](#) International Relations of India and Southeast Asia
- [POLS - 359](#) International Politics of the Asia Pacific Rim
- [HIST - 135](#) Indian Civilizations
- [YPSP - 301](#) Philippine History from Pre-Spanish Times to 1900
- [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.

BAIS 305 - The Global Network: Consumption and Ecology

BAIS 305 The Global Network: Consumption and Ecology⁴This course examines consumption and ecology while aiming to promote sustainability and peace but it make global dialogue possible though technology. The class is taught on campuses around the world and students discuss issues and prepare presentations with students from other countries as well as meeting for discussions on campus.

Biochemistry Concentration

This program requires completion of forty-two to forty-four (42-44) credits in Chemistry, as follows:

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

Lower-division courses (20 credits):

- CHEM - 111 General Chemistry I
- CHEM - 112 General Chemistry Laboratory I
- CHEM - 113 General Chemistry II
- CHEM 114 General Chemistry Laboratory II
- CHEM - 230 Organic Chemistry I
- CHEM - 232 Organic Chemistry Laboratory I
- CHEM - 231 Organic Chemistry II
- CHEM - 260 Analytical Chemistry

Upper-division courses (22-24 credits):

- CHEM - 340 Physical Chemistry I
- CHEM - 350 Biochemistry I
- CHEM - 351 Biochemistry II
- CHEM - 352 Experimental Biochemistry
- CHEM - 420 Inorganic Chemistry
- BIOL - 310 Genetics

Required supporting courses (24 credits):

- MATH - 109 Calculus and Analytic Geometry I

- MATH - 110 Calculus and Analytic Geometry II
- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- BIOL - 105 General Biology I
- BIOL - 106 General Biology II

ACS certification requires these additional courses:

- CHEM - 341 Physical Chemistry II
- CHEM - 410 Integrated Lab

For students who have already taken General Chemistry I & II prior to June 2010, speak to your adviser about requirements.

Students intending to apply for medical, dental, veterinary, or pharmacy school should contact USF's Pre-Professional Health Committee for recommendations or additional courses: http://www.usfca.edu/Biology/Pre-Health_Information/.

Recommendations for Chemistry Majors

Students intending to pursue graduate work are strongly advised to obtain research experience through CHEM 397. Students should consult with faculty in the area of their interest.

All chemistry students should have practical experience with a variety of chemistry instruments and be able to interpret data obtained from them. Regarded as basic are the apparatus associated with visible, UV, IR, and NMR spectroscopy, and gas and liquid chromatography.

Biochemistry Courses

Biology Honors Program

The Department of Biology offers a Bachelor of Science degree with Honors. This degree requires a research thesis in an area of Biology. The program is designed to provide superior undergraduate students with opportunities to carry out original research in preparation for graduate school, professional training, or a position in an industrial or government research laboratory.

Students with an overall grade point average of 3.2, plus a grade point average of 3.4 or above in Biology and supporting science courses (Chemistry, Math and Physics) are eligible for acceptance into the program. Applications are to be made to the Honors Thesis Program Committee during the student's junior year. Depending on the area of research interest, students are assigned a thesis committee consisting of a research advisor and one additional faculty member. Research credit is earned through enrollment in:

Note: A maximum of four Honors credits can be counted as upper division course credit.

Each project must be evaluated by the Thesis Committee before submission to the chair for final approval. Honors students are required to present a departmental seminar on their research. Successful completion of the Biology Honors Program is recorded on the student's transcript.

Biology Major

Students majoring in Biology are required to complete sixty-seven (65-68) credits of science as follows. Courses required for the Biology major can be repeated no more than one time.

Required Biology Courses (40 credits)

[Download the Biology Major Requirements Checklist](#)

Lower Division (12 credits):

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

Upper Division (28 credits)

- BIOL - 310 Genetics
- BIOL - 414 Evolution
- A field course selected from one of the following:
 - BIOL - 332 Herpetology Lab
 - BIOL - 380 Conservation Biology Lab
 - BIOL - 382 Laboratory in California Wildlife

- BIOL - 383 Biology of Insects Laboratory
- BIOL - 391 Laboratory in Marine Biology
- BIOL - 393 Laboratory in Oceanography
- Plus an additional 16 credits of upper division biology courses that must include at least two field or laboratory courses.

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

Supporting Courses (25-28 credits)

Chemistry (13-16 credits)

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II
- CHEM - 236 Fundamentals of Organic Chemistry (or 0202-230 Organic Chemistry I and 0202-231 Organic Chemistry II)
- CHEM - 232 Organic Chemistry Laboratory I

Mathematics (4 credits)

- MATH - 102 Biostatistics

Physics (8 credits)

- PHYS - 100 Introductory Physics I (or PHYS-110, General Physics I)
- PHYS - 101 Introductory Physics II (or PHYS-210, General Physics II)

Learning Goals/Outcomes for the B.S. in Biology

At the completion of the Bachelor of Science degree in the Department of Biology, it is the intention that a graduate will have a strong foundation for lifelong learning and career development by having acquired:

- An understanding of major biological concepts and an awareness of how these concepts are connected within various areas of the biological and physical sciences; and
- problem solving, analytical, and communication skills that provide the basis for a career in the biological sciences.
- a strong appreciation of science as an integral part of society and everyday life, particularly so that they can develop an informed scholarly personal position on contemporary social and ethical issues (e.g., environment and medicine).

Biology Minor

[Download the Biology Minor Requirements Checklist](#)

The minor in Biology requires completion of the following (33-36 credits):

- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- BIOL - 212 Cell Physiology
- BIOL - 310 Genetics
- One upper-division Biology course
- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II
- CHEM - 236 Fundamentals of Organic Chemistry or 0202-239 Organic Chemistry I and 0202-231- Organic Chemistry II
- CHEM - 232 Organic Chemistry Laboratory I

Catholic Studies and Social Thought Interdisciplinary Minor

The Minor in Catholic Studies and Social Thought is conceived as a Catholic interdisciplinary engagement between/among forms of Catholic social thought as expressed in social theory, the Catholic socio-cultural imaginary, and the Roman Catholic magisterial discourse on society. In disciplinary terms, the curriculum is divided into three areas of study: 1) History and Society; 2) Theology and Philosophy; 3) Culture and Aesthetics.

Catholic Studies and Social Thought Minor Requirements

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

The Minor in Catholic Studies and Social Thought requires 20 credits of coursework, as follows:

Required Core Course:

Administrative Office
 Kalmanovitz Hall, Room 248
 Phone: (415) 422-5706
 Fax: (415) 422-2206
 Email: lanecenter@usfca.edu
 Website:
[Catholic Studies & Social Thought](#)
 Vincent Pizzuto, Director

All minors without exception must take the core course:

- [THRS - 220](#) Catholic Social Thought

Electives

The Minor requires 12 credits of electives as listed below. Ordinarily, students will complete one course in each of the three areas of study. This area-coverage requirement may be waived by the student's Capstone adviser, in consultation with the Catholic Studies faculty director, where students show interest and capacity for profitable research on a particular theme with an eye to the Capstone.

The Capstone

All students in the Minor must successfully complete a Capstone course (4 credits), including a Capstone thesis project, ordinarily a 25-40 page paper. In preparing for the Capstone, the student selects a course that will be the "wrapper" for her/his Capstone project. The course must come from one of the electives.

Requirements

Catholic Social Thought

- [THRS - 220](#) Catholic Social Thought

History and Society

- [HIST - 316](#) The Reformation
- [HIST - 317](#) The Expansion of Europe, 1450-1715
- [HIST - 318](#) Early Modern European Civilization
- [HIST - 324](#) History of the Early Church
- [HIST - 370](#) Colonial Latin America
- [HIST - 372](#) Indigenous and Colonial Mexico
- [POLS - 317](#) Religion and Politics
- [POLS - 341](#) Nonviolence in Theory and Practice
- [POLS - 344](#) Revolution and Reaction in Latin America
- [POLS - 356](#) The Vatican in Global Politics
- THRS - 306 Theology in HIV/ AIDS Contexts
- [THRS - 345](#) Religion of U.S. Latinos
- THRS - 355 Philippine Theology and the Revolutions
- [THRS - 363](#) Religion in Latin America
- [THRS - 384](#) Religion and Nonviolence

Theology and Philosophy

- [PHIL - 404](#) Contemporary Thomism
- [SII - 201](#) Catholic Thought
- [SII - 203](#) Religion and Culture in Late Antiquity
- [SII - 405](#) Catholic Moral Tradition
- [THRS - 100](#) The Christian Village
- [THRS - 104](#) Mystery of God/Mystery of the Human Person
- [THRS - 106](#) Introduction to Sacred Scripture
- [THRS - 200](#) Christian Feminist Theology
- [THRS - 202](#) Portraits of Christ: An Introduction to the Four Gospels.
- [THRS - 260](#) Sexuality and Scripture
- [THRS - 262](#) Homosexuality and the Bible
- [THRS - 280](#) Migrant and Diaspora Religions
- [THRS - 308](#) Who is Jesus? An Introduction to Christology
- [THRS - 312](#) Christian Marriage
- [THRS - 322](#) Liberation Theology
- [THRS - 361](#) Religion and the Environment or
- [ENVA - 361](#) Religion and the Environment
- [THRS - 305](#) Feminist Theology from the Third World(s)
- [THRS - 405](#) Catholic Moral Tradition
- [THRS - 470](#) Contemporary Moral Issues

Culture and Aesthetics

- [ENGL - 311](#) Writing Faith: Exploring Poetics and the Politics of Spirituality in Medieval Literature
- [MS - 350](#) Human Rights and Film
- [SII - 204](#) Medieval and Renaissance Literature
- [SII - 302](#) Music and Art
- [SII - 413](#) Dante's <|>Divine Commedia<|> or
- [SPAN - 413](#) Dante's Divina Commedia
- [THRS - 330](#) Biblical and Spiritual Drama or
- [PASJ - 315](#) Biblical and Spiritual Drama
- [THRS - 340](#) Panamerican Saints: Hagiography and Politics

Certificate in Asia Pacific Graduate Studies (CAPS)

The 12-credit Certificate in Asia Pacific Graduate Studies is designed for academics, professionals, and others who have a need or desire for academic recognition of their efforts to gain graduate-level knowledge of the Asia Pacific. CAPS offers an inexpensive and potentially rapid opportunity for professional and personal development.

The Certificate consists of three 4-credit seminars chosen from the six substantive seminars in the MAPS curriculum listed above, plus a culminating research paper demonstrating intellectual integration of the disciplines studied. Each CAPS student may select just those seminars which suit their needs or interests and take them in any order they find convenient over a two-year time span. There is no Asian language prerequisite or requirement for the Certificate.

Certificate in Bioinformatics

A two-semester Bioinformatics certificate that teaches students the techniques and mathematics for analyzing biological and biomedical data.

This nondegree certificate program appeals to working professionals or others with undergraduates degrees in computer science, mathematics, engineering or other related disciplines. Applicants must have a solid foundation in programming in order to successfully complete either certificate.

A student must complete a total of four courses.

The following course is required:

- Bioinformatics (CS 640) (required)

Students then choose 3 of the following:

- Bioinformatics Research (CS 642)
- Artificial Intelligence (CS 662)
- Biostats (Math 102)
- Genetics (Biol 310)
- Topics in Biophysics (PHYS 386)

What are the pre-requisites for the Certificate Programs?

An applicant must have an undergraduate degree as well as foundation courses in computer programming (such as Java, C++, C# or Python), data structures, and analysis of algorithms to qualify for entry into these certificate programs. For example, the following USF courses provide a minimum background: CS212 Software development, CS245 Data structures and algorithms.

When and where are classes held?

All classes typically meet in the afternoon or evening in San Francisco, CA on the University of San Francisco's main campus. Courses meet either three times a week for 1:05min or twice a week for 1:35min.

How many courses do I take at a time?

This is a nine month certificate program that has course offerings from August until May each year. Students will be taking two courses for the Fall 15 week semester and two courses in the Spring semester.

How to apply:

To apply for any of the Certificate Programs, please submit your resume, computer science background essay, and transcripts from any university level programs along with a paper application and a \$55 application fee.

Mail all application documents to:

Office of Graduate Programs
College of Arts and Sciences, HR240
2130 Fulton St.
San Francisco, CA 94117

For more information, please contact Professor Terence Parr at advisor@cs.usfca.edu

Certificate in Computer Security

A two-semester computer security certificate that teaches students how to create secure computer infrastructures and applications, evaluate security risks, and protect electronic assets and privacy.

This nondegree certificate program appeals to working professionals or others with undergraduates degrees in computer science, mathematics, engineering or other related disciplines. Applicants must have a solid foundation in programming in order to successfully complete either certificate.

A student must complete the following four courses:

- Foundations of Security and Privacy (CS 684)
- Applied computer security and privacy (CS 683)
- Web systems and algorithms(CS 680)
- Network programming (CS 621)

What are the pre-requisites for the Certificate Programs?

An applicant must have an undergraduate degree as well as foundation courses in computer programming (such as Java, C++, C# or Python), data structures, and analysis of algorithms to qualify for entry into these certificate programs. For example, the following USF courses provide a minimum background: CS212 Software development, CS245 Data structures and algorithms.

When and where are classes held?

All classes typically meet in the afternoon or evening in San Francisco, CA on the University of San Francisco's main campus. Courses meet either three times a week for 1:05min or twice a week for 1:35min.

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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.

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Mail all application documents to:

Office of Graduate Programs
College of Arts and Sciences, HR240
2130 Fulton St.
San Francisco, CA 94117

For more information, please contact Professor Terence Parr at advisor@cs.usfca.edu

Certificate in Writing and Rhetoric

Beginning in Fall 2007, the USF College of Arts and Sciences will offer a Certificate in Writing and Rhetoric. The certificate requires that students complete at least three courses (12 credits) of upper-division courses designated as "writing intensive" (WI). Students may count the writing of a thesis as one of these three courses. No more than two courses (8 credits) counting toward the certificate can be from the same program or department. Students must receive a minimum of B- in each of these courses for them to count toward the certificate.

Learning Outcomes

Students will be able to:

- write 5000 or more words of substantial, revised, academic prose at an advanced level meeting standards and applying conventions defined by a specific subject area or discipline.
- define, identify, and apply the rhetorical conventions and strategies appropriate to particular subject areas or disciplines.
- revise formal prose based on instructor's written (or combination of written and verbal) feedback.

Chemistry Major

This program requires completion of a minimum of forty (40) credits in Chemistry, as follows:

[Download the Chemistry Major Requirements Checklist](#)

Lower Division Courses (22 credits):

- CHEM - 111 General Chemistry I
- CHEM - 112 General Chemistry Laboratory I

- CHEM - 113 General Chemistry II
- CHEM - 114 General Chemistry Laboratory II
- CHEM - 230 Organic Chemistry I
- CHEM - 231 Organic Chemistry II
- CHEM - 232 Organic Chemistry Laboratory I
- CHEM - 233 Organic Chemistry Lab II for Majors
- CHEM - 260 Analytical Chemistry

Upper-division courses (16 credits):

- CHEM - 340 Physical Chemistry I
- CHEM - 341 Physical Chemistry II
- CHEM - 350 Biochemistry I or CHEM - 356 Fundamentals of Biochemistry
- CHEM - 420 Inorganic Chemistry

Required supporting courses (16 credits):

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II
- PHYS - 110 General Physics I
- PHYS - 210 General Physics II

Additional courses (2 credits minimum)

- CHEM - 397 Research Methods and Practice
- CHEM - 410 Integrated Laboratory
- Chemistry Elective

ACS certification requires these additional courses:

- CHEM - 410 Integrated Lab
- CHEM - 397 Research Methods and Practice

For students who have already taken General Chemistry I & II prior to June 2010, speak to your adviser about requirements.

Program Goals/Learning Outcomes for the B.S. in Chemistry

Students will

- have a rigorous understanding of fundamental chemical concepts and techniques.
- gain practical experience with a wide variety of chemistry instruments and learn how to interpret data obtained from them.
- Develop abilities to communicate ideas in chemistry to general audiences and to specialists.
- have programs of instruction which lead to the B.S. degree and which enable students to begin either a career in science or to continue with study for a higher degree.

Program Learning Outcomes

When USF students graduate from the chemistry program, they should:

- Understand a broad range of chemical principles and knowledge in analytical, biochemical, inorganic, organic and physical chemistry.
- Apply their chemical knowledge and critical thinking skills to the solution of theoretical and practical problems in chemistry.
- Demonstrate laboratory skills appropriate to the study of chemistry: the ability to acquire, interpret and analyze data using manual and instrumental methods, to carry out basic synthetic reactions, to maintain a laboratory notebook, to work confidently and safely in a laboratory.
- Organize and present scientific information in written and oral form assisted by the use of computer technology (word processing, spreadsheets, chemical structure drawing programs and chemical information retrieval services).
- Understand the importance of chemistry in an industrial, economic, environmental and social context.
- Be successful in pursuing further studies or employment in chemistry or multi-disciplinary areas involving chemistry.

Child and Youth Studies Interdisciplinary Minor

Child and Youth Studies is an interdisciplinary program that will provide the undergraduate student with a scholarly and experiential understanding of childhood and adolescence. The minor, which is open to all majors, educates students about the physical, psychological, spiritual, social, and cultural aspects of human development during the first 18 years of life. It integrates the many child- and youth-focused courses and service learning experiences across disciplines within the schools and colleges at USF to provide a structured course of study for the undergraduate student interested in learning about children.

Requirements

[Download the Child and Youth Studies Minor Requirements Checklist](#)

The Interdisciplinary Minor in Child and Youth Studies requires a minimum of twenty-four (24) credits, as follows:

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

*At least 12 credits of the CYS Minor must come from courses outside of the student's major department(s) and other academic programs (e.g., Dual Degree Program and minors).

*Students must meet with the Director of the CYS minor before starting the program.

Three (3) core courses (12 credits)

Required (4 credits)

- [PSYC - 101](#) General Psychology

One course in Psychology (4 credits)

- [PSYC - 312](#) Child Development

One course in Sociology (4 credits)

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

Two Elective Courses (8 credits)

- [COMS - 302](#) Dark Side of Interpersonal/Family Communication
- COMS - 306 Family Communication
- [ESS - 220](#) Motor Development
- [ESS - 360](#) Exercise and Healthy Kids
- [NURS - 331/420](#) Family Health I - NURSING ONLY
- [NURS - 341/421](#) Family Health II - NURSING ONLY
- [PSYC - 328](#) Child Psychopathology
- [PSYC - 350](#) Perspectives in Psychology (Family Psychology)
- [PSYC - 369](#) Child Maltreatment
- [SOC - 229](#) Diversity of American Families
- [SOC - 329](#) Social Worlds of Children
- [SOC - 338](#) Sociology of Education
- [SOC - 356](#) Juvenile Justice
- SOC - 390 Sociology of Adolescence
- [TEC - 611](#) Education of Bilingual Children: Theory and Practice
- [TEC - 643](#) Education of Exceptional Children

Four credits of Departmental Practicum and Internship Experience (s)

- [COMS - 496](#) Communication Studies Internship
- DANC - 360 Dance in the Community
- [ESS - 398](#) Professional Practicum
- [INTD - 385](#) DDTP Fieldwork
- [NURS - 351/425](#) Clinical Lab IV-A - NURSING ONLY
- [NURS - 352/426](#) Clinical Lab IV-B - NURSING ONLY
- [PSYC - 396](#) Psychology Practicum
- [SOC - 395](#) Fieldwork in Sociology
- [TEC - 401](#) America Reads I A
- [TEC - 402](#) America Reads I B

Questions about the Child and Youth Studies Minor should be directed to Professor Diana Lattimore in the Department of Psychology (dlattimore@usfca.edu); students interested in enrolling in the minor should meet with her during her regularly scheduled office hours.

Classical Studies Interdisciplinary Minor

The Minor in Classical Studies

- is a 20-credit program with one required course and four electives from history, philosophy, performing arts, and classical languages;
- is a new cohesive classical studies program at USF;

Classical Studies

University Center Room 538
2130 Fulton Street
San Francisco, CA 94117

- is an interdisciplinary program with a focus on the interplay between the history, literature, philosophy, and culture of ancient Greece and Rome;
- studies the cultural achievements of classical Greece and Rome and connects them to our time;
- is designed for students from all majors and specialties;
- does not require a reading fluency in Greek or Latin.

Telephone: (415) 422-5983
 Email: hieber@usfca.edu, deistr@usfca.edu

[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

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[Architecture and Community Design](#)

[Art History/Arts Management](#)

[Asian Studies](#)

[Biology](#)

[Chemistry](#)

[Communication Studies](#)

[Comparative Literature and Culture](#)

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[English with Literature Emphasis](#)

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[French Studies](#)

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Interdisciplinary Minors

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[Asian American Studies](#)
[Asian Studies](#)
[Catholic Studies and Social Thought](#)
[Chican@-Latin@ Studies](#)
[Child and Youth Studies](#)
[Classical Studies](#)
[Criminal Justice Studies](#)
[Cultural Anthropology](#)
[Ethnic Studies](#)
[European Studies](#)

[Gender and Sexualities Studies](#)
[Gerontology](#)
[Health Studies](#)
[Jewish Studies and Social Justice](#)
[Latin American Studies](#)
[Legal Studies](#)
[Middle Eastern Studies](#)
[Neuroscience](#)
[Peace and Justice Studies](#)
[Philippine Studies](#)
[Public Service and Community Engagement](#)

Communication Studies

Communication is an individual's most distinct and significant behavior and is the building block of literacy; the ability to speak and write clearly, eloquently, and effectively has been recognized as the hallmark of an educated person since the beginning of

recorded history.

The Communication Studies Department views communicative behavior as central to human activity: to individual development, to interpersonal relationships, and to the functioning of political, economic, cultural, and social institutions.

Comparative Literature and Culture Courses

Concentration in Ecology

This area of concentration within the Biology major is designed to prepare students for careers in academic, governmental, non-profit and private sector research, consulting or outreach programs focused on ecology and the environment. It also prepares students for graduate study in marine and terrestrial ecology, astrobiology, environmental science, and other fields of life and environmental sciences (including medical school)

In addition to the lower division Biology requirements (BIOL 105, BIOL 106, and BIOL 212) and the required supporting courses in Chemistry, Math and Physics, the following courses constitute the Ecology Concentration:

- BIOL - 310 Genetics
- BIOL - 346 General Microbiology and
- BIOL - 347 Laboratory in General Microbiology
- BIOL - 414 Evolution

Plus sixteen (16) credits of upper division electives chosen from the list below. These credits must include at least two Biology field courses (indicated with an asterisk), and can include one approved Environmental Science course.

- BIOL - 331 Herpetology and
- BIOL - 332 Herpetology Lab *
- BIOL - 379 Conservation Biology and
- BIOL - 380 Conservation Biology Lab *
- BIOL - 381 California Wildlife and
- BIOL - 382 Laboratory in California Wildlife *
- BIOL - 383 Biology of Insects
- BIOL - 384 Biology of Insects Lab *
- BIOL - 390 Marine Biology and
- BIOL - 391 Laboratory in Marine Biology *
- BIOL - 392 Oceanography and
- BIOL - 393 Laboratory in Oceanography *
- BIOL - 395 Special Topics in Biology (ecology topics)
- BIOL - 398 Readings for Advanced Undergraduates
- BIOL - 470 Environmental Animal Physiology
- BIOL - 490 Undergraduate Seminar in Biology
- BIOL - 498 Research for Advanced Undergraduates
- BIOL - 598 Thesis Research for Biology Honors Program

- BIOL - 599 Thesis Writing for Biology Honors Program

Students must declare the Ecology Concentration by the end of the junior year.

Concentration Options

Concentration options provide a framework by which graduate students may organize their program to achieve individual goals. The following concentration options are available:

1. General Economics

Students have the option to design (in conjunction with the Graduate Advisor) their own elective course work. Some students use this option to prepare for a Ph.D. program at a highly ranked graduate Economics department. Others prepare for careers as economists in government or the private sector. Students must choose a minimum of twelve (12) graduate credits from graduate Economics offerings over and above the core courses. Other credits may be chosen from related areas such as mathematics or business administration. Additional opportunities also include directed research, a master's thesis, study abroad, internships, or a combination of the above. All students must also complete a research project in which they demonstrate mastery of economic analysis.

2. Financial Economics

This concentration option provides students with the opportunity to study domestic and international financial markets, as well as the principles for financial decisions by bankers, investment managers, and corporate financial managers. The required courses in the area are:

- ECON - 650 Money, Banking, and Financial Institutions
- ECON - 651 Monetary Economics

Students must choose three additional graduate Economics courses. We recommend, but do not require, that a student choose from the following:

- ECON - 616 Special Topics in Mathematics for Economists
- ECON - 655 Options and Futures
- ECON - 660 Industrial Organization
- ECON - 671 International Finance

A maximum of two of these courses may be met by M.B.A. courses when approved by the Economics Graduate Advisor. Students must also complete a research project in the field of financial economics (ECON 690).

3. International Economics

To specialize in international economics students must take the required courses:

- ECON - 670 International Trade
- ECON - 671 International Finance

Students must choose three additional graduate Economics courses. We recommend, but do not require, that a student choose from the following:

- ECON - 651 Monetary Economics
- ECON - 672 Economic Development
- ECON - 673 Development Microeconomics
- ECON - 674 Development Macroeconomics
- ECON - 676 Natural Resource Economics and Development Policy
- ECON - 677 International Political Economy

Students must also complete a research project in the field of international economics (ECON 690).

4. Telecommunications Economics and Policy

The growth of the information sector, the convergence of computers and telecommunication, and the globalization of the economy are resulting in a growing dependence on telecommunications.

The Telecommunications Economics and Policy program is designed to prepare graduates for Information Age careers in telecommunications planning, analysis, and policy. Internships, guest speakers and site visits are included in the program.

The University of San Francisco is located near the heart of some of the world's leading centers for the development of new information technologies and services. In addition, USF is located on the Pacific Rim and has strong ties with Asia and the Pacific. Students must choose (in conjunction with their faculty advisor) a minimum of five (5) courses from the following set. Please note that a minimum of 24 credits must be taken among graduate economics courses.

- ECON - 670 International Trade
- ECON - 674 Development Macroeconomics
- MBA - 616 Systems in Organizations
- MBA - 651 Telecommunications Technology and Management

- MBA - 652 Telecommunications System Planning
- MBA - 653 International Telecommunications
- MBA - 654 Telecommunications Policy
- MBA - 659 Special Topics in Telecommunications

Students must also complete an interdisciplinary research project in the area of telecommunications applications, economics, or policy:

- ECON - 698 Directed Readings and Research
- MBA - 698 Directed Study

In addition, students decide (in conjunction with their faculty advisor) their remaining elective course work, depending on individual interests. Students are also encouraged to seek an internship.

Cultural Anthropology Interdisciplinary Minor

[Download the Cultural Anthropology Minor Requirements Checklist](#)

Curriculum

The minor consists of three required courses (an introduction, which surveys the four fields of anthropology before focusing specifically on the concept of culture, and two classes on methodology that emphasize fieldwork and participant observation) and two electives chosen from the list below.

Required Courses (12 credits)

- [ANTH - 200](#) Cultural Anthropology
- [COMS - 204](#) Communication and Culture
- [COMS - 366](#) The Ethnography of Communication OR
- HIST - 269 Oral History OR
- SOC - 395 Fieldwork in Sociology

Electives (8 credits)

- [ANTH - 210](#) Cultures through Film
- ANTH - 215 Women's Lives across Cultures
- ANTH - 220 Urban Agriculture
- [ANTH - 225](#) The Museum, Society and Culture
- ANTH - 230 Anthropology and Global Health
- [ANTH - 240](#) Sport, Culture and Society
- [ANTH - 305](#) Anthropology of Music
- ANTH - 335 Anthropology of Food
- ANTH - 340/DANC 340 Tradition and Change: Balinese Dance and Culture
- ANTH - 350 Urban Anthropology
- [COMS - 314](#) Intercultural Communication
- [COMS - 364](#) Communication for Justice and Social Change
- [COMS - 365](#) Geographies of Communication
- COMS - 366 Ethnography of Communication
- [HIST - 150](#) Modern African History
- HIST - 310 Ancient Near East
- HIST - 311 The World of Classical Mediterranean
- HIST - 330 The Archaeology and History of Britain from Prehistory to AD 1000
- HIST - 340 History of South Africa
- [HIST - 342](#) Environmental History of Africa
- [HIST - 379](#) Latinos in the U.S. Media
- [MS - 303](#) Race, Ethnicity, and Media
- [MS - 312](#) The Popular Arts
- MUS - 210 Music of the Americas
- MUS - 211 Asian Musical Cultures
- MUS - 305 Anthropology of Music
- PSYC - 307 Cross-Cultural Psychology
- THRS - 270 African Theologies/Cosmologies

- THRS - 280 Migrant and Diaspora Religions
- THRS - 360 sacred Spaces
- THRS - 361 Religion and the Environment
- THRS - 363 Religion in Latin America
- THRS - Religion and Globalization
- THRS - 366 Religion and Spirituality in Asia
- THRS - 370 Zen Buddhism
- THRS - 371 Hinduism
- THRS - 376 Jews, Judaisms, and Jewish Identities
- THRS - 378 The Jewish Mystical Imagination
- [THRS - 379](#) Buddhist Paths in Asia and North America
- SOC - 326 Sociology of Popular Culture
- SOC - 361 Brazilian Culture and Society
- SPAN - 285 Language and Culture in Latin America
- [SPAN - 385](#) Language and Culture in Latin America (Spanish)

Economic Development Concentration

Within this concentration, students are prepared for a variety of careers working with international development agencies or governments in the developing world. This may be as an applied economist doing research and forecasting in agricultural production, population changes, trade patterns, market structures, etc., or in managing a development agency implementing, analyzing, and supervising development projects. A regional emphasis in Latin America, Asia, or Africa may be pursued. In the course of their training, students become acquainted with the principal concerns and issues faced by developing countries-what are the goals, appropriate strategies, and technologies that best fit their unique circumstances and needs? Research and field internships will be arranged with development agencies to give students work experience and exposure to job opportunities.

Required Courses

ECON - 372 Economic Development and one of

ECON - 473 Development Microeconomics or

ECON - 474 Development Macroeconomics

In addition, students are required to take eight credits from the following electives:

Elective Courses

ECON - 280 The Global Economy

ECON - 282 Economies of Modern Europe

ECON - 283 Economies of Southeast and East Asia

ECON - 285 Economies of Modern Africa

ECON - 286 Economies of Latin America

ECON - 370 International Economics

ECON - 471 International Finance

ECON - 476 Natural Resource Economics and Development Policy

ECON - 477 International Political Economy

Depending on their interests, students may select additional courses from related fields such as statistics, sociology, regional politics and history, environmental studies, or the McLaren School of Business. Students may undertake an internship (ECON 396) or complete a research project (ECON 398) in which they demonstrate mastery of development economics.

Economics Home

An undergraduate degree in Economics at the University of San Francisco teaches students to understand the larger picture of how society's resources are allocated among competing needs.

The Economics Department at the University of San Francisco boasts a tradition of outstanding alumni, such as Alejandro Toledo, a former president of Peru, and Paul Ottellini, Chief Operating Officer of Intel. The department attracts and trains outstanding students, preparing them both for careers in finance and international business in places such as San Francisco's financial district, as well as preparing many for top-

ranked law schools, MBA schools, and Ph.D. programs. Our program provides students the opportunity for study abroad, internships, and the completion of a research project if desired.

Economics Major Foundation Program

The Foundation program represents the basic body of economic knowledge necessary for an Economics degree. The Foundation program is constructed to provide students a rigorous exposure to the core disciplines of microeconomics, macroeconomics, and econometrics.

Required Economics Courses

[Download the Economics Major Requirements Checklist](#)

Students majoring in the General B.A. Program are required to complete the following curriculum

Forty-four (44) credits total in Economics courses

Required courses (24 credits)

ECON - 111 Principles of Microeconomics

ECON - 112 Principles of Macroeconomics

ECON - 120 Economic Methods

ECON - 311 Intermediate Microeconomics

ECON - 312 Intermediate Macroeconomics

ECON - 320 Econometrics

Economics Minor Program

[Download the Economics Minor Requirements Checklist](#)

The Minor program in Economics is structured to provide a student with a thorough grounding in economic analysis. The Economics Minor is ideal for students in the McLaren School of Business following an International Business or Finance concentration. The majority of the courses in the Economics Minor program fulfill requirements or electives in these Business programs. Please see the McLaren School of Business Advisor or the Chair of Economics for more details.

The Department requires the following 18-20 credit course of study for a Minor in Economics:

Required Courses

ECON - 101 Principles of Microeconomics or

ECON - 111 Principles of Microeconomics

ECON - 102 Principles of Macroeconomics or

ECON - 112 Principles of Macroeconomics

Elective Courses

Twelve (12) credits additional upper-division (300-level or higher) Economics courses. We strongly advise that students take at least one of the following two courses:

ECON - 311 Intermediate Microeconomics

ECON - 312 Intermediate Macroeconomics

Education, Dual Degree in Teacher Preparation Program

Administrative Office

School of Education, Room 246

Phone: (415) 422-6321

Jeff Buckwalter, Director

Mary Coen, Associate Director

The Dual Degree in Teacher Preparation Program (DDTP) has been designed specifically to serve students who have an interest in teaching as a career. As an accelerated program it offers one of the most efficient and economical paths to becoming a teacher.

This program prepares students to teach in California's schools. The DDTP is a blended (graduate/undergraduate) program through which students earn a Bachelor's degree in the major of their choice and a Master of Arts in Teaching. DDTP students will also complete the requirements to be recommended for a California Teaching Credential.

Students planning to enter this program as a freshman must have at least a 3.0 high school Grade Point Average (GPA) to qualify to enroll in the program. To maintain good standing in the program, Dual Degree students must maintain at least a 2.75 cumulative GPA in their college coursework, as well as a 3.0 cumulative GPA in their chosen major. To successfully complete the program, students will:

- Complete the bachelor's degree program.

- Pass the CBEST (California Basic Educational Skills Test) or equivalent.
- Pass the comprehensive Subject Matter Examination for Teachers (CSET).
- Complete School of Education coursework, including student teaching, to qualify for a preliminary credential from the State of California.
- Complete coursework for the Master of Arts in Teaching.

The program involves following a rigorous course schedule, often 17-18 units a semester, in order to complete the requirements for the Bachelor's degree, the credential, and the Master's degree in five (5) years. Without the Dual Degree program, the preliminary credential would normally take one and a half to two years to complete, beyond the Bachelor's degree, with additional time to earn a Master's.

Students intending to teach in elementary schools will complete all applicable University requirements, with the exception of the language requirement, plus various courses designed to help them to acquire proficiency in the subjects covered by the Multiple Subject CSET exams. Students intending to teach high school also complete all the applicable University requirements (including the language requirement) and will take subject matter preparation courses in English, Mathematics, Science, or Social Science in preparation for the CBEST and CSET exams.

Ideally, the program begins in the first semester of freshman year. However, continuing USF students and transfer students are welcome to apply. For these students, the program may require modifications and, in some cases, more time.

For more information about the DDTP program, contact the DDTP office at (415)422-6321, dualdegree@usfca.edu, or <http://www.usfca.edu/dualdegree>.

Emphases in the Major in Sociology

Requirements for optional Emphasis Designation

To receive an optional emphasis designation which would appear on university transcripts (e.g., Major: Sociology, with emphasis in Race and Ethnicity), students are required to take at least four courses (16 credits) in one of the following clusters. At least three (3) courses must be upper division. If a student wishes, the fourth course could be Fieldwork (SOC 395) as long as the student's project is relevant to her/his chosen emphasis. Students counting SOC 302 or SOC 304 towards their emphasis may not also count it towards the major requirement.

Emphasis in Criminology, Law, and Society

- SOC - 226 Social Problems
- SOC - 227 Violence in Society
- SOC - 354 Sociology of Law
- SOC - 355 Deviance and Social Control
- SOC - 356 Juvenile Delinquency
- SOC - 357 Criminology

This emphasis could be done in conjunction with a Minor in Legal Studies, Criminal Justice, or Peace and Justice Studies.

This emphasis could be done in conjunction with a Minor in Media Studies or Ethnic Studies.

Emphasis in Urbanization and Environment

- SOC - 226 Social Problems
- SOC - 230 Cities and Society
- SOC - 319 Health and Environment
- SOC - 320 Global Environments and Societies
- SOC - 320 Global Environments and Societies
- SOC - 109 Humans and Environmental Change
- ENVA - 360 International Environmental Politics

This emphasis could be done in conjunction with a Minor or a double major in Environmental Studies.

Emphasis in Globalization and Development

- SOC - 230 Cities and Society
- SOC - 233 Gender, Development and Globalization
- SOC - 302 Global Inequalities and Social Justice
- SOC - 320 Global Environments and Societies
- SOC - 322 Globalization and Resistance
- SOC - 333 Nationalism and Citizenship
- SOC - 350 Social Movements
- SOC - 351 Revolution and Reaction
- SOC - 352 Politics and Society
- SOC - 360 Urbanization and Development

This emphasis could be done in conjunction with a double Major in International Studies, or a Minor in Peace and Justice Studies, Latin

American Studies, or African Area Studies.

Emphasis in Feminism, Gender, and Sexualities

- SOC - 229 Diversity of American Families
- SOC - 233 Gender, Development and Globalization
- SOC - 260 Sociology of Gender
- SOC - 304 U.S. Inequalities and Social Justice
- SOC - 345 Feminism, Gender, and the Body
- SOC - 347 Sex and Sexualities

This emphasis could be done in conjunction with a Minor in Gender and Sexualities Studies.

Emphasis in Race and Ethnicity

- SOC - 228 Asians and Pacific Islanders in U.S. Society
- SOC - 233 Gender, Development and Globalization
- SOC - 238 African American Culture and Society
- SOC - 240 People of Mixed Descent
- SOC - 302 Global Inequalities and Social Justice
- SOC - 304 U.S. Inequalities and Social Justice
- SOC - 326 Sociology of Culture
- SOC - 325 Critical Approaches to Race and Ethnicity

This emphasis could be done in conjunction with a Minor in African American Studies, African Area Studies, Asian American Studies, Ethnic Studies, or Latin American Studies.

Emphasis in Education

- SOC - 229 Diversity of American Families
- SOC - 323 Urban Education
- SOC - 326 Sociology of Popular Culture
- SOC - 329 Social Worlds of Children
- SOC - 338 Sociology of Education
- SOC - 356 Juvenile Justice
- SOC - 390 Sociology of Adolescence

Students have the option to count the following course towards the emphasis as long as their research project focuses on education: SOC 395.

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.

English Major with Literature Concentration

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

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

Level One (8 credits):

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

Level Two (16 credits)

- ENGL 310-329 Literature Area A (4)
- ENGL 330-349 Literature Area B (4)
- ENGL 350-369 Literature Area C (4)
- ENGL 3xx Literature Elective (4)

Level Three (20 credits)

- Five 400-level Literature Courses (4 credits each)
- Note: One course at the 300 or 400 level must be a Minority Literature course.

Level Four (4 credits)

- ENGL - 490 Senior Seminar in Literature

Learning Goals/Outcomes for the B.A. in English

- Students will have acquired a basic understanding of the literary, historical, social, or cultural influences that inform literary works.
- Regardless of the language of the texts or the language of instruction, students will have articulated in writing and discussion their responses to literary texts.
- Students will have developed a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts.
- Students will have developed a sensitivity to the plurality of meanings within a literary text.

English Major with Writing Concentration

- [Download the English Major with Writing Concentration Studies Major Requirements Checklist](#)

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

Level One: (4 units)

- ENGL - 192 Introduction to Literary Study

Level Two: Period Courses (12 units)

- ENGL - 310 Literature 1: (1100-1700 or ENGL - 340 Shakespeare) (4)
- ENGL - 320 Literature 2: (1700-1900) (4)
- ENGL - 330 Literature 3: (1900-Present) (4)

Level Three: Minority Issue Requirement (4 units)

Students must complete ENGL 203, 204, 205, 208, 209, 211, 212, 230 or approved 300 or 400 level course (4)

Level Four: Introductory Writing (8 units)

Students must complete two (2) courses at the 300 level (8 units)

- ENGL- 3xx Introduction to Writing Nonfiction (360) OR
- Introduction to Writing Fiction (361) OR
- Introduction to Writing Poetry (362) (4)
- Introduction to Writing Oral History (364) (4)

Level Five: Advanced Writing: (16 units) Four (4) 400 level writing courses, including two (2) Writing Workshops

- ENGL- 400 Special Topics in Writing
- ENGL - 400 Special Topics in Writing
- ENGL - 4xx Writing Workshop (450: Fiction; 460: Poetry; 470: Nonfiction)
- ENGL - 4xx Writing Workshop (450: Fiction; 460: Poetry; 470: Nonfiction)

Level Six: Senior Seminar (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) credits of English other than Core literature or Rhetoric and Composition, as follows (the core literature requirement may be taken as an upper division literature course):

Level One (4 credits)

- ENGL - 192 Introduction to Literary Study

Level Two (16 credits)

- Four 4-credit Literature courses at the 300 or 400 level

English Minor in Writing

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

This program requires completion of twenty (20) credits of English courses, as follows:

Level One (4 credits)

- ENGL - 192 Introduction to Literary Study

Level Two (8 credits)

Students must complete one 300 or 400 level literature course and one 300 level writing course.

- ENGL 3xx/4xx Literature course (4)
- ENGL 3xx Writing course

Level Three (8 credits)

Students must complete two advanced writing courses, one of which must be an Advanced Writing Workshop.

- ENGL 4xx Advanced Writing Workshop
- ENGL 4xx Special Topic in Writing

Environmental Management Program

Program Requirements

- The program consists of 30 graduate units. Twenty-six of these units are completed through 13 courses (2 units each). The master's project is an additional four graduate units.
- Students select an appropriate course of study in consultation with a faculty advisor.
- Students develop their Master's Project as an in-depth study of an environmental issue in their area of interest. The project hones the skills essential to environmental management: problem identification and definition; review, organization and analysis of relevant literature and research; and presentation of justifiable recommendations.

Admission Requirements

- A Bachelor's degree from an accredited college or university
- A minimum overall Grade Point Average of 2.7 and a 3.0 GPA in an applicant's major.
- Two letters of recommendation
- Letter of intent - A two-page statement in which an applicant describes their educational and professional goals and interests in the environmental field.
- Résumé
- One semester of college chemistry is required.
- Additional background in the physical and biological sciences and mathematics is recommended.
- International students must also submit a Certificate of Finance or other evidence of financial support, and TOEFL score. TOEFL score must be a minimum of 550 for the paper test.

The Curriculum

Each course in the curriculum is 2 units. Students meet with a faculty advisor to select the 13 courses required for the program from the course offerings.

[Please visit our website for the most recent information:](#)

The Waiver Policy

Incoming students may request a waiver for any of the three required MSEM courses (Ecology, Environmental Chemistry, or Quantitative Methods) if they have already completed substantial coursework in one or more of these areas. They must submit a short letter summarizing their relevant coursework and provide syllabi from these courses. MSEM Program faculty will review the request and determine waiver eligibility.

Ethnic Studies Interdisciplinary Minor

The Ethnic Studies Minor at the University of San Francisco provides a comparative and multidisciplinary approach to the study of the human experiences, cultures, scholarship, and intellectual and artistic contributions of racial and ethnic populations in the United States. Particular attention is paid to American Indians, African Americans, Hispanics/Latinos/Latinas, and Asian Americans.

Administrative Office
Kalmanovitz, Room 248
Phone: (415) 422-5983 or 422-5706
Kevin Chun, Director
Email: ethnic.studies@usfca.edu

The Minor seeks to acquaint students with the commonalities and tensions that accompany diverse expressions of racial and ethnic life in the United States, while concomitantly recognizing that the voices and experiences of each community have a uniqueness and an integrity of their own.

The Minor is offered in the College of Arts and Sciences to all students in the University allowing them to combine study in a major field with a focused study of these racial and ethnic groups. Ethnoracial concerns, however, are not unique to the United States. Therefore, elective courses include those which focus on issues of race and ethnicity in an international context or which supply valuable international context for understanding the experiences of ethnic minorities in the United States. An internship is not required, but highly recommended and may be taken as one of the electives.

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

The Ethnic Studies Minor requires completion of five 4-credit courses (20 credits). Please see the program office for an updated list of Core and Elective courses.

European Studies Interdisciplinary Minor

The European Studies Minor is a 20-credit program that offers

interdisciplinary perspectives on twentieth-century Western and Eastern European politics and society. The program combines a European language requirement with courses from Politics, History and other departments. Apart from the coursework, the program encourages - though does not require - students to enroll in a semester abroad program, study tour, or internship program in Europe to acquire experience and knowledge of European society.

Administrative Office
Kalmanovitz Hall 336
Phone: (415) 422-6562 or 422-4734
John Zarobell, Director

European Studies is a rapidly developing field of inquiry. In little more than a decade and a half, Europe has seen the collapse of the communist systems in its eastern half along with the dismemberment of the Soviet Union. Europe has moved towards increasing economic, military and even political unity with the growing integration of the European Union and the expansion of NATO; but Europe, nonetheless, continues to contend with divisive issues such as resurgent nationalisms and controversial immigration policies as well as ambivalent attitudes towards the United States and the new Russia.

European Studies Minor Requirements

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

The European Studies Minor requires completion of five 4-credit courses (20 credits).

Required Course (4 units):

- POLS 357 Politics and Society in Europe OR
- BAIS 370 European Lives

Elective Courses (12 units)

Students must complete three courses in Europe-related topics.

Choose four of the following:

- ART - 101 Survey of Western Art History I OR
- ART - 102 Survey of Western Art History II
- ART - 302 Renaissance Art
- ART - 303 Baroque Art
- ART - 305 Modern and Contemporary Art
- ART - 306 Women and Art
- ECON - 306 Economies of Modern Europe
- ENGL - 290 Survey of British Literature and Methods
- FREN - 315 Paris: Biographie d'une ville
- FREN - 322 Le bon sens et la folie
- FREN - 324 Guerre et paix
- FREN - 340 French Cinema and Literature
- FREN/GERM - 350 Paris-Berlin
- GERM - 318 Jewish Literature and Culture in 20th Century Europe
- GERM - 320 German Literature and Culture from 1945 to Today
- [HIST - 110](#) European Civilization
- [HIST - 317](#) Transatlantic Encounters: Europe in the Americas, 1492-1700
- [HIST - 318](#) From Plague to Revolution: Early Modern Europe
- HIST - 319 Christians, Muslims, and Jews in Medieval Europe
- HIST - 322 The Holocaust
- HIST - 327 Modern European Intellectual History
- HIST - 335 History of Modern Germany
- HIST - 338 History of Russia and the Soviet Union
- POLS - 340 Politics and Change in Russia/Neighboring States
- POLS - 343 Politics and Change in East-Central Europe
- POLS - 356 The Vatican in Global Politics
- POLS - 357 Integration of Europe
- SPAN - 338 Love and Sex, Vengeance and Death: Honor in Early Spain
- SPAN - 355 Cultural Studies of Spain
- SPAN - 455 Cultures in Contact and Conflict: Christian, Muslims and Jews in Early Modern Spain

Language Selected (4 units)

Students must demonstrate competence in a modern European language equivalent to four semesters of study at USF.

Exercise and Sport Science Courses

Financial Economics Concentration

Financial markets in the United States and abroad have become increasingly complex and interdependent. They have major impacts on the economic decisions of both individuals and business, and they are a central concern of governments in the conduct of domestic and international economic policies. The concentration in financial economics provides students with the opportunity to analyze financial markets in the context of domestic and international economic concerns. Internships will be arranged where possible with banks and other financial companies to give students work experience and exposure to job opportunities.

Required Courses

ECON - 350 Money, Banking, and Financial Institutions

ECON - 451 Monetary Economics

Other courses can be chosen depending on the student's area of interest. In addition to the two courses above, the student is required to take eight credits from the following electives:

Elective Courses

ECON - 318 Game Theory

ECON - 390 Experimental Courses

ECON - 471 International Finance

ECON - 455 Options and Futures

BUS - 202 Principles of Accounting II

BUS - 305 Financial Management

BUS - 330 Investment Analysis

Other credits may be chosen from related areas such as mathematics and statistics, or from the McLaren School of Business. Students may do an internship (ECON 396) or complete a research project (ECON 398) in which they demonstrate mastery of a topic in financial analysis. Given the wide range of options available to students in this area, a consultation with a faculty advisor as to the best choice of courses for a particular area of interest is recommended.

Learning Outcomes for the M.S. in Financial Analysis

Students who complete the M.S. in Financial Analysis will be able to:

Demonstrate a thorough understanding of the tools and inputs involved in asset valuation and portfolio management.

Demonstrate an ability to apply the principles and concepts of economics, financial statement analysis, and quantitative methods to practical problems in asset valuation.

Demonstrate an appreciation and mastery of the strategies for applying tools and inputs in managing portfolios of equities, fixed-income, and derivative assets.

demonstrate an understanding and appreciation for the ethical and regulatory issues involved in asset valuation and portfolio management.

Gender and Sexualities Studies Interdisciplinary Minor

The Gender and Sexualities Studies Minor offers a global, cross-cultural, and interdisciplinary approach to the study of gender and sexualities. The wide variety of courses offered by the minor enables students to analyze gender and sexualities in diverse historical eras, geographical regions, political and legal systems, and racial identities. The courses also consistently reflect the University's commitment to social justice and the diverse communities, local and global, that shape our understanding of our world, our knowledge, our labor, our arts, and our personal lives.

Administrative Office
Kalmanovitz, Room 248
Phone: (415) 422-5706
Email: gender.and.sexualities.studies@usfca.edu
Sarah Burgess, Director

The Gender and Sexualities Studies minor has two important sets of goals. Conceptually, it aims to develop analytical skills that enable students to understand gender and sexuality as fundamental categories of social, political, and cultural analysis; to build a knowledge base regarding the intersections of race, class, gender, nation, age, and sexuality; and to theorize about the issues of identity and difference at the core of Gender and Sexualities Studies. Pragmatically, it aims to train students for graduate work in areas such as social work, health sciences, the arts, law and management; to position students for jobs that require a background in Gender and Sexualities Studies; and to

prepare students for informed political action.

Gender and Sexualities Studies Minor Requirements

[Download the Gender and Sexualities Studies Minor Requirements Checklist](#)

The minor consists of five courses (for a total of 20 credits), two of which are required foundational courses, two of which are met through distribution requirements, and one of which is an elective. No more than two courses in the student's major will count toward the minor.

Foundational Courses (2 courses for 8 credits):

Students take two foundational courses that underpin the curriculum as a whole. These courses provide the theoretical and historical foundation for the study of gender and sexualities and lay the foundation for the electives. Students are encouraged to complete the foundational courses in the freshman and sophomore years.

Gender Courses (One required)

- COMS - 337 Rhetorics of Sex, Gender, and Sexuality
- [MS - 335](#) Feminist Thought

Sexualities Courses (One required)

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

Electives (Three required)

Students must choose three courses in in at least two of the following categories:

- Humanities
- Social Sciences
- Natural and Physical Sciences

Humanities Courses:

- [ART - 306](#) Women and Art
- CLAS - 320 Gender and Power in Antiquity
- [ENGL - 208](#) Survey of Women's Literature I
- [ENGL - 209](#) Survey of Women's Literature II
- [ENGL - 230](#) Literature, Gender & Sexualities
- [ENGL - 335](#) Feminist Thought
- [ENGL - 410](#) Special Topics in Literature and Film
- GERM - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century
- HIST - 270 Sex and Transgression in the Islamic World
- [HIST - 358](#) Women in United States History
- [HIST - 331](#) History of Sexuality
- HIST - 358 Women in United States History
- HIST - 360 American Women and Political Activism
- MUS - 231 Gender and Music
- THRS - 262 Homosexuality and the Bible
- THRS -s 327 Social Justice, Activism and Jews
- THRS - 390 Islamic Feminist Ethics

Social Science Courses:

- [MS - 335](#) Feminist Thought
- [MS - 405](#) Gender and the Media
- [POLS - 338](#) Gender and Politics in Comparative Perspective
- [POLS - 381](#) Feminist International Relations
- [PSYC - 331](#) Psychology of Sexuality
- [PSYC - 335](#) Psychology of Gender
- [SOC - 229](#) Diversity of American Families
- [SOC - 233](#) Gender, Development and Globalization
- [SOC - 260](#) Sociology of Gender
- [SOC - 304](#) U.S. Inequalities and Social Justice

- [SOC - 345](#) Feminism, Gender, and the Body
- [SOC - 347](#) Sex and Sexualities

Natural and Physical Sciences Courses:

- [BIOL - 330](#) Female Biology

General Economics Degree

Twenty (20) additional credits in Economics courses

- No more than 8 additional credits at the 200-level, and
- No fewer than 8 credits at the 400-level.

Recommendations:

- ECON - 111 and ECON - 112 are normally taken in the freshman year and are prerequisites for ECON - 311 and ECON - 312 . Economics 101 and 102 can also be taken to fulfill these requirements with additional class credit from other major courses.
- ECON - 311 and ECON - 312 are prerequisites for many upper division courses in Economics and should be taken as soon as possible.
- Students are advised to combine a Foundation Program with one of the four Areas of Emphasis as the best way to meet the upper-division course requirements.

Learning Goals/Outcomes for the B.A. in Economics

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

- Understand economic terminology and the fundamental theoretical approaches of the discipline.
- Employ economic reasoning and theory to analyze the structure of economic events and problems.
- Employ economic reasoning and theory to analyze important government policy responses and their impacts on the economy.

Gerontology Interdisciplinary Minor

The Minor in Gerontology provides students with an interdisciplinary understanding of the many aspects of the aging process and gives them the knowledge to pursue a career in the growing field of gerontology. The Gerontology Minor also provides opportunities for students to see the connection between learning about aging and working with older adults in the community.

Requirements

[Download the Gerontology Minor Requirements Checklist](#)

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

Required courses (12 credits):

- BIOL 108 Biology of Human Aging and
- BIOL 109 Laboratory in Biology of Human Aging

* Nursing Majors may substitute BIOL 115/116 (Survey of Human Physiology & Lab)

* ESS Majors may substitute BIOL 115/116 (Survey of Human Physiology & Lab)

* Neuroscience Minors may substitute BIOL 115/116 (Survey of Human Physiology & Lab)

*Biology Majors only may substitute 0201-320: Human Physiology.

- ESS 240 Interdisciplinary Study of Human Aging
- PSYC 339 Adulthood and Aging

Elective Courses (8 credits, choose 2 courses from below):

(Must obtain permission from the Gerontology Minor Faculty Coordinator)

- COMS 368 Communication and Aging
- DANC 360 Dance in the Community
- DANC 480 Workshop in Dance Production: Dance Generators
- ESS 325 Exercise and Disease Prevention
- HS or THRS 301 Death and Dying: Exploring New Paradigms
- NURS 222 Applied Assessment and Nursing Fundamentals across the Lifespan I: Health & Wellness
- NURS 272 Applied Assessment and Nursing Fundamentals Across the Lifespan II: Alterations in Health and Illness
- PHIL 240 Ethics (Biomedical Issues, Section 17)
- PSYC 396 Psychology Practicum, with a placement working with older adults
- PSYC 302 Psychology of Prejudice

Graduate

Master's Programs

- [Asia Pacific Studies](#)
- [Biology](#)
- [Chemistry](#)
- [Computer Science](#)
- [Economics](#)
- [Environmental Management](#)
- [Financial Analysis](#)
- [International and Development Economics](#)

- International Studies
 - Investor Relations
 - Public Affairs
 - Risk Management
 - [Sport Management](#)
 - [Web Science](#)
 - [Writing. MFA](#)
- 2 letters of recommendation
 - Applicant's Experience and Background Essay

Graduate Admission and Fellowship Policy

Admission to USF's Masters in Computer Science and Masters in Web Science programs is based on the following information:

- GRE general scores
- GRE subject scores (optional)
- Official undergraduate transcripts

Each of these items will be evaluated by the graduate admissions committee. The experience essay gives applicants the opportunity to describe their programming and extracurricular experience and to indicate why they want to attend graduate school at USF. This essay can be submitted online at <http://www.cs.usfca.edu/essay.shtml>.

The GRE subject test is not required and the GRE general test may be waived for candidates with exceptional professional or academic experience.

A number of research fellowships are granted each year. Recipients of fellowships will engage in research under the direction of faculty members. These fellowships are awarded to the top applicants purely on the basis of merit. To continue receiving units, awardees must earn a GPA of 3.3 or better and be involved in a research project with a faculty member after their first semester. Awards are reviewed each semester.

The admissions committee may contact recommenders, interview applicants, and request additional information to more accurately evaluate candidates for admission and fellowship awards.

Graduate College of Arts and Sciences

The College of Arts and Sciences offers its students the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to prepare leaders who will fashion a more humane and just world.

Within the framework of the Jesuit and Catholic tradition, the College offers both undergraduate and graduate students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

Coming from a variety of traditions, the faculty of the College offer a diversity of perspectives, experiences and traditions as essential components of a quality education in our global context. They model excellence as the standard for teaching, scholarship, creative expression and service to the community.

Students and faculty of the College experience learning as a humanizing, social activity and benefit from a culture of service that respects and promotes the dignity of every person. Faculty and students alike share the freedom and responsibility to pursue truth and follow evidence to its conclusions, to reflect on the moral dimension of every significant human choice. The students and faculty of the College together form a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.

College Requirements for All Majors in Arts and Sciences

In addition to the University Core Curriculum requirement, the College requires that all candidates for the baccalaureate degree in Arts and in Sciences meet the Rhetoric and Composition requirement (see the Communication Studies section for specific requirements) and the foreign language requirement described below.

Foreign Language Requirement

Why study language? Because language is the human being's distinctive characteristic, and virtually all intellectual activities and forms of social intercourse depend on it. Language links us with our culture and with one another; it mirrors and constructs our experiences; it makes possible the full spectrum of human endeavors. In the broadest sense, a primary objective of the language requirement is to promote an awareness of the essential role language plays in our daily lives. Beyond this, the language requirement:

- exposes the inner workings of both one's native language and the language studied;
- lays a foundation for course work in literature and in other disciplines;
- provides opportunities for personal experience with other languages and cultures;
- enhances professional and career training;
- promotes self awareness and sensitivity to others;

Both the University of San Francisco and the broader San Francisco/Bay Area communities provide an ideal environment for developing an understanding of a variety of cultures. The language requirement encourages students to reshape themselves as sensitive, participating members of a broader multicultural and multilingual community. This participation has many dimensions, and USF students are encouraged to

explore them through course work, extracurricular and community activities, as well as study abroad.

Because language lays a foundation on which further academic education is built, another objective of the language requirement is to contextualize and integrate course work in other disciplines. Students are encouraged to approach the study of African, American, Asian, and European contributions to human civilization which are culturally and linguistically grounded, and students are encouraged to approach the study of these contributions from within the culture in question, rather than as outsiders. The language requirement provides the point of departure for the development of proficiency adequate to academic and professional needs, and promotes the multidisciplinary study of cultures and societies both outside the United States and within our increasingly multicultural communities.

Whether investigating the past, analyzing or constructing the present, or forecasting the future, knowledge of languages and cultures privileges the University of San Francisco student.

Requirements

All candidates for the Bachelor's degree in the College of Arts and Sciences whose native language is English must complete a foreign language requirement. Arts majors must complete the requirement by satisfactorily completing one of the following courses: FREN - 201, GERM - 201, GREK - 102, HEBR - 102, ITAL - 201, JAPN - 201, LATN - 102, CHIN - 201, RUSS - 201 or SPAN - 201

Science majors must complete the requirement by satisfactorily completing one of the following courses: FREN - 102, GERM - 102, GREK - 102, HEBR - 102, ITAL - 102, JAPN - 102, LATN - 102, CHIN - 102, RUSS - 102, SPAN 102

Exemption from this requirement may be obtained through establishment of equivalent proficiency as determined by results of the Foreign Language Placement Test, transfer of equivalent college-level course credit, or achievement of a minimum score of 4 on any foreign language CEEB Advanced Placement Examination.

Graduate Courses

Graduate Program Goals/Outcomes

- Encourage close interaction between students and professors, which is made possible through small class sizes and a high degree of availability of professors outside of the classroom.
- Develop student's communication skills through group projects and classroom presentations.
- Expose students to Silicon Valley researchers through the department's Special Lecture Series and frequent guest lectures and site visits.
- Provide opportunities for research with a faculty advisor.
- Allow students to apply their coursework experience in a capstone Masters project.

Graduate Program in Biotechnology

Biotechnology has important applications in a wide variety of fields including biomedical research, pharmaceuticals, agribusiness, energy, industry, biodefense, and intellectual property and patents.

The Professional Science Master's program in Biotechnology at USF provides students with a multi-disciplinary background that integrates scientific, business, and ethical aspects of biotechnology. USF is located in one of the main biotechnology hubs of the world, making it possible to partner with an array of companies and organizations to provide education and training. Students completing the PSM program in biotechnology master current techniques in biotechnology and develop management skills that will enable them to pursue a career in the growing biotechnology industry.

Degree Requirements

The PSM in Biology program consists of 36 graduate credits. The program can be completed in 21 months, or in 16 months if courses are taken during summer session.

The program has three components:

1. Core Courses (28 credits): Students complete the courses listed below:

BTEC 600—Graduate Seminar in Biology (1 credit)
 BTEC 601-- Biotech Internship Seminar (1 credit)
 BTEC 620—Molecular Biology (4 credits)
 BTEC 685/686—Molecular Genetics and Biotechnology/Lab (4 credits)
 BTEC 688—Advanced Research Methods in Biotechnology Lab (4 credits)
 BTEC 697— Internship in Biotechnology

CS 686—Bioinformatics (4 credits)
 MBA 6413—Business Teams and Small Group Dynamics (2 credits)
 MBA 6561—Local and National Biotechnology (2 credits)
 MBA 6562—Information of Biotechnology (2 credits)
 MBA 6563—Legal, Social, and Ethical Implications of Biotechnology (2 credits)
 MBA 6797—Academic Global Immersion (2 credits)

2. Elective Courses (4 credits): Students complete at least one course from the list below.

BIOL 605—Molecular Medicine (Pharmacogenomics)
 BIOL 620 Human Physiology
 BIOL 633/634—Endocrinology/Lab
 BIOL 641/642—Medical Microbiology/Lab
 BIOL 643/644—Immunology/Lab
 BIOL 645—Virology
 BIOL 646/647—General Microbiology/Lab
 BIOL 655/656—Developmental Biology/Lab
 BIOL 664/665—Techniques in Cell Biology/Lab
 BIOL 670—Biology of Cancer
 BIOL 695 - Directed Studies for Advanced Graduate Students
 BIOL 698—Research in Biology
 CHEM 351—Biochemistry I (4 credits)
 CHEM 352—Biochemistry II (4 credits)
 [CHEM 356—Fundamentals of Biochemistry (4 credits)
 CS 642—Bioinformatics Research (4 credits)

3. Internship (4 credits): Students complete an off-campus internship in biotechnology.

- BIOL 697—Internship in Biotechnology (4 credits)

Sample Curriculum

Below is a sample program of study for students in the PSM in Biotechnology program. Some courses can also be taken in the summer session at USF between the first and second years, allowing students to complete the program in a year and a half rather than two years.

Fall, Year 1:

BTEC 600—Molecular Biology Seminar (2 credits)
 BTEC 620—Molecular Biology (4 credits)
 MBA 6562—Information of Biotechnology (2 credits)
 MBA 6563—Legal, Social, and Ethical Implications of Biotechnology (2 credits)

Intersession, Year 1:

MBA 6797— Academic Global Immersion (2 credits)

Spring, Year 1:

BTEC 685/686—Molecular Genetics and Biotechnology (4 credits)
 MBA 6562—Local and National Biotechnology (2 credits)
 MBA 6413—Business Teams & Small Group Dynamics (2 credits)

Fall, Year 2:

BTEC 688—Advanced Research Methods in Biotechnology (4 credits)
 BTEC 601—Biotechnology Internship (1 credit)
 CS 640— Bioinformatics (4 credits)

Spring, Year 2:

Elective—(4 credits)
 BTEC 697—Internship in Biotechnology (4 credits)

Program Goals and Learning Outcomes

Program Goals:

1. Comprehension of the fundamentals of Molecular Biology:
Students will develop an advanced understanding of molecular biology concepts.
2. Molecular biology skills:
Students will display an advanced level of competency in molecular biology lab methods and biotechnology-related techniques.
3. Comprehension of biotech industry:
Students will be able to demonstrate a familiarity with the biotechnology industry and an understanding of communication and management skills in the industry.
4. Appreciation for ethics in the biotechnology field:
Students will be able to demonstrate an understanding of the ethical and social dilemmas within biotechnology.
5. Real-world application in the biotech industry:
Students will be able to demonstrate the ability to successfully work in a real-world biotech lab facility, integrating both molecular biology skills and effective business abilities.

Learning Outcomes:**Goal 1 – Comprehension of the field of Molecular Biology:**

- Describe, synthesize and apply concepts & techniques in the current literature within a specific research area.
- Give an oral presentation on current biotechnology research.
- Critically discuss and write summaries of primary research.

Goal 2 – Molecular biology skills:

- Perform laboratory techniques (such as PCR, gel electrophoresis, DNA isolation, RTPCR).
- Analyze DNA, RNA, & Protein sequence using computer software (such as BLAST, EMBOSS, Genotyper).
- Understand and demonstrate lab safety procedures.
- Maintain a lab notebook; describe correct SOPs and other documentation required in a biotech lab.

Goal 3 - Comprehension of biotech industry:

- Discuss the biotechnology industry and how trends enable innovation.
- Recognize global and local biotech leaders.
- Employ effective managerial and leadership skills.

Goal 4 - Appreciation for ethics in the biotechnology field:

- Explain the positions of various religions with respect to biotechnology.
- Describe the importance of applying ethical approaches to molecular biology applications.

Goal 5 - Real-world application in the biotech industry:

- Develop a results-oriented resume highlighting skills relevant to biotechnology positions.
- Demonstrate effective interviewing skills to obtain employment in the biotech industry.
- Understand and apply techniques to conduct a self-directed job search.
- Apply knowledge and skills to day-to-day biotech industry operations.

Graduate: Arts and Science

Asia Pacific Studies
 Biology
 Chemistry
 Computer Science
 Economics
 Environmental Management
 Financial Analysis
 International and Development Economics
 International Studies
 Investor Relations
 Public Affairs
 Risk Management
 Sport Management
 Web Science
 Writing, MFA

Health Communications**Health Studies Interdisciplinary Minor****Requirements**

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

The Minor in Health Studies requires 20 credits. All students take courses from Groups A, B, And C, but requirements differ depending upon the major. See the notes below.

Group A

- [COMS - 352](#) Message design in Health Interaction
- RHET - 111 Public Speaking for the Health Professions
- PSYC - 322 Health Psychology
- PSYC - 270 Biological Psychology
- SOC - 319 Health and Environment

Group B**Health Studies Interdisciplinary Minor**

University Center, Room 525
 2130 Fulton St.
 San Francisco, CA 94117
 Telephone: (415) 422-6448
 Fax: (415) 422-5680
 Email: whaleyb@usfca.edu

- ESS - 315 Exercise Psychology
- ESS - 325 Exercise and Disease Prevention
- ESS - 330 Exercise and Health Promotion
- ESS - 360 Exercise and Healthy Kids

Group C

- BIOL - 100 Science of Life
- BIOL - 103 Human Biology
- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- BIOL - 113 Human Anatomy
- BIOL - 115 Survey of Human Physiology
- BIOL - 134 Microbiology

Note:

- Biology majors take two courses from Group C, and either two courses from Group A or B, and then one course from the remaining Group.
- ESS majors take two courses from Group A, two courses from Group C, and one course from Group B.
- Other majors take two courses from each of any two groups of A, B, and C, and one course from the remaining Group.
- Check all course prerequisites. Students who do not have all prerequisite for ESS courses may be able to take the courses with instructor consent.

Honors Major in Physics

This track is recommended for students choosing physics as their main professional field, or students planning to pursue graduate studies in physics or related fields. The major program requires completion of a total of sixty-six (66) credits, of which fifty-four (54) credits correspond to Physics, and 12 to Mathematics support courses, as follows:

Lower-division required courses (12 credits):

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

Upper-division required courses (38 credits):

- PHYS - 301 Computational Physics
- PHYS - 310 Analytical Mechanics
- PHYS - 312 Statistical and Thermal Physics
- PHYS - 320 Electromagnetism
- PHYS - 330 Quantum Mechanics
- PHYS - 340 Optics
- PHYS - 341 Upper-Division Laboratory I
- PHYS - 342 Upper-Division Laboratory II
- PHYS - 371 Methods of Mathematical Physics
- PHYS - 299 Directed Research for Advanced Undergraduates ; or
- PHYS - 399 Directed Research for Advanced Undergraduates (Two credits are required, more are recommended.)
- PHYS - 350 Physics Colloquium (Four credits are required.)

Upper-division elective (4 credits). At least four (4) elective credits must be taken from the following offerings:

- PHYS - 332 Nuclear Physics
- PHYS - 333 Solid State Physics
- PHYS - 343 Astrophysics
- PHYS - 380 Foundations of Computational Neuroscience
- PHYS - 410 Advanced Classical Dynamics
- PHYS - 420 Advanced Electrodynamics
- PHYS - 422 General Relativity
- PHYS - 430 Advanced Quantum Mechanics
- PHYS - 450 Advanced Materials

Required Math supporting courses (12 credits):

- Three (3) courses in Calculus and Analytical Geometry

Honors Program in Psychology

Students majoring in psychology may be eligible to graduate with the designation Honors in Psychology, if both their GPA in psychology and overall GPA are 3.5 or higher. In addition to a GPA of 3.5, honors students must complete PSYC 498 (Thesis Development Seminar) and 499 (Honors Thesis Seminar), and make an oral presentation.

PSYC 498 and PSYC 499 are a two-course sequence for high achieving and highly motivated psychology majors, which will give them hands-on experience in generating, conducting, analyzing and communicating the results of empirical psychological research. The program is completed in the following sequence: PSYC 498, proposal development and IRB application (Spring, junior year); PSYC 499, data gathering and thesis writing (Fall, senior year); oral presentation (Spring, senior year).

Further information is available from the chair of the Psychology Department and should be discussed at the beginning of the student's junior year.

All Psychology students are eligible to apply for participation in the Honors Program in the Humanities.

Honors Track in English

The Honors Track is an enhancement of the two existing tracks in English. All English majors must select either the writing or literature track. Honors students draw upon courses in both tracks and complete an additional 12 credits, or 3 courses, beyond the requirements of the major. In addition, students write an Honors Thesis incorporating both creative and critical components.

Any student can opt to enroll in the Honors track, but only students who have achieved a 3.7 GPA in the major will graduate with Honors.

Requirements

The program requires the completion of fifty-six (56) credits, as follows:

Level One (12 or 16 credits):

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

Level Two (32 credits)

Literature courses (20 credits):

- ENGL - 310 Literature Period Courses: 1100-1700
- ENGL - 320 Literature Period Courses: 1700-1900
- ENGL - 330 Literature Period Courses: 1900-Present
- ENGL - 340 Shakespeare
- ENGL - 299 Critical Analysis

Writing Courses (12 credits), chosen from the following:

- ENGL - 350 Rhetoric and Culture
- ENGL - 370 Ethics, Writing, and Culture
- ENGL - 400 Special Topics in Writing
- ENGL - 450 Advanced Workshop in Creative Writing: Fiction
- ENGL - 460 Advanced Workshop in Creative Writing: Poetry
- ENGL - 470 Advanced Workshop in Creative Writing: Nonfiction
- ENGL - 480 Writing Internships

Level Three (12 credits):

Upper Division Electives (8 credits), one chosen from Literature and one from Writing:

- ENGL - 490 Senior Seminar in Literature or
- ENGL - 491 Senior Seminar in Writing

Individual Concentration

Students have the option to design (in conjunction with their faculty advisor) their own elective course work. Some students use this option to prepare for an M.B.A. or Ph.D. program at a highly ranked school. Other students prepare for careers in business or government. Additional opportunities include directed research with faculty members, internship programs with business and government, study abroad, or a combination of these.

Interdisciplinary Major in Advertising

Your Bachelor of Arts degree will prepare you to become an advertising professional through courses in both Advertising and in Communication Studies - and in order to prepare you to be a more complete professional in the early 21st century - you'll also study Computer Science and/or Design.

Requirements

[Download the Advertising Major Requirements Checklist](#)

Foundations (16 credits required)

- ADVT - 341 Advertising Principles and Practice
- COMS - 202 Rhetoric and the Public Sphere OR
- RHET - 216 Writing for Advertising

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

- ART - 155 Visual Communication AND
- ART - 205 Typography OR
- CS - 107 Computing, Robots, and the Web AND
- CS - 151 Spreadsheet Computing AND
- CS - 171 Web Design and Development

Advanced Area Studies (24 credits required)

Once your foundations are complete, choose any six of:

- CS - 131 Creating Images: Photoshop I, PLUS
- CS - 182 Animation with Flash
- ADVT - 340 Advertising Creative Strategy and Copy
- ADVT - 343 Advertising Planning and Placement
- ADVT - 342 Advertising Presentations (may be repeated for credit)
- ADVT - 344 Advertising and Social Media
- ADVT - 496 Advertising Internship
- COMS - 322 Advertising/Public Relations Law and Ethics
- COMS - 358 Persuasion and Social Influence
- BUS - 302 Marketing Management
- BUS - 363 Consumer Behavior
- RHET - 323 Rhetoric and Popular Culture

Learning Outcomes

Students will demonstrate an understanding the concepts used in the art of communication.

Students will demonstrate the ability to select, collect and analyze data

Students will identify and assess the social context for their messages and tailor their messages to specific audiences.

Students will craft effective messages.

Students will implement communicative strategies that address social injustices with the same fervor as those in the marketplace.

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.S. 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 OR ECON 625 Financial Econometrics
- ECON - 628 Advanced Applied Econometrics
- ECON - 679 International Economics Seminar OR ECON 690 Development Economics 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 - 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.S. 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.S. 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.

Please [CLICK HERE](#) for more information on Admission Requirements and Application Procedures.

Learning Goals/Outcomes for the M.S. in International and Development Economics

Students who complete the M.S. 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.

- The University is phasing out the previously offered M.A. in International and Development Economics.
- Students admitted into the Program for a term prior to Fall 2013 can choose to earn the M.A. degree. They have until Spring 2015 to complete the requirements for the M.A. degree.

International Economics Concentration

Within this concentration, students are prepared for a variety of careers working with international business and finance or international agencies. Students who select this area may specialize in international economics broadly or focus on a particular area, such as the Pacific Rim or Africa. Internships may be arranged with internationally oriented companies or government agencies to give students work experience and exposure to job opportunities.

Required Courses

ECON - 370 International Economics

ECON - 471 International Finance

Other courses can be chosen to focus on particular areas of a student's interest. In addition to the two required courses in this area, students must enroll in eight credits from the following list:

Elective Courses

ECON - 280 The Global Economy

ECON - 282 Economies of Modern Europe

ECON - 283 Economies of Southeast and East Asia

ECON - 285 Economies of Modern Africa

ECON - 286 Economies of Latin America

ECON - 455 Options and Futures

ECON - 477 International Political Economy

BUS - 350 International Business

BUS - 430 International Financial Management

Other credits may be taken from related areas such as mathematics and statistics, history, politics, or other offerings of the McLaren School of Business. Students may undertake an internship (ECON 396) or complete a research project (ECON 398) in which they demonstrate mastery of a topic in international or development economics. Given the wide range of options available to students in this area, a consultation with a faculty advisor as to the best choice of courses for a particular area of interest is recommended.

Internship Programs

The Department administers two internship programs, one with government agencies [0110-396. Public Administration Internship (4)] and one with non-governmental agencies [0110-397. Fieldwork in Public Interest Organizations (4)]. Both Politics and other majors can pursue internships for course credit with a wide variety of organizations in the Bay Area, and thereby link the academic experience in the classroom to practical work in the field. The internships are offered every semester, and all students beyond their Freshman year are encouraged to enroll. See Professor Johnson or Professor Elias for more information.

Jewish Studies and Social Justice Interdisciplinary Minor

[Download the Jewish Studies and Social Justice Minor Requirements Checklist](#)

The Minor in Jewish Studies and Social Justice requires 20 credits of coursework, including 8 credits of core courses and 12 credits of electives that can be taken from three suggested emphases described below.

Required courses (8 credits)

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

Elective Courses (12 credits)

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

Culture, History and Politics Emphasis

- [GERM - 318](#) Jewish Literature and Culture in 20th Century Europe
- [GERM - 350/FREN - 350](#) Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century
- HIST - 210 Historical Methods
- HIST - 310 The Ancient Near East
- [HIST - 322](#) The Holocaust
- [POLS - 349](#) Government and Politics of the Middle East
- [POLS - 354](#) International Relations of the Middle East
- [POLS - 378](#) United States Middle East Policy
- THRS - 326 Holocaust and Genocide
- THRS - 380/POLS 380 Social Justice and the Israeli-Palestine Conflict

Philosophy and Religious Studies Emphasis

- PHIL - 341 Jewish Philosophy
- THRS - 318 Religious Nonviolence and the Politics of Interpretation
- [THRS - 325](#) Modern Jewish Thought
- [THRS - 372](#) Jewish Christian Relationship
- THRS - 378 Jewish Mystical Imagination
- THRS - 398 Directed Reading and Research

Jewish Language Emphasis*

- [ARAB - 101](#) First Semester Arabic
- ARAB - 102 Second Semester Arabic
- ARAB - 398 Directed Reading and Research
- [HEBR - 101](#) First Semester Hebrew or
- [THRS - 256](#) First Semester Hebrew
- [HEBR - 102](#) Second Semester Hebrew or
- [THRS - 257](#) Second Semester Hebrew
- [HEBR - 398](#) Directed Reading and Research. or

- [THRS - 398](#) Directed Reading

*Students who take these language courses to fulfill the Arts and Sciences language requirement or who test out of ARAB 102, ARAB 398, HEBR 101/THRS 256, or HEBR 102/THRS 257 are not allowed to use these courses towards the Minor in Jewish Studies and Social Justice.

Note: For all Theology and Religious Studies Majors who choose to minor in Jewish Studies and Social Justice, a maximum of 2 Theology and Religious Studies courses will be permitted to count for this minor not including the two core courses for the minor, THRS 327 and 376.

Joint B.A. and 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 (IDEC). The M.A. in Economics (ENCF) emphasizes mastery of core economic theory. The M.A. in International and Development Economics is a degree that emphasizes training in empirical research methods related to poverty and growth in developing countries.

Students in the five-year program begin to take graduate-level courses when they achieve senior-level standing at the University. Students graduate with the B.A. and officially matriculate into the M.A. program upon completion of College graduation requirements, including 128 credits within which graduate courses will substitute for undergraduate courses in satisfying the B.A. requirement. The total credits required for the Joint B.A./M.A. Program in Economics is 152 credits.

Admission to the 4 + 1 Program

Students joining USF as a freshman can apply for admission to the 4 + 1 program from any major if they fulfill the following requirements:

- sophomore standing, and
- obtain a 3.5 GPA in Principles of Microeconomics, Principles of Macroeconomics, Intermediate Microeconomics, Intermediate Macroeconomics, Calculus I and Calculus II. (Students joining USF with AP credits will be evaluated individually.)

Transfer students can apply for admission to the 4 + 1 program from any major if they fulfill the following requirements:

- obtain a 3.5 GPA in Principles of Microeconomics, Principles of Macroeconomics, Calculus I and Calculus II.
- obtain a 3.5 GPA in two 300-level or higher courses approved by the Economic Graduate Advisor and taken at USF.

Students who graduate from the M.A. in Economics program will be prepared for a number of career options, including work as an economic or public policy analyst, or in applied research in a government institution or firm. Students who graduate with an M.A. in International and Development Economics may pursue a number of careers related to policy making and research in developing countries. The BAVMS 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
- ECON - 318 Game Theory
- ECON - 415 Mathematics for Economists
- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II
- One other advanced math course such as Math 130, 211, or 300 (ENCF)

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, six classes must be taken from Economics 600-level courses. Other credits may be taken in related areas such as mathematics or administration. In addition students must successfully pass the Comprehensive Exam. The total number of credits required for the M.A. degree in Economics is 152.
- For the M.A. in International Development and Economics, four other classes must be taken from the Economics 670 series. The total number of credits required for the M.A. degree in International and Development Economics is 152.

Joint B.S. Computer Science and M.S. in Web Science (4 1 Honors Program)

This five-year program allows highly motivated students to earn both a B.S. in Computer Science along with a Master's in Web Science in just five years. Open only to students with at least a 3.3 grade point average, students begin taking graduate courses as early as their junior year.

Admission

- Students in the Computer Science B.S. program may apply after their sophomore year of college. A minimum grade point average of 3.3 is required in all lower-division Computer Science courses and a 3.0 in all courses.
- Students need not take the GRE. Admission will be based on GPA and letters of recommendation.
- Students admitted into the program must maintain a 3.0 in major courses.

Guidelines

Students may not count courses for both the Computer Science degree and the Web Science degree except for:

- The graduate course CS 601: Object-Oriented Software Development may be substituted for undergraduate requirement CS 342 Introduction to Software Engineering; and
- CS 690 Master's Project may be substituted for undergraduate requirement CS 490 Senior Project.

Other than these two exceptions, a course cannot be counted for both the M.S. in Web Science degree and an undergraduate Computer Science course.

Judaic Studies Interdisciplinary Minor

Judaism is the foundational religion of Western culture and the ancestor of both Christianity and Islam. The Judaic Studies Minor is designed to expose students to the fascinating history, thought and culture of Judaism and the Jewish people. The program embraces the disciplines of Theology, History, English, Modern and Classical Languages, and Philosophy, and it offers internships in Psychology, Sociology and Politics as well as History. Special funding for travel and study in Israel is available through an endowment of the Swig Judaic Studies Program.

Administrative Office
Cowell, Room 311
Phone: (415) 422-6302
Fax: (415) 422-6220
Email: silver@usfca.edu
Andrew Heinze, Director

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

The Judaic Studies Minor requires completion of five 4-unit courses (20 units). Please see the Program office for an updated list of Core and Elective

Latin American Studies Interdisciplinary Minor

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

The Latin American Studies minor is designed for students interested in combining an understanding and appreciation of Latin America with another discipline or major. The minor enhances students' professional training as it offers direction and coherence to undergraduate education. The minor requires 20 units. Students must complete three core courses (12 units) and 2 electives (8 units).

Core Courses (12 Units)

- LAS - 376 Latin American Perspectives
- SPAN - 202 Fourth Semester Spanish
- LAS - 301 Religion in Latin America or one of
- SPAN - 203 Latin American Literature or
- SPAN - 303 Latin American Literature I or
- SPAN - 304 Latin American Literature II

Elective Courses (8 Units)

Students may select any two other Latin American Studies courses from those listed for the major: Humanities, Literature and the Arts, the Social Sciences, including Border Issues, El Salvador Today and Semester in Latin America.

Latino-Chicano Studies Interdisciplinary Minor

The Latin@-Chican@ Studies minor exposes students to major theories and models concerning the central historical, sociocultural, political, and economic issues impacting Latin@s-Chican@s in the U.S. Immigration, transnationalism and globalization are also emphasized in the minor.

Administrative Office
Kalmanovitz Hall, Room 334
Phone: (415) 422-2940
Email: malitman@usfca.edu

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

Legal Studies Interdisciplinary Minor

Legal Studies Minor Requirements

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

A Legal Studies Minor may be earned by students in any USF major. For the Minor, students must complete five (5) courses (20 credits)(which may be double-counted for major, minor and core requirements), including the Overview course, one course in Domestic Justice, one course in Global Justice, one Field Placement, and one Elective. The elective can be satisfied preferably by choosing an additional course in either Domestic Justice or Global Justice, or by choosing a course from additional electives (see below).

Overview (One of these two are required):

- [POLS - 322](#) Politics of American Justice
- [SOC - 354](#) Sociology of Law

Domestic Justice

- [POLS - 316](#) Law, Politics and the National Pastime (Elias)
- [POLS - 323](#) Lawmaking
- [POLS - 327](#) American Reformers and Revolutionaries (Elias)
- [POLS - 335](#) Political Power and Constitutional Law (Elias)
- [POLS - 336](#) Race, Equality and the Law (Taylor)
- [POLS - 337](#) Women and the Law (Staff)
- [POLS - 339](#) Free Expression and the Constitution
- [POLS - 392](#) American Indian Politics (Kessler-Mata)
- [SOC - 227](#) Violence in Society (Richman)
- [SOC - 304](#) U.S. Inequalities and Social Justice (Raeburn)
- [SOC - 357](#) Criminology (Richman)
- [SOC - 367](#) Environmental Justice
- [HIST - 359](#) The Civil Rights Movement in History and Film (Nasstrom)
- [PHIL - 372](#) Philosophy of Law (Cavanaugh/Vargas)
- [MS - 311](#) Communication Law and Policy (Barker-Plummer)
- [BUS - 301](#) The Legal and Regulatory Environment (Scalise, et al.)

Global Justice

- [POLS - 345](#) Global Economic Justice (Zunes)
- [POLS - 350](#) International Law and Organizations (Zartner)
- [POLS - 352](#) Human Rights and Global Change (Elias)
- [POLS - 369](#) Asian Politics, Activism, and Justice (Gonzalez)
- [POLS - 380](#) Social Justice and the Israeli-Palestinian Conflict (Hahn Tapper)
- [POLS - 381](#) Feminist International Relations (Wibben)
- [POLS - 390](#) Filipino Politics and Justice (Gonzalez)
- [SOC - 233](#) Gender, Development, and Globalization
- [SOC - 302](#) Global Inequalities and Social Justice (Santos)
- [SOC - 322](#) Resistance to Corporate Globalization (Santos)
- [COMS - 364](#) Communication for Justice and Social Change (Jacquemet)

Field Placement

Students must choose between a law-related placement in a government agency (Politics 396) or in some non-governmental organization (Politics 397 or Sociology 395)

- [POLS - 396](#) Public Administration Internship (Murphy/Gonzalez/Kessler-Mata), or
- [POLS - 397](#) Fieldwork in Public Interest Organizations (Elias), or
- [SOC - 395](#) Fieldwork in Sociology (Gamson/Rodriguez)

Additional Electives

Students must choose one (1) elective by taking an additional course in either Domestic Justice or Global Justice (see above) or by taking a course from the following list (as periodically updated):

- [POLS - 315](#) Race and Ethnicity in American Politics (Taylor)
- [POLS - 323](#) Legislative Process (Murphy/Cook)
- [POLS - 330](#) Crime, Law, and the Constitution (Lutowski)

- [POLS - 363](#) Housing and Homelessness Policy (Cook)
- [POLS - 367](#) Public Policy: Drug Policy (Murphy)
- [POLS - 368](#) Public Policy: Punishment (Taylor/McBride)
- [POLS 392](#) Race, Civil Rights and American Presidency (Taylor)
- [SOC - 325](#) Critical Approaches to Race and Ethnicity (Raeburn/Shin)
- [SOC - 331](#) Social Stratification (Staff)
- [SOC - 355](#) Deviance and Social Control (Richman)
- [SOC - 356](#) Juvenile (Richman)
- [HIST - 322](#) The Holocaust (Staff)
- [HIST - 363](#) Race and Ethnicity in United States History (Fels)
- [HIST - 421](#) Native Americans in U.S. History: Seminar (Fels)
- [PHIL - 370](#) Philosophy of Action (Cavanaugh)
- [MS - 204](#) Media, Stereotyping, and Violence (Juluri)
- [COMS - 322](#) Public Relations Law and Ethics (Vannice)
- [PSYC - 350](#) Perspectives: Forensic Psychology (Staff)
- [ECON - 465](#) Law and Economics (Staff)
- [BUS - 311](#) Advanced Business Law (Scalise)
- [BUS - 313](#) Employment Law for Managers (Boedecker)
- [BUS - 314](#) Personal Law (Becker)
- [BUS - 482](#) Hospitality Law and Human Resource Issues (Abrams)
- [BUS - 491](#) Honors Section: Legal (Scalise)

Activities

While primarily an academic program, Legal Studies sponsors or supports various on-campus and off-campus activities and groups, including the Undergraduate Law Society and Phi Alpha Delta. Our speakers series has featured recent talks by Kathy Roberts from the Center of Justice and Accountability; Center for Constitutional Rights President, David Cole; maverick lawyer, Gerry Spence; former San Francisco District Attorney, Terence Hallinan; California Supreme Court Justice and USF Alumnus Ming Chin; consumer law advocate Ralph Nader; various law school deans; and many others. We have a growing relationship with the USF Human Rights Working Group and with USF's School of Law (and its Center for Law and Global Justice). We have a small library of law school materials, and through our Pre-Professional Law Committee, faculty advise students on the legal profession and on legal curricula and admissions. Our recent graduates have gone on to law and graduate schools at universities such as Georgetown, Harvard, Washington, Tulane, Columbia, NYU, Yale, American, USC, and UC Berkeley, UC San Diego, Hastings, and UC Davis.

Under our 4 + 3 Law Program, USF students (in any Major) will have the opportunity to gain automatic admission to USF's School of Law if they have a minimum 3.2 GPA, a minimum 70th percentile LSAT score, and complete either the Legal Studies Minor or the Criminal Justice Studies (see separate brochure) minor.

M.A. in Economics: Core Courses

The graduate core courses are of fundamental importance for the M.A. in Economics. Core courses are at the heart of the graduate program and are required of all students:

- ECON - 601 Microeconomics: Theory and Applications
- ECON - 602 Macroeconomics: Theory and Applications
- ECON - 615 Mathematics for Economists
- ECON - 620 Graduate Econometrics
- ECON - 690 Graduate Seminar

All students must pass the Master's Comprehensive exams in Microeconomics and Macroeconomics as part of the M.A. in Economics degree. The comprehensive exams are offered in the first weeks of both the Fall and Spring semesters.

In addition, all students must complete a research project in which they demonstrate mastery of essential elements of economic analysis. This research project must be completed as part of the Graduate Seminar (ECON 690), before taking the Graduate Seminar. Students who wish to write a Master's thesis (ECON 699) must fulfill the research requirements (ECON 690) before being allowed to begin their thesis.

Learning Goals/Outcomes for the M.A. in Economics

Students who complete the M.A. in Economics will be able to:

- Understand modern micro and macroeconomic theories and their applications to contemporary economic problems, including: decision-making in conditions of risk and uncertainty, and the role of information; open economy macroeconomics and its application to exchange rate movements and financial crises; efficiency wage models, real business cycles; and endogenous growth.
- Conduct original quantitative empirical analysis of a relevant economic problem. Specifically, students should be able to express

an economic theory in terms of an observable model; formulate a strategy for collecting the data necessary to estimate a well-specified empirical model; determine the appropriate estimation method for the empirical model; utilize statistical software to conduct such estimation; and meaningfully interpret the results.

- Carry out independent economic research, including development of an original research question, compilation of a professional literature review, specification of a theoretical and testable empirical model; econometric analysis; and effective communication of the study's principal findings and policy implications.

Major in Architecture and Community Design

USF's Major in Architecture and Community Design combines an introduction to the disciplines of architecture, urban design and planning, and landscape design with a strong emphasis on the social sciences and humanities. The program is grounded in the University's mission and commitment to building community for a more just and humane world. This undergraduate Major draws from the University's diverse resources and faculty to form a unique interdisciplinary program of study. It seeks to engage and foster individual creative talents, informed by a breadth of approaches and strategies for understanding the complexity of the contemporary metropolis. The aim is to comprehend and influence our built environment and its relationship to the macrocosm through the discipline of design. Through this process we train students to become impassioned readers, interpreters, actors and designers of their cities, institutions, and communities. The curriculum has been carefully crafted to satisfy the entrance requirements for graduate programs in architecture and urban design at the nation's top thirty universities.

USF's interdisciplinary Major in Architecture and Community Design program emphasizes the critical role of design in negotiating between individual and collaborative acts of making and the larger framework of political, social, and cultural issues in the community.

Elements of the 48-credit major program include:

- Four intensive core studio courses addressing metropolitan and global urban design issues;
- The use of San Francisco and the greater Bay Area as urban laboratories to investigate design issues directly and locally;
- Training in both abstract and applied design;
- Integration of the studio core within the context of liberal arts education in social sciences, math, and physics, as a preparation for graduate programs in architecture and landscape, but also appropriate for any number of professional career tracks including government, law, history, business, journalism or the visual arts;
- An international design, history, and social science semester located in an important city in a developing or evolving nation (including Budapest, Manila, and Puebla);
- A Bay Area and International community design outreach course and a studio practicum/internship;
- A small full-time faculty augmented with adjuncts drawn from diverse areas of expertise within the university, government, and design communities;
- A small cohort model of instruction (maximum 18 students per class).

Requirements for the Major

The Major in Architecture and Community Design requires 48 credits.

[Download the Architecture and Community Design Major Requirements Checklist](#)

Required Courses

Year 1: Tools for Community Design

- ARCD - 101 History of Architecture 1
- ARCD - 102 History of Architecture 2
- ARCD - 110 Architecture Studio 1
- ARCD - 120 Architecture Studio 2
- ARCD - 150 Architectonics 1
- ARCD - 151 Architectonics 2

Year 2: Reading the Context

- ARCD - 203 History of Architecture 3
- ARCD - 204 History of Architecture 4
- ARCD - 230 Architecture Studio 3
- ARCD - 240 Architecture Studio 4 and ARCD Electives

Year 3: Broadening the Horizon

- ARCD - 330 Design in Crossroads International
- ARCD - 350 Architecture Studio 5 and ARCD Electives

Year 4: Into the Community

- ARCD - 400 Community Design Outreach
- ARCD - 430 Practicum/Internship and ARCD Electives

Free Electives

- ARCD - 200 Sustainable Design
- ARCD - 250 Computer Aided Design and Drawing
- ARCD - 290 Special Topics
- ARCD - 300 Computer Aided Design and Drawing 2
- ARCD - 310 Introduction to Construction Materials
- ARCD - 320 Introduction to Landscape Design
- ARCD - 340 International Projects
- ARCD - 360 Introduction to Structural Engineering
- ARCD - 370 Construction Innovation Lab
- ARCD - 390 Special Topics
- ARCD - 401 (1) Introduction to Architectural Theory and the Written Word
- 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 and Arts Management

There are very few undergraduate programs for people who love the visual arts and want a career in the arts, but do not want to become artists. Many undergraduate schools provide art history programs that, however, do not give students the theoretical and practical skills necessary for work in an art museum, commercial gallery, or an arts non-profit organization.

USF's Art History/Arts Management Major offers students the knowledge, skills and life experience they will need to become successful professionals in the art world and to prepare those who plan to continue their studies in graduate programs in Arts Management, Museum Studies, or Art History.

In addition to courses in art history, museum studies, design, and professional practice, the program offers three required internships at a fine arts museum, a commercial gallery, and an arts non-profit organization.

Requirements for the Major (48 credits)

[Download the Art History/Arts Management Major Requirements Checklist](#)

Required Core Courses

- ART - 101 Survey of Western Art History 1
- ART - 102 Survey of Western Art History II
- ART - 120 Art Fundamentals
- ART - 155 Visual Communication
- ART - 200 Museum Studies 1

Pre-Modern Western Art History Elective (Choose at least one)

- ART - 302 Renaissance Art
- ART - 303 Baroque Art
- ART - 311 Medieval Art and Society
- ART - 390 Special Topics

Modern/Contemporary Art History Elective (Choose at least one for four credits)

- ART - 363 The Triumph of Impressionism
- ART - 305 Modern and Contemporary Art
- ART - 306 Women and Art
- ART - 390 Special Topics
- ARCD - 101 History of Architecture 1 or
- ARCD - 102 History of Architecture 2 or
- ARCD - 203 History of Architecture 3 or
- ARCD - 204 History of Architecture 4

Non-Western Art History Electives (Choose at least one)

- ART - 307 Asian Art
- ART - 308 African Art
- ART - 316 Filipino American Arts

Upper-Division Arts Management (Choose at least one)

- ART - 300 Museum Studies 2
- ART - 420 Art and Business

Internships (Complete all three)

- ART - 421 Museum Internship
- ART - 422 Commercial Gallery Internship
- ART - 423 Non-Profit Arts Internship or can be replaced with
- ART - 487/488 Artist as Citizen

Learning Goals for the Major in in Arts History/Arts Management

- Students will gain solid historical knowledge of the objects of art and principal artists of all major periods, and their associated theories, analysis and criticism. This includes broad understanding of the cultural diversity of art movements from prehistoric times through contemporary culture, both locally and globally.
- Students will gain an understanding of basic visual principles, concepts, media, and formats in the various fine art disciplines, and the ability to apply them to meet a specific objective. This includes an ability to think critically and propose creative solutions to aesthetic problems.
- Students will gain a deep appreciation and knowledge of how to use their skills to work with diverse communities both locally and globally to create social change. This includes the acquisition of professional skills that will serve them as post-graduate students, professional practitioners, educators, and community leaders.
- Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to conduct advanced research or project work. This includes the mastery of bibliographic research and understanding of the digital tools and processes necessary to develop that research.

Major in Asian Studies

Requirements for the Major

This degree requires completion of forty (40) credits of course work, including 12 credits of gateway courses and 28 credits of electives. All courses used to satisfy major requirements must be taken for letter grades and passed with grades of C or better.

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

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

Gateway Courses (12 credits)

The major requires one gateway course in History, one in Philosophy or Religious Studies, and one in Politics, for a total of 12 credit hours:

- HIST - 130 East Asian Civilizations or
- HIST - 135 Indian Civilizations
- PHIL - 220 Asian Philosophy or
- THRS - 366 Religion and Spirituality in Asia
- POLS - 113 Introduction to International Politics or
- POLS - 359 International Politics of the Asia Pacific Rim

These gateway courses may "double-count" to meet the University's Core requirements.

Students are advised to take gateway courses at the very beginning of their degree program because these courses provide a comprehensive introduction to the two geographical areas (East Asia and South Asia) covered by the major. These gateway courses may "double-count" to meet the University's Core requirements.

Language Study

Four semesters of either Chinese or Japanese is required for the major. The first three semesters of language study meet the language requirement for the College of Arts and Sciences and thus are not included in the total number of credits required for the Asian Studies major. Languages must be taken for letter grades and passed with grades of C- or better.

Under special circumstances, students may demonstrate an equivalent competence in the target languages, or in other Asian languages (such as Hindi) through assessment, evaluation, and examination by language faculty or other qualified staff.

Additional Requirements for the Major (28 credits):

History (4 credits).

One additional upper-division history course is required.

Electives (16 credits).

Four courses, chosen in consultation with an advisor, will help students focus on and develop intermediate expertise in particular regions, countries, or topics. The Major encourages a multi-disciplinary approach to the student's specific area of interest.

Regional Breadth (4 credits)

From the courses chosen as electives, at least one course must be in an area outside the student's primary focus. For example, if the primary area focus is Japan, the Regional Breadth course should deal with similar themes in China or South Asia.

Capstone Project (4 credits)

The Asian Studies major is completed through the Capstone Project in the final year of the major. Students will converge on the study of selected issues and topics, to be determined by the professor (or professors) in charge. Topics and themes providing interdisciplinary and inter-regional breadth for all majors in Asian Studies include the following: Cinema of India/China/Japan/SE Asia, Migration and Immigration, the Changing Family in Asia, Contemporary Asian Writers, Inter-Asian Political Relations, Asian Popular Culture, Asian Ways of Dying, Death, and Salvation, Rural-urban Migrations, Environmental Issues, Technological change in Asia.

Sample Curriculum

1st year

- HIST - 130 East Asian Civilizations Gateway course
- PHIL - 220 Asian Philosophy Gateway course

2nd Year

- Intermediate Language Study: Chinese or Japanese
- POLS - 113 Introduction to International Politics

3rd Year

- JAPN - 310 Zen and the Art of Japanese Calligraphy
- MS - 409 International/Global Media
- CHIN - 355 Chinese Literature in Translation
- JAPN - 355 Japanese Literature in Translation
- Summer intensive, full semester, or academic year abroad

4th Year

- HIST - 386 History of U.S.-China Relations
- Internship (2-4)
- Capstone Project (2-4)

Undergraduate Minors

- Major in Asian Studies/Minor in Asian Studies
- Major in Japanese Studies/Minor in Japanese Studies
- BA/BS-MAPS Degree
- Minor in Chinese

Courses in Asian Studies

Business

- BUS - 101 Introduction to Global Management (Cultural Diversity)
- BUS - 397 International Study Tour

Economics

- ECON - 677 International Political Economy

Environmental Studies

- POLS - 360 International Environmental Politics

History

- HIST - 130 East Asian Civilizations *
- HIST - 380 Traditional China to 1839
- HIST - 381 Modern China: Revolution and Modernization
- HIST - 383 Modern Japan Since Perry
- HIST - 135 Indian Civilizations *
- HIST - 386 History of U.S.-China Relations
- HIST - 387 History of U.S.-Japan Relations

Languages

- CHIN - 101 First Semester Chinese and 102, 201, and 202
- JAPN - 101 First Semester Japanese and 102, 201, and 202
- JAPN - 301 Intermediate Japanese
- JAPN - 302 Advanced Japanese
- JAPN - 410 Introduction to Japanese Linguistics

Literature and Culture

- CHIN - 350 Traditional Chinese Culture
- CHIN - 355 Chinese Literature in Translation
- JAPN - 310 Zen and the Art of Japanese Calligraphy
- JAPN - 350 Japanese Culture
- JAPN - 351 Contemporary Japanese Culture
- JAPN - 355 Japanese Literature in Translation
- JAPN - 357 Naturalism in Japanese Literature

Media Studies

- MS - 409 International/Global Media

Philippine Studies

- YPSP - 301 Philippine History from Pre-Spanish Times to 1900
- YPSP - 325 Filipino Culture and Society

Philosophy

- PHIL - 220 Asian Philosophy *

Politics

- POLS - 113 Introduction to International Politics *
- POLS - 314 Theories of Citizenship and Globalization
- POLS - 332 Political Thought of Developing Countries
- POLS - 346 Government & Politics of India & Southeast Asia
- POLS - 347 Government and Politics of China and East Asia
- POLS - 352 Human Rights and Global Change
- POLS - 359 International Politics of the Asia Pacific Rim *
- POLS - 360 International Environmental Politics
- POLS - 432 The Politics of Ethnicity and Nationalism
- POLS - 450 Political Economy of Developing Nations

Psychology

- PSYC - 307 Cross-Cultural Psychology

Religious Studies

- THRS - 361 Religion and the Environment
- THRS - 366 Religion and Spirituality in Asia *
- THRS - 370 Zen Buddhism
- THRS - 371 Hinduism
- THRS - 379 Buddhist Paths in Asia and North America
- THRS - 384 Religion and Nonviolence

Sociology

- SOC - 228 Asians and Pacific Islanders in U.S. Society

USF Center for the Pacific Rim

(Note: The following courses are part of the BA/BS-MA in Asia Pacific Studies degree, open to qualified seniors with a minimum 3.0 GPA)

- APS - 601 Comparative Modernization of East Asia
- APS - 605 Cultures of East Asia
- APS - 620 International Politics of the Asia Pacific
- APS - 635 Literature of East Asia
- APS - 636 Society and Culture in the Contemporary Asia Pacific
- APS - 640 Economies of East Asia

Visual Arts

- ART - 307 Asian Art

(Note: * indicates Gateway courses. See the specific department sections in this catalog for individual course descriptions.)

Learning Goals/Outcomes for the B.A. in Asian Studies

- Students will be able to articulate fundamental issues and themes for the study and understanding of Asian cultures and societies.
- Students will be able to analyze both a specific region of Asia and an Asia-related topic using interdisciplinary perspectives and methods, including information in either Chinese, Japanese, or Tagalog.
- Students will be able to demonstrate understanding of how topics related to social justice--such as human rights, environmental sustainability, and ethical consideration--impact both people and policy within Asian societies.

Major in Communication

USF offers a unique and diverse degree completion program for transfer students at its offsite campuses that prepare students for a broad spectrum of communication-related careers. The Communication major combines social scientific and critical study of communication and media with courses that develop foundational communication knowledge and skills in areas such as public relations and organizational settings like those found in business, government, education, and non-profit sectors. The study of communication prepares students for leadership in the professions and a sound foundation for graduate or professional school in a variety of disciplines.

Requirements

The communication Major requires completion of 45 units that are subdivided into three areas: (1) Foundations (13 units); 2) Research Methods (8 units); and 3) Advanced Area Studies (24 units).

Three of the four foundations courses will be taken at a Junior College and the remaining foundational course should be completed by students during their first semester. These courses provide an introduction to the communication process, the social role of media, the fundamentals intercultural, and the social construction of messages in the public sphere.

Research Methods courses are recommended for students in their second semester in the degree completion program. These courses are tailored to engage students in the research process through the use of quantitative, qualitative, and critical methods.

Advanced Area Studies courses are recommended senior year. By carefully choosing Advanced Area Studies courses with the approval of a faculty advisor, students can fashion a constellation of courses to meet diverse educational and professional goals.

Major in Communication Studies

A degree in Communication Studies gives students tremendous flexibility in terms of career choices because effective communication is widely recognized as vital to such fields as advertising, public relations, journalism, international relations, education, arts, entertainment, health and human services, law, and government. In our program, students refine their speaking, writing, and critical thinking skills while investigating communication theories and methodologies. Students can also tailor portions of the major to meet their special needs. For example, some students focus upon interpersonal or organizational communication while others emphasize journalism or public relations. Our highly successful internship program helps our students gain valuable "real world" experience that often provides an entry into their preferred job field. Graduates of our program enjoy successful careers in such areas as publishing, marketing, corporate and non-profit public relations, advertising, education, corporate training and human development, promotions, and event planning and coordination.

Requirements for the Major in Communication Studies

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

The Communication Studies Major requires completion of 44 credits of course work that are subdivided into two areas: 1) Foundations (12 credits); 2) Methods (8 Credits); and Advanced Area Studies (24 Units).

Foundations courses are recommended for the second semester of the First year (or first semester for transfer students), as they provide an introduction to key processes in human communication and the fundamentals of reading, writing, and doing research in communication. Methods courses are recommended for the Sophomore and Junior Years.

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 areas of communication (for example - rhetoric, interpersonal, intercultural, public relations, or health). 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 COMS 496 Internship course.

Students should consult full course descriptions for specific prerequisite requirements. A summary of requirements and courses follows below.

Foundations (12 credits required)

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

Methods (8 credits required, select 2 courses)

- COMS 252 - Critical and Rhetorical Methods
- COMS 253 - Quantitative Research Methods
- COMS 254 - Qualitative Methods

Advanced Area Studies (24 credits required, select 6 courses)

- COMS 300 - Interpersonal Communication
- COMS 302 - The Dark Side of Interpersonal Communication
- COMS 306 - Family Communication
- COMS 314 - Intercultural Communication
- COMS 315 - Asian American Communication and Culture
- COMS 320 - Public Relations Principles and Practices*
- COMS 322 - 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 335 - Rhetoric of Social Movements
- COMS 336 - Rhetoric of Law
- COMS 337 - Rhetoric of Sex, Gender, and Sexuality
- 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 - Ethnography of Communication
- COMS 368 - Communication and Aging
- COMS 370 - Message Design in Health Interaction
- COMS 372 - Communication, Disability, and Social Justice
- COMS 373 - Rhetorical History of the U.S.
- COMS 398 - Directed Study**
- COMS 344 - Environmental Communication
- COMS 490 - Topics in Communication
- COMS 496 - Communication Studies Internship

* Communication Studies majors may only count a total of three Public Relations courses toward the 24 credits of Advanced Area Studies required for the major. If you are also a Public Relations minor, the four upper-division Public Relations courses may not double count for the Communication Studies major AND the Public Relations minor.

** No more than four units of Directed Study may count towards the Communication Studies 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 Literature OR Culture Emphasis Major Requirements Checklist](#)

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

One Introductory Level Course (4 Units)

- CMPL 195 First-Year-Seminar: The Beauty of the Beast in Literature OR Literature of the Child: Trauma and Healing
- CMPL 295 Transfer Seminar: Animal Encounters in Literature OR Life Disrupted: The Psychic Wound in Early Life
- CMPL 200 Introduction to Comparative Studies: Cultures in Conflict

One Intermediate Level Course (4 Units)

- CMPL 399 Critical Analysis

Two Foreign Language Courses (8 Units)

Students must complete two semesters of one foreign language above the three semesters required by the College of Arts and Sciences (level 101, 102, and 201 or equivalent, as determined by placement tests.)

- 4th Semester of a Foreign Language (202 in target language)
- 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 the 300-level or above from the offerings of 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 enrolled in CMPL program will meet with a CMPL advisor to discuss their choice of electives before registering. In addition, they will submit a petition for approval of each of their electives. The petition will include a narrative, which demonstrates how such electives contribute to the student's area of concentration. (Petition forms are available online or at the Department of Modern Languages office in KA 328).
- Major in CMPL with Language emphasis: Students will select all six elective courses in their first and second foreign language of study. Students must achieve an advanced proficiency level equivalent to one 400-level seminar in their first foreign language of choice and complete two 300-level courses or equivalent in their second foreign language.

One Capstone Seminar (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 on canvas.

Study Abroad

Majors in Comparative Literature and Culture are strongly encouraged to study abroad. Students should consult with the Center for Global Education in UC 5th floor for information about USF Sponsored Study Abroad programs.

E-Portfolios

Students enrolled in CMPL will register their progress toward completion of their Major in an e-portfolio.

Unit Transfer

Students may transfer up to twelve (12) units toward their elective requirements from another institution or a study abroad program. To transfer, courses must be at the minimum level of 300 or above, or its equivalent. To facilitate transfers, student will provide the course syllabus, a major paper written for that course and a petition form for each course.

Notes

A minimum of twenty-four (24) of the total forty-four (44) units required for the Comparative Literature and Culture Major must be completed in residence at USF.

No more than eight units of the CMPL major or minor can count toward a second major and/or minor.

To make an advising appointment, please write to: mairesse@usfca.edu

Learning Goals/Outcomes for the Major in Comparative Literature and Culture

Students will be able to

- engage in comparative analysis of literary texts and other cultural artifacts that seek to enhance our understanding of cross-national cultural commonalities and differences.
- communicate in a foreign language both orally and in writing.
- demonstrate a comprehensive understanding of, and respect toward, one or more of the many cultures of different regions of the world in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).
- bridge the divisions between national literatures and cultures instead of concentrating on a single tradition or their own.
- develop an intellectual engagement, introspection and reflective sensibility that will contribute to life-long learning.

Major in Computer Science

To major in Computer Science, a USF student should have successfully completed four years of high school mathematics, including the equivalent of two years of algebra and the basic elements of plane geometry and trigonometry. Deficiencies in a student's high school mathematics background may be fulfilled by successfully taking the equivalent mathematics prerequisites at USF.

Requirements

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

The computer Science major includes 20 credits of lower division courses, 2- credits of upper division courses, and 8 credits of mathematics, as follows:

Lower Division (20 credits required)

- CS110 Introduction to Computer Science I (4 credits)
- CS112 Introduction to Computer Science II (4 credits)
- CS 212 Software Development (4 credits)
- One of:
 - CS 220 Introduction to Parallel Programming
 - CS 221 C and Systems Programming
- CS245 Data Structures and Algorithms (4 credits)

Upper Division (20 credits required)

- CS 326 Operating Systems (4 credits)
- One upper division course from the Systems area (4 credits)
 - CS 315 Computer Architecture
- One upper division course from the Theory and Languages area (4 credits)
 - CS 345 Programming Languages
 - CS 411 Automata Theory
 - CS 414 Compilers
- One upper division course from the Applications area (4 credits)
 - Any 300 or 400 level course except 398 or 498 (i.e., Directed Reading and Research may not be used to fulfill this requirement)
- CS 490 Senior Team Project
 - Prerequisites: CS 212, 220, and 245 with a grade of C or better and senior standing

Graduate classes can be taken to fulfill the Systems/Theory/Applications requirements with the approval of the department chair.

Math courses (8 credits required)

- Math 201 Discrete Mathematics
- Math 202 Linear Algebra and Probability Theory

Science Core requirement

Computer Science students must take one of the following classes for Core B2:

- Physics 110
- Chemistry 111
- Biology 105

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

Note: Students majoring in Computer Science must earn a grade of C or better in all of the mathematics and computer science courses fulfilling requirements for the major. Also no mathematics or computer science course may be taken more than two times.

Major in Data Science

Rollout plans:

We plan to do a “soft launch” of the program in the 2013-14 academic year. An advantage of this program is that all of the lower-division courses are needed by a variety of other majors, including Math and Computer Science. The upper-division courses will likely be offered in 2014-15 at the earliest. They will also count as electives for Math and Computer Science. This means that no specialized classes that are restricted to this major will be needed. This will allow us to grow the program at its' own pace, rather than scrambling to get students in the initial years.

Base Curriculum (56 units):

CS 110 (Intro to Programming I)

CS 112 (Intro to Programming II)

CS 245 (Data Structures)

CS 360 (Data Visualization)

CS 451 (Data Mining)

Math 109 (Calc I)

Math 110 (Calc II)

Math 230 (Linear Algebra)

Math 201 (Discrete Math) or Math 235 (Formal Methods)

Math 345 (Mathematical Modeling)

Math 370 (Probability with Applications)

Math 371 (Statistics with Applications)

Econ 111 (Microeconomics) or Econ 112 (Macroeconomics)

One of CS 490 (Senior Project) or Math 394 (Applied Math Laboratory). This will serve as a capstone experience for the students.

In addition to the core, students must choose one of the concentrations listed below.

Concentration in computational analytics (68 total units):

Add 3 out of the 4 from CS 212 (Software Development), CS 333 (Databases), CS 430 (Numerical Analysis)

Concentration in economic analytics (68 total units):

Add 320 (Econometrics) instead of Math 371 (Advanced Statistics and Regression)

Add one of Econ 311, 312 (Intermediate micro/macro)

Add two from: Econ 350 (Money and Banking) , Econ 450 (Monetary Economics), Econ 425 (Economics of Financial Markets)

Concentration in mathematical analytics (68 units):

Add Math 211 (Calculus III)

Add two of: Math 340 (Differential equations), Math 422 (Combinatorics), Math 453 (Real Analysis)

New Courses:

CS 451: Data Mining

This course provides an overview of generative and discriminative classifiers, including decision trees, rule learners, regression models, Bayesian models, and support vector machines. Also clustering methods such as k-means, kNN and EM. Discussion of data cleaning and data preparation issues, including noise models, missing and unbalanced data, discrete versus continuous features, and feature selection, including PCA and mutual information. Some techniques are implemented from scratch – in other cases, real-world tools such as R, Weka, or CN5.0 are used on large-scale data sets.

- Prerequisite: CS 245.

Math 4xx. Applied Numerical Linear Algebra (To be added in coming years)

Advanced treatment of numerical algebra. The first 2/3 of the course will be devoted to important topics in applied numerical linear algebra including: Stability of Algorithms and Conditioning of Problems, Gaussian Elimination and LU Factorization, QR Factorization, Singular Value Decomposition, Least-Squares Solutions to Linear Systems, Numerical Matrix Eigenvalue Problems, Iterative Methods for Large and Sparse Problems. The last 1/3 of the course will be devoted to selected applications including spectral data clustering, Pagerank and other modern iterative methods, optimization, and linear programming.

- Prerequisite: Math 230.

Math 371: Statistics with applications

This course introduces students to theoretical issues and data-driven applications in statistics. Topics include descriptive statistics and data analysis; confidence intervals and hypothesis tests; estimation theory, linear regression, goodness-of-fit tests, and nonparametric tests.

- Prerequisite: MATH 370 or permission of instructor.

Sample 4-year schedule:

(this is just an illustrative example)

	Fall	Spring
Year 1	CS110	CS112
	Math 109	Math 110
	Core A (speaking)	Core A (rhet/comp)
	Foreign Language I	Foreign Lang II
Year 2	CS212	CS245
	Math 230	Math 201/235
	Econ 111/112	Core B2
	Core C1	Core C2
Year 3	CS360	Math 371
	Math 370	Math 345
	Concentration 1	Core D2
	Core D1	elective
Year 4	CS451	Concentration 3
	BSDS 490	Core D3
	Concentration 2	Elective
	Core F	elective

(CS110 and Math 109 count as Core B1. Econ 111/112 Count as Core E.)

4+1 with M.S. in Analytics (MSAN)

Exceptional students can also apply for a 4+1 program that will allow them entry into the MSAN program in their fifth year. Students may apply at the end of their sophomore year; a minimum GPA of 3.1 is required to apply. Admitted students will be allowed to skip the “boot camp” portion of the MSAN program, thereby reducing the number of credits needed for that program by three.

Learning Outcomes

Successful graduates of the BSDS program will be able to:

- L1. think logically and analyze information critically in a mathematical setting.
- L2. reformulate and solve problems in an abstract framework.
- L3. express mathematical results verbally, working individually and in collaborative groups.
- L4. Apply mathematical techniques to specific problem domains
- L5. Demonstrate competence with programming concepts, including software development techniques and data structures
- L6. Apply mathematical and computational techniques to real-world problems involving large, complex data sets.

L7. Visualize, present and communicate analytical results

Curriculum Map:

Identifies courses where learning outcomes are (I) introduced, (D) developed, or (M) mastered.

Learning Outcomes

	L1	L2	L3	L4	L5	L6	L7
CS110	I	I	I		I	I	I
CS112			I	I	I		
CS245					D		
CS360					D	D	D
CS451	D			D		M	
CS490/Math 345	M	M	M	M	M	M	M
Math 109	I	I	I		I		I
Math 110	I	I	I				
Math 230	D	D	D				
Math 201/235	D	D	D				
Math 370	D	D	M			D	
Math 371	D	M	M			D	
Math 345	M	M	M	M			D
Econ 111/112				I			

Major in Design

The Design Program at the University of San Francisco integrates coursework in graphic design, digital media design, and environmental design into a dynamic interdisciplinary studio concentration. By practicing design in an expanded field, students gain comprehensive experience with a wide range of process-oriented skills, including conceptual development, visual rhetoric, formal experimentation, and critical thinking.

Courses are taught in state-of-the-art computer labs, where students gain fluency with advanced production methods and digital technologies. Though we encourage students to express their personal interests in their project work, we are equally committed to having them engage with the various demographics of the larger community by working with non-profit and other community-based groups. Advanced courses in the program provide students with opportunities for community outreach, independent research projects, and internships.

Students graduating with a Bachelor of Arts Degree in the Design Major will leave with a body of knowledge and skills that will serve them well as graduate students, design practitioners, and/or community leaders.

The Design Major includes:

- Design Process: The study of the creative practice, with a focus on conceptual development, form-making strategies, formal experimentation, and product prototyping.
- Design Research: The study of methods for gathering knowledge and data, with a focus on field research and bibliographic literacy.
- Digital Literacy: The study of digital media, with a focus on both technical and conceptual skills and processes.
- Design Production: The study of the ways and means of producing design projects, with a focus on craft, mechanical fluency, and project

management.

- Design History: The study of the meanings and values that design and design technology have created for different people in different places throughout history, and how these meanings and values relate to the present.
- Design Theory/Critical Thinking: The study of design theory with a focus on the function of hypothetical, ethical and polemical content.
- Design Leadership: The study of design as a vehicle for social justice and environmental responsibility, with a focus on the development of experience with leadership, agency, and activism.

Requirements for the Major

The Major in Design requires 48 credits.

[Download the Design Major Requirements Checklist](#)

First Year

- ART - 155 Visual Communication I
- ART - 120 Art Fundamentals
- ART - 101 Survey of Western Art History 1
- ART - 175 Visual Communication II
- ART - 102 Survey of Western Art History II

Second Year

- ART - 205 Typography
- ART - 252 Publication Design

Third Year

- ART - 315 Digital Literacy
- Design Studio or Seminar Elective (see below)

Fourth Year

- ART - 460 Senior Design Project
- Design Studio or Seminar Elective (see below)

Design Studio Electives (choose 1)

- ART - 335 Information Visualization
- ART - 385 Interaction Design
- ART - 350 Advanced Typography
- ART - 345 Exhibition Design Practicum
- ART - 450 Design Internship

Design Seminar Electives (choose 1)

- ART - 304 Sustainable Systems in Design
- ART - 301 Design + Social Change Seminar
- ART - 314 History of Design
- Additional Special Topics - See Program Director

Minimum Grade Requirements

Students majoring or minoring in Design must obtain a minimum grade of a "C-" (C minus) in all required Design courses in order to receive credit for that course toward the major/minor. If the minimum C- grade is not achieved and the course is a prerequisite for a higher-level course, the student may not register for the higher-level course until the prerequisite course is repeated and a C- minimum grade is achieved.

Learning Goals for the Major in Design

- Students will gain solid historical knowledge of the objects of art and principal artists of all major periods, and their associated theories, analysis and criticism. This includes a broad understanding of the cultural diversity of art movements from prehistoric times through contemporary culture, both locally and globally.
- Students will gain an understanding of basic visual principles, concepts, media, and formats in the various fine art disciplines, and the ability to apply them to meet a specific objective. This includes an ability to think critically and propose creative solutions to aesthetic problems.
- Students will gain a deep appreciation and knowledge of how to use their skills to work with diverse communities both locally and globally to create social change. This includes the acquisition of professional skills that will serve them as postgraduate students, professional practitioners, educators, and community leaders.
- Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to conduct advanced research or project work. This includes the mastery of bibliographic research and understanding of the digital tools and processes necessary to develop that research.

Major in Environmental Science

Requirements

Download the Environmental Science Studies Major Requirements Checklist

This program requires completion of a minimum of 56 units, as follows:

Environmental Science Required Courses (20 units):

- ENVS - 110 Introduction to Environmental Science w/Lab or
- ENVS 195 - Water, Water, Everywhere?
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 250 Environmental Data Analysis
- ENVS - 410 Methods of Environmental Monitoring w/Lab

Required Support Courses (20 units)

Biology (8 units):

- BIOL - 105 General Biology I
- BIOL - 106 General Biology II

Chemistry (Minimum of 8 units):

- CHEM - 111 General Chemistry I
- CHEM - 113 General Chemistry II

Physics (4 units):

- PHYS - 100 Introductory Physics I

Additional Science (16 units, of which at least 12 units must be chosen from ENVS 300-level courses.)

- ENVS - 311 Environmental Chemistry
- ENVS - 312 Water Resources Analysis w/Lab
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetlands Ecology w/Lab
- ENVS - 330 Environmental and Ecosystem Health
- ENVS - 335 Marine Environments: Problems and Progress
- ENVS - 350 Energy and Environment
- ENVS - 360 Climate Change: Science and Politics
- ENVS - 370 Introduction to Landscape Ecology & GIS w/Lab
- ENVS - 380 Environmental Engineering
- ENVS - 390 Undergraduate Special Topics
- ENVS - 498 Advanced Undergraduate Research
- ENVA - 232 Environmental Economics
- ENVA - 360 International Environmental Politics
- ENVA - 363 Environmental Law
- ENVA - 366 Introduction to Environmental policy
- ENVA - 367 Environmental Justice
- ENVA - 404 Environmental Ethics

Students may select from Undergraduate Research (ENVS 498) or from courses in the Master of Science in Environmental Management program, or the Biology, Chemistry, or Computer Science programs.

Learning Goals/Outcomes for the B.S. in Environmental Science

Graduates of the Bachelor of Science program will have a broad range of technical, analytical and communication skills combined with a solid foundation in environmental science. A degree in environmental Science will prepare students for graduate education, work in governmental agencies and environmental consulting, and many other environmentally related fields. Students who complete the degree requirement will:

- Demonstrate knowledge and integration of the natural sciences as applied to the complexities of environmental protection and sustainability.
- Critically analyze impacts, both actual and potential, of human activity on the environment with a view to their prevention and/or mitigation.

- Demonstrate a working knowledge of the scientific method to identify, evaluate and recommend solutions to environmental problems.
- Communicate scientific findings and analyses in a professional manner through written reports and oral presentations.
- Display an increased awareness of environmental conditions locally, regionally, nationally and globally so as to promote active participation and social justice considerations in future environmental decisions through science outreach and community engagement.

Major in Environmental Studies

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

The Major in Environmental Studies requires 58 units, as follows:

Required Courses (42 units):

- ENVA - 109 Environment and Society
- ENVS - 110 Introduction to Environmental Science w/Lab
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab
- ENVA - 255 Quantitative Skills for Environmental Studies
- ENVA - 290 Nature Immersion + Campus and Community Projects
- ENVA - 310 The Commons: Land, Air and Water
- ENVA - 311 Cornerstone Seminar in Environmental Studies
- ENVA - 355 Methods and Approaches in Environmental Studies
- ENVA - 367 Environmental Justice
- ENVA - 450 Capstone Practicum in Environmental Studies

Pathway/Elective Courses (4 courses/16 units):

- ENVA - 130 Community Based Urban Agriculture
- ENVA - 140 Urban Agriculture: Spring
- ENVA - 145 Community Garden Outreach
- ENVA - 195 Voice, Memory and Landscape
- ENVA - 200 Computer Aided Design and Drawing (CADD) 1
- ENVA - 232 Environmental Economics
- ENVA - 235 Literature and the Environment
- ENVA - 240 Ethics: Environmental Issues
- ENVA - 300 Computer Aided Design and Drawing (CADD) 2
- ENVA - 304 Sustainable Systems Design
- ENVA - 319 Health and Environment
- ENVA - 320 Global Environments and Societies
- ENVA - 341 Feast and Famine: A History of Food
- ENVA - 342 Environmental History of Africa
- ENVA - 360 International Environmental Politics
- ENVA - 361 Religion and the Environment
- ENVA - 363 Environmental Law
- ENVA - 366 Introduction to Environmental Policy
- ENVA - 390 Special Topics
- ENVA - 396 Community Internships
- ENVA - 404 Environmental Ethics
- ENVA - 441 UG History Seminar
- ENVA - 498 Research for Advanced Undergraduates
- ENVS - 311 Environmental Chemistry
- ENVS - 312 Water Resources Analysis
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetland Ecology
- ENVS - 330 Environmental and Ecosystem Health
- ENVS - 344 Environmental Communication

- ENVS - 350 Energy and Environment
- ENVS 360 Climate Change: Science and Policy
- ENVS - 370 Introduction to Landscape Ecology and GIS w/Lab
- ENVS - 390 Special Topics
- ENVS - 410 Methods of Environmental Monitoring w/Lab
- ARCD 200 Sustainable Design
- ARCD 320 Introduction to Landscape Design
- POLS - 396 Public Administration Internship
- POLS - 397 Fieldwork in Public Interest Organizations
- SOC - 360 Cities in a Global Context
- SOC - 395 Fieldwork in Sociology*

*Internship placement or research project must have an environmental component.

Learning Goals/Outcomes for the B.A. in Environmental Studies

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

- Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.
- Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them.
- Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems.
- Connect environmental problems to issues of social justice through study and community engagement.
- Apply scientific principles to develop solutions for environmental problems.

Major in Exercise and Sport Science

Requirements for the Major

[Download the Exercise and Sport Science Major Requirements Checklist](#)

The Exercise and Sport Science Major requires completion of a minimum of 52 credits.

Students have the option of receiving a Bachelor of Arts (B.A.) or Science (B.S. degree). Both degrees require completion of 52 credits. The B.S. degree requires an additional 20 credits of supporting science courses. All classes taken for the major require a minimum grade of "C" in order to qualify for the degree.

Course Requirements (B.A. and B.S.)

Required Lower Division (24 credits)

- ESS - 100 Motor Skill Performance and Analysis
- ESS - 120 Foundations of Exercise and Sport Science
- ESS - 200 Statistics
- ESS - 220 Motor Development
- BIOL - 113 Human Anatomy
- BIOL - 114 Laboratory in Human Anatomy
- BIOL - 115 Survey of Human Physiology
- BIOL - 116 Laboratory in Survey of Human Physiology

Note: Students who have no Chemistry knowledge should take Chemistry I (Foundations of Chemistry) before BIOL 115-116.

Required Upper Division Courses (16 credits)

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

Elective Upper Division ESS Courses (12 credits)

- ESS - 240 Interdisciplinary Study of Human Aging
- ESS - 325 Exercise and Disease Prevention
- ESS - 330 Exercise and Health Promotion
- ESS - 340 Neuroscience
- ESS - 350 Biomechanics
- ESS - 354 Exercise Program Design

- ESS - 356 Movement for Special Groups
- ESS - 358 Clinical Exercise Testing
- ESS - 362 Sport, Culture and Society
- ESS - 364 Curriculum and Instruction: Elementary School PE
- ESS - 366 Curriculum and Instruction: Secondary School PE
- ESS - 368 Nutrition for Exercise and Health
- ESS - 370 Social Issues in Personal and Community Health
- ESS - 372 Substance Abuse Prevention and Treatment
- ESS - 376 Teaching Sport Skills
- ESS - 390 Special Topics
- ESS - 397 Field Observation in Physical Education
- ESS - 398 Professional Practicum
- ESS - 399 Directed Study
- ESS - 410 Research Seminar

Supporting Science (20 credits) - B.S.

- CHEM - 111 and 111L General Chemistry I AND
- CHEM - 113 and 113L General Chemistry II
- EITHER
- PHYS - 100 Introductory Physics I AND
- PHYS - 101 Introductory Physics II OR
- PHYS - 110 General Physics I AND
- PHYS - PHYS 210 General Physics II
- And 4 additional credits from any of the following courses:
- BIOL - 105 and 105L General Biology I
- BIOL - 106 and 106L General Biology II
- BIOL - 134-135 Microbiology with Laboratory
- CHEM - 230 Organic Chemistry I and
- CHEM - 232 Organic Chemistry Laboratory

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

Kinesiology Mission Statement

The mission of the Kinesiology Department at the University of San Francisco is to educate students in preparation for careers in exercise, sport, and allied health sciences. Students are introduced to a breadth of academic experiences and are encouraged to participate in providing service to the community.

To facilitate the acquisition of material identified in the learning outcomes listed below, our learning environment combines required and elective courses in addition to seminars, student advising, and career internship opportunities.

Learning Outcomes

Learning Outcome 1: Understanding Human Movement

- Scientifically measuring the human body
- Evaluating and analyzing movement
- Designing preventative and rehabilitative programs
- Teaching motor skills

Learning Outcome 2: Promoting Physical Activity, Health, and Well-Being

- Recognizing relationships between lifespan physical activity, prevention of disease, and public health
- Recognizing relationships between proper nutritional habits, prevention of disease, and public health
- Understanding contributions of physical, emotional, social, and spiritual health to overall wellness
- Contributing to community health by encouraging and participating in a variety of volunteer service activities.

Learning Outcome 3: Understanding Context

- Recognizing cultural diversity
- Understanding representations of the human body
- Learning the impact of social, economic, and political forces
- Experiencing exercise, sport, and allied health settings

Learning Outcome 4: Enhancing Communication

- Requiring essay and analytical writing
- Requiring scientific and technical report writing
- Presenting ideas in career-related settings
- Counseling, listening to, and advising others

Learning Outcome 5: Solving Problems

- Learning what questions to ask
- Developing analytical and critical reasoning skills
- Improving time management skills
- Thinking creatively and synthesizing information for integrative solutions

Learning Outcome 6: Managing Information

- Interacting with Internet and web-based technology
- Learning to use laboratory equipment and instrumentation
- Collecting and analyzing data
- Preparing data for presentation

Major in Fine Arts

The Fine Arts Program at USF is dedicated to providing students with both traditional and modern skills as they address established and contemporary concepts in a studio setting under the guidance and mentorship of professional artists. Our intimate class settings balance group interaction and one-on-one instruction with exposure to galleries, museums, and events in the Bay Area. The curriculum is designed to challenge young artists' imagination and creativity while providing them with the techniques and tools they will need to realize their career goals.

The focus is an integration of the progressive and "back to basics": use of environmentally safe, responsible practices and materials, and the acquisition of auxiliary practical skills such as grant writing and collaboration--with other students as well as with community-based organizations.

Course offerings include in-depth study in diverse painting and drawing media, sculpture in wood, ceramics, fiber and mixed media, indoor and outdoor installation, a variety of printmaking techniques, mural, stained glass, and a senior portfolio class. The forward-thinking full year sequence, Arts Outreach: The Artist as Citizen, exposes students to new paradigms for the artist through community-based work. Fine Arts coursework is augmented by visiting artists, field trips, and interdisciplinary study within the university.

The Fine Arts Curriculum includes

- Studio Systems (introduction to materials and practices of studio art)
- Drawing
- Painting--various genres
- Sculpture
- Printmaking
- Stained Glass
- Installation/Public Art
- Art History in a variety of contexts (Women in Art, Asian Art, African Art, and others)
- Many one-time offerings on special topics

Requirements for the Major

[Download the Fine Arts Major Requirements Checklist](#)

The Major in Fine Arts Requires 48 credits, as follows:

Required Core Courses (40 credits)

- ART - 101 Survey of Western Art History 1
- ART - 102 Survey of Western Art History II
- ART - 120 Art Fundamentals
- ART - 210 Drawing 1
- ART - 155 Visual Communication
- ART - 220 Painting 1
- ART - 230 Sculpture 1
- ART - 280 Digital Photography 1
- ART - 470 Fine Arts Senior Studio

- ART - 487/488 Artist as Citizen

Electives (8 credits)

- ART - 235 Color Theory
- ART - 240 Printmaking 1
- ART - 250 Stained Glass 1
- ART - 305 Modern and Contemporary Art
- ART - 310 Drawing 2
- ART - 320 Painting 2
- ART - 330 Sculpture 2
- ART - 340 Printmaking 2
- ART - 360 Mural Painting
- ART - 370 Installation/Public Art
- ART - 420 Art and Business
- ART - 390 Special Topics

Learning Goals for the Major in Fine Arts

- Students will gain solid historical knowledge of the objects of art and principal artists of all major periods, and their associated theories, analysis and criticism. This includes a broad understanding of the cultural diversity of art movements from prehistoric times through contemporary culture, both locally and globally
- Students will gain an understanding of basic visual principles, concepts, media, and formats in the various fine art disciplines, and the ability to apply them to meet a specific objective. This includes an ability to think critically and propose creative solutions to aesthetic problems.
- Students will gain a deep appreciation and knowledge of how to use their skills to work with diverse communities both locally and globally to create social change. This includes the acquisition of professional skills that will serve them as post-graduate students, professional practitioners, educators, and community leaders.
- Students will gain knowledge and skills in the use of basic tools, technologies, and processes sufficient to conduct advanced research or project work. This includes the mastery of bibliographic research and understanding of the digital tools and processes necessary to develop that research.

Major in French Studies

The objective of the French Studies major is to provide oral and written competence in the language and a solid background in the literature and culture of the countries of the French-speaking world.

Lower-division students are required to meet for one (1) hour a week in small group sessions with French-speaking tutors and to use the LLC computer lab.

By design, this is a flexible program that can be adapted to a variety of situations. In order to ensure the flexibility of the French major or minor, each student will discuss and prepare his or her curriculum with a French advisor and, where applicable, an advisor from the student's major field. Each program will be tailored to fit the individual needs and career goals of the student.

To further develop students' skills in French, the Department offers a French Ciné-Club, a weekly café conversation, a writing center, vidéothèque and an audiothèque and contacts with French-speaking students from several countries. A free tutoring program is also available in addition to the French tutorial sessions required in lower-division courses.

Students are encouraged to spend a summer in France or in another French speaking country, or a semester abroad at a French-speaking university.

Requirements

Lower-division courses

- FREN - 101 First Semester French
- FREN - 102 Second Semester French
- FREN - 201 Third Semester French

Note: Lower division courses 101, 102, 201 do not fulfill the credits required for the major or minor. They fulfill the language requirement and prepare the student to continue in French.

Requirements for the French Studies Major

[Download the French Major Requirements Checklist](#)

This program requires completion of forty (40) credits:

Culture Course in English (4 credits)

- FREN - 195 French Culture through Cuisine
- FREN - 195 A Season in the Congo

- FREN - 250 Africa Films Africa
- FREN - 260 a.k.a. Africa: Mapping Identities in African Literature and Film
- FREN - 340 French Cinema and Literature
- FREN - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century

Three 200-level Courses (12 credits)

- FREN - 202 Fourth Semester French (required)
- FREN - 255 Diplomatie sans frontières
- FREN - 265 Les Enfants terribles
- FREN - 275 Cultures de France

Three 300-level courses: 12 credits

- FREN - 315 Paris: Biographie d'une ville
- FREN - 320 Le plaisir du texte
- FREN - 322 Le bon sens et la folie
- FREN - 324 Guerre et paix
- FREN - 330 Rencontres: L'Afrique francophone
- FREN - 332 Rencontres: Le monde francophone

Elective credits (4 credits)

- FREN - 133 Intermediate French Conversation (2)
- FREN - 312 Finesses de la langue (2)

Two 400-level courses (8 credits)

- FREN - 440 Seminar: Special Topics in French Literature and Culture
- FREN - 450 Seminar: Special Topics in Francophone Literature and Culture

Learning Goals/Outcomes for the B.A. in French Studies

- Students will have acquired a basic understanding of the literary, historical, social, or cultural influences that inform French and Francophone literary works.
- Students will have acquired the ability to express themselves in French, and to articulate in writing and discussion their responses to literary texts.
- Students will have developed a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts authored in the French language.
- Students will have developed a sensitivity to the plurality of meanings within a literary text authored in French.

Major in History

Requirements

[Download the History Major Requirements Checklist](#)

The History Major requires 11 four-credit courses (or their equivalent) for 44 credits total.

Lower Division Courses (4 courses):

Survey Courses (Choose one):

- HIST - 110 European Civilization
- HIST - 120 History of the U.S.
- HIST - 125 African American History

Survey Courses (Choose one):

- HIST - 130 East Asian Civilizations
- HIST - 135 Indian Civilization
- HIST - 140 Latin American Perspectives
- HIST - 150 Modern African History

Required Methods Course:

- HIST - 210 Historical Methods

Elective Methods Course (Choose a second 200-level course)

Upper Division Courses (7 courses):

- Areas of Emphasis are: European, African, Asian, European, Islamic World, Latin America, and United States History.

- Students who choose area(s) of emphasis for which they have not taken the survey-level course(s) above may include the appropriate survey course(s) in the upper-division list below.
- Students may take additional 200-level classes for upper-division credit in their area(s) of emphasis.

Track One: One Area of Emphasis

1. Three courses in area of emphasis
2. Three electives (outside of area)
3. Seminar in area of emphasis

Track Two: Two Areas of Emphasis

1. Three courses in first area of emphasis
2. Three courses in second area of emphasis
3. Seminar in area of emphasis

Learning Goals/Outcomes for the B.A. in History

Students will be able to:

- demonstrate a basic understanding of a significant span of history over a wide geographic area;
- articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations;
- exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times;
- demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present;
- demonstrate a substantive understanding of human history across a number of time periods and/or geographic settings;
- become acquainted with the historical method through analyzing historical documents, evaluating historical interpretations, and understanding historiography;
- conduct and present their own historical research;
- partake in the cosmopolitan spirit of the University, striving to increase their intellectual and moral sensitivity to differences of religion, gender, sexual orientation, ethnicity, and nationality that are often misunderstood.

Major in International Studies

The Bachelor of Arts, International Studies (BAIS) is based on the assumption that just as it is beyond the ability of one nation, or even a few nations, to solve trade, political, and environmental problems that have become transnational in character, it is also beyond the power of simply one or two academic disciplines to provide students with the comprehensive knowledge and experience required to function and lead effectively and creatively in the highly complex and rapidly changing environment we inhabit. Students collaborate closely with their academic advisors to select the functional and area tracks to correspond to their own academic and career interests.

Students are strongly encouraged to complement their major with a study abroad experience in countries where they can apply and expand their foreign language competency and enrich their study of international issues.

Graduates with a degree in International Studies will be in demand in such fields as government service, education, international business, international media and communications, law, nongovernmental organizations, international development organizations, and international consulting.

Requirements for the International Studies Major

[Download the International Studies CSV Major Requirements Checklist](#)

[Download the International Studies ENV Major Requirements Checklist](#)

[Download the International Studies GPS Major Requirements Checklist](#)

[Download the International Studies IEC Major Requirements Checklist](#)

[Download the International Studies PCS Major Requirements Checklist](#)

[Download the International Studies WRS Major Requirements Checklist](#)

Basic Courses (12 credits)

- HIST 300/POLS 300 The World Since 1945
- POLS 113 Introduction to International Politics
- ECON - 280 The Global Economy
- ECON - 220 Research Methods

Functional Tracks (16 credits)

Students choose one of the following functional (disciplinary) tracks. (See below for specific courses in each track)

- Environment and Development
- Global Politics and Societies
- International Economics
- Peace and Conflict Studies
- Culture, Societies and Values

Regional Tracks (20 credits)

All International Studies majors must complete a 20-credit

regional component from among the following existing regional Minors:

- African Studies (See USF Catalog for requirements)
- Asian Studies (See USF Catalog for requirements)
- European Studies (See USF Catalog for requirements)
- Latin American Studies (See USF catalog for requirements)
- Middle Eastern Studies (See USF catalog for requirements)

Language Requirement (12 credits)

Students must fulfill the College's language requirement in a language specific to their chosen area.

Course Requirements for Functional Tracks

NOTE: Students may not "double count" elective or required courses within the International Studies major. The major requires the completion of at least nine (9) discrete courses totaling 36 credits--twelve (12) credits of Basic Courses plus sixteen (16) credits of Functional Track courses)

Functional Track: Global Politics and Societies (16 credits)

The political world today comprises nearly 200 nation-states varying greatly in size, military and economic power, and foreign policy objectives. These states, though legally sovereign, function in the context of a growing body of international norms and rules, and participate in a variety of organizations, both global and regional in scope. Adding to the complexity of international relations, the governments of these many states reflect a wide diversity of political philosophies, cultures, and leadership styles. These manifold differences pose a constant challenge to the maintenance of global peace and harmony and, therefore, to the security and well-being of the world's citizens.

The Global Politics and Societies track seeks to provide students with a deep understanding of the manifold forces at work in today's world. All students begin by learning about international history, especially since 1945. In addition, they analyze leading theories of international relations, the foreign policy behavior of states, and the roles of international law and organizations. Students also explore the influence of divergent political cultures on contemporary international relations, both globally and regionally.

This track is designed to be fully compatible with any one of the five accompanying regional track choices---Africa, Asia/Pacific, Europe, Latin America, and Middle East.

I. All students in this track are required to take the following course:

- POLS - 300 The World Since 1945 /
- HIST - 300 The World Since 1945

II. Two courses are required from the following list, all of which have a global scope:

- POLS - 314 Theories of Citizenship and Globalization
- POLS - 332 Political Thought in Developing Countries
- POLS - 338 Gender and Politics in Comparative Perspective
- POLS - 350 International Law and Organizations
- POLS - 345 Global Economic Justice
- POLS - 351 Global Conflict Resolution
- POLS - 360 International Environmental Politics
- POLS - 352 Human Rights and Global Change
- POLS - 353 Politics of Peace and War
- POLS - 381 Feminist International Relations
- POLS - 450 Political Economy of Developing Nations
- POLS - 432 The Politics of Ethnicity and Nationalism
- POLS - 315 Race and Ethnicity in Global Politics
- POLS - 382 Politics of Aid and Development
- SOC - 302 Global Inequalities and Social Justice
- SOC - 233 Gender, Development and Globalization
- SOC - 322 Globalization and Resistance

- SOC - 325 Critical Approaches to Race and Ethnicity
- SOC - 333 Nationalism and Citizenship

III. One course from the following list of courses that focuses on regional issues and global politics:

- POLS - 348 Politics and Development in Africa
- POLS - 354 International Relations of the Middle East
- POLS - 355 U.S. Foreign Policy
- POLS - 356 The Vatican in Global Politics
- POLS - 357 The Integration of Europe
- POLS - 359 International Politics of the Asia Pacific Rim
- POLS - 342 Politics and Society in Europe
- POLS - 349 Government and Politics of the Middle East
- POLS - 331 Latin American Politics

Functional Track: Environment and Development (16 credits)

Environmental concerns were, for many years, regarded as local or national issues. However, with the recognition of phenomena such as acid rain, ozone depletion, and climate change, many concerns suddenly acquired a global perspective. Whereas defining the science underpinning these issues has been relatively straightforward achieving consensus on remediation or prevention has been a different matter.

The "Environment and Development" track in the International Studies major is designed to equip students to develop a critical appreciation of global environmental issues both from the point of view of the science underpinning the issues, and with regard to the longer-term social, economic and political implications.

I. Two courses are required from the following list which focus on the environment from the scientific perspectives of biology, ecology, the biosphere, atmosphere, hydrosphere, and geosphere:

- ENVS/ENVA - 110 Introduction to Environmental Science w/Lab*
- ENVS/ENVA - 210 Ecology and Human Impacts w/Lab

*This course must be taken as a prerequisite for ENVS 210.

II. Two courses are required from the following list which focus on the interaction of the environment and other disciplines in the humanities and social sciences:

- ECON - 230 Environmental Economics
- ECON - 473 Development Microeconomics *
- ECON - 476 Natural Resource Economics and Development Policy*
- POLS - 360 International Environmental Politics/
- ENVA - 360 International Environmental Politics
- POLS - 366 Environmental Policy /
- ENVA - 366 Environmental Policy
- ENVA - 320 Global Environments and Societies /
- _SOC- 320 Global Environments and Societies
- THRS - 361 Religion and the Environment /
- ENVA - 361 Religion and the Environment
- SOC - 360 Urbanization and Development
- LAS - 310 Border Issues I
- HIST - 342 Environmental History of Africa

*ECON 311 is a prerequisite for this course

Functional Track: Culture, Societies and Values (16 credits)

The Culture, Societies and Values track enables students to understand the complex interplay between religion and economic, political and cultural realities. The track explores the ways religion is experienced and/or imagined by individuals, groups, and institutions in the context of globalization.

II. Functional Track: Culture, Societies, and Values (16 credits)

Required Courses:

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

Elective Courses (8 credits) Select two courses from the following list:

- ANTH - 210 Culture through Film
- ANTH - 215 Women's Lives across Cultures
- ANTH - 230 Anthropology and Global Health
- ANTH - 235 The Anthropology of Food
- ANTH - 250 Global Cities: Cultures and Communities
- ART - 305 Modern and Contemporary Art
- ART - 306 Women and Art
- ART - 307 Asian Art
- ART - 308 African Art
- COMS - 314 Intercultural Communication
- COMS - 364 Communication for Justice and Social Change
- COMS - 366 Ethnography of Communication
- FREN - 330 Francophone Literature
- GERM - 318 Jewish Literature and Culture in 20th Century Europe
- GERM - 320 German Literature and Culture from 1945 to Today
- HIST - 317 Transatlantic Encounters: Europe in the Americas 1492-1700
- HIST - 341 Feast and Famine: The History of Food
- MUS - 210 Music of the Americas
- MUS - 211 Asian Musical Cultures
- MUS - 212 Survey of African Music
- MUS 305/ANTH 305 Anthropology of Music
- PHIL - 220 Asian Philosophy
- POLS - 315 Race, Ethnicity in Global Politics
- POLS - 332 Political Thought of Developing Countries
- POLS - 338 Gender and Politics in Comparative Perspective
- PSYC - 307 Cross-Cultural Psychology
- SOC - 233 Gender, Development and Globalization
- SOC - 302 Global Inequalities and Social Justice
- SOC - 320 Global Environments and Societies
- SOC - 325 Critical Approaches to Race/Ethnicity
- SOC - 361 Brazilian Culture and Society
- SPAN - 355 Cultural Studies of Spain
- SPAN - 360 Studies in Latin American Culture
- THRS - African Theology and Cosmology
- THRS - 280 Migrant and Diaspora Religion
- THRS - 305 Feminist Theology from the Third World
- THRS - 306 Theology in HIV/AIDS Contexts
- THRS - 322 Liberation Theology
- THRS - 363 Religion in Latin America
- THRS - 365 Religion and Globalization
- THRS - 366 Religion and Spirituality in Asia
- THRS 368/JAPN 368 Japanese Religion and Society
- THRS - 37a Hinduism
- THRS - 376 Jews, Judaisms, and Jewish Identities
- THRS - 379 Buddhist Paths in Asia and North America
- THRS - 390 Religious Ethics - Islamic Feminist

Functional Track: International Economics (16 credits):

Why are some countries so rich and why have many remained so desperately poor? Has globalization helped the rich and hurt the poor? What is the effect of outsourcing? Should we restrict international trade and investments or should we embrace globalization and push for free trade, capital flows and liberalized migration? These are some of the questions which confront every person in the world. These questions are often the root causes of international conflict but they may also be resolved to mutual benefit of the contracting parties.

Students that choose the International Economics track will study these issues, look at the empirical data and learn about answers economists have to these questions. This track provides a solid foundation in the economic side of international studies.

I. The following two courses are required of all students in the International Economics track:

- ECON - 111 Principles of Microeconomics
- ECON - 112 Principles of Macroeconomics

II. Students select two (2) courses from the following list:

- ECON - 311 Intermediate Microeconomics *
- ECON - 312 Intermediate Macroeconomics *
- ECON - 318 Game Theory *
- ECON - 370 International Economics
- ECON - 372 Economic Development
- ECON - 471 International Finance
- ECON - 473 Development Microeconomics
- ECON - 476 Natural Resource Economics and Development Policy
- ECON - 477 International Political Economy
- ECON - 478 Population and Labor Economics
- ECON - 479 Advanced Topics in International Economics
- POLS - 345 Global Economic Justice
- POLS - 450 Political Economy of Developing Nations

*Of the two courses required in category II, students may take only one of these courses (ECON 311, 312, and 318). Note that some of the courses in Category II require prerequisites.

Note: By selecting three (3) Economics courses from the list, (including ECON 311 or 312) students earn an Economics minor.

Functional Track: Peace and Conflict Studies (16 credits)

This track examines the forces producing war and violence at the local and the global levels, including disputes between nations, weapons proliferation, international terrorism, economic inequality as well as criminal and domestic violence, civil war, hate crimes and ethnic conflict. Students will analyze domestic and international institutions and social, political, and economic arrangements that promote or undermine peace. Students also consider the role of social movements and revolutionary ideas and learn how ordinary people have changed the course of the world.

The approach of Peace and Conflict Studies is multidisciplinary, drawing on the humanities as well as the social and natural sciences. Students are taught to think critically, to examine and incorporate conflicting perspectives, and to debate broader principles underlying attitudes towards peace and conflict. In short, students learn the tools necessary to become engaged global citizens that can contribute, directly or indirectly, to peace and justice in the world.

I. Required of all students choosing the International Peace and Conflict Studies emphasis:

- POLS - 353 Politics of War and Peace

II. Three (3) from the following list of courses that have to do with the origins of and means for addressing conflict:

- ECON - 318 Game Theory
- HIST - 341 Feast and Famine: A History of Food
- LAS/MS - 350 Human Rights and Film
- POLS - 315 Race and Ethnicity in Global Politics
- POLS - 341 Nonviolence in Theory and Practice
- POLS - 345 Global Economic Justice
- POLS - 348 Politics and Development in Africa
- POLS - 351 Global Conflict Resolution
- POLS - 352 Human Rights and Global Change
- POLS - 354 International Relations of the Middle East
- POLS - 381 Feminist International Relations
- POLS - 432 The Politics of Ethnicity and Nationalism
- SOC - 227 Violence in Society
- SOC - 322 Globalization and Resistance
- SOC - 325 Critical Approaches to Race and Ethnicity
- SOC - 350 Social Movements

- THRS - 305 Feminist Theology in the Third World
- THRS - 384 Religion and Nonviolence
- THRS - 318 Religious Nonviolence and the Politics of Interpretation: The Case of Israel and Palestine

(NOTE: See the specific department sections in this Catalog for individual course descriptions.)

Program Goals for the B.A. in International Studies

- Students will be able to analyze complex international issues using the theories and methodologies of multiple disciplines within the social sciences, humanities, and sciences so as to better respond to the transnational problems of the 21st century.
- Students will gain the conceptual and analytical tools to understand how politics, economics, history, culture, and the environment shape global interactions and international relations.
- Students will be able to assess the impacts of globalization on world cultures, economics, human rights, and the environment from a comparative perspective.
- Students will demonstrate an understanding of the language, history, major issues, and problems facing at least one region (Africa, Asia, Europe, Latin America, or the Middle East) and be able to relate this knowledge to the broader global context.
- Students will gain the knowledge, skills, and service ethic to enable them to promote just societies, human rights, and environmentally sustainable development.

Major in Japanese Studies

The Major in Japanese Studies provides a solid grounding in Japanese language, culture, literature, and linguistics, with 32-36 credits of core courses covering each of these areas and 4-8 credits of elective courses in Japanese history, religion, philosophy, economics, politics, art, and business. The Major curriculum incorporates advanced Japanese instructional software developed at USF that is capable of analyzing and correcting student-composed sentences. Students have the option to pursue immersion study in Tokyo through our ongoing exchange program with Sophia University. The program affords opportunities for research and professional internships that are unique to the Bay Area.

Requirements for the Major

[Download the Japanese Major Requirements Checklist](#)

Core Courses

The program requires completion of forty (40) credits in Japanese. The three semesters of lower-division Japanese language courses (Japanese 101, 102, and 201) serve as a prerequisite but do not count toward the credits necessary for the major

Required Courses (24 credits)

Students take the following four Japanese language courses and one Japanese linguistics course:

- JAPN - 202 Fourth Semester Japanese
- JAPN - 301 Intermediate Japanese 1
- JAPN - 302 Intermediate Japanese 2
- JAPN - 401 Advanced Japanese 1
- JAPN - 402 Advanced Japanese 2
- JAPN - 410 Introduction to Japanese Linguistics

Choose five from the following (20 credits):

- JAPN - 195 Reading Osaka from San Francisco
- JAPN - 310 Zen and the Art of Japanese Calligraphy
- JAPN - 350 Japanese Culture
- JAPN - 351 Contemporary Japanese Culture
- JAPN - 355 Japanese Literature in Translation
- JAPN - 357 Naturalism in Japanese Literature
- JAPN - 360 Japanese Calligraphy and Ink Painting

Up to two courses among the following can be counted toward the 20 credits of electives:

- HIST - 383 Modern Japan Since Perry
- HIST - 387 History of U.S.-Japan Relations
- HIST - 390 Special Undergraduate Studies in History: Traditional Japan to 1868
- THRS - 368 Japanese Religion and Society
- THRS - 370 Zen Buddhism
- THRS - 379 Buddhist Paths
- BUS - 397 Japanese Study Tour

Learning Goals/Outcomes for the B.A. in Japanese Studies

- Students will acquire Japanese language proficiency at the intermediate to advanced level, according to the ACTFL national standard
- Students will learn the Japanese language through the lens of the rich variety of cultural landscapes in historical and contemporary Japan and will develop substantial cultural knowledge about Japan
- Students will gain a comprehensive understanding of the historical development and contemporary state of the Japanese language, literature, and selected aspects of culture. They will also acquire the competency to employ the analytical and conceptual tools relevant to their study

Major in Media Studies

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

The Major in Media Studies requires 40 credits.

Foundation (4 credits required)

- MS - 100 Introduction to Media Studies

Core Courses (8 credits required)

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

Production Foundations (8 credits required)

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

Advanced Area Studies (12 credits required)

Advanced Core (Choose one course, 4 units):

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

Advanced Electives (Choose two, 8 units)

- MS - 301 Green Media
- MS - 306 The Documentary
- MS - 307 Advanced Radio Production
- MS - 315 Telenovelas/Soap Operas
- MS - 317 Latin American Cinema
- MS - 318 Indian Cinema
- MS - 319 LGBT Cinema
- MS - 320 Digital Media Production
- MS - 322 MP III: Advanced Media Production
- MS - 323 Publication Editing and Design
- MS - 325 Feature Writing
- MS - 327 MP III: Scriptwriting
- MS - 328 Photojournalism
- MS - 329 Arts Reporting and Reviewing
- MS - 330 MP III: Documentary Production
- MS - 331: MP III: Narrative Film Production
- MS - 335 Feminist Thought
- MS - 340 MP III: Experimental Cinema
- MS - 350 Human Rights and Film
- MS - 380 Latinos in U.S. Media

Senior Seminars (choose two, 8 units)

• Prerequisites: Completion of 200-level requirements

- MS - 400 Politics and the Media
- MS - 403 Race, Ethnicity and Media
- MS - 405 Gender and the Media

- MS - 407 Alternative Media and Social Change
- MS - 409 International/Global Media
- MS - 410 Popular Music and Communication
- MS - 411 Case Studies in Popular Culture
- MS - 412 Media, Memory, History
- MS 414 Undoing Gender
- MS - 490 Honors Seminar in Media Studies

Note: Students must obtain a grade of "C" or higher in every class in the major and may not count pre-requisite courses in which a grade of "C-" or lower is obtained.

Learning Goals/Outcomes for the B.A. in Media Studies

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

- Understand foundational relationships between media, culture, and society.
- Develop critical skills in assessing media as a consumer and citizen.
- Develop foundational skills in media profession practice in electronic media and journalism.
- Understand the historical and contemporary practices of news media in societal context.
- Understand the historical and contemporary practices of electronic media in societal context.
- Understand the legal and ethical constraints on media practices.
- Understand the social theories of media and power, and the development of media criticism.
- Understand and apply theories and research on media uses and effects.
- Develop research skills in media history, theory, and criticism, and in media analysis.
- Gain advanced knowledge in Media and Society, Electronic Media, or Journalism.
- Gain understanding of professional practices in media organizations through fieldwork.
- Apply advanced research or professional skills to a Senior Thesis or Project.

Major in Philosophy

The major in philosophy requires the completion of 44 units (11 4-credit courses) in philosophy. Most of the courses offered to philosophy majors and minors are capped at 20 students to ensure an intimate atmosphere, fostering in-depth discussion.

There are four (4) required "foundational" courses, and the remaining courses may be selected from 300- and 400-level electives, a variety of which are offered every semester. Students may count up to two (2) lower-division, 100- or 200- level introductory courses toward a Philosophy major, but are not required to do so. All incoming students are advised to immediately enroll in PHIL 310 - Ancient and Medieval Philosophy, which will also satisfy the Core D1 Philosophy requirement. PHIL 315 - Ethics for Majors, also required, will satisfy the Core D3 Ethics requirement.

Summary of Requirements for the Major

[Download the Philosophy Major Requirements Checklist](#)

The major requires completion of forty-four (44) credits in philosophy, as follows:

Required Courses (4)

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

Elective Courses - Lower Division (2)

- (No more than two courses may be taken at the 100- or 200-level.)
- One Philosophy lower or upper division course
- One Philosophy lower or upper division course
- Elective Courses - Upper Division (300- or 400-level) (5)
- PHIL upper division course
- PHIL upper division course

- PHIL upper division course
- PHIL upper division course
- PHIL upper division course

Philosophy Program Learning outcomes and Goal

1. Students identify primary philosophical themes found in the writings of major philosophers.
2. Students write historical and argumentative essays on central philosophical issues.
3. Students develop philosophical arguments using methods originated by historical and contemporary philosophers.

The Philosophy program's goal is to have its students think philosophically on the meaning of one's life, the conceptual foundations of belief, and the nature of self and responsibility.

To accomplish this goal our students read, discuss, and analyze in writing (1) philosophical problems (ontology of self and other; metaphysics of action; possibility of knowledge; origin and value of ethical systems; and concern for social justice), and (2) major figures and eras in the history and present of philosophy (ancient, medieval, modern, post-modern, and contemporary).

Major in Physics

The major in Physics consists of a minimum core of physics and mathematics courses. It provides a rigorous background combined with maximum flexibility for students who have a strong interest in an additional field of study.

Effective Spring 2011, all classes taken for the Physics major, including math supporting courses, require a minimum grade of "C" in order to qualify for the degree. If the "C" minimum grade is not achieved, the course must be repeated. If the course is a prerequisite for a higher-level course, the student may not enroll in the higher-level course until the prerequisite course is repeated and a "C" minimum grade is achieved. In addition, no course can be taken more than twice.

The major program requires completion of a total of fifty-six (56) credits, of which forty-four (44) credits correspond to Physics, as follows:

[Download the Physics Major Requirements Checklist](#)

Lower-division required courses (12 credits):

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

Upper-division required courses (32 credits):

- PHYS - 301 Computational Physics
- PHYS - 310 Analytical Mechanics
- PHYS - 312 Statistical and Thermal Physics
- PHYS - 320 Electromagnetism
- PHYS - 330 Quantum Mechanics
- PHYS - 340 Optics
- PHYS - 341 Upper-Division Laboratory I or
- PHYS - 342 Upper-Division Laboratory II Note: UD Lab I and II are non-sequential courses.
- PHYS - 371 Methods of Mathematical Physics
- PHYS - 350 Physics Colloquium Note: Two (2) credits are required.

Required Math supporting courses (12 credits):

- Twelve (12) credits of Calculus and Analytical Geometry

Learning Goals/Outcomes for the B.S. in Physics and Astronomy

Department Mission

The mission of the Physics and Astronomy Department at the University of San Francisco is to provide students with a solid foundation in the fundamental concepts of classical and modern physics, exposing them to the scientific methodology of hypothesis testing, using a variety of tools including abstract thought, experimentation, and mathematical and computer modeling. This foundation prepares students for further study in graduate school and for careers as professional physicists or engineers, who will create the science and technology of the future, by providing a comprehensive coverage of experimental, theoretical, and computational physics, and by combining coursework together with on- and off-campus research and exposure to cutting-edge equipment and laboratory techniques, both in the classroom and in industrial settings.

As an integral part of a Jesuit institution of liberal learning, the Physics and Astronomy Department seeks to provide students, both science and non-science majors, with an appreciation for science and its relation with and responsibility toward society, educating the leaders of tomorrow and fostering the understanding that a college degree is not an end in and of itself, but only the beginning of a person's journey

through a life of learning and service.

Learning Goals/Outcomes of the Physics Program
Students in the Physics Program at USF will:

- Demonstrate proficiency in the basic subfields of physics (classical mechanics, electricity and magnetism, quantum mechanics, statistical mechanics, and thermodynamics), as well as areas of application (e.g., solid state physics, astrophysics, etc...).
- Apply physical principles to novel situations, both in the classroom and in research settings, through critical thinking, problem solving, mathematical and computer modeling, and laboratory experimentation.
- Construct and assemble experimental apparatuses, conduct and analyze measurements of physical phenomena, assess experimental uncertainty, and make meaningful comparisons between experiment and theory.

Major in Politics

Requirements

[Download the Politics Major Requirements Checklist](#)

This program requires completion of forty (40) credits in Politics, as follows:

Required courses (16 credits):

- POLS - 101 Introduction to American Politics
- POLS - 102 Introduction to Comparative Politics
- POLS - 113 Introduction to International Politics
- POLS - 203 Introduction to Political Theory

Note: Students must achieve a C (2.0) in each introductory course (101, 102, 113, 203) to graduate with a major degree in Politics.

Twenty-four (24) credits in Politics Department electives.

Recommendations

In selecting Politics electives, students are encouraged to include at least one undergraduate seminar, especially those students planning graduate studies later. Students can stress courses in one of our subfields, including American politics, political theory, comparative politics, international politics, or public administration/public policy. Or, students can enroll in one of our special programs, leading to a Minor in Legal Studies, Criminal Justice Studies, Peace and Justice Studies, Public Service, and European Studies.

Subfields in Politics

Courses in American Politics

- POLS - 101 Introduction to American Politics
- POLS - 316 Law, Politics and the National Pastime
- POLS - 317 Religion and Politics
- POLS - 320 Urban Politics
- POLS - 321 The American Presidency
- POLS - 322 Politics of American Justice
- POLS - 323 Lawmaking
- POLS - 324 African-American Politics
- POLS - 326 Politics and the Media
- POLS - 327 American Reformers and Revolutionaries
- POLS - 328 Politics of the '60s in America
- POLS - 329 Women and American Politics
- POLS - 330 Crime, Law and the Constitution
- POLS - 335 Political Power and Constitutional Law
- POLS - 336 Race, Equality and the Law
- POLS - 337 Women and the Law
- POLS - 339 Free Expression and the Constitution

Courses in Political Theory

- POLS - 203 Introduction to Political Theory
- POLS - 305 Critical Race Theory
- POLS - 307 The Socialist Tradition
- POLS - 308 Literature and Political Thought
- POLS - 314 Theories of Citizenship and Globalization
- POLS - 319 From Baroque to the Enlightenment

- POLS - 332 Theories of Decolonization
- POLS - 334 Feminist Political Theory
- POLS - 341 Nonviolence in Theory and Practice

Courses in Comparative Politics

- POLS - 102 Introduction to Comparative Politics
- POLS - 331 Latin American Politics
- POLS - 340 Politics and Change in Russia/Neighboring States
- POLS - 342 Politics and Society in Europe
- POLS - 343 Politics and Change in East-Central Europe
- POLS - 344 Revolution and Reaction in Latin America
- POLS - 346 Government & Politics of India & Southeast Asia
- POLS - 347 Government and Politics of China and East Asia
- POLS - 348 Politics and Development in Africa
- POLS - 349 Government and Politics of the Middle East
- POLS - 450 Political Economy of Developing Nations

Courses in International Relations

- POLS - 113 Introduction to International Politics
- POLS - 300 The World Since 1945
- POLS - 345 Global Economic Justice
- POLS - 350 International Law and Organizations
- POLS - 351 Global Conflict Resolution
- POLS - 352 Human Rights and Global Change
- POLS - 353 Politics of War and Peace
- POLS - 354 International Relations of the Middle East
- POLS - 355 U.S. Foreign Policy
- POLS - 356 The Vatican in Global Politics
- POLS - 357 The Integration of Europe
- POLS - 358 International Relations of India and Southeast Asia
- POLS - 359 International Politics of the Asia Pacific Rim
- POLS - 360 International Environmental Politics
- POLS - 432 The Politics of Ethnicity and Nationalism

Courses in Public Administration/Public Policy

- POLS - 361 Bureaucratic Politics
- POLS - 362 Public Policy
- POLS - 363 Housing and Homeless Policy
- POLS - 364 California Politics
- POLS - 365 Applied Policy Analysis
- POLS - 366 Environmental Policy
- POLS - 367 Public Policy: Drug Policy
- POLS - 368 Public Policy: Punishment
- POLS - 396 Public Administration Internship

Special Courses:

- POLS - 392 Special Subjects in Politics
- POLS - 397 Fieldwork in Public Interest Organizations
- POLS - 398 Directed Study
- POLS - 399 Directed Research
- POLS - 490 Undergraduate Seminar
- POLS - 495 Senior Politics Honors Seminar

Senior Honors Thesis and Seminar

For those who have most excelled in their Politics courses, the Department offers, on a competitive basis, the option of enrolling in a Senior

Politics Honors Seminar. Eligible students must have at least a 3.2 GPA in their Politics courses by the end of their Junior year. Interested students will compete for admission into the Seminar, which is offered every Fall semester. The Seminar will be taught on a rotating basis by various Department faculty, and on varying themes, such as service, justice, participation, utopia, development, and so forth. Students will be immersed in the literature on one of these themes. They will be taught how to construct and carry out a major research project, and they will write a Senior Honors Thesis as a result of their research. Application forms for the Seminar will be available from the Department Chair or office every Spring semester. Course may be used to satisfy required elective for politics major.

Department Awards

Department of Politics Public Service Award

This award has a purse of \$500, and is granted each year to the graduating Politics student who demonstrates outstanding public service during his/her college years.

Ralph Lane Peace & Justice Essay Award

Funded by an annual donation from USF Emeritus Professor Ralph Lane and Joan Loan, this Award has a purse of \$300, and is granted each year to the student who writes the best essay on a peace and justice theme, broadly defined.

Mauricio Romero Award

Funded by an annual donation from Politics Department alumna Elizabeth Romero, this Award has a purse of \$1000, and is granted each year to the graduating Politics student who demonstrates excellence in both academics and community service.

Pi Sigma Alpha Honor Society

The Politics Department runs a chapter of this Society, which is the national political science honor society. Juniors and seniors with excellent grades are invited to join, and are inducted each Semester.

Learning Goals/Outcomes for the B.A. in Politics

- Develop skills in critical thinking, modes of analysis and research that will last long after students have forgotten the details of our courses.
- Be able to question the conventional wisdom, to peek below the surface of traditional explanations, to challenge superficial political analyses, to understand and evaluate the performance of public institutions.
- Develop more sophisticated means of self-expression, both oral and written.
- Gain a sense of civic responsibility for fulfilling the obligations of citizenship, understanding the many issues which they must consider in a participatory governmental framework such as the United States.
- Develop an active public spirit, to balance individual growth with a concern for the community--both the local community and the global community.
- Understand the vital role which the U.S. Constitution and other laws have in maintaining the national and federal system of the United States.
- Experience first-hand the relationship between theory and practice through service learning opportunities.
- Development of research skills: ability to design and carry out research projects. Introducing students to various methodologies in the field--ranging from quantitative to qualitative, from radical perspectives to rational choice perspectives.
- Learn and appreciate both government and politics; that is, formal institutions and processes and also the dynamics of the power and politics that run the U.S. system both inside and outside government structures.
- Become familiar with a core of knowledge about politics domestically and internationally, to know about global and transnational relations and about the politics of the U.S. and how they differ from other nations in regions such as the Middle East, Africa, Europe, Latin America, Asia and the Pacific.
- Learn and appreciate the formation and implementation of public policy and the great political ideas and thinkers - including theorists drawn from various races, genders and nationalities.
- Understand politics more broadly, in its relationship with other disciplines such as history, economics, sociology and other fields.
- Learn to be concerned about issues of peace, economic development and human rights at home and abroad, to promote democratic values, to apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.

Major in Psychology

Students majoring in psychology must complete a total of forty-eight (48) units.

[Download the Psychology Major Requirements Checklist](#)

Five foundational courses (20 units) are usually taken during freshman and sophomore years:

- PSYC - 101 General Psychology
- PSYC - 260 Psychological Statistics
- PSYC - 265 Research Design
- PSYC - 270 Biological Psychology
- RHET - 203 Writing in Psychology

In addition to the five foundational courses, students must complete twenty-eight (28) units as follows:

Three breadth courses (12 units), selected from among the following:

- PSYC - 310 Social Psychology
- PSYC - 312 Child Development
- PSYC - 313 Abnormal Psychology
- PSYC - 318 Theories of Personality
- PSYC - 319 Cognitive Psychology

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 - 387 Advanced Research Topics OR
- PSYC - 388 Advanced Research Methods (Lab)

Students must obtain at least a "C" grade in each required course in the major. Students may retake no more than one course applied towards the psychology major.

Learning Goals/Outcomes for the B.A. in Psychology

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

- Demonstrate the ability to think scientifically about human behavior and psychological processes and to differentiate conclusions based on evidence from those based on speculation or personal belief.
- Evaluate research methods and designs, to distinguish observations from conclusion.
- Demonstrate an understanding of the breadth of psychology, including different areas of psychology, such as the social, abnormal, developmental, personality, and cognitive areas, and different approaches to the study of psychology, such as biological, interpersonal, and sociological approaches.
- Show respect and appreciation for human diversity.
- Interpret the ethical practice of scientific inquiry and apply a consideration of ethical issues and values, both within and beyond the discipline, to their daily lives.
- Speak and write effectively, both generally and in the language of the discipline.
- Research, review, and critically analyze a current topic in psychology.

Major in Sociology

This program requires completion of forty-four (44) credits of course work. To complete core requirements for the Sociology major, students must take SOC 150 and SOC 297.

[Download the Sociology Major Requirements Checklist](#)

Core Requirements for the Sociology Major

(24 credits required)

- SOC - 150 Introduction to Sociology
- SOC - 297 Writing in Sociology
- SOC - 306 Sociological Theory
- SOC - 308 Research Methods

EITHER

- SOC - 302 Global Inequalities and Social Justice OR
- SOC - 304 U.S. Inequalities and Social Justice

AND EITHER

- SOC - 410 Honors Thesis Workshop (Instructor permission only)
- SOC - 450 Sociology Capstone Seminar

Electives

(20 credits required)

- SOC - 109 Environment and Society
- SOC - 226 Social Problems
- SOC - 227 Violence in Society
- SOC - 228 Asians and Pacific Islanders in U.S. Society
- SOC - 229 Diversity of American Families
- SOC - 230 Urban Places, Faces, and Spaces

- SOC - 233 Gender, Development and Globalization
- SOC - 338 Sociology of Education
- SOC - 231 Introduction to Globalization
- SOC - 238 African American Culture and Society
- SOC - 313 Latin@-Chican@ Culture and Society
- SOC 314 U.S. - Mexico Borderlands
- SOC - 240 People of Mixed Descent
- SOC - 260 Sociology of Gender
- SOC - 319 Health and Environment
- SOC - 320 Global Environments and Societies
- SOC - 321 Social Psychology
- SOC - 322 Resistance to Corporate Globalization
- SOC - 323 Urban Education
- SOC - 324 Sport, Culture and Society
- SOC - 325 Critical Approaches to Race and Ethnicity
- SOC - 326 Sociology of Popular Culture
- SOC - 329 Social Worlds of Children
- SOC - 331 Social Stratification
- SOC - 332 Religion and Society
- SOC - 333 Nationalism and Citizenship
- SOC - 340 Social Change
- SOC - 345 Feminism, Gender, and the Body
- SOC - 347 Sex and Sexualities
- SOC - 350 Social Movements
- SOC - 351 Revolution and Reaction
- SOC - 352 Politics and Society
- SOC - 353 Sociology of Peace and War
- SOC - 354 Sociology of Law
- SOC - 355 Deviance and Social Control
- SOC - 356 Juvenile Justice
- SOC - 357 Criminology
- SOC - 360 Cities in a Global Context
- SOC - 390 Current Issues in Sociology
- SOC - 392 Community Organizing
- SOC - 395 Fieldwork in Sociology
- SOC - 398 Directed Study
- SOC - 399 Directed Reading

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

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

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

Major in Spanish Studies

The objective of the Spanish major is to provide oral and written competence in the language and a solid background in the literature and culture of the Spanish-speaking world.

Requirements for the Major in Spanish Studies

[Download the Spanish Major Requirements Checklist](#)

Note: Lower-division courses (Spanish 100, 101, 102, 201 and 221) serve as a prerequisite but do not count toward the credits necessary for the major. (To continue with the next level of any language course, or even to enter Upper Division after Fourth Semester, students must

receive a final grade of 70% or higher).

The program requires the completion of forty (40) credits in Spanish Studies:

- SPAN - 202 Fourth Semester Spanish (or SPAN 222 for Bilingual Students II)
- SPAN - 206 Confluences and Conflicts in the Spanish-speaking World

One elective, chose from:

- SPAN - 225 Spanish and Spanish Speakers in the U.S., California and San Francisco
- SPAN - 226 Introduction to Spanish Translation
- SPAN - 255 Small, Round and Juicy: the Modern Hispanic Short Story

Upper-division courses, twenty-eight (28), as follows:

One Language and Culture Studies Course, chosen from:

- SPAN - 301 Building bridges: ESL in the Spanish-speaking Community
- SPAN - 311 Advanced Oral and Written Expression
- SPAN - 312 Spanish Phonetics
- SPAN - 317 Introduction to Spanish Linguistics
- SPAN - 325 Language and Culture in Latin America

Two Literary and Cultural Studies Courses, chosen from:

- SPAN - 331 Introduction to the Analysis of Literary Texts
- SPAN - 333 Subversive Feminine Enjoyment in Latin American, Hispanic and Latino Film and Literature
- SPAN - 335 20th Century Spanish American Literature
- SPAN - 336 Feminist Discourse and feminist theories in Latin American Literature
- SPAN - 337 Love and Sex, Vengeance and Death: Honor in Early Spain
- SPAN - 338 The Invention of Spain: A Metamorphosis of the Modern
- SPAN - 340 The Word and the Image: Intersections Between Photography and Literature in the Spanish Speaking World
- SPAN - 346 Evil in Latin American, Hispanic and Latino Literature: From the Caudillo to the Drug Dealer
- SPAN - 352 The Spanish Civil War Re-imagined: Literature, Film and the Visual Arts
- SPAN - 355 Cultural Studies of Spain
- SPAN - 360 Studies in Latin American Culture

Two electives, chosen from:

- SPAN - 375 Border and Cultural Studies
- Courses taken in Study Abroad Programs (which must be pre-approved by a Spanish faculty member).

One Senior Seminar, chosen from:

- SPAN - 402 Service Learning Project
- SPAN - 410 Spanish Phonetics and Phonology
- SPAN - 412 Special Topics in Linguistics
- SPAN - 431 Traces of Dante's Inferno in Hispanic Contemporary Literature
- SPAN - 445 Cultures in Contact and Conflict: Christians, Muslims and Jews in Pre-Modern Spain
- SPAN - 452 Don Quixote
- SPAN - 456 Private Lives, Public Voices: The generation of 98 and Autobiography
- SPAN - 457 Undoing Reality/Redoing Reality: Latin American Narrative
- SPAN - 458 The Latin American City and Its Cinema: Urban Spaces and Living Practices
- SPAN - 459 Borges, The Readerly Writer
- SPAN - 470 Honors Senior Thesis

One Special Topics Course taught by faculty from other departments:

- SPAN - 490 Special Topics

Learning Goals/Outcomes for the Major in Spanish:

Students will be able to:

- Communicate clearly and effectively in Spanish, both in written and oral discourse.
- Demonstrate a concrete knowledge of major artistic works and figures of the Spanish-speaking world.
- Respect difference and diversity, both in the context of their own culture and globally.
- Develop an intellectual engagement, introspection and reflective sensibility that will contribute to their life-long learning.

Major in Theology and Religious Studies

Requirements for the Major

[Download the Theology and Religious Studies Major Requirements Checklist](#)

The Major in Theology and Religious Studies requires forty (40) credits of course work with at least one course chosen from each of the three thematic areas of the major: Theology and Spiritualities, Scriptures and Religious Traditions, and Religion, Society and Ethics. The remaining twenty-eight (28) credits of elective courses should be chosen by each individual student and approved by a Theology and Religious Studies Department advisor. In their senior year, students prepare a Capstone synthesis paper in connection with one of their final courses and in consultation with a faculty advisor.

Theology and Spiritualities

Courses in this area deal with three dimensions of "faith seeking understanding," a phrase that has classically described theology as a discipline. Theology seeks to articulate the truth of faith and ethics (especially regarding the implications of faith in human life and activity). Spirituality (the practice and understanding of the faith experience) is closely related to Theology but may also be highly individualized and isolated from institutional religion.

Choose a minimum of one course from the following:

- THRS - 100 The Christian Village
- THRS - 104 Mystery of God/Mystery of the Human Person
- THRS - 220 Catholic Social Thought
- THRS - 308 Who is Jesus? An Introduction to Christology
- THRS - 310 Celebrating Sacraments
- THRS - 312 Christian Marriage
- THRS - 322 Liberation Theology
- THRS - 363 Religion in Latin America
- THRS - 366 Religion and Spirituality in Asia

Scriptures and Religious Traditions

Courses in this area focus on the sacred scriptures of the major religious traditions of the world such as Jewish, Christian, Buddhist, Confucian, Hindu, and Muslim traditions. The courses examine the historical and cultural backgrounds of these texts and gauge the way that beliefs developed in ancient times. They also look at the ways ideas about these ancient texts have changed over time and influence people's lives today.

Choose a minimum of one course from the following:

- THRS - 202 Portraits of Christ: An Introduction to the Four Gospels.
- THRS - 330 Biblical and Spiritual Drama
- THRS - 371 Hinduism
- THRS - 372 Jewish Christian Relationship
- THRS - 373 Introduction to Islam
- THRS - 376 Jews, Judaisms, and Jewish Identities

Religion, Society, and Ethics

Religion, society, and ethics can be studied from the inside, in terms of its scriptures, beliefs, ethical and moral systems of thought as well as concrete practices, but also can be studied as a phenomenon constructive of whole communities and societies. The courses in this area invite students to see how religion informs the cultural, political, and ethical debates and issues of our day, as well as how it has worked historically to shape societies and confront moral challenges.

Choose a minimum of one course from the following:

- THRS - 195 Freshman Seminar
- THRS - 360 Sacred Places, Sacred Times
- THRS - 361 Religion and the Environment
- THRS - 370 Zen Buddhism
- THRS - 379 Buddhist Paths in Asia and North America

- THRS - 384 Religion and Nonviolence
- THRS - 388 Religion, Psychology, Modern Literature
- THRS - 390 Religious Ethics
- THRS - 397 Environmental Studies Internship
- THRS - 404 Environmental Ethics
- THRS - 470 Contemporary Moral Problems

Minor in Theology and Religious Studies

The Minor requires twenty-four (24) units of core and elective courses chosen to fit a program designed by each individual student, as approved by a Theology/Religious Studies Department advisor.

Requirements

The Minor in Theology and Religious Studies requires twenty-four (24) units of course work. Students are required to fulfill the Core course requirement in one of the three thematic areas of Theology and Spiritualities, Scriptures and Religious Traditions, and Religion, Society and Ethics and then take one additional course in each of the two remaining thematic areas not covered by the Core course, for a total of twelve (12) units. The remaining twelve (12) units of elective courses should be chosen by each individual student and approved by a Theology and Religious Studies Department advisor.

Learning Goals/Outcomes for the B.A. in Theology and Religious Studies

Program Outcomes

The aim of the program is to foster and deepen an engaged, critical, and integrated understanding of the disciplines of Theology and Religious Studies within the University's tradition of Jesuit liberal education. The program of study we provide for our students bridges three thematic areas:

*Theology and Spiritualities

*Scriptures and Religious Traditions

*Religion, Society, and Ethics

Classes are grouped with specific thematic areas, allowing both majors and minors a wide range of options in designing a course of study. The program will provide:

- an understanding of fundamental issues posed by the world's religious and theological traditions;
- inquiry into the diverse forms and expressions of religious experience;
- emphasis on the Catholic Christian tradition as well as respectful engagement with other religious, theological, and philosophical traditions of the world.

Learning Outcomes

Human Dimensions of Religion, Theology and Spirituality

- Students will be able to understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate with a broad range of human experience.

Religious Diversity

- Students will be able to understand, differentiate, and appreciate various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions.

Social Justice

- Students will investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.

Major in Urban Studies

The Urban Studies program will be an intensive interdisciplinary BA that focuses on a close study of urban phenomena. Crucial to the program is a multifaceted understanding of the urban experience which includes history and theory; urban design and architecture; urban policy; arts and media (including communication and social media); social, political and economic forces; class, race and gender; and global conceptions of the urban.

The 44-unit major will include courses in the following program areas:

- A. Urban Sociology and Political Economy
- B. Urban Histories, Theories and Methods
- C. Urban Planning and the Built Environment
- D. Urban Cultures and Representations

Learning Outcomes:

General Outcomes

By the end of this program:

- a) Students will demonstrate a critical understanding of the histories, theories and methodologies related to the production of urban space.
- b) Students will demonstrate a grasp of the political, economic, social and cultural forces that shape the urban experience locally and globally.
- c) Students will demonstrate and express the importance of urban representations in the arts, literature and media, both locally and globally.
- d) Students will acquire basic skills related to practices of city planning and urban public affairs.
- e) Students will demonstrate a critical and interdisciplinary understanding of San Francisco's urbanism

For general learning outcomes a, b and c: Students will have to complete a total of four core classes from the four program areas — Area A. Urban Sociology and Political Economy; Area B. Urban Histories, Theories and Methods; Area C. Urban Planning and the Built Environment; Area D. Urban Culture and Representation.

How will this outcome be met: Apart from required reading material, students will produce written and oral assignments as specified in the syllabi of each of the classes which will rigorously assess the students' fulfillment of this outcome.

Specific Outcomes

f) By the end of this program, students will experience and understand the complexity of urban issues internationally, both in the developing and developed world. Students will be encouraged to enroll in study abroad programs with an urban studies focus. (If they are not able to travel abroad they can continue to take courses at USF.)

g) By the end of this program, students will take a capstone seminar on specific topics where they will demonstrate the ability to synthesize knowledge from the four core areas, and whose reading material and written work are designed to prepare students to research.

Practical Outcomes

h) Fulfill a practicum requirement in which students engage directly with an urban aspect of the Bay Area that includes but is not exclusive to the history of the area, contested urban issues, the ideology underpinning design, urbanism and landscaping initiatives, the sociology and politics of city planning and urban design.

Program Requirements:

The broad introductory program requirements include:

Courses Required for Major

Intro to Urban Studies (Mandatory) = 1

1 class in each area (A, B, C, D) = 4

4 electives from any of the Urban Studies course offerings = 4

Capstone seminar = 1

Internship = 1

Four Program Areas

The term "Program Areas," suggests specific areas of research that students may choose in their senior year, and also future paths for graduate school or research. For example, students may wish to pursue careers in city planning, which relates to Area C (Urban Planning and the Built Environment), or they may be interested in careers in urban documentary film making, which relates to Area D (Urban Culture and Representation).

Urban Sociology and Political Economy – Area A

Urban Histories, Theories and Methods – Area B

Urban Planning and the Built Environment – Area C

Urban Culture and Representation – Area D

Double Dipping

Students will be allowed to use no more than two classes to count for both Urban Studies and another major or minor program. We will provide advisors of the program with a form to track courses majors are enrolled and to avoid double dipping.

Course requirements for Urban Studies major:

Take one intro course (4 units):

URBS 100: Introduction to Urban Studies – Rachel Brahinsky, Tanu Sankalia, Corey D Cook, Keally McBride, James Taylor (new course taught by rotation)

Area A - Urban Sociology and Political Economy

Required

URBS 210: Urban Politics – Corey Cook

Electives

COMS 195: Landscapes of Communication - Marco Jacquemet

POLS 195: San Francisco Development Politics – Corey D Cook (Core E)

SOC 302: Global Inequalities and Social Justice - Cecilia Santos

SOC 361: Brazilian Culture and Society – Cecilia Santos

POLS 363: Housing and Homelessness Policy – Corey D Cook

POLS 369/ANST369: Asian Politics, Activism & Justice – Jay Gonzalez

COMS 490: Geographies of Communication - Marco Jacquemet

Area B – Urban Histories, Theories and Methods

Required

URBS 220: Urban Theory – Pedro Lange, Tanu Sankalia, John Zarobell (by rotation, new course)

Electives

ANTH 250: Urban Anthropology – Rue Ziegler

HIST/URBS 200/200: The City in U.S History - Candice L. Harrison (new course)

LAST 300/MS 300: Memory Marks in the Urban Space – Susanna Kaiser (new course)

PHIL 300: Ethics: The Good City – Ron Sundstrom (new course)

Area C – Urban Planning and the Built Environment

Required

URBS 230: Urban Planning and Design – Tanu Sankalia (new course)

Electives

ARCD 195: FYS: San Francisco Urbanism – Tanu Sankalia (Core F)

URBS 260: Sacred Cities – TBA (new course)

URBS 300: Colonial Cities – John Zarobell (new course)

MSEM 680: Processes of Urban Planning and Design – Tanu Sankalia_

Area D – Urban Cultures and Representations

Required

URBS 220: Urban Cultures – Pedro Lange (new course)_

Electives

DANC 195: FYS: Mapping the City - Megan Nicely (Core F)

DES 195: FYS: San Francisco Signage - Stacey Asher (Core F)

SPAN 200: Cityscapes of the Post-Movida – Ana Urrutia

GERM 320: German Literature and Culture - Susanne Hoelscher

YPSP 323: Filipino Politics and Justice – Jay Gonzalez

GERM-FREN 350: Paris-Berlin – Susanne Hoelscher (Core C1)

MS 200/300: Contesting Culture, Remaking the City – Dorothy Kidd (new course)

SPAN 491: The City in Latin American Cinema – Pedro Lange

COURSE OFFERINGS - ELECTIVES (existing and new courses)	Area	Division
Introduction to Urban Studies – McBride, Cook, Taylor	Area A,B,C,D	Lower

Urban Theory – Lange, Sankalia, Zarobell	Area B	Lower/Upper
Urban Planning and Design – Tanu Sankalia	Area C	Lower/Upper
Urban Culture – Pedro Lange	Area D	Lower/Upper
Urban Anthropology – Rue Ziegler	Area B	Lower/Upper
Colonial Cities – John Zarobell	Area C	Upper
Global Inequalities and Social Justice - Cecilia Santos	Area A	Upper
The City in U.S. History – Candice L. Harrison	Area B	Lower/Upper
The City in Latin American Cinema – Pedro Lange	Area D	Upper
Urban Politics – Corey Cook	Area A	Lower
FYS: San Francisco Development Politics – Corey D Cook (Core E)	Area A	Lower
Housing and Homelessness Policy – Corey D Cook	Area A	Upper
German Literature and Culture - Susanne Hoelscher	Area D	Lower/Upper
Paris-Berlin – Susanne Hoelscher (Core C1)	Area D	Lower/Upper
Brazilian Culture and Society – Cecilia Santos	Area A	Upper
Landscapes of Communication - Marco Jaquemet	Area A	Lower
Geographies of Communication - Marco Jaquemet	Area A	Upper
Memory Marks in the Urban Space – Susanna Kaiser	Area B	Upper
Filipino Politics and Justice – Jay Gonzalez	Area A	Upper
FYS: San Francisco Urbanism – Tanu Sankalia (Core F)	Area C	Lower
Contesting Culture, Remaking the City – Dorothy Kidd	Area D	Upper
FYS: San Francisco Signage - Stacey Asher (Core F)	Area D	Lower
Sacred Cities – TBA	Area C	Lower
FYS: Mapping the City - Megan Nicely (Core F)	Area D	Lower

4-year Program Map

The program requirements are listed below. All required courses for the Major are listed in Bold Italics.

First Year, Fall

- Introduction to Urban Studies (meets requirement for major)
- Rhetoric and Language 1
- Public Speaking
- Foreign Language 1

First Year, Spring

- Area A - Required (meets requirements for major)
- Rhetoric and Language 2
- Foreign Language 2
- Theology and Religious Studies Core

Second Year, Fall

- Area B – Required (meets requirement for major)
- Area C – Required (meets requirements for major)
- Foreign Language 23
- Science Core

Second Year, Spring

- Area D – Required (meets requirements for major)
- Area Elective 1 (meets requirements for major)
- Ethics Core
- Math Core

Third Year, Fall

- Free Elective from Urban Studies offerings (meets requirements for major)
- Free Elective from Urban Studies offerings (meets requirements for major)
- Social Science Core
- Philosophy Core

Third Year, Spring (Study Abroad)

- Free Elective from Urban Studies offerings (meets requirements for major)
- History Core
- Literature Core
- Free Elective

Fourth Year, Fall

- Capstone Seminar (meets requirements for major)
- Elective (Urban Studies)
- Elective (Urban Studies)
- Free Elective

Fourth Year, Spring

- Internship (meets requirements for major)
- Free Elective
- Free Elective
- Free Elective

Master of Arts in Asia Pacific Studies

Program Overview: The Master of Arts in Asia Pacific Studies (MAPS) is designed to serve the needs of recent college graduates and working professionals who wish advanced education in East Asian cultures and societies, and students whose objective is to pursue a career in Asia Pacific affairs through graduate

study. This innovative program provides participants with a multidisciplinary liberal arts background that will be useful in a broad spectrum of professions, including careers in business, the public sector, education, international service organizations, and social work. It combines the comparative study of Asian and Pacific cultures and social structures with the humanities, arts, social sciences, and an integral Asian language component.

The Asia Pacific Studies master's program offers a unique learning model built around an interdisciplinary team approach to understanding East Asia and Asia Pacific affairs in a broader Pacific Rim context. The program focuses on the transition from traditional to modern cultures and the emergence of the "new Asia" in the latter half of the 20th century.

This innovative program features:

- An evening program which takes just 21 months to complete.
- Small 'cohort-style' classes, where most students go through the whole program together, providing mutual support and encouragement for all class members.
- A multidisciplinary curriculum exploring the history, philosophy, religion, literature, societies, cultures, politics, and economics of 'Greater' China, Japan, Korea in the broader context of a Pacific Rim which includes South and Southeast Asia, Oceania, and North and South America. Emphasis is on the transition from traditional to modern cultures and the emergence of the 'new Asia' in the latter part of the 20th century.
- Intensive study of either Japanese, Chinese, or Korean, with classes during the first year and a special language-only intensive summer session between the first and second years. The goal of the 12-credit language component is to lay foundations in grammar, conversation, reading, and writing as a basis for further study, or to solidify language abilities already acquired. Language study is mandatory, but students who come to the program with intermediate or advanced competence in an Asian language may choose to continue their language study or to substitute directed research where appropriate.
- Students have the opportunity for their research to be published in the program's own student/faculty online journal, Asia Pacific: Perspectives.

Students also benefit from many professional development opportunities and a voluntary career mentoring program that pairs them with successful professionals in their area of interest.

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.

Interested? Please [CLICK HERE](#) for more information on Admission Requirements and Application Procedures.

Master of Arts in Economics

The graduate curriculum in the Department of Economics at the University of San Francisco provides students the opportunity to study for a general Master of Arts degree in Economics with concentration in the fields of:

- Financial Economics
- International Economics
- Telecommunications Economics.

The program consists of a Foundation program (waived for students who have completed equivalent course work in previous studies), an Economics Core, and the above areas of concentration. The program also provides for the completion of a research project in the concentration area and opportunities for internships and a master's thesis.

The graduate program draws on courses from the Department of Economics as well as on related courses taught in the School of Business and Management and the Departments of Computer Science and Mathematics. Students must complete 33 units of credit, not including foundation courses. A minimum of 24 of these 33 units must come from graduate Economics courses.

Master of Arts in Museum Studies

Program Mission

The University of San Francisco's Master of Arts (M.A.) degree in Museum Studies is designed for entry-level and emerging museum professionals as well as professionals from other fields wishing to pursue a career in the museum field. The program prepares its graduates for positions of leadership in artistic, cultural, educational and heritage organizations and for long-term professional growth. The curriculum consists of core seminars, hands-on practica, one-on-one advising and mentoring, electives tailored to students' interests and a full-time summer internship in an institution of the student's choice. Partnering with San Francisco's dynamic museum community and grounded in University of San Francisco's longstanding commitment to social justice, the program emphasizes the long-term community-engagement and dynamism of museums through a focus on local, national and international collaboration, ethical practice, fiscal and managerial responsibility, public access and socially relevant collections and exhibitions.

Program Description

This 16-month, full-time program (two academic semesters, one summer and one fall semester; 32 units total) combines site visits to the San Francisco Bay Area's premier cultural institutions with core courses in museum history and theory, cultural and financial management, collections management and preservation, museums and social justice, and a series of rotating practica and workshops designed to explore current trends in the field. Topics include museums and the law, museums and technology, curatorial practice, the visitor experience, exhibition design and more. The program culminates with a project management capstone course in which students acquire the tools and techniques of project management as they apply to museum activities such as collections digitization and inventory, exhibition development and participatory exhibition design, special events, capital campaigns and so on. This is a hybrid program. Three semesters take place on-site at USF. One semester takes place off-site at internship locations with an online component.

Students interested in all types of museums (including art, history, design, science/technology, natural history, children's, themed museums and historic sites), as well as those interested in creating exhibitions for private enterprise, public parks and libraries and other kinds of private and public sites, are encouraged to apply. Summer internships may be pursued remotely with on-line coursework, allowing students to explore internship opportunities worldwide. Students earn an M.A. in Museum Studies with a focus on professional practice, taking 32 units in four consecutive semesters.

Students will attend classes two full days per week during the first and second semesters. The first semester of study begins in the fall semester and includes a mandatory introductory workshop and orientation session. During the fall and spring semesters, students take 24 units of core courses, practica and electives taught on-site by both USF faculty and prominent practitioners in their fields. These courses are designed to introduce and deepen knowledge of the museum field with a focus on museum history and theory, financial and administrative functions, and core museum professional practices including collections care and preservation and project management and exhibition development. In addition, students take a cornerstone first year course in Museums and Social Justice, designed to expose them to how museums are addressing the shifting politics of identity and equality at global, national and local levels. By working with local institutions on the representation of diversity and human rights issues, students will design programs that explore the potential of museums to contribute to more equitable, fair and just societies.

Internship Program

The Internship Program is a vital aspect of the Master's Program curriculum. Supervised internships in a wide variety of museum settings help students build professional competencies and together, students will build a robust network of contacts. The Master's Program maintains ongoing relationships with museums throughout the nation. During the summer semester, students complete a 4-unit internship in the location of their choice, supervised by an internship coordinator who leads the accompanying mentoring and online discussion and assignments. Students will spend 35 hours per week at their internship over a 12-week period.

Capstone Project

In their final semester (the second fall), students study the principles and techniques of project management and complete a museum project management capstone course, supervised by faculty and culminating in a final paper and public presentation that synthesize their learning experience in the program. This final course will be offered once a week in the evenings, enabling students to work full-time.

Program Learning Outcomes

Students who complete the M.A. in Museum Studies will be able to:

- Demonstrate a critical understanding of the histories, theories and methodologies related to museums as complex public service organizations.
- Exhibit an understanding of the values of social justice within the discipline of museology and an ability to apply ethical concerns to specific institutional contexts.
- Evidence broad content knowledge of a variety of best practices and standards in the museum professions and apply theory to professional practice.
- Acquire and utilize skills essential for professional patterns of behavior and practice in the fields of artistic, cultural, and heritage management, including:
 - a) Professional writing skills
 - b) Oral, visual and multimedia design presentation skills
 - c) Collaborative working practices
 - d) Fiscal, project management and administrative skills
- Demonstrate a critical understanding of museum practice through full-time professional engagement with the museum as a workplace.

Master of Arts in Sport Management

The Master of Arts in Sport Management is now offered at the San Francisco Main Campus and the Los Angeles/Orange Area Campus. The 36-credit interdisciplinary graduate curriculum is structured in courses that meet one evening per week so that working adults who have professional goals in the sports marketplace may complete their master's degree in 23 months.

The master's program is designed for both working professionals who seek graduate education to facilitate career advancement and for those with an undergraduate degree whose objectives are to pursue careers in Sport Management through graduate study. The master's program is designed to facilitate management and marketing skills that lead to long-term professional growth in an intertwined and expanding sports marketplace that includes professional, intercollegiate, and recreational sports and the wide variety of private and public organizations that promote and organize fitness and health programs.

Meeting Tomorrow's Needs of the Sports Industry

Today's sports industry needs highly trained professionals to meet the challenging pace of changes in economics and lifestyle that will define the growth patterns in tomorrow's marketplace. With the expansion of both recreational and spectator sports and society's increasing concern over healthful lifestyles, athletic administration and fitness management are both growing more complex. As a result, successful organizations in the sports industry are increasingly looking for tomorrow's leaders to have specialized training at the graduate level.

Professional Preparation

The aim of the master's program is to provide professional preparation for management or leadership positions with professional sports teams, large and small colleges and universities with intercollegiate and intramural athletics and recreation programs, amateur athletic organizations, private and public health and fitness clubs, corporate fitness and wellness programs, sports stadia and arenas, and the sports and fitness marketing, management, and communications firms that service the larger marketplace.

The Internship Program

The Internship Program is an important aspect of the Master's Program curriculum. Internships or practica in a wide variety of sports and fitness settings help the student build professional competencies and a network of industry contacts. The Master's Program maintains an Internship Site Database for both Northern and Southern California.

The Master's Project

In the last semester, students develop and refine the Master's Project. Designed to demonstrate advanced skills to the professional community, the Master's Project may be a major research paper or a professional document such as a business plan or market research report.

A Distinguished Faculty

The Sport Management faculty is a dedicated team of professional and academic leaders. The collective experience and expertise of the faculty sets a national standard of excellence. The faculty includes collegiate athletic directors, marketing and public relations specialists, sports attorneys, facilities consultants, and internationally recognized scholars.

The Professional Connection

In addition to the teaching faculty, leading California professionals in sports and fitness are speakers in courses and special events sponsored by the Master's Program. This group of professionals keeps our students connected to the pulse of current developments in sports and fitness.

Building Networks

More than just classes, residency in the Master's Program is a 2-year adventure in building a network of professional contacts that can serve as the foundation for lifelong career growth. Faculty, guest lecturers, staff, alumni, and fellow students all can provide referrals to key personnel for insight about career strategies, organizations of interest, and new opportunities.

Student Diversity and the Cohort Experience

Students in the Master's program come from a diverse background of undergraduate and professional experiences. Each class of approximately 35 students begins and completes the Master's Program as a "cohort" or learning community that functions as a support network.

A User-Friendly Calendar

The 36-credit Master's Program Curriculum is delivered in courses that meet one evening per week so working adults may complete their Master's Degree in 23 months.

Master of Arts in Urban Affairs

The Master's Program in Urban Affairs can be completed in four semesters. Students completing their degrees in MAUA will be well prepared for a variety of careers in community-based non-profits; advocacy and public interest organizations; political organizations; governmental agencies; think tanks, philanthropic organizations; and private sector entities; as well as for further graduate study.

The program of study includes 36 credits and the completion of an Urban Affairs Internship:

First Year Core Classes

MAUA 601: History of Urbanism Seminar

MAUA 602: Issues in American Urban Policy

MAUA 603: Urban Politics and Sociology Seminar

MAUA 604: Research Methods in Urban Affairs

Second Year Core Classes

MAUA 641: Community Based Research Seminar

MAUA 642: Research Prospectus

MAUA 643: Urban Affairs Internship

MAUA 644: Masters Capstone Project

Electives

MAUA 611: Public Policy Process

MAUA 611: Urban Field Study: San Francisco Bay Area

MAUA 612: Non-Profits and Public Policy (crosslisted with MOPA 612)

MAUA 613: Race, Organizing & Policy Advocacy (crosslisted with MOPA 613)

MAUA 614: Globalization, Social Justice and the City

MAUA 615: Critical Sustainabilities

MAUA 616: Urban Political Economy

MAUA 617: Public Finance and Fiscal Management

MAUA 618: Nonprofit Administration

MAUA 621: Urban and Regional Planning

MAUA 622: Non-Profits and Philanthropy

MAUA 623: Urban Politics: San Francisco (crosslisted with MOPA 623)

MAUA 627: Policy Theme Seminar (crosslisted with MOPA 627)

Students successfully completing the Master of Arts in Urban Affairs will:

Learning Outcomes

1. Demonstrate professional skills in writing, urban and participatory research, and policy analysis
2. Develop mastery of seminal theories and foundational concepts of urban history, sociology, and politics, and demonstrate the capacity to apply these ideas in real-world settings
3. Develop expertise in one or more areas of urban public policy
4. Contemplate models of social change and social justice while developing the requisite skills and knowledge to actuate change
5. Apply knowledge gained in the classroom in various and diverse community settings
6. Apply knowledge gained in the community to inform classroom learning and scholarship
7. Interact with professionals from fields including public policy, advocacy, community organizing, and public service
8. Build networking skills and develop relationships with colleagues and professionals in the field, and engage in career planning
9. Contribute to the public discourse around contemporary urban policy issues
10. Propose, design, and implement a weighty research project bridging theory and praxis

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-and-a-half year, 33-credit program designed to instruct writers in creative techniques, to nurture their individual development and vision, and to help prepare them for entry into the public life of literature.

MFA students work in fiction, poetry, nonfiction, or a combination of these genres. Classes are small, and are led by faculty members who are practicing writers. The program offers workshops and courses that combine theory with practice, and writing with reading literature. The program emphasizes issues in craft not only in its workshops, where the student's work is the focus, but also in the courses in literature and style, where published works of literature are studied to learn how meaning is made.

The tone is intimate throughout. Students work in community with one another, but they also work independently with mentors. Creativity is fostered by small classes, and so is the detail to craft needed to bring projects to fruition.

A bi-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.

First-year students begin with a required weekend orientation before the start of fall semester. In Thesis I and Thesis II, students work one-on-one with a faculty mentor who provides extensive feedback on their work in a series of scheduled meetings. The thesis may be a novel, a collection of stories, a poetry collection, a collection of creative nonfiction, or a purposeful combination of these genres.

Interested? Please [CLICK HERE](#) for more information on Admission Requirements and Application Procedures.

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 - 673 Truth, Ethics, and Memory
- MFA - 682 Nonfiction Theory & Technique
- MFA - 683 The History of Nonfiction
- MFA - 684 Narrating Nonfiction
- MFA - 684 Contemporary Experiments in Nonfiction
- MFA - 690 Special Topics
- MFA - 692 Special Topics in Nonfiction

The Poetry Concentration Courses

- MFA - 654 American Poetry and Poetics
- MFA - 664 Poetry International
- MFA - 674 Prosody: The Meaning of Poetic Form
- MFA - 686 Visionary Poetics
- MFA - 690 Special Topics

Cross Genre Courses

- MFA - 650 Word for Word: The Texture of Language

- MFA - 663 Ethical Issues in Writing
- MFA - 670 Intention and Design in Prose
- MFA - 681 Blurred Boundaries: Writing Beyond Genre
- MFA - 675 Teaching Creative Writing
- MFA - 690 Special Topics

Workshops

- MFA - 612 Writing Workshop I
- MFA - 622 Writing Workshop II
- MFA - 632 Writing Workshop III
- MFA - 642 Writing Workshop IV

Thesis

- MFA - 689 Thesis I
- MFA - 699 Thesis II

Learning Goals for the M.F.A. in Writing Program

- Students will demonstrate a working knowledge of the fundamentals of artistic composition and craft.
- Students will be able to read as writers, analyzing in works by published authors the ways in which literary meaning is made.
- Students will be able to evaluate and analyze the techniques and intentions of literary manuscripts and to participate in constructive critical discussion of such works.
- Students are prepared for entry into the public life of literature, which includes locating their own work in the context of contemporary literary practice, preparing their work according to professional standards, teaching creative writing, and participating in diverse literary communities.

Master of Science in Analytics

The Analytics Program is a full-time, one-year Master's program that resides at USF's downtown San Francisco campus, less than four miles from the USF main campus. The program is designed for students with a strong background in math, computer science, engineering or economics who seek the specific techniques and tools involved in analytics — and the business skills to apply this knowledge effectively and strategically.

This 35-unit program grounds you in both the techniques and skills required to analyze structured and unstructured big data to derive meaning and drive business decisions. Graduates become [data scientists and analysts](#) in finance, marketing, operations, business intelligence, or other groups generating and consuming large amounts of data. Students study topics such as: data mining, machine learning, statistical models, predictive analytics, econometrics, optimization, risk analysis, data visualization, business communication, and management science. Students learn to acquire, filter, clean, organize and store data using Python and SQL/NoSQL as "glue" between data sources and statistical tools such as R and SAS. The focus is on applying mathematics, statistics and computer science to solve real problems.

Practicums are special features of the program that provide you with the professional skills, experiences and networking needed to succeed in a business setting. Each semester, students engage in a project working with an industrial partner (some of which are paid internships). Students have worked with [Mozilla](#), [SurveyMonkey](#), [PayPal](#), and [Thomson Reuters](#), among others; see [Project Opportunities](#) for more information.

Analytics Boot Camp (July–August)

Three five-week intensive courses (computational, applied math and economics) with exposure to modern statistical packages, SQL, R and Python, review of probability and statistics, linear algebra, linear regression, and review of basic micro and macroeconomics, including pricing and demand, uncertainty and consumer modeling.

The MS in Analytics program at USF is proud to have our students develop software and run analyses on [Amazon Web Services](#) (e.g., [Amazon Elastic Compute Cloud](#), [Amazon DynamoDB](#), and [Amazon Relational Database](#)). Each student gets their own server or servers to manage so they have experience with the mechanics of installing and configuring software. Students have access to vast resources, albeit in bursts, to solve big data projects and typically "submit" their projects by e-mailing a URL on their server to the professor for grading.



What Faculty and Alumni Say



Program Timeline

Summer (July–August)

Analytics Boot Camp (students take 3 of the following classes)
 Data Science and Analytics (1 unit)
 Data Computation for Analytics (1 unit)

Review of Linear Algebra (1 unit)
 Exploratory Data Analysis (1 unit)
 Review of Probability and Statistics (1 unit)

Fall Semester (August–December)

Module 1

Linear Regression Analysis (2 units)
 Relational Databases (1 unit)
 Business Communications for Analytics (2 units)
 Data Acquisition (1 unit)

Module 2

Introduction to Machine Learning (2 units)
 Time Series Analysis for Business and Finance (2 units)
 Practicum I (1 unit)
 NoSQL Databases (1 unit)

Intersession (January)

Introduction to Programming in SAS (2 units)

Spring Semester (January–May)

Module 1

Advanced Machine Learning (2 units)
 Business Strategies for Big Data (2 units)
 Interview Skills (1 unit)
 Practicum II (1 unit)

Module 2

Data Visualization (2 units)
 Multivariate Statistical Analysis (2 units)
 Distributed Computing (1 unit)
 Practicum II (1 unit)

Summer II (May–June)

Special Topics in Analytics (2 units)
 Marketing Analytics (2 units)
 Web Analytics (1 unit)
 Practicum III (1 unit)

Tuition and Scholarships

For tuition costs and fellowship opportunities [click here](#).

International students are welcome to apply. International students graduating from the MS in Analytics program are eligible for the STEM extension to OPT (Optional Practical Training).

Master of Science in Biology

The Master of Science degree in Biology offers students an opportunity to gain a level of knowledge and expertise in biology beyond the undergraduate level.

Graduate work within selected areas of botany, developmental biology, cancer biology, ecology, genetics, marine biology, non-mammals, microbiology, virology, anatomy, parasitology, physiology, immunology and photobiology is available. For further information concerning particular areas of advanced study, contact the Biology Department.

Program Prerequisites

The applicant's preliminary academic background should include a bachelor's degree in biology or its equivalent. Minor deficiencies may be corrected during the first year. To be considered for this program the applicant must submit the results of the Graduate Record Examination (GRE), both the Aptitude and Advanced Biology (or Biochemistry and Cell and Molecular Biology) exams, and have at least a 3.2 grade point average in his or her undergraduate major and in all upper-division work in biology.

Degree Requirements

This is a program in which the student undertakes an active research project that culminates in a formal written thesis. A student who has successfully completed the program should be well prepared to enter into a technical position in a related research or industrial laboratory or to continue further postgraduate work. A total of 24 credits in Biology or Biochemistry (of which 16 must be graduate-level), including a thesis

based on original research, is required. A maximum of six (6) credits of graduate research (BIOL 698), and four (4) credits of thesis writing (BIOL 699), and a maximum of six (6) credits of directed reading (BIOL 695) may be applied toward the degree. All graduate students are also required to act as a teaching assistant for a minimum of one semester during their two-year program.

The student is expected to meet sequentially the following conditions and requirements:

1. The student and major professor will establish a plan of formal course work that will meet the needs of the student and complement the chosen research program.
2. Under the guidance of the major professor, the student will select a Graduate Committee composed of the major professor and two additional scientists, one of whom may be from outside the Biology Department.
3. The committee and student will define a specific biological problem or point of inquiry and formulate a research program that will be submitted to the Graduate Advisor on the Thesis Approval Form.
4. At the end of each semester in the Graduate Program at USF, the student's academic and research progress will be evaluated by the biology Graduate Admissions Committee in consultation with the student's major professor. The results of this evaluation must be satisfactory in order for the student to continue in the Biology Master's Program.
5. The student will file a form for Advancement to Candidacy with the Graduate Advisor after consultation with his or her major professor. This form should be filed in the same semester the student enrolls in the final courses for completion of the program credit requirements.
6. In addition to the successful completion of the required formal course work, the student will conduct the approved research program and write a thesis based upon the findings.
7. A final thesis outline is to be submitted to the committee at least one semester prior to submitting the completed thesis.
8. During the final semester of the research program, the student will present a seminar to the Biology Department based upon the research conducted.
9. The thesis must be approved by the student's Graduate Committee before its submission to the Dean for formal approval.

Learning Outcomes

The M.S. in Biology Program Goals are for students to:

1. develop scientific literacy in the areas of biology relevant to selected research interests
2. exhibit advanced technical, critical thinking, inquiry and analysis skills
3. communicate clearly and persuasively to a variety of audiences.

Master of Science in Chemistry

The Department of Chemistry offers the Master of Science degree in Chemistry with graduate work in the fields of biochemistry, inorganic, organic, physical, and analytical chemistry. The program is designed for the student who intends, upon completion, to work as a professional chemist, to study for the Ph.D., or to seek further training (e.g., in business or engineering). The program also prepares students for teaching at the high school or community college level.

Prerequisites

The preliminary academic background required for the degree of Master of Science in Chemistry is substantially the equivalent of that represented by the Bachelor of Science degree in Chemistry at the University of San Francisco (see the undergraduate section of the Catalog). Any applicant whose undergraduate preparation does not include a complete foundation for graduate work in the field of chemistry will be required to devote some time to specified undergraduate courses.

Applicants should have a minimum "B-" (2.7) overall average in their upper-division courses and a "B" (3.0) average in upper-division courses taken in the field of chemistry.

Requirements

After a student has been accepted into the graduate program, the departmental Graduate Director will, with the student's research advisor as chair, supervise the student's program. Upon arrival, the student will take two evaluative examinations in selected subject areas of chemistry. The areas available for selection by the student are biochemistry, analytical, inorganic, organic, and physical chemistry. If the entering student should fail to pass one or both of these examinations, he/she will meet with the Graduate Director and the student's research advisor to determine a means of remediation. This will usually involve taking an undergraduate course in the appropriate subject(s) (grade of B or better required) or possibly undertaking independent study followed by another evaluative examination in the area(s) in which deficiency was found. In either case, any deficiencies must be removed by the start of the second semester of residence. Otherwise the student will be subject to disqualification from the graduate program.

During the first semester of a student's residence in good academic standing, the student, the research advisor and Graduate Director will decide on the program of study. The normal length of study is two and one-half years.

A total of 24 credits, including a thesis, is required. The courses taken must be graduate courses or upper-division courses approved by the Department of Chemistry. At least 12 of the required credits must be CHEM 698 and 699. The typical length of time required for a student to

complete the degree is two and one half years.

Learning Goals/Outcomes for the Master of Science in Chemistry

- Students will demonstrate broad knowledge in areas of chemistry relevant to their research interests.
- Students will become safe and proficient in laboratory practice and instrumental techniques necessary for their research area.
- Students will be able to communicate the subject of chemistry, especially their own research project, in written and oral forms including: correspondence, reports and short presentations that may utilize multi-media tools that support effective communication.
- Students will become critical thinkers who are able to judge scientific arguments and make their own arguments based on experiments conducted during their research project.
- Students who graduate with a Master of Science degree in chemistry from the University of San Francisco will be well prepared to pursue further graduate studies or employment in chemistry or related scientific fields.

Master of Science in Computer Science

The ever-changing world of software and computer science has always demanded more advanced training and education. With the University of San Francisco's prime location in the heart of the San Francisco Bay Area and its proximity to Silicon Valley, USF graduate students enjoy an environment rich with many innovations and opportunities of this world-renowned region of technology. For these reasons and others the number of students in the graduate program in Computer Science at the University of San Francisco has grown by 65% since 1999. The Master of Science in Computer Science (MSCS) provides students with a broad background in software development and other core disciplines of computer science. This core background serves as a sound foundation for CS graduate students as they develop a substantial software project - either as a research-driven or commercially sponsored project. Small classes and close interaction with full-time faculty are a hallmark of graduate education at USF. Along with the full-time teaching and research faculty, outside experts bring real-world computing experience to the classroom. In the Harney Science Center on the USF campus, a state-of-the-art computer and multimedia studio was constructed and endowed with a \$2.5 million gift from a Computer Science alumnus. Students and faculty also maintain the W.M. Keck Computer Cluster (a Myrinet-connected network of 28 processors which provides students with on-site access to one of the most powerful computers at a liberal arts university).

Emphasis in Entrepreneurship

The United States excels at entrepreneurship, and USF claims one of the top entrepreneurial business schools in the nation. Ranked in the Top Tier of University Entrepreneurship Programs by Entrepreneur magazine and in the Top 25 of "America's Most Entrepreneurial Campuses" by Forbes and Princeton review - the M. S. in Computer Science Program has joined with USF's MBA Entrepreneurship Program to offer the classic M.S. in Computer Science with an emphasis in Entrepreneurship.

Admission Requirements

Admission requirements for the graduate program include the GRE General scores (verbal score not considered) and the following (USF course equivalents are in parentheses):

- High-level Programming (CS 110 - C, C++, Scheme, ML, Java, etc.)
- Object-oriented Programming (CS 112 - C++, Java)
- Low-level Assembly Language/System Programming (CS 220/221 - Intel preferred)
- Calculus and Analytic Geometry (M 109 - differential & integral; business calculus not accepted)
- Linear Algebra and Probability (M 201)
- Discrete Math (M 202)
- Algorithms on Data Structures (CS 245)

Foundation Requirements

The foundation requirements are not required for admission to the graduate program, but must be completed while at USF to achieve regular status as a graduate student. These requirements are waived if they have been met by previous university-level studies (including self-study) or work experience:

- CS 315 Computer Architecture (4)
- CS 326 Operating Systems (4)
- CS 414 Compilers (4) or both of the following:
- CS 345 Programming Language Paradigms (4) and
- CS 411 Automata Theory (4)

Curriculum and Degree Requirements

The program involves the completion of 36 credits of credit. Graduate students undertake 9 courses, or 8 courses and a master's thesis (each course is 4 credits). Graduate students who have not met the Foundation Requirements may need to complete additional coursework at USF.

The courses must be chosen as follows:

- Three Core Courses

- One Masters Project
- Five Electives from 200/300/400/600
 - One can be 200 with permission of Graduate Advisor
 - Two must be 600
 - Two electives may be used to satisfy foundational requirements or to shore up areas of weakness.

MSCS students take one course from each of the core areas:

- Theory and Languages (1 course):
 - CS 652 Programming Language Principles (4)
 - CS 673 Algorithms (4)
- Systems (1 Course)
 - CS 635 Advanced Systems Programming
 - CS 636 Operating Systems
- 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.

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.

Grade Requirements

To be acceptable for the M.S. degree, each course must be selected with the approval of the Graduate Program Coordinator and must be passed with a grade of C (2.0) or better. Moreover, the average grade of all courses taken to fulfill the M.S. degree requirements must be B (3.0) or better. Any semester in which the students GPA drop below 3.0, those students are placed on probation. After a second semester on probation, the university will move to dismiss them from the program. Those students with fellowships must maintain a 3.3 GPA. At the close of the semester in which the student's GPA drops below 3.3, that student immediately loses any promised fellowship money.

Learning Goals/Outcomes for the Master of Science in Computer Science

Students who complete the Masters of Science in Computer Science will be able to demonstrate:

- An understanding of advanced topics in computer science including software engineering, algorithms, artificial intelligence, programming languages, parallel computing, networking, and low-level systems;
- The ability to design, implement, and debug large-scale software applications;
- The ability to evaluate and understand advanced research from computer science literature;
- Effective communication and team participation skills with respect to software development.

Master of Science in Computer Science and Master of Science in Web Science

The Department of Computer Science offers two Master programs, a traditional Master in Computer Science along with a Master in Web Science.

The programs are intended for students with either an undergraduate degree in computer science, or with any undergraduate degree and sufficient software development experience and coursework. All graduate courses begin after 3:00 p.m. and most begin after 5:00 p.m.

The 36-credit programs typically require two years of study, with students taking two four-credit courses per semester along with one summer course or a third course in one of the semesters.

Master of Science in Environmental Management

The Master of Science in Environmental Management is designed for graduate students and working professionals who seek or hold careers in the environmental field. The goal of this science-based management program is to enhance and broaden the skills and knowledge necessary to meet the demands and changes of the environmental marketplace - in public agencies and government bodies, the consulting sector, and industry.

The University of San Francisco founded its Master of Science in Environmental Management program over 25 years ago. Since then, graduates from the program have established a wide variety of environmental careers and organizations in the United States and throughout the world.

The Environmental Management program at USF has two components. First, a series of courses provide the essential skills and foundations of environmental management. In addition, the graduate student prepares and completes a Master's Project with a practical application to the environmental field. A thesis option is also available.

The program provides the necessary background to analyze, assess, and manage a wide range of environmental issues, including practical applications to environmental problems. Courses cover the scientific, technical, regulatory, and public policy knowledge related to problems of air and water quality, solid and hazardous waste, land and resource use decisions, sustainability, and human and ecological health issues.

To meet the needs of both graduate students and full-time working professionals, most classes meet on Saturdays. Some courses are also taught during the week. The Master's Project is developed with a faculty advisor and in a seminar-style discussion group with fellow graduate students.

Experience in the environmental management field is an important part of the MSEM graduate program. Most students currently hold positions in the field. For those students who do not hold a position, it is strongly recommended that they endeavor to find a paid position or internship.

Domestic and International Programs

The University of San Francisco offers its Environmental Management graduate program at the main campus in San Francisco, as well as in international cooperative programs with universities in Manila, Philippines and Xiamen, China. Please visit the MSEM web page at <http://www.usfca.edu/msem> for more information about the international cooperative programs, including curricula.

Building Careers and Professional Networks

Graduates of USF's Environmental Management program have established careers with a wide range of employers in the environmental field, including:

- Apple Computer, Inc.
- Bay Area Conservation and Development Commission
- Bechtel Group, Inc.
- California Air Resources Board
- California Public Utilities Commission
- California Environmental Protection Agency
- California State Department of Transportation
- California State Water Quality Control Board
- Chevron USA
- CH2MHill, Inc.
- Environmental Science Associates
- Genentech
- General Services Administration
- Hewlett-Packard Company
- IBM Corporation
- International Technologies
- Lawrence Berkeley Laboratory
- Lawrence Livermore Laboratory
- NASA/Ames Research Center
- National Oceanic and Atmospheric Administration
- National Semiconductor, Inc.
- Pacific Gas and Electric Co.
- Palo Alto Water Division
- San Francisco City Department of the Environment
- San Francisco Estuary Project
- Shell Oil Company

- Tetra Tech, Inc.
- U.S. Army Corps of Engineers
- U.S. Attorney General's Office
- U.S. Environmental Protection Agency
- U.S. Geological Survey
- Varian Instruments
- Waste Management, Inc.

Learning Goals/Outcomes for the M.S. in Environmental Management

- Demonstrate an understanding of an interdisciplinary approach to the study of the relationships and interactions of human beings with the natural world.
- Utilize principles and processes of the natural sciences, social sciences and the humanities to provide both theoretical and applied understanding of managing environmental issues.
- Demonstrate understanding of environmental management tools, techniques, and technologies designed to meet the demands of industry, government, and the consulting sector regarding the protection of the environment and the fulfillment of environmental regulations.
- Communicate skillfully through written reports and oral presentations of environmental management issues.
- Critically analyze impacts, both actual and potential, of human activity on the environment and their prevention and mitigation.

Master's Foundation Requirements

Foundation courses for both M.A. programs are divided into three areas. They represent the basic body of knowledge which all students must have acquired by the time they enroll in the core courses for which these courses are prerequisites. Foundation courses will be waived for M.A. students who have taken equivalent courses in previous studies.

Foundation Area I: Economics

Students must be familiar with the fundamentals of economic theory at the intermediate level. The subject for this area is covered in:

- ECON - 311 Intermediate Microeconomics
- ECON - 312 Intermediate Macroeconomics

Foundation Area II: Mathematics

Students must be prepared to apply calculus and linear algebra to equilibrium, dynamic, and optimization models in economics. This subject is usually covered in six (6) semester hours of college mathematics. At USF, the subject is covered in:

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II

Foundation Area III: Statistics

Students must have a basic knowledge of Statistics, including hypothesis testing, sampling, and probability distributions. These areas are covered by:

- ECON - 120 Economic Methods

Masters of Arts in International Studies

The Master of Arts in International Studies prepares students for careers in international affairs, including non-governmental organizations, foreign service, and international organizations.

The program provides students with a comprehensive perspective on international issues, including globalization, development, peace and conflict, regional problems, human rights and international law. Combining academic and theoretical rigor with practical experience, it offers a unique understanding of contemporary challenges facing state and non-state actors through the lens of social justice.

Masters of Public Affairs

The Master's Program in Public Affairs and Practical Politics can be completed in four semesters, including the Public Affairs Internship. Students will be equipped for a future in one or more of the following areas:

- Professional work in campaign strategy and management, governmental relations and advocacy, grassroots and community organizing, strategic communications, journalism and teaching.
- Further graduate studies in Public Affairs in a Ph.D. program or a J.D. program at a law school.

Program of Study

The program of study includes 36 credits and the completion of a Public Affairs Internship:

Core Courses

First Year

MOPA 601: Applied American Politics Proseminar

MOPA 602: Writing for Public affairs Professional

MOPA 603: Quantitative Methods in Public Affairs

MOPA 604: Public Affairs and Applied Democratic Theory

Capstone

MOPA 641: Leadership for the Common Good

MOPA 642: Masters Capstone Project

Electives

MOPA 611: Campaign Organization and Management

MOPA 612: Non-Profits and Public Policy

MOPA 613: Identity Politics and Activism for Social Change

MOPA 614: Strategic Communications

MOPA 621: Public Opinion and Political Behavior

MOPA 622: Media and Politics

MOPA 623: Urban Politics: San Francisco

MOPA 624: Lobbying and Governmental Relations

MOPA 625: Grassroots Advocacy and Mobilization

MOPA 626: Issue Advocacy

MOPA 627: Urban Public Policy

MOPA 628: Theory and Practice of Campaigns

MOPA 699: Directed Study

Public Affairs Internship

This intensive internship is required for completion of the degree. Students are expected to successfully complete 400 hours working with a public affairs organization including political campaigns, advocacy organizations, governmental agencies, community or neighborhood associations, or other similar entity. This internship will be arranged, facilitated and directed by faculty along with an on-site supervisor..

Learning Outcomes

Students successfully completing the Masters in Public Affairs will:

1. Demonstrate advanced skills in writing, research, statistics, analysis, and oral presentation suitable for political professionals
2. Comprehend theoretical models and concepts of democratic participation and accountability and demonstrate the capacity to apply these theories in real-world settings
3. Propose, design, and implement a weighty research project bridging theory and praxis
4. Apply knowledge gained in the classroom to various political settings in the community
5. Understand the nature of political power, mechanisms for aggregating interests, and realizing the common good
6. Interact with well-placed political professionals from fields including campaigns, advocacy, community organizing, strategic communications, public policy, and public service
7. Experience the fast-paced world of politics through an intensive internship
8. Develop expertise in campaigns, political media, political organizing, advocacy, and/or urban public policy
9. Build relationships and contacts with colleagues and political professionals in the region.

Materials Physics Program

The Materials Physics program is designed to enhance the academic and professional possibilities of USF students, furthering the University's mission of educating leaders who will make a societal difference. It seeks to prepare USF students for positions in the high-technology sector of the global economy. As the modern world escalates its dependence on technology, and as the commercial world continues to make inroads

into university settings, a proper response from the University of San Francisco is to prepare students of Ignatian values to enter and positively affect the realm of high technology.

This Physics track is nearly unique in American academia, with its emphasis on modern advanced commercial materials, and drawing from several scientific areas, include Computer Science and Chemistry. This program includes real-life training in industry settings and is supported locally at USF by a heavy infrastructure made possible by a grant from the prestigious Fletcher-Jones Foundation.

Program Objectives

In addition to the general goals of the Physics Major, the Bachelor of Science in Materials Physics is designed to provide USF students with a comprehensive education in the Natural Sciences that will meet the following specific goals:

- Prepare students for careers in high technology by providing relevant training and coursework.
- Prepare students with a strong scientific foundation so that they will be able to follow the technological advances to come.
- Prepare interested students for graduate-level work in Materials Science, Condensed Matter Physics, or Physical Chemistry.

Requirements

Physics Courses

- PHYS - 110 General Physics I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics
- PHYS - 215 Electronics
- PHYS - 371 Methods of Mathematical Physics
- PHYS - 340 Optics
- PHYS - 320 Electromagnetism
- PHYS - 330 Quantum Mechanics
- PHYS - 341 Upper-Division Laboratory I
- PHYS - 342 Upper-Division Laboratory II
- PHYS - 299 Directed Research for Advanced Undergraduates (2 credits required) or
- PHYS - 399 Directed Research for Advanced Undergraduates (2 credits required)
- PHYS - 350 Physics Colloquium (1 credit required)
- PHYS - 333 Solid State Physics
- PHYS - 450 Advanced Materials

Note: In addition to the required courses, students on this track will be required to do an industry internship in the summer following their junior year.

Required Math Support Courses (MSC) - 12 credits

- Three (3) courses in Calculus and Analytical Geometry

Other Support Courses (8 credits)

- CHEM - 111 General Chemistry I
- CS - 110 Introduction to Computer Science I

Outside of Major Required Courses (OMRC)

- Eleven (11) Core Courses

College Requirements (for Science Students) -

- Foreign Language I and II

Recommended Elective Courses for Materials Physics:

- PHYS - 301 Computational Physics
- PHYS - 310 Analytical Mechanics
- PHYS - 312 Statistical and Thermal Physics

Comparison of Materials Physics Track to Typical Physics Major

The Materials Physics track differs from the typical Physics track in several ways. Materials Physics students are required to take the following courses that standard Physics students do not have to take: Solid State Physics, Electronics, Advanced materials, General Chemistry I, and Computer Science I. On the other hand, the students in this track are not required to take the following courses that are typically required in the Physics major: Statistical and Thermal Physics, Computational Physics, and Analytical Mechanics.

Another important difference in this track is the appearance of an internship for the Materials Physics students in the summer following their junior year.

Mathematics Honors Major

Requirements

A Mathematics Honors Major must satisfy all the requirements for a Mathematics Major. She or he must also satisfy the following requirements:

- Two (2) additional upper division courses, including at least one 400-level course, and
- PHYS - 110 General Physics I
- PHYS - 210 General Physics II

Mathematics Major

Requirements for Mathematics Major

[Download the Mathematics Major Requirements Checklist](#)

Required Courses:

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II
- MATH - 211 Calculus and Analytic Geometry III
- MATH - 230 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 - 314 Mathematical Circles (SL)
- 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.

- All Math Majors must take Math 350 two times.

A computational course: One of

- CS - 110 Introduction to Computer Science I
- PHYS - 301 Computational Physics

Completion of the Core Curriculum.

Please note the following recommendations:

- The department strongly recommends taking Physics 110-210.
- Math majors whose native language is English must complete a foreign language requirement, either by completing the second semester of a foreign language course or by achieving a passing score on a language placement test.
- Note that 128 credits are required for graduation.

Learning Goals/Outcomes for the B.S. in Mathematics

Students will be able to:

- think logically and analyze information critically in a mathematical setting.
- reformulate and solve problems in an abstract framework.
- express mathematical results verbally, working individually and in collaborative groups.
- use appropriate technology to facilitate an understanding of mathematical concepts, but without substituting technology for mathematical thought.

Mathematics Honors Major

Requirements

A Mathematics Honors Major must satisfy all the requirements for a Mathematics Major. She or he must also satisfy the following requirements:

- Two (2) additional upper division courses, including at least one 400-level course, and
- PHYS - 110 General Physics I
- PHYS - 210 General Physics II

Middle Eastern Studies Interdisciplinary Minor

Requirements

[Download the Middle Eastern Studies Minor Requirements Checklist](#)

The minor requires the completion of 20 credits, including a minimum of three courses from the core.

Core

- [HIST - 389](#) The Modern Middle East
- [THRS - 373](#) Introduction to Islam
- [POLS - 349](#) Government and Politics of the Middle East or
- [POLS - 354](#) International Relations of the Middle East
- Electives
- [HIST - 270](#) Sex and Transgression in the Islamic World
- [HIST - 310](#) The Ancient Near East
- HIST - 388 Islamic Empires
- INTD - 390 beyond Bridges: Israel-Palestine (Summer)
- [INTD 390 Beyond Bridges: Israel-Palestine \(SL\)](#)
- POLS 380/THRS 380 Social Justice and the Israeli-Palestinian Conflict
- THRS - 210 Introduction to the Qur'an
- THRS - 333 Islam in the Modern and Contemporary World
- [THRS - 376](#) Jews, Judaisms, and Jewish Identities
- [THRS - 390](#) Ethics: Islamic Feminist
- THRS - 390 Ethics: Israel-Palestine

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 credits (five courses) as follows:

- COMS - 340 Advertising Creative Strategy and Copy
- COMS - 341 Advertising Principles and Practice
- COMS - 342 Advertising Presentations
- COMS - 343 Advertising Planning and Placement
- COMS - 496 Communication Studies Internship

Students interested in Advertising are encouraged to enroll in the following courses in Communication Studies as electives or as part of the major.

- COMS - 322 Advertising Public Relations Law and Ethics

- COMS - 332 Rhetorical Criticism
- COMS - 334 Rhetoric and Citizenship
- COMS - 336 Rhetoric of Law
- COMS - 358 Persuasion and Social Influence

Minor in Architectural Engineering

The Minor in Architectural Engineering provides an interdisciplinary overview of engineering topics associated with building design and the study and practice of engineering. The Minor consists of technically challenging courses that rely on a series of prerequisites, as well as experiment-based and skill-development courses that can be taken without prerequisites. The core courses of the Minor offer a range of theoretical as well as analytical topics, and electives are varied so that students can place an emphasis on specific subject areas depending on their major course of study. The Minor is useful for students across the physical sciences and math as well as architecture, as it will familiarize students with the methods of engineering study and provide a rigorous technical base that will give them an advantage in future studies.

Requirements

[Download the Architectural Engineering Minor Requirements Checklist](#)

The Minor requires the completion of twenty-four (24) credits, as follows:

Required Courses (16 credits)

- MATH - 109 Calculus and Analytic Geometry I
- PHYS - 110 General Physics I
- ARCD - 310 Introduction to Construction Materials
- ARCD - 360 Introduction to Structural Engineering

Electives (8 credits)

Choose two of the following (student is responsible for prerequisites to these courses):

- ARCD - 250 Computer Aided Design and Drawing
- ARCD - 370 Construction Innovation Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 250 Environmental Data Analysis
- ENVS - 350 Energy and Environment
- ENVS - 410 Methods of Environmental Monitoring w/Lab
- PHYS - 310 Analytical Mechanics
- PHYS - 312 Statistical and Thermal Physics
- PHYS - 320 Electromagnetism

Highly recommended for those planning to continue in engineering programs:

- ARCD - 300 Computer Aided Design and Drawing 2
- CHEM - 111 General Chemistry I
- PHYS - 210 General Physics II
- PHYS - 240 Modern Physics

Minor in Architecture and Community Design

The Minor in Architecture and Community Design is designed to provide the non-architecture Major with an appreciation of design, architectural history, urban planning and design, community outreach as it relates to architectural and landscape design projects in underserved communities, and elective technical skills in CAD.

Students require a minimum GPA of "C" (2.0) to be awarded a Minor, which is then reflected in their transcripts. Interested students should contact a faculty member in Architecture and Community Design to review the requirements, course prerequisites, and complete the paperwork to declare the Minor.

A total of 20 credits from the following courses is required for the Minor

[Download the Architecture and Community Design Minor Requirements Checklist](#)

Required Courses

- ARCD - 110 Architecture Studio 1
- ARCD - 400 Community Design Outreach

Select a minimum of two of the following:

- ARCD - 101 History of Architecture 1
- ARCD - 102 History of Architecture 2

- ARCD - 203 History of Architecture 3
- ARCD - 204 History of Architecture 4

Select a minimum of one of the following:

- ARCD - 120 Architecture Studio 2
- ARCD - 320 Introduction to Landscape Design

Select a minimum of one of the following electives:

- ARCD - 150 Architectonics 1
- ARCD - 151 Architectonics 2
- ARCD - 250 Computer Aided Design and Drawing
- ARCD - 290 Special Topics
- ARCD - 300 Computer Aided Design and Drawing 2
- ARCD - 320 Introduction to Landscape Design
- ARCD - 340 International Projects
- ARCD - 360 Introduction to Structural Engineering
- ARCD - 370 Construction Innovation Lab
- ARCD - 390 Special Topics

Minor in Art History and Arts Management

[Download the Art History/Arts Management Minor Requirements Checklist](#)

The Minor in Art History/Arts Management requires 20 credits, as follows:

Required Core Courses (8 Units, Choose two)

- ART - 100 Art Appreciation (4)
- ART - 101 Survey of Western Art History 1 (4) (Fall)
- ART - 102 Survey of Western Art History II (4) (Spring)
- ART - 105 The Imaginary Museum (4)

Note: Both Core Courses must be taken before the three electives.

Electives (12 Units)

Pre-Modern Western Art History Elective (Choose at least 1)

- ART - 311 Medieval Art and Society (4)
- ART - 302 Renaissance Art (4)
- ART - 303 Baroque Art (4)
- ART - 390 Special Topics Course with Pre-Modern Focus (4)

Modern/Contemporary Art History Elective (Choose at least 1)

- ART- 305 Modern & Contemporary Art (4)
- ART - 306 Women & Art (4)
- ART - 363 Triumph of Impression (4)
- ART - 390 Special Topics Course with Modern/Contemporary Focus (4)

Other Electives

- ART - 200 Museum Studies 1 (4) (Prereq ART 102)
- ART - 307 Asian Art (4) (Fall) +
- ART - 308 African Art (4) (Spring) +
- ART - 309 Art of the Americas (4)
- ART - 316 Filipino-American Arts (4) +
- ARCD - 101, 102, 203, or 204: History of Architecture Sequence (2)

Minor in Astronomy

The Minor in Astronomy requires completion of 20 credits of Physics and Astronomy courses:

Astronomy Core Courses (12 credits):

- PHYS - 120 Astronomy: From the Earth to the Cosmos
- PHYS - 121 Planetary Astronomy

- PHYS - 122 The Geometry of the Cosmos: Einstein, Black Holes, and the Big Bang

Astronomy core courses are supplemented by observing nights that offer direct exposure to observational techniques, using the telescopes and other high-quality instruments in the Fromm observatory.

Physics/Astronomy Elective courses (8 credits):

- PHYS - 100 Introductory Physics I
- PHYS - 101 Introductory Physics II
- PHYS - 110 General Physics I
- PHYS - 130 Concepts in Physics
- PHYS - 201 Physics by Inquiry
- PHYS - 210 General Physics II
- PHYS - 221 Rock, Clocks and Cosmic Walks: The Multicultural Cosmologies of Our World

The elective courses provide a deeper insight into the physical basis of contemporary astronomy as grounded in the universal laws of nature. The most appropriate combination of courses from this menu will be selected in consultation with an advisor, depending on background and interests.

Minor in Astrophysics

The Minor in Astrophysics requires 20 credits of four-credit courses:

Foundational Physics Sequence (12 credits)

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

Astrophysics Upper-Division Core (8 credits)

- PHYS - 343 Astrophysics
- PHYS - 422 General Relativity
- PHYS - 386 Special Topics in Physics Courses with a focus on major topics in Astrophysics

Minor in Biochemistry

[Download the Biochemistry Minor Requirements Checklist](#)

This program requires completion of twenty to twenty-three (20-23) credits in Chemistry, as follows:

- CHEM - 111 General Chemistry I
- CHEM - 112 General Chemistry Laboratory I
- CHEM - 113 General Chemistry II
- CHEM - 114 General Chemistry Laboratory II
- CHEM - 350 Biochemistry I
- CHEM - 351 Biochemistry II

and

- CHEM - 236 Fundamentals of Organic Chemistry

or

- CHEM - 230 Organic Chemistry I and Organic Chemistry II

For students who have already taken General Chemistry I & II prior to June 2010, speak to your adviser about requirements.

A minor in Biochemistry may greatly enhance the career options of biology majors and pre-professional health oriented students.

Minor in Chemical Physics

The Chemistry Department sponsors a Minor in Chemical Physics, which benefits those students who are particularly interested in calculus-based chemistry courses, such as physics and mathematics majors. The minor provides a concentrated exposure to physical chemical principles. The Chemical Physics Minor is not open to students concentrating in Biochemistry of Chemistry.

Requirements

[Download the Chemical Physics Minor Requirements Checklist](#)

The program requires completion of twenty (20) units in Chemistry, as follows:

- CHEM - 111 General Chemistry I (4)

- CHEM - 112 General Chemistry Laboratory I
- CHEM - 113 General Chemistry II (4)
- CHEM - 114 General Chemistry Laboratory II
- CHEM - 340 Physical Chemistry I (4)
- CHEM - 341 Physical Chemistry II (4)
- A 4-unit Chemistry course chosen from the chemistry curriculum, including an elective (4).

Required supporting courses (16 units):

- MATH - 109 Calculus and Analytical Geometry I (4)
- MATH - 110 Calculus and Analytical Geometry II (4)
- PHYS - 110 General Physics I (4)
- PHYS - 210 General Physics II (4)

Minor in Chemistry

[Download the Chemistry Minor Requirements Checklist](#)

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

Required courses

Sixteen (16) credits:

- CHEM - 111 General Chemistry I
- CHEM - 112 General Chemistry Laboratory I
- CHEM - 113 General Chemistry II
- CHEM - 114 General Chemistry Laboratory II
- CHEM - 230 Organic Chemistry I
- CHEM - 231 Organic Chemistry II
- CHEM - 232 Organic Chemistry Laboratory I

Elective

A minimum of five (5) credits chosen from the following:

- CHEM - 234 Organic Chemistry Laboratory II
- CHEM - 260 Analytical Chemistry
- CHEM - 311 Environmental Chemistry
- CHEM - 340 Physical Chemistry I
- CHEM - 350 Biochemistry I
- CHEM - 356 Fundamentals of Biochemistry
- CHEM - 386 Special Topics in Chemistry
- CHEM - 332 Medicinal Chemistry

For students who have already taken General Chemistry I & II prior to June 2010, speak to your adviser about requirements.

A minor in Chemistry complements the curriculum of students pursuing a major in Biology, Physics or Environmental Science, and may be beneficial to humanities majors who wish to pursue a medical career.

Minor in Chinese Studies

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

The Minor in Chinese Studies requires completion of 24 credits, as follows:

Required Courses (16 credits)

- CHIN - 101 First Semester Chinese
- CHIN - 102 Second Semester Chinese
- CHIN - 201 Third Semester Chinese
- CHIN - 202 Fourth Semester Chinese

Choose one of the following (4 credits):

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

Choose one of the following (4 credits):

- CHIN - 301 Third Year Chinese
- CHIN - 310 Business Chinese

Minor in Communication Studies

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

The Communication Studies Minor requires completion of 20 credits that are subdivided into three areas: 1) Foundations (8 credits); 2) Methods (4 credits); and 3) Advanced Area Studies (8 credits). Students should consult full course descriptions for specific prerequisite requirements. A summary of requirements and courses follows below.

Foundations (8 credits, select 2 courses)

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

Methods (4 credits, select 1 course)

- COMS 252 - Critical and Rhetorical Methods
- COMS 253 - Quantitative Research Methods
- COMS 254 - Qualitative Methods

Advanced Area Studies (8 credits, select 2 courses)*

*For the complete list of Advanced Area Studies courses we offer, please refer to the Communication Studies major requirements.

Note: No more than one (1) Public Relations course may count towards the Communication Studies minor. No more than four (4) units of Directed Study may count towards the Communication Studies minor. Students double-minoring in Communication Studies and Public Relations may not double-count Advanced Area courses for the Minors. Students majoring or minoring in Advertising (ADVT) can only double-count COMS 202 Rhetoric and the Public Sphere.

Minor in Comparative Literature and Culture

[Download the Comparative Literature and Culture Requirements Checklist](#)

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

One Introductory Course: (4 units)

- CMPL 195 First-Year-Seminar: The Beauty of the Beast in Literature OR Literature of the Child: Trauma and Healing
- CMPL 295 Transfer Seminar: Animal Encounters in Literature OR Life Disrupted: The Psychic Wound in Early Life
- CMPL 200 Introduction to Comparative Studies: Cultures in Conflict

One Intermediate Level Course (4 units)

- CMPL 299 Critical Analysis

One Foreign Language Courses (4 units)

Students must complete one semester of one Foreign Language above the three semesters required by the College of Arts and Sciences (level 101, 102, and 201 or equivalent, as determined by placement tests)

- 4th Semester of a Foreign Language (202 in target language)

Two 300-Level Literature and Culture Electives (8 units)

- Students must select two elective courses at the 300-level or above from the offerings of Departments and Interdisciplinary Programs. Such electives may also include a foreign language course at the 300-level, and/or the CMPL Capstone Seminar.
- Students enrolled in CMPL program must meet with a CMPL advisor to discuss their choice of electives before registering.

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 units for the comparative Literature and Culture minor must be completed in residence at USF.

Learning Goals/Outcomes for the Minor in Comparative Literature and Culture

Students will be able to

- Engage in comparative analyses of literary texts and other cultural artifacts that seek to enhance our understanding of cross-national cultural commonalities and differences.
- Communicate in a foreign language both orally and in writing.
- Demonstrate a basic understanding of, and respect toward one or more of the many cultures of different regions of the world in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).
- Bridge the divisions between national literatures and cultures instead of concentrating on a single tradition or their own.
- Develop an intellectual engagement, introspection and reflective sensibility that will contribute to life-long learning.

Minor in Computer Science

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

This Minor in Computer Science requires 20 credits (5 courses):

- One of CS 103 Web Programming OR CS 106, Computers, Genes and Society OR CS 107 Computing, Mobile Apps, and the Web*
- CS - 110 Introduction to Computer Science I
- CS - 112 Introduction to Computer Science II
- Two or three* courses selected from the following list:
 - Math 201 Discrete Mathematics OR Math 235 Introduction to Formal Methods
 - CS 212 Software Development
 - CS 220 Introduction to Parallel Programming OR
 - CS 221 C and Systems Programming
 - CS 245 Data Structures and Algorithms
 - ART 385 Interaction Design
 - Any 4-unit Computer Science course at the 300-level or higher
- Students whose first Computer Science course is CS 110 ordinarily do not take CS 103, CS 106, or CS 107. Rather, they should take an additional course from the list of courses at the 200-level and above.

Note: Students minoring in Computer Science must earn a grade of C or better in all of the courses fulfilling requirements for the minor. Also no course fulfilling a requirement for the minor may be taken more than two times.

Minor in Criminal Justice

[Download the Criminal Justice Minor Requirements Checklist](#)

Core Courses

Students must complete the following two Core Courses:

- [POLS - 322](#): Politics of American Justice
- [SOC - 357](#): Criminology

Field Placement

Students must take one internship, and choose between a law-related placement in a government agency (Politics 396) or in some non-governmental organization (Politics 397 or Sociology 395).

- [POLS - 396](#): Public Administration Internship
- [POLS - 397](#): Fieldwork in Public Interest Organizations
- [SOC - 395](#): Fieldwork in Sociology
- [SOC - 410](#): Senior Honors Thesis Workshop

Elective Courses

Students must choose two electives, comprise of one course from EACH of the following groups:

One Politics Elective, chosen from:

- [POLS - 335](#): Political Power & Constitutional Law
- [POLS - 336](#): Race, Equality & the Law
- [POLS - 330](#): Crime, Law & the Constitution
- [POLS - 367](#): Public Policy: Drug Policy
- [POLS - 368](#): Public Policy: Punishment

One Sociology Elective, chosen from:

- [SOC - 227](#): Violence in Society
- [SOC - 354](#): Sociology of Law
- [SOC - 355](#): Deviance and Social Control
- [SOC - 356](#): Juvenile Delinquency

As a substitute for EITHER the politics elective OR sociology elective, students may take ONE of the following courses:

- [PHIL - 225](#): Prisons & Punishment
- [MS - 204](#): Media, Stereotyping, and Violence
- [PSYC - 350](#): Perspectives: Forensic Psychology

Minor in Dance

The Dance program awards a minor to students pursuing the full range of majors offered at the University. To earn the minor, the program requires the completion of 20 credits of coursework and participation in at least two USF Dance Ensemble Concerts.

[Download the Dance Minor Requirements Checklist](#)

Required Courses

- DANC 140 Music for Dancers (1-2)
- DANC 161 Body in Performance: Laban (2)
- DANC 181 Dance and Social History (4)
- DANC 230 Improvisation/Composition I (4)
- DANC 231 Dance Composition II (4)

Other Dance Minor Requirements

- Dance 200-300 series Electives (4 credits). May be taken as Intermediate/advanced technique, Dance and Culture course, or Dance in the Community.
- Participation in two USF Dance Ensemble Productions (0 credits)

Minor in Design

[Download the Design Minor Requirements Checklist](#)

The Minor in Design allows students of different majors to learn introductory visual communication skills that can be applied to their project work in other disciplines. The Minor in Design requires 20 credits, as follows:

Required Courses

- ART - 120 Art Fundamentals
- ART - 155 Visual Communication 1
- ART - 175 Visual Communication 2

After completing ART 120, 155, 175, choose a minimum of 2 electives:

- ART - 101 Survey of Western Art History 1 or
- ART - 102 Survey of Western Art History II
- ART - 205 Typography
- ART - 252 Publication Design
- ART - 304 Sustainable Design
- ART - 301 Design and Social Change Seminar
- ART - 314 History of Design
- ART - 315 Digital Literacy
- ART - 335 Information Visualization
- ART - 385 Interaction Design

Minor in Environmental Science

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

The Minor in Environmental Science is designed for students who wish to prepare for a possible career in the environmental sciences. The Minor requires a minimum of 20 credits.

Required Courses (12 credits)

- ENVS - 109 Humans and Environmental Change

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

Elective Courses (8 credits of which at least 4 credits must be upper division, 300- or 400- level course)

- ARCD - 200 Sustainable Design
- ARCD - 320 Introduction to Landscape Design
- ENVA - 130 Community Based Urban Agriculture
- ENVA - Garden As Art: History/Design/Implementation
- ENVA - 145 Community Garden Outreach
- ENVA - 232 Environmental Economics
- ENVA - 235 Literature and the Environment
- ENVA - 240 Ehtics: Environmental Issues
- ENVA - 319 Health and Environment
- ENVA - 320 Global Environments and Societies
- ENVA - 341 Feast and Famine: A History of Food
- ENVA - 342 Environmental History of Africa
- ENVA - 360 International Environmental Politics
- ENVA - 361 Religion and the Environment
- ENVA - 363 Environmental Law
- ENVA - 366 Introduction to Environmental Policy
- ENVA - 390 Special Topics
- ENVA - 396 Environmental Internships
- ENVA - 404 Environmental Ethics
- ENVA - 450 Capstone Practicum for Environmental Studies
- ENVA - 498 Research for Advanced Undergraduates
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 250 Environmental Data Analysis
- ENVS - 311 Environmental Chemistry
- ENVS - 312 Wetland Ecology
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 331 Environmental Health - A Toxicological Perspective
- ENVS - 350 Climate Change: Science and Policy
- ENVS - 370 Introduction to Landscape Ecology and GIS w/Lab
- ENVS - 390 Special Topics
- ENVS - 410 Methods of Environmental Monitoring
- POLS - 396 Public Administration Internship*
- POLS - 397 Fieldwork in Public Interest Organizations*
- SOC - 360 Cities in a Global Context
- SOC - 395 Fieldwork in Sociology*
- ENVA - 308 research Methods*

*Internship/placement or research project must have an environmental component.

Minor in Environmental Studies

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

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

Required Courses (8 units):

- ENVA - 109 Environment and Society
- ENVA - 311 Cornerstone Seminar in Environmental Studies

Electives (12 units of which at least 8 units must be upper division, 300- or 400-level courses):

- ENVA - 130 Community Based Urban Agriculture
- ENVA - 140 Urban Agriculture : Spring
- ENVA - 145 Community Garden Outreach
- ENVA - 195 Voice, Memory and Landscape
- ENVA - 200 Computer Aided Design and Drawing (CADD) 1
- ENVA - 232 Environmental Economics
- ENVA - 235 Literature and the Environment
- ENVA - 240 Ethics: Environmental Issues
- ENVA - 255 Quantitative Skills for Environmental Studies
- ENVA - 290 Nature Immersion + Campus and Community Projects
- ENVA - 300 Computer Aided Design and Drawing (CADD) 2
- ENVA - 304 Sustainable Systems Design Seminar
- ENVA - 310 The Commons: Land, Air and Water
- ENVA - 319 Health and Environment
- ENVA - 320 Global Environments and Societies
- ENVA - 341 Feast and Famine: A History of Food
- ENVA - 342 Environmental History of Africa
- ENVA - 355 Methods and Approaches for Environmental Studies
- ENVA - 360 International Environmental Politics
- ENVA - 361 Religion and the Environment
- ENVA - 363 Environmental Law
- ENVA - 366 Introduction to Environmental Policy
- ENVA - 367 Environmental Justice
- ENVA - 390 Special Topics
- ENVA - 396 Community Internships
- ENVA - 404 Environmental Ethics
- ENVA 441 UG History Seminar
- ENVA - 450 Capstone Practicum in Environmental Studies
- ENVA - 498 Research for Advanced Undergraduates
- ENVS - 110 Introduction to Environmental Science w/Lab
- ENVS - 210 Ecology and Human Impacts w/Lab
- ENVS - 212 Air and Water w/Lab
- ENVS - 311 Environmental Chemistry
- ENVS - 312 Water Resources Analysis
- ENVS - 320 Restoration Ecology w/Lab
- ENVS - 321 Wetland Ecology
- ENVS - 330 Environmental and Ecosystem Health
- ENVS - 350 Energy and Environment
- ENVS - 360 Climate Change: Science and Policy
- ENVS - 370 Introduction to Landscape Ecology and GIS w/Lab
- ENVS - 390 Special Topics
- ENVS - 410 Methods of Environmental Monitoring w/Lab
- ARCD - 200 Sustainable Design
- ARCD - 320 Introduction to Landscape Design
- POLS - 396 Public Administration Internship*
- POLS - 397 Fieldwork in Public Interest Organizations*
- SOC - 360 Cities in a Global Context
- SOC - 395 Fieldwork in Sociology*

*Internship/placement or research project must have an environmental component.

Minor in Film Studies

USF's Film Studies program emphasizes a creative approach to film and video production, challenging you to find your voice while constructing unique, engaging stories. You'll gain hands-on experience with the latest video technology, production gear, and editing software in production classes that never exceed 14 students. Additionally, our program offers a strong emphasis in film history and theory, giving you a better understanding of the language of cinema and how it affects society. For more info on film studies, visit our [web site](#).

Requirements for the Minor in Film Studies

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

The Minor in Film Studies requires twenty (20) credits of coursework.

Lower Division (8 credits)

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

Three electives from the following (12 credits)

- ENGL - 195 Freshman Seminar
- ENGL - 205 Native American Literature and Film
- 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 ([see video](#))
- MS - 327 Media Production III: Scriptwriting
- MS - 330 Media Production III: Documentary Production ([see video](#))
- MS - 331 Media Production III: Narrative Fiction/Film Production ([see video](#))
- MS - 340 Media Production III: Experimental Cinema ([see video](#))
- 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

Video Course Catalogue



USF Experimental Film Production

from [USF Film Studies](#)
PLUS

02:08



HD

[Experimental Film Production MS 340](#) from [USF Film Studies](#).



USF 16mm Film Production

from [USF Film Studies](#)
PLUS

01:59



HD

[16mm Course MS 322](#) from [USF Film Studies](#).



USF Documentary Film Production

from [USF Film Studies](#)
PLUS

02:14



HD

[Documentary Production MS 330](#) from [USF Film Studies](#).



USF Advanced Narrative Film Production

from [USF Film Studies](#)
PLUS

02:05



HD

[Narrative Production MS 331](#) from [USF Film Studies](#).

For more info on film studies, visit our [web site](#).

Minor in Fine Arts

[Download the Fine Arts Minor Requirements Checklist](#)

The Minor in Fine Arts requires 20 credits, as follows:

Required Core Courses (8 credits)

- ART - 101 Survey of Western Art History 1 or
- ART - 102 Survey of Western Art History II
- ART - 210 Drawing 1

Fine Arts Electives (12 credits, choose 3)

- ART - 120 Art Fundamentals
- ART - 220 Painting 1
- ART - 230 Sculpture 1
- ART - 235 Color Theory
- ART - 240 Printmaking 1
- ART - 250 Stained Glass 1
- ART - 280 Digital Photography 1
- ART - 310 Drawing 2
- ART - 330 Sculpture 2
- ART - 340 Printmaking 2
- ART - 360 Mural Painting
- ART - 370 Installation/Public Art
- ART - 390 Special Topics
- ART - 470 Fine Arts Senior Studio
- ART - 487/488 Artist as Citizen

Minor in French Studies

Requirements

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

This program requires completion of twenty (20) credits:

Culture Course in English (4 credits)

- FREN - 195 French Culture through Cuisine
- FREN -195 A Season in the Congo

- FREN - 250 Africa Films Africa
- FREN - 260 a.k.a. Africa: Mapping identities in African Literature and Film
- FREN - 340 French Cinema and Literature
- FREN - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century

Two 200-level courses (8 credits)

- FREN - 202 Fourth Semester French (required)
- FREN - 255 Diplomatie sans frontières
- FREN - 265 Les Enfants terribles
- FREN - 275 Cultures de France

One 300-level course (4 credits)

- FREN - 315 Paris: Biographie d'une ville
- FREN - 320 Le plaisir du texte
- FREN - 322 Le bon sens et la folie
- FREN - 324 Guerre et paix
- FREN - 330 Rencontres: L'Afrique francophone
- FREN - 332 Rencontres: Le monde francophone

Elective units (4 units)

- FREN - 135 Intermediate French conversation (2 credits)
- FREN - 312 Finesses de la langue

Minor in German Studies

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

The minor in German Studies centers on German culture and language from a historical and contemporary perspective. This program requires completion of twenty-four (24) credits in German altogether.

Lower division courses (16 credits):

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

Upper division course (8 credits), select two of the following:

- GERM - 305 Conversation and Writing
- GERM - 310 Advanced Readings and Composition
- GERM - 315 Contemporary German Civilization
- GERM - 318 Jewish Literature and Culture in 20th Century Europe
- GERM - 320 Literature and Culture
- GERM - 350 Paris-Berlin: Connections and Contrasts at the Turn of the 20th Century

Minor in History

[Download the History Minor Requirements Checklist](#)

The History minor program is designed for students who want to complement their major field of specialization with the kind of integrative and substantive learning that comes from historical study. This program requires completion of twenty (20) credits of history, twelve (12) of which must be from upper-division courses. Please consult a History Department faculty advisor for individual guidance.

Minor in Japanese Studies

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

This program requires completion of twenty-four (24) credits in Japanese.

Sixteen (16) credits chosen from the following required courses:

- JAPN - 101 First Semester Japanese
- JAPN - 102 Second Semester Japanese
- JAPN - 201 Third Semester Japanese
- JAPN - 202 Fourth Semester Japanese

Choose two from the following elective courses (8 credits):

- JAPN - 195 Reading Osaka from San Francisco
- JAPN - 310 Zen and the Art of Japanese Calligraphy
- JAPN - 350 Japanese Culture
- JAPN - 351 Contemporary Japanese Culture
- JAPN - 355 Japanese Literature in Translation
- JAPN - 357 Naturalism in Japanese Literature
- JAPN - 360 Japanese Calligraphy and Ink Painting
- JAPN - 401 Advanced Japanese 1
- JAPN - 410 Introduction to Japanese Linguistics

One course among the following can be counted toward the 8 credits of electives:

- HIST - 383 Modern Japan Since Perry
- HIST - 387 History of U.S.-Japan Relations
- THRS - 368 Japanese Religion and Society
- THRS - 370 Zen Buddhism
- THRS - 379 Buddhist Paths
- BUS - 397 Japanese Study Tour

For more information, visit the USF Japanese Program.

Minor in Journalism

[Download the Journalism Minor Requirements Checklist](#)

The Journalism Minor is available to any student interested in engaging with the world through reporting and writing. We welcome students from diverse disciplines. Written journalism is the foundation of the minor, although students can learn to report for a variety of formats, including multimedia. Students are expected to leave campus and learn the city in their reporting assignments. Students are encouraged to produce stories for audiences and clips for internships and entry-level work. Courses include arts reviewing, feature writing and reporting for audio and video. The minor emphasizes the role of the journalist in a community committed to social justice.

The Minor in Journalism requires 20 credits.

Core Sequence (12 credits)

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

Electives (8 credits)

- MS - 311 Communication Law and Policy
- MS - 323 Journalism III: Publication Editing and Design
- MS - 325 Journalism III: Feature Writing
- MS - 328 Journalism III: Photojournalism
- MS - 329 Arts Reporting and Reviewing
- MS - 400 Politics and the Media

Minor in Mathematics

[Download the Mathematics Minor Requirements Checklist](#)

This program requires completion of twenty (20) credits in Mathematics, as follows:

- MATH - 109 Calculus and Analytic Geometry I
- MATH - 110 Calculus and Analytic Geometry II

One of:

- MATH - 230 Linear Algebra
- MATH - 202 Linear Algebra and Probability

Plus:

- Two courses chosen from MATH 235 and the 300 and 400-level Math courses.

Minor in Media Studies

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

The Minor in Media Studies requires 20 credits.

Foundation (4 credits required)

- MS - 100 Introduction to Media Studies

Core courses (4 credits required)

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

Production Foundations (4 credits required)

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

Advanced Area Studies (8 credits required)

- MS - 301 Green Media
- MS - 306 The Documentary
- MS - 307 Advanced Radio Production
- MS - 311 Communication Law and Policy
- MS - 313 Media Theory and Criticism
- MS - 315 Telenovelas/Soap Operas
- MS - 317 Latin American Cinema
- MS - 318 Indian Cinema
- MS - 319 LGBT Cinema
- MS - 320 Digital Media Production
- MS - 322 Media Production III: Advanced Media Production
- MS - 323 Journalism III: Publication Editing and Design
- MS - 325 Journalism III: Feature Writing
- MS - 327 Media Production III: Scriptwriting
- MS - 328 Journalism III: Photojournalism
- MS - 329 Arts Reporting and Reviewing
- MS - 330 Media Production III: Documentary Production
- MS - 331 Media Production III: Narrative Film Production
- MS - 335 Feminist Thought
- MS - 340 Media Production III: Experimental Cinema
- MS - 350 Human Rights and Film
- MS - 380 Latinos in U.S. Media
- MS - 390 Special Topics in Media Studies
- MS - 400 Politics and the Media
- MS - 403 Race, Ethnicity and Media
- MS - 405 Gender and the Media
- MS - 407 Alternative Media and Social Change
- MS - 409 International/Global Media
- MS - 410 Popular Music and Communication
- MS - 411 Case Studies in Popular Culture
- MS - 412 Media, Memory, and History
- MS - 414 Undoing Gender
- MS - 490 Honors Seminar in Media Studies

Minor in Music

[Download the Music Minor Requirements Checklist](#)

The Music Minor is open to all students. No previous experience in music is required, and the minor is compatible with any major course of study. The completion of a Minor in Music requires 20 credits in coursework.

Required Courses

- MUS 101 Music Appreciation (4) or
- MUS 301 History of Western Art Music (4)
- MUS 100 Musicianship and Principles of Tonal Theory (4) or
- MUS 300 Music Theory I (4)
- MUS 180 Music and Social History (4)

Electives (8 credits)

Electives can be taken as surveys (Music 200-level), theory/comp (Music 300-level), ensembles (110 series) or private lessons (120-series). Students can mix different types of classes to fulfill the total elective credits, but private lessons must be taken in 2-semester blocks. Many music minors participate in at least one year's worth of lessons.

Music 110-series vocal ensembles:

- MUS 110-01 USF Classical Choral Ensembles (0-2)
- MUS 110-02 Gospel Choir (0-2)
- MUS 110-03 ASUSF Voices (0-2)
- MUS 110-04/05 St. Ignatius Choirs (0-2)

Music 111-series instrumental ensembles:

- MUS 111-01 Jazz Ensemble (0-2)
- MUS 111-02 Conjunto Folklorico ULAM (0-2)
- MUS 111-03 USF Dons Marching Band (0-2)
- MUS 111-04 Chamber Music Ensemble (0-2)
- MUS 111-05 Electric Sound (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 314 Jazz and Blues Theory (2)
- MUS 390 Special Topics in Western Art Music (4)

Note: Music Minors must pass all courses to be counted for the Minor, including the electives, with a grade of C- (1.7) or better. If a student receives a lower grade in one of the courses, the student must repeat the course until a grade of at least C- is earned.

Minor in Performing Arts

[Download the Performing Arts Minor Requirements Checklist](#)

The minor in Performing Arts is intended to complement the major in the same area. Like the major it follows an interdisciplinary model

combining the technical with the physical, the individual with the collaborative and the imaginative with the real. The students learn the art of performance combined with the discipline of intellectual rigor and a heightened sense of social responsibility.

The minor requires 20 units, chosen from:

- PASJ - 130 Dance Studio: Craft
- PASJ - 110 Acting for Non-Majors
- PASJ - 230 Composition 1
- PASJ - 208 Acting II: Scene Study and

Four (4) additional units chosen from:

- DANC - 180 Popular Dance Culture and Subcultures
- PASJ - 172 Production and Design II
- PASJ - 231 Composition II
- Intermediate Dance course 300-level or above
- Advanced Dance course 300-level or above

Minor in Philosophy

The Minor in philosophy requires the completion of 20 units (5 4-credit courses) in philosophy. Students minoring in philosophy will automatically satisfy their Core Curriculum Philosophy and Ethics requirements.

Students typically declare a Minor in Philosophy after having taken a Core D1 Philosophy or Core D3 Ethics course. However, it is not necessary to enroll in any 100- or 200- level courses in Philosophy, and students interested in declaring a Philosophy Minor should:

- Enroll in PHIL 310 - Ancient and Medieval Philosophy, to satisfy their Core D1 Philosophy requirement.
- Enroll in PHIL 315 - Ethics for Majors, to satisfy their Core D3 Ethics requirement.

Summary of Requirements for the Minor

[Download the Philosophy Minor Requirements Checklist](#)

Core D1 (take no more than one)

- PHIL 100- or 200-level course, OR
- PHIL - 310 Ancient and Medieval Philosophy (satisfies Core D1 Philosophy)

Core D3

- PHIL - 240/241, OR
- PHIL - 315 Ethics for Majors

Elective Courses (3)

- PHIL 300- or 400-level
- PHIL 300- or 400-level
- PHIL 300- or 400-level

(Some courses in Politics, Honors, SII may also count toward a Philosophy Minor - contact a Philosophy Advisor or the Department Chair.)

Minor in Physics

[Download the Physics Minor Requirements Checklist](#)

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

Lower division courses (12 credits):

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

Upper-division courses (8 credits)

Eight (8) credits of upper-division coursework are required, of which no more than two can be fulfilled by registering for the Physics Colloquium.

A minor in Physics will enhance the career options of Mathematics, Computer Science, Chemistry, Biology, and other majors.

Minor in Politics

[Download the Politics Minor Requirements Checklist](#)

This program requires completion of five (5) courses in Politics. Any Politics courses may be used to satisfy these requirements, but students must take courses in at least three (3) of five subfields, including American Politics, Political Theory, Comparative Politics, International Politics, and Public Administration/Policy.

Note: Students may complete more than one minor. But in doing so, students may count no more than 2 courses for any two or more minors. In other words, for each 5-course minor, at least 3 of those courses must be unique to that minor, and not be used to satisfy any other minor.

Minor in Psychology

[Download the Psychology Minor Requirements Checklist](#)

This program requires completion of twenty (20) units in Psychology, at least 12 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 - 312 Child Development OR PSYC - 339 Adulthood and Aging
- PSYC - 313 Abnormal Psychology
- PSYC - 322 Health Psychology
- PSYC - 328 Child Psychopathology

Students must obtain a "C" grade or better in each course for the minor.

Minor in Public Relations

[Download the Public Relations Minor Requirements Checklist](#)

The Minor in Public Relations requires 5 courses (20 credits); one Communication Studies foundation course and four courses in Public Relations.

Foundations (4 credits)

Choose one course:

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

Public Relations (16 credits)

- COMS - 320 Public Relations Principles and Practices
- COMS - 322 Advertising Public Relations Law and Ethics
- COMS - 323 Public Relations Writing
- COMS - 326 Public Relations Campaigns

Minor in Sociology

[Download the Sociology Minor Requirements Checklist](#)

The Sociology Department offers a minor program in Sociology for students who wish to complement their major with a broader understanding of social processes and institutions.

The Minor requires the completion of twenty (20) credits that must include Introduction to Sociology (SOC 150) and Sociological Theory (SOC 306).

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

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

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

Minor in Spanish Studies

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

Note: Lower-division courses (Spanish 100, 101, 102, 201) serve as a prerequisite but do not count toward the units necessary for the Minor. (To continue with the next level of any language course, or even to enter Upper Division after Fourth Semester, students must receive a final grade of 70% or higher).

Requirements for the Minor

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

This program requires the completion of twenty (20) credits in Spanish, as follows:

- SPAN - 202 Fourth Semester Spanish
- SPAN - 206 Confluences and Conflicts in the Spanish-speaking World
- SPAN - 222 Spanish for Bilinguals II

Upper-division courses (12 credits), as follows:

Two Literary and Cultural Studies courses, chosen from:

- SPAN - 331 Introduction to the Analysis of Literary Texts
- SPAN - 333 Subversive Feminine Enjoyment in Latin American, Hispanic and Latino Film and Literature
- SPAN - 335 20th Century Spanish American Literature
- SPAN - 336 Feminist Discourse and Feminist Theories in Latin American Literature
- SPAN - 337 Love and Sex, vengeance and Death: Honor in Early Spain
- SPAN - 338 The Invention of Spain: A Metamorphosis of the Modern
- SPAN - 340 The Word and the Image: Intersections between Photography and Literature in the Spanish Speaking World
- SPAN - 346 Evil in Latin American, Hispanic and Latino Literature: From the Caudillo to the Drug Dealer
- SPAN - 355 Cultural Studies of Spain
- SPAN - 360 Studies in Latin American Culture
- SPAN - 375 Literature of the US-Mexico Borderlands

One elective, chosen from:

- SPAN - 219 Intermediate Spanish Conversation
- SPAN - 220 Spanish Conversation for Specific Discipline
- SPAN - 225 Spanish and Spanish Speakers in the U.S., California and San Francisco
- SPAN - 226 Introduction to Spanish Translation
- SPAN - 255 Small, Round and Juicy: The Modern Hispanic Short Story
- SPAN - 301 Building Bridges: ESL in the Spanish Speaking community
- SPAN - 311 Advanced Oral and Written Expression
- SPAN - 312 Spanish Phonetics
- SPAN - 317 Introduction to Spanish Linguistics
- SPAN - 325 Language and Culture in Latin America
- SPAN - 375 Border and Cultural Studies
- Courses taken in Study Abroad Programs (These must be pre-approved by the Spanish faculty)

Minor in Theater

[Download the Theater Minor Requirements Checklist](#)

Ideal for students who have a passion for theater, the Theater Minor allows students to specialize in either performance or technical theater/design. The Theater Minor is compatible with any course of study and requires the completion of 20 credits of coursework.

Required Courses

- THTR 110 Acting for Non-Majors (4)
- THTR 120 Acting I: Spoken Text (2) and
THTR 162 Acting I: Body in Performance: Laban Movement Analysis (2) or
THTR 220 Acting II - Scene Study (4)
- THTR 182 Theater & Social History (4)

Other Theater Minor Requirements

- THTR 305 through 316: Performance and Culture Series (4 credits)
- THTR 330 through 390: Elective Theater Technique series (4 credits)
- Participation in two Performing Arts Department theater productions (as performer or technician)

THTR Performance and Culture series courses:

- THTR 305 Latin@ American Performance & Culture (4)

- THTR 308 Women, Performance & Culture (4)
- THTR 310 Sexuality, Performance & Culture (4)
- THTR 312 Asian American Performance & Culture (4)
- THTR 315 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 and Religious Studies

Requirements

[Download the Theology and Religious Studies Minor Requirements Checklist](#)

The Minor requires twenty-four (24) credits of core and elective courses chosen to fit a program designed by each individual student, as approved by a Theology/Religious Studies Department advisor.

Molecular Biology Emphasis

This area of concentration within the Biology major is designed to prepare students for positions in academic, clinical or industrial biotechnology laboratories. It also prepares students for graduate study in genetics, molecular biology and other fields of the life sciences.

In addition to the lower division Biology requirements (BIOL-105, BIOL-106, and BIOL-212) and the required supporting courses in Chemistry, Math and Physics, the following courses constitute the Molecular Biology Emphasis:

- BIOL - 346 General Microbiology (or BIOL 341 Medical Microbiology)
- BIOL - 347 Laboratory in General Microbiology (or BIOL 342 Medical Microbiology Lab)
- BIOL - 414 Evolution
- BIOL - 485 Molecular Genetics and Biotechnology
- BIOL - 486 Laboratory in Molecular Genetics and Biotechnology
- CHEM - 356 Fundamentals of Biochemistry (or CHEM-350, Biochemistry I and CHEM-351 Biochemistry II)

*Plus eight (8) units of upper division elective chosen from the list below. These must include at least one laboratory course (or BIOL-498 Research for Advanced Undergraduates, or BIOL-598 Honors Thesis Research).

- BIOL - 333/334 Endocrinology/Lab
- BIOL - 345 Virology
- BIOL - 355/356 Developmental Biology/Lab
- BIOL - 370 Biology of Cancer
- BIOL - 395 Special Topics: Drug Discovery in Biotechnology
- BIOL - 405 Molecular Medicine
- BIOL - 420 Molecular Biology
- BIOL - 443/444 Immunology/Lab
- BIOL - 458/459 Techniques in Light and Electron Microscopy/Lab
- BIOL - 481/482 techniques in Cell Biology/Lab
- BIOL - 498 Research for Advanced Undergraduates

- BIOL 598 Thesis Research for Biology Honors Program
- CHEM - 450 Biochemical Genetics

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

Museum Studies Courses

MUSE 600: Museum Studies: History and Theory (4) (Core).

This foundational seminar provides an interdisciplinary survey of major approaches, theories, issues, and debates in the field of Museum Studies. (Offered fall)

MUSE601: Cultural and Financial Management (4) (Core).

This seminar provides tools for managing and running cultural institutions in the 21st century, including units on financial management, budgeting, fundraising, the visitor experience, human resources and strategic planning. (Offered fall)

MUSE 602: Museums and Social Justice (4) (Core).

In this seminar, students assess why museums should be engaged in social justice issues and then deeply explore three core issues and how three San Francisco Bay Area institutions are addressing them in order to propose appropriate institutional interventions and programs. The course exposes students to how museums are addressing the shifting politics of identity and equality at global, national and local levels. By working with three local institutions on the representation of diversity and human rights issues, students realize the potential of museums to contribute to more equitable, fair and just societies. (Offered spring)

MUSE 603: Collections Management and Preservation (4) (Core).

This course provides an introduction to collection stewardship and the fundamentals of preservation in the museum environment. Issues covered include documentation, materials, agents of deterioration, preventive care methodologies, terminology, legal framework, and related technology. The course frames preservation today as one of many co-existing mandates within a museum and analyzes preservation strategies using a holistic approach. (Offered spring)

MUSE605: Curatorial Studies Practicum (4) (Elective).

In this course, students develop a historical and theoretical basis and direct, professional practice in fundamental areas of curatorial/museum studies. Topics include the evolving definitions and responsibilities of a museum curator, the 'objects' and interpretative approaches of curatorial purview, best curatorial practices and a variety of issues related to the building, research and display of a coherent collection. Students participate in numerous, hands-on, curatorial workshops, and curate a professional, public exhibition using USF's Thacher Gallery, Donohue Rare Book Room or other local venue. (Offered every other fall, beginning fall 2014)

MUSE 606 (cross-listed with ART 345): Exhibition Design Practicum (4) (Elective).

This course provides students with hands-on experience in the planning, design, and installation of a public exhibition for the university's Thacher Gallery. Coursework will include independent student research, sustained project work, and critiques, placing equal emphasis on concepts (content development) and craft (signage production and artifact installation). Lectures, readings, and guided discussions that pertain to the exhibition theme supplement project work. To successfully complete this course, students will be expected to understand and emulate the wide range of interpretive strategies that distinguish the artifact-based museums of the early 20th century to the experience-based museums of today. (Offered every other spring, beginning spring 2015)

MUSE 607: Museums and the Law Practicum (4) (Elective).

Students explore the application of legal principles to museum practices through case studies and discussions. Areas covered include accessioning and de-accessioning policies, stolen work and cultural patrimony issues, tax and intellectual property concerns and the legal impact of technology and new fundraising strategies on museums. (Offered every other fall, beginning fall 2013)

MUSE 608: Museums and Technology Practicum (4) (Elective).

In this course, students explore the impact and use of social media and Internet technology on the museum, including a thorough examination of the current uses and effects of digitization, the Internet and commercial wireless technologies in the museum setting. Students will survey relevant technologies, engage with guest lectures by technology and museum professionals and develop an innovative technology project for a museum. (Offered every other spring, beginning spring 2014)

MUSE 610: Graduate Internship (4) (Core).

This full-time internship (35 hours per week completed over 12 weeks) places students in a museum setting where they complete a major project under the guidance of an on-site museum supervisor and a museum studies faculty member (project areas might include: collections management, project management, technology, research, community outreach, visitor services, educational programming, fund raising, public relations, curating of exhibitions, among other fields). This is an on-line course and may be completed remotely in a location of the student's choice. For those wishing to intern in the San Francisco Bay Area, partner organizations include: the Fine Arts Museums of San Francisco (De Young Museum and Legion of Honor), the San Francisco Museum of Modern art (SFMOMA), the California Academy of Sciences, the Contemporary Jewish Museum, the Exploratorium, the Museum of Craft and Design, the National Japanese-American Historical Society, the Walt Disney Family Museum, the SFO Museum and many others. Students design and execute a project relating theory to practice as part of their internship experience and craft a Final Report and digital portfolio to share and analyze their findings. (Offered summer).

MUSE 630: Museum Project Management: Capstone (4) (Core).

This final capstone professional practice course covers both the tools and techniques of project management as it applies to several kinds of museum activities such as collections digitization and inventory, exhibition development and participatory exhibition design, special events, capital campaigns and so on. Students examine various components and pitfalls of project management. They will then apply this model to design a specific project typically undertaken in a museum. The M.A. program concludes with graduating students' public presentations of their capstone projects in tandem with this course just prior to the December graduation ceremony. (Offered fall).

Elective Courses Cross-Listed with the B.A. program in Art History/Arts Management:

MUSE 652/ART 302 - Renaissance Art (4)

This upper-division seminar explores issues and moments in European art and visual culture, circa 1400-1600, with an emphasis on the early modern visual traditions in Italy and the Lowlands. Weekly class meetings focus on individual topics such as: Humanist Art and Republican Values in Early Renaissance Florence, the Medici and the Age of Lorenzo the Magnificent, Botticelli as Visual Poet, Leonardo da Vinci: Drawing and Visual Knowledge, Papal Power and Visual Propaganda in Early 16th-Century Rome, Michelangelo and the Robust Male Nude, Gender, Virtue(s) and Social Status in Renaissance Portraiture and Courtly Art in the Burgundian Netherlands.

MUSE 653/ART 303 – Baroque Art: From Rome to Versailles (4)

This upper-division seminar examines topics in Baroque painting, sculpture and architecture, with special attention to the varied visual, cultural and religious traditions that flourished in and around some of the major urban areas of 17th-century Europe, including Rome, Antwerp, Amsterdam and Paris. Focusing on the works of Caravaggio, the Carracci, Bernini, Rubens, Rembrandt, Vermeer and Poussin, the course trains a special eye on issues such as the rise of the famed, international artist in the 17th-century, church and court patronage in the post-Tridentine period, the impact of the devastating Thirty Years' War and the expansion of global exploration and trade on European artistic practice, and shifting conceptions of painting in the new Dutch Republic and the French court of Louis XIV.

MUSE 655/ART 305 – Modern & Contemporary Art (4)

This upper-division seminar takes into account new approaches to the study of visual culture—including painting, sculpture, photography, performance, video, architecture—from 1945 to the present. Through thematic and monographic case studies, students investigate questions about artistic identity, the status and function of art in the post-World War II period, and the changing nature of avant-garde practices in the wake of the social, cultural, and economic changes of the 1960s and 1970s. Moving along a clear timeline, the course looks at key movements such as Abstract Expressionism, Pop Art, Minimalism, Conceptualism, Feminist Art, Postmodernism, performance and video art to explore the political, theoretical and issue-based debates that have inspired the art and criticism since 1945. Throughout the course, students examine the political and social context for contemporary art practice and criticism, including the civil rights movement, feminism, environmentalism, the anti-war movement, postmodernism and globalization.

MUSE 656/ART 306 – Women & Art (4)

This course examines the history of female artists from the Middle Ages to the present, with an emphasis on artists working in Europe and the United States for the first half of the course, and a global perspective on modern and contemporary art for the second. Students explore how the identity of the “woman artist” has been socially constructed over time, with particular emphasis upon how gender and sexual-identity, social class, race, and ethnicity have informed both artistic creation and reception. The course addresses how art history and institutions (educational and exhibition forums) have accounted for—or failed to account for—women's artistic production in a global context.

MUSE 657/ART 307 – Asian Art (4)

This lecture course examines periods and monuments of Asian art from India, China, and Japan, and offers an introduction to the methods of art-historical analysis. Emphasis will be placed on the understanding of works of art in their original religious, intellectual, political, and social contexts, with particular attention to the ways each developed characteristics appropriate to these contexts. Among the topics to be explored are ritual arts, Buddhist art (painting, sculpture, and architecture), secular painting, and garden architecture.

MUSE 658/ART 308 – African Art (4)

This introductory class helps students gain knowledge and appreciation of the plastic and kinetic arts of sub-Saharan Africa. Mythology, masking traditions, ritual and spirituality, gender and cultural issues of traditional and contemporary African cultures are examined through slide lectures, videos, and museum visits.

MUSE 659/ART 309 – Art of the Americas (4)

This course surveys the arts of the Americas from pre-Columbian North and South America through the present. The course emphasizes the native arts of the Americas in the broadest sense by examining the work of native cultures, immigrant cultures with special attention to Latino art.

MUSE 661/ART 311 - Medieval Art & Society (4)

Contemporary thinking about the art of the Middle Ages is often dominated by a long-standing prejudice and propensity to see it as somehow “backward,” “simplistic,” or lacking in intrinsic interest or value. However, a wealth of art historical scholarship over the past few decades has begun to recapture the ways a vast array of medieval art and architecture reflects the unique cultural and intellectual concerns, compelling religious, economic and political circumstances, and complex social challenges of a lengthy and fascinating stretch of European history. This seminar highlights significant “moments” and monuments of the long Middle Ages, with an eye to underscoring some of the incredible richness and sophistication of medieval artistic production from the beginnings of Christian art through the late Gothic period.

MUSE 690/ART 390 – Special Topics in Art History (4)

One-time offerings of special interest courses in art history.

Museum Studies Curriculum**Degree Requirements:**

The M.A. in Museum Studies consists of 32 graduate credits. The program can be completed in 16 months including the summer session.

The program has three components:

1. Core Courses (20 credits): Students complete the courses listed below:

MUSE 600: Museum Studies: History & Theory (4 credits)
 MUSE 601: Cultural & Financial Management (4 credits)
 MUSE 602: Museums & Social Justice (4 credits)
 MUSE 603: Collections Management & Preservation (4 credits)
 MUSE 610: Graduate Internship (4 credits)
 MUSE 630: Museum Project Management Capstone (4 credits)

2. Elective Practica Courses (8 credits): Students complete at least two courses from the list below:

MUSE 605: Curatorial Studies Practicum (4 credits)
 MUSE 606: Exhibition Design Practicum (4 credits)
 MUSE 607: Museums and the Law Practicum (4 credits)
 MUSE 608: Museums and Technology Practicum (4 credits)

*Note, students may also elect to take 4-unit courses in specific areas of interest (including art and architectural history, history, international studies, environmental science, etc.) that are offered in both B.A. and M.A. programs in the College of Arts and Sciences for graduate credit, to be arranged with the instructor and Academic Director.

The following courses are cross-listed with the B.A. program in Art History/Arts Management in the Department of Art + Architecture and are available as electives:

MUSE 652/ART 302 - Renaissance Art (4)
 MUSE 653/ART 303 - Baroque Art: From Rome to Versailles (4)
 MUSE 655/ART 305 - Modern & Contemporary Art (4)
 MUSE 656/ART 306 - Women & Art (4)
 MUSE 657/ART 307 - Asian Art (4)
 MUSE 658/ART 308 - African Art (4)
 MUSE 659/ART 309 - Art of the Americas
 MUSE 661/ART 311 - Medieval Art & Society (4)
 MUSE 690/ART 390 - Special Topics in Art History (4)

Sample Curriculum

Fall Semester, Year 1 (August-December)

MUSE 600: Museum Studies: History & Theory
 MUSE 601: Cultural & Financial Management
 Practicum 1 (or elective)

Spring Semester, Year 1 (January-May)

MUSE 602: Museums & Social Justice
 MUSE 603: Collections Management & Preservation
 Practicum 2 (or elective)

Summer Semester, Year 1 (June-August)

MUSE 610: Graduate Internship (4 credits)

Fall Semester, Year 2 (August-December)

MUSE 630: Museum Project Management Capstone (4 credits)
 Practicum topics will rotate. Students may elect to take additional practica as they are offered.

*Note: Alumnae/i of the B.A. program in Art History/Arts Management at USF who have completed ART 200: Museum Studies 1, will have the option of bypassing or substituting an additional graduate-level practicum or elective course for MUSE 600: Museum Studies: History and Theory due to curricular overlap, if desired. Those eligible students who elect to bypass MUSE 600 or an approved substitution course will complete 28 units instead of the normal 32 unit requirement for the degree.

Natural Sciences Minor (for non-science majors only)

The Natural Sciences minor provides non-science majors with an opportunity to acquire a broad base of knowledge in the basic scientific disciplines of biology, chemistry, and physics. The minor consists of the introductory course sequences for Biology, Inorganic and Organic Chemistry, and Physics. Through this selection of courses, students will be introduced to the fundamental processes that shape and regulate the world around us; including the physical, chemical, and biological aspects of nature. This minor is ideal for preparation of a non-science major to apply to a professional school for an advanced degree in a health-professions area such as medicine, dentistry, veterinary science,

etc.

Requirements

[Download the Natural Science Minor Requirements Checklist](#)

The minor requires a total of 24 credits, as follows:

- BIOL - 105 General Biology I
- BIOL - 106 General Biology II
- CHEM - 230 Organic Chemistry I • Prerequisite: CHEM-111 and CHEM-113, with a grade of C- and C respectively
- CHEM - 231 Organic Chemistry II
- CHEM - 232 Organic Chemistry Laboratory I
- PHYS - 100 Introductory Physics I
- PHYS - 101 Introductory Physics II

Note: General Physics I and II (PHYS-110, PHYS-210) can replace PHYS-100 and PHYS-101

Neuroscience Interdisciplinary Minor

The interdisciplinary field of neuroscience is one of the most exciting and rapidly growing areas within the sciences. It draws heavily from traditional natural science and social science areas, such as Biology, Physics, and Psychology, as well as newer disciplines such as Exercise and Sport Science. In addition, the field encompasses many diverse topics that typically are discussed in philosophy, economics, art, politics, music, anthropology, and computer science. The multifaceted character of neuroscience lends to its appeal.

Requirements

The Interdisciplinary Minor in Neuroscience requires a minimum of twenty (20) credits, at least 16 of which must be taken in residence at USF, as follows:

Required Courses (16 credits minimum)

- [BIOL - 105](#) General Biology I
- [PSYC - 270](#) Biological Psychology

The following course (for non-Biology majors only):

- [BIOL - 115](#) Survey of Human Physiology and
- [BIOL - 116](#) Laboratory in Survey of Human Physiology

Or one of the following courses (for Biology majors only)

- [BIOL - 320](#) Human Physiology and
- [BIOL - 321](#) Laboratory in Human Physiology or
- [BIOL - 340](#) Animal Toxicology or
- [BIOL - 333](#) Endocrinology and
- [BIOL - 334](#) Laboratory in Endocrinology

The following course (for non-Biology majors only)

- [ESS - 340](#) Neuroscience

Or the following course (for Biology majors only)

- [BIOL - 368](#) Neurobiology

Elective Courses (4 credits minimum)

(must obtain permission from the Neuroscience Minor Faculty Coordinator, Professor Susan Heidenreich, KA G52, ext. 2175)

- [PHYS - 380](#) Foundations of Computational Neuroscience
- [PSYC - 319](#) Cognitive Psychology
- [PSYC - 388](#) Advanced Research Methods (Lab) (Sensation and Perception only)
- [PSYC - 326](#) Learning and Memory
- [PSYC - 351](#) Neuropsychology

Students must obtain at least a "C" grade in each course applied toward the minor. At least 8 credits for the minor must come from courses offered in departments outside the student's major.

Other Opportunities

Overseas Study and Internships

As part of the program, students may spend a semester or summer at a university abroad and earn six (6) units of credit toward their degree at USF. Students may choose this option as a substitute for the electives in their respective concentration areas. Overseas study must be

approved by the program advisor and the coordinator of the area of concentration. On a more limited basis, students may also substitute an internship for one elective course upon approval by the graduate program advisor. Students choosing the internship option must complete ECONG 696.

Research Paper, Thesis, and Honors Program

The Masters degree requires that all students undertake a research project in their area of concentration. All students must present their completed research project in the Graduate Seminar (ECONG 690) before the entire Economics faculty and turn in a research paper.

The Department highly recommends that students choose an area of concentration by the end of their second semester of graduate studies or after having completed twelve (12) units of graduate work. Students should choose a research area within their area of concentration by the beginning of the Fall Semester of their final year at the latest. The research paper will be completed during the Graduate Seminar (ECONG 690) offered in the Fall Semester.

Students who have completed ECONG 601 and 602 with a grade point average of 3.5 or higher, or who have undertaken outstanding research work (in ECONG 697 and 690), are eligible to write a Master's Thesis within their area of concentration. The petition for thesis completion must be addressed to the Economics Department along with the research paper and the endorsement of the research advisor. The completion of a Master's Thesis will follow the traditional procedure, which includes an oral examination, signature of the final product by three faculty members including the thesis advisor, and final approval by the Dean of the College of Arts and Sciences. A copy of the thesis will be made available for general consultation in Gleeson Library.

Not more than six (6) units of the basic program minimum of 33 units may be counted toward research associated with a thesis or research project. Students may register for additional research units over and above the basic program requirements.

Peace and Justice Studies Interdisciplinary Minor

The Peace and Justice Studies Program offers an analysis of conditions that lead to war, violence and injustice as well as opportunities to develop a vision for a peaceful and just society and an appreciation of how one can contribute towards that goal. Ranging from the local to the global levels, the classes enable students to examine impediments to peace and justice—such as militarism, repression, violence, racism, sexism, underdevelopment and environmental decay—as well as ideas, strategies, social movements, and theological and philosophical approaches that seek to build a just and peaceful society. Students must also complete an internship with any of a wide range of peace and human rights groups in the Bay Area or beyond.

Administrative Office
Kalmanovitz Hall, Room 232
Phone: (415) 422-4379 or 422-2910
Keally McBride, Director

Peace and Justice Studies Minor Requirements

[Download the Peace and Justice Studies Minor Requirements Checklist](#)

The Peace and Justice Studies Minor requires completion of five 4-credit courses (20 credits), chosen from the following categories:

Required Introductory Course:

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

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

Peace and Conflict:

- [POLS - 341](#) Nonviolence in Theory and Practice
- [POLS - 350](#) International Law and Organizations
- [POLS - 351](#) Global Conflict Resolution
- [POLS - 354](#) International Relations of the Middle East
- [POLS - 381](#) Feminist International Relations
- [POLS - 392](#) Diplomacy and Colonialism and Empire
- [SOC - 227](#) Violence in Society
- [SOC - 333](#) Nationalism and Citizenship
- [SOC - 390](#) Religious Conflicts Change
- [HIST - 341](#) Feast and Famine: A History of Food
- [HIST - 386](#) History of U.S.-China Relations
- [MS - 204](#) Media, Stereotyping, and Violence
- [MS - 350](#) Human Rights and Film
- [SPAN - 445](#) Cultures in Contact and Conflict Christians, Muslims and Jesus in Pre-Modern Spain
- [ENVA - 360](#) International Environmental Politics
- [ENVA - 390](#) Global Environmental Politics

Social and Economic Justice:

- [\(ECON - 230\)](#) Environmental Economics

- [ECON - 372](#) Economic Development
- [ECON - 476 / ECON - 676](#) Natural Resource Economics and Development Policy
- [POLS - 322](#) Politics of American Justice
- [POLS - 345](#) Global Economic Justice
- [\(POLS - 348\)](#) Politics and Development in Africa
- [POLS - 352](#) / BAIS 352 Human Rights and Global Change
- [SOC - 226](#) Social Problems (Summer)
- [SOC - 302](#) Global Inequalities and Social Justice
- [SOC - 304](#) U.S. Inequalities and Social Justice
- [SOC - 322](#) Resistance to Corporate Globalization Martin Baro - Rhetoric
- [SOC - 325](#) Critical Approaches to Race and Ethnicity
- [COMS - 372](#) Communication, Disability, and Social Justice

Ethical Approaches:

- [POLS - 317](#) Religion and Politics
- [PHIL - 195](#) Environmental Ethics
- [PHIL - 203](#) Social and Philosophy (Summer)
- [PHIL - 308](#) Liberation Philosophy
- [PHIL - 370](#) Philosophy of Action
- [PHIL - 375](#) Prisons and Punishment
- [PHIL - 376](#) Philosophy of Social Justice
- [THRS - 305](#) Feminist Theology from the Third World
- [\(THRS - 318\)](#) 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
- [THRS - 404](#) Environmental Ethics
- [ENGL - 370](#) Ethics, Writing, and Culture
- [ANTH 390](#) Law and Culture
- [INTD - 350](#) Davies Sem

Social and Movements:

- [\(POLS - 327\)](#) American Reformers and Revolutionaries
- [POLS - 328](#) Politics of Theories in America
- [SOC - 340](#) Social Change
- [SOC - 350](#) Social Movements
- [SOC - 351](#) Revolution and Reaction
- [SOC - 390](#) Current Issues in Sociology
- [HIST - 259](#) The Civil Rights Movement in History and Film
- [HIST - 360](#) American Women and Political Activism
- [THRS - 220](#) Catholic Social Thought
- [THRS - 322](#) Liberation Theology
- [\(THRS - 327\)](#) Activism, Social Justice and Jesus
- [THRS - 404](#) Environmental Ethics (Summer)
- [PASJ - 205](#) Theater and Social Issues
- [COMS - 364](#) Communication for Justice and Social Change
- [MS - 407](#) Alternative Media and Social Change

Required Internship

Choose one of the following (4 credits)

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

- [ENVA - 396](#) Environmental Studies Internship
- [BAIS - 396](#) International Internship

Peace Review

The Politics Department houses the editorial offices for Peace Review: A Journal of Social Justice, a quarterly, multidisciplinary, transnational, peer-reviewed journal of research and analysis, focusing on the current issues and controversies that underlie the promotion of a more peaceful world. Social progress requires, among other things, sustained intellectual work, which should be pragmatic as well as analytical. The results of that work should be ingrained into our everyday culture and political discourse. We define peace research very broadly to include peace, human rights, development, ecology, culture and related issues. Our task is to present the results of this research and thinking in short, accessible and substantive essays. Our writers, readers and editors are located around the world, and the journal is distributed in more than 50 nations.

[Visit Peace Review for upcoming issue themes and deadlines »](#)

Several members of the Politics Department work on the journal, including the Editor, Robert Elias; and Associate Editors, Scott McElwain, and Stephen Zunes. Faculty from many other USF departments are also involved. Peace Review also provides opportunities for students. Among other things, they have written for the journal and acted as editorial assistants, thus experiencing a unique undergraduate opportunity.

Performing Arts and Social Justice Major

The first undergraduate program of its kind in the nation, the Performing Arts and Social Justice major is deeply committed to the training and development of young artists fully engaged with the social issues that affect our lives. USF provides a training program in Dance, Music, and Theater, with a core community component and a space for critical reflection, based on the conviction that the arts, and the artists who practice them, do not exist in a vacuum, but are active participants in the process of shaping our culture. If you are a young artist with a thirst for learning, and you believe that creativity and imagination are powerful instruments to change lives and build a better world, join us as a Performing Arts and Social Justice Major.

[Download the Performing Arts and Social Justice Dance Concentration Checklist](#)

[Download the Performing Arts and Social Justice Theater Concentration Checklist](#)

[Download the Performing Arts and Social Justice Music Concentration Checklist](#)

Foundational Courses

Every PASJ major, regardless of area of concentration, takes six foundational courses:

- PASJ 160-series: Body and Performance (2 credits)
- PASJ 170-series: Production and Design (2 or 4 credits)
- PASJ 180-series (Dance/Music/Theater) and Social History (4 credits)
- PASJ 280: Contemporary Performance Practice (4 credits)
- PASJ 380: Performing Arts and Community Exchange (4 credits)
- PASJ 480: Senior Project The remaining credits will be specific to the practice and craft of the concentration.

Required Courses: Dance Concentration

PASJ Foundational Courses:

- PASJ 161 Body in Performance: Laban (2)
- PASJ 171 Production and Design I (2)
- PASJ 181 Dance and Social History (4)
- PASJ 380 Performing Arts and Community Exchange (4)
- PASJ 480 Senior Project (4)

Dance Concentration Courses

- DANC 140 Music for Dancers (1-2)
- DANC 151 Partnering and Contact Improvisation (1-2)
- DANC 210/310 Intermediate Ballet (1-2)
- DANC 211/311 Intermediate Modern Dance (1-2)
- DANC 230 Improvisation/Composition I (4)
- DANC 231 Dance Composition II (4)
- DANC 360 Dance in the Community (4)

Other Dance Concentration Requirements:

- Dance 200-300 series Electives (4 credits). May be taken as Intermediate/Advanced technique or as a Dance and Culture course.
- Participation in two USF Dance Ensemble Productions
- Participation in tech support of one Performing Arts Department production.

Required Courses: Music Concentration

PASJ Foundational Courses

- PASJ 160 Body in Performance Alexander Technique (2)
- PASJ 171 Production and Design I (2)
- PASJ 180 Music and Social History (4)
- PASJ 380 Performing Arts and Community Exchange (4)
- PASJ 480 Senior Project (4)

Music Concentration Courses

- MUS 300 Music Theory I (4)
- MUS 301 History of Western Art Music (4)
- MUS 305 Anthropology of Music (4)
- MUS 392 Seminar in Western Art Music (4)

Other Music Concentration Requirements:

- Music 200 series: Music Elective (4 credits)
- Music 310 series: Theory/Comp topics (4 credits)
- Music 210 series: Private Lesson (4 credits): All majors must take two semesters worth of directed private study in an instrument or voice.
- Music 110 or 111: Instrumental or vocal ensembles (0-8 credits, counting as USF electives, not major credits): All majors must participate in 4 semesters of performance with one of our USF ensembles.

Required Courses: Theater Concentration

PASJ Foundational Courses

- PASJ 162 Acting 1: Body in Performance: Laban Movement Analysis (2 credits)
- PASJ 172 Production and Design II (4 credits)
- PASJ 182 Theater and Social History (4 credits)
- PASJ 380 Performing Arts and Community Exchange (4 credits)
- PASJ 480 Senior Project (4 credits)

Theater Concentration Courses

- THTR 120 Acting I: Spoken Text (2 credits)
- THTR 220 Acting II - Scene Study (4 credits)
- THTR 230 Composition I (4 credits)
- THTR 272 Laboratory in Theater Practice (1credits)
- THTR 320 Acting III: Viewpoints (4 credits)

Other Theater Concentration Requirements

- THTR 303: Performance and Cultural Resistance (4 credits)
- THTR 305-316: Performance and Culture Series (4 credits)
- THTR 330-390: Theater Technique Electives (8 credits)
- Perform in two Performing Arts Department Theater productions.Participation in tech support of two Performing Arts Department productions.

Learning Outcomes for the Department of Performing Arts

- Students will gain a historical foundation of the Performing Arts from the classics to contemporary practices within a context of cultural diversity.
- Students will develop technical and conceptual skills related to the practice of their craft (Dance, Music, Theater).
- Students will acquire and use practical skills for community-based artistic work, and learn how this form of artistic engagement contributes to a more inclusive and just society.

Philippine Studies Concentration

The Major in Asian Studies with a Concentration in Philippine Studies requires forty (40) credits of course work, including 12 credits of Gateway courses and 28 credits of Philippine Studies electives.

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

Gateway Courses (12 credits)

The Major requires one course in History:

- HIST - 130 East Asian Civilizations
- HIST - 135 Indian Civilizations

The Major requires one course in Philosophy or Religious Studies

- PHIL - 220 Asian Philosophy
- THRS - 366 Religion and Spirituality in Asia

The Major requires one course in Politics

- POLS - 113 Introduction to International Politics
- POLS - 359 International Politics of the Asia Pacific Rim

Additional Requirements for the Asian Studies Major with a Concentration in Philippine Studies

Electives (20 credits)

Choose 20 credits from the following

- YPSP - 301 Philippine History from Pre-Spanish Times to 1900
- YPSP - 310 Philippine History: 1900-Present
- YPSP - 312 Knowledge Activism
- YPSP - 323 Filipino Politics and Justice
- YPSP - 324 USF in the The Philippines
- YPSP - 324 Photo(graphy): Literature and Visual Image
- YPSP - 325 Filipino Culture and Society
- YPSP - 390 Special Topics: Philippine Studies
- YPSP - 398 Directed Study
- ART - 316 Filipino American Arts

Regional Breadth (4 credits)

From the courses chosen as electives, at least one course must be in an area outside the student's primary focus. For example, if the primary focus is the Philippines, the Regional Breadth course should deal with similar themes in China, Japan, East Asia, Southeast Asia, South Asia, or Asian and Pacific Islander American Studies. Students are encouraged to select one course (4 credits) from the following:

- ECON - 283 Economies of Southeast and East Asia
- ENGL - 211 Asian American Literature Survey
- ART - 307 Asian Art
- POLS - 346 Government & Politics of India & Southeast Asia
- POLS - 347 Government and Politics of China and East Asia
- HIST - 386 History of U.S.-China Relations
- HIST - 387 History of U.S.-Japan Relations
- PSYC - 317 Asian American Psychology
- SOC - 228 Asians and Pacific Islanders in U.S. Society

Capstone Project (4 credits)

The bachelor of Arts in Asian Studies with a Philippine Studies Concentration emphasizes a multi-disciplinary study which is completed through the Capstone Project in the final year of the major. Students from throughout the major will converge on the study of selected issues and topics, to be determined by the professor (or professors) directing the Capstone project. Faculty will rotate teaching duties for the Capstone, to be offered each Spring.

- YPSP - 390 Special Topics: Philippine Studies

Service Learning/Internship

Students will have multiple opportunities to engage in projects that provide service learning. Faculty advisors will work closely with the USF Office of Community Service and Service Learning so as to maximize available resources.

Internships develop naturally out of the service learning experience and may qualify as a directed study elective. Other intern opportunities may result from a particular class of professor. These will not replace the service learning requirement but may complement it or the student's areas of interest in other ways. All internships must be approved by faculty advisors and may qualify as directed study projects if student and advisor agree in advance upon goals and requirements.

The following Philippine Studies courses meet this requirement:

- YPSP - 312 Knowledge Activism
- YPSP - 323 Filipino Politics and Justice
- YPSP - 324 USF in the The Philippines

- SOC - 228 Asians and Pacific Islanders in U.S. Society

Philippine Studies Interdisciplinary Minor

The Philippine Studies Minor seeks to train and educate students to:

- Understand the formation of Filipino history, culture, and society in the Philippines, the United States, and globally;
- Develop an empathy for the values, behaviors, 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) credits of coursework, including eight (8) credits of core courses and twelve (12) credits of electives that can be taken from three different options as described below.

Required Courses (8 credits):

- [YPSP - 325](#) Filipino Culture and Society
- [YPSP - 301](#) Philippine History from Pre-Spanish Times to 1900 or
- [YPSP - 310](#) Philippine History: 1900-Present

Elective Courses (12 credits)

Students select 12 credits of courses following these three suggested emphases:

Social Justice and Activism Emphasis

- [YPSP - 323](#) Filipino Politics and Justice
- [YPSP - 301](#) Philippine History from Pre-Spanish Times to 1900
- [YPSP - 310](#) Philippine History: 1900-Present
- [YPSP - 390](#) Special Topics: Philippine Studies
- [YPSP - 324](#) USF in the The Philippines
- [ART - 316](#) Filipino American Arts
- [YPSP - 390](#) Special Topics: Philippine Studies

Asian and Asian American Experience Emphasis

- [HIST - 135](#) Indian Civilizations
- [THRS - 366](#) Religion and Spirituality in Asia
- [POLS - 346](#) Government & Politics of India & Southeast Asia
- [POLS - 359](#) International Politics of the Asia Pacific Rim
- [SOC - 228](#) Asians and Pacific Islanders in U.S. Society
- [ENGL - 211](#) Asian American Literature Survey
- [PSYC - 317](#) Asian American Psychology

Filipino Language Emphasis*

- FILI 101-01 First Semester Filipino/Tagalog
- FILI 102-01 Second Semester Filipino/Tagalog
- FILI 201-01 Third Semester Filipino/Tagalog
- FILI 202-01 Fourth 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

Registration in upper division Biology courses has a prerequisite of CHEM 230 or 236 and requires a GPA of 2.0 or higher for combined grades earned in BIOL- 104, 105, 106 and 212 (or equivalent).

For Environmental Science majors, the prerequisite for registration in upper division Biology courses is completion of ENVS 212 and a GPA of 2.0 or higher for combined grades earned in BIOL- 105, 106, and CHEM 236 (or equivalent).

Program in Rhetoric and Language

Administrative Office

Kalmanovitz Hall, 204

(415) 422-6243

Administrative Office

Fredel M. Wiant, Program Coordinator

Mark Meritt, Curriculum Coordinator

The mission of the Program in Rhetoric and Composition is to help undergraduate students write more effectively. To accomplish this, there are both University and Core Area requirements, and both must be met before graduation.

The University Rhetoric and Language Requirement

All undergraduate students, including transfer students, will be placed into appropriate writing courses based on SAT scores and/or prior college level composition courses. They must complete each course in their required (099-110-120; 130-131; 140, 250) sequence with a grade of C- or better, depending on placement, until the Core Requirement has been fulfilled. (Note: Students whose first language is not English may be required to complete ESL 135 before enrolling in RC 099.)

The Core Requirement

To fulfill the Core Requirement, students must complete one of the following courses with a grade of C- or better: RHET - 120, RHET - 130/131, RHET - 195 . RHET - 250

Courses in Rhetoric and Language

- RHET - 100 Editing and Proofreading Skills
- RHET - 102 Writing Center for Credit
- RHET - 108 Introduction to College Composition
- RHET - 110 Written Communication I
- RHET - 120 Written Communication II
- RHET - 140 Seminar in Rhetoric and Composition
- RHET - 130/131 Written and Oral Communication
- RHET - 250 Academic Writing at USF

Please see "Rhetoric and Language Course Descriptions."

The Writing Center

Cowell Hall, Room 227

(415) 422-6715

Leslie Dennen, Director

The Writing Center is staffed with Writing Consultants who work with students to help them improve their writing skills. They provide feedback on the drafts that students bring to review, and they can tailor a program of instruction to meet individual needs. Students are encouraged to come to the Writing Center if they would like to build their self-confidence, discover strategies of invention to overcome writer's block, learn how to revise their work, develop editing and proofreading skills, and understand and apply the conventions of standard written English.

Writing Center hours are announced each semester.

Rhetoric and Language

Department of Rhetoric and Language

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 credits of course work, including 20 credits of core courses and 20 credits of electives.

Required Core Courses (20 credits)

- LAS - 376 Latin American Perspectives (History 0115-140)
- LAS - 301 Religion in Latin America (Theology 0128-363)
- LAS - 330 Semester in Latin America
- SPAN - 202 Fourth Semester Spanish or [Latin American Studies Checklist Spring 2014](#)
- PORT - 102 Second Semester Portuguese
- SPAN - 303 Latin American Literature I or
- SPAN - 304 Latin American Literature II

Elective Courses (20 credits)

Elective courses strengthen student understanding of various areas of Latin American Studies and--in some cases (e.g., History, Modern Languages, Politics, Sociology)--enable Latin American Studies majors to obtain a Major or Minor in another discipline.

Students select two courses from two of the following three areas and one from the third: Humanities; Literature and the Arts; Social Sciences.

Humanities

- HIST - 370 Colonial Latin America
- HIST - 371 Modern Latin America
- HIST - 372 Indigenous and Colonial Mexico
- HIST - 373 Modern Mexico
- HIST - 374 History of Central America and the Caribbean
- HIST - 375 Brazil and Amazonia
- HIST - 377 The Southern Cone
- HIST - 378 Andean Nations
- HIST - 379 Latinos in the U.S.
- HIST - 430 Undergraduate Seminar in Latin American History
- LAS - 363 Latin American Philosophy
- LAS - 401 Latin American Seminar
- LAS - 322 Liberation Theology
- LAS - 340 Panamerican Saints: Hagiography and Politics
- THRS - 345 Religion of U.S. Latinos
- THRS - 305 Feminist Theology from the Third World

Literature and the Arts

- LAS - 210 Music of the Americas
- LAS - 305 Latin@America Performance and Culture
- LAS - 317 Latin American Cinema
- LAS - 350 Human Rights and Film
- LAS - 380 Latin@s in the U.S. Media
- SPAN - 271 Feminist Discourse and Feminist Theories in Latin American Literature or

- SPAN - 371 Feminist Discourse and Feminist Theories in Latin American Literature
- SPAN - 332 Survey of Spanish-American Literature
- SPAN - 285 Language and Culture in Latin America (English)
- SPAN - 385 Language and Culture in Latin America (Spanish)
- SPAN - 332 Survey of Spanish-American Literature
- SPAN - 335 Twentieth Century Spanish-American Literature
- SPAN - 481 Senior Seminar: Latin American Literature
- MUS - 212 Music and Social Protest

Social Sciences

- ECON - 286 Economies of Latin America
- ECON - 370 International Economics
- ECON - 473 Development Microeconomics
- LAS - 390 Special Topics
- LAS - 395 Internship
- POLS - 325 Latino Politics in the U.S.
- POLS - 331 Latin American Politics
- POLS - 338 Gender and Politics in Comparative Perspective
- POLS - 345 Global Economic Justice
- POLS - 450 Political Economy of Developing Nations
- MS - 407 Alternative Media and Social Change
- SOC - 233 Gender, Development and Globalization
- SOC - 302 Global Inequalities and Social Justice
- SOC - 313 Latin@-Chican@ Culture and Society
- SOC - 320 Global Environments and Societies
- SOC - 322 Globalization and Resistance
- SOC - 361 Brazilian Culture and Society
- SPAN - 301 Building Bridges: ESL in Spanish Speaking Communities
- SPAN - 402 Service Learning Project

Learning Goals/Outcomes for the B.A. in Latin American Studies

Students who complete the B.A. in Latin American Studies will be able to:

- Integrate perspectives from multiple disciplines to understand the diversity of the Latin American region and its peoples.
- Understand and critically analyze the major economic, social, and political processes that have shaped the lives of Latin Americans using a variety of research tools and methodologies.
- Communicate effectively in Spanish and/or Portuguese and demonstrate familiarity with the region's cultural and literary production.
- Communicate knowledge about the Latin American region and be able to generate independent knowledge.
- Be socially responsible citizens of the Americas.

The Latin American Studies Minor

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

The Latin American Studies minor is designed for students interested in combining an understanding and appreciation of Latin America with another discipline or major. The minor enhances students' professional training as it offers direction and coherence to undergraduate education. The minor requires 20 credits. Students must complete three core courses (12 credits) and 2 electives (8 credits).

Core Courses (12 credits)

- [LAS - 376](#) Latin American Perspectives
- [SPAN - 202](#) Fourth Semester Spanish or
- [PORT 102](#) Intensive Portuguese 2
- [LAS - 301](#) Religion in Latin America or one of
- [SPAN - 303](#) Latin American Literature I or
- [SPAN - 304](#) Latin American Literature II

Elective Courses (8 credits)

Students may select any two other Latin American Studies courses from those listed for the major: Humanities, Literature and the Arts, the

Social Sciences, including Border Issues, El Salvador Today and Semester in Latin America.

Typical Curriculum

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

Freshmen Year

Fall	Credits
CS 110 Introduction to Computer Science I	4
Foreign Language I	4
Core	4
Core	4
Total semester credits	16

Spring	Credits
CS 112 Introduction to Computer Science II	4
Foreign Language II	4
Core	4
Core	4
Total semester credits	16

Sophomore Year

Fall	Credits
CS 220/CS 221	4
MATH 201 Discrete Mathematics	4
CS 385 Special Lecture Series (1 unit)	1
Core	4
Core	4
Total semester credits	17

Spring	Credits
CS 245 Data Structures and Algorithms	4
Math 202 Linear Algebra and Probability	4
CS 385 Special Lecture Series (1 unit)	1
Core	4
Core	4
Total semester credits	17

Junior Year

Fall	Credits
CS 212 Software Development	4
CS 326 Operating Systems	4
Core	4
Core	4

Total semester units	16
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Spring	Credits
CS Systems Course	4
CS Theory Course	4
Core	4
Core	4
Total semester credits	16

Senior Year

Fall	Credits
CS Applications Course	4
CS Elective	4
Elective	4
Elective	4
Total semester credits	16

Spring	Credits
CS 490 Senior Project	4
Elective	4
Elective	4
Elective	4
Total semester credits	16

Typical Curriculum with Writing Emphasis

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

Freshmen Year

Fall	Credits
	4
Rhetoric and Composition	4
Public Speaking	4
Language	4
Total semester credits	16

Spring	Credits
Course Title	4
ENGL 192 Introduction to Literary Study	4
Language	4
Core course	4
Total semester credits	16

Sophomore Year

Fall	Credits
Language	4
Literature Period Course 1	4
	4
Core course	4
Total semester credits	16

Spring	Credits
Literature Period Course 2	4
Writing Course 1	4
Core courses	8
Total semester credits	16

Junior Year

Fall	Credits
Core courses	8
Writing Course 2	4
Literature Period Course 3	4
Total semester credits	16

Spring	Credits
Writing Course 3	4
Literature or Writing Elective	4
Core courses	8
Total semester credits	16

Senior Year

Fall	Credits
Core course: Ethics	4
Elective	4
Elective	8
Total semester credits	16

Spring	Credits
ENGL 491 Senior Seminar in Writing	4
Electives	12
Total semester credits	16

Typical Curriculum for Biochemistry Concentration

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

Freshmen Year

Fall	Credits
CHEM 111 General Chemistry I	3
CHEM 112 General Chemistry Laboratory I	1
MATH 109 Calculus and Analytic Geometry I	4
Rhetoric and Composition (RC)	4
Elective or Core	4
Total semester credits	16

Spring	Credits
CHEM 113 General Chemistry II	3
CHEM 114 General Chemistry Laboratory II	1
MATH 110 Calculus and Analytic Geometry II	4
Electives or Core	8
Total semester credits	16

Sophomore Year

Fall	Credits
CHEM 230 Organic Chemistry I	3
CHEM 232 Organic Chemistry Laboratory I	1
PHYS 110 General Physics I	4
BIOL 105 General Biology I	4
Elective or Core	4
Total semester credits	16

Spring	Credits
CHEM 231 Organic Chemistry II	4
CHEM 260 Analytical Chemistry	4
PHYS 210 General Physics II	4
BIOL 106 General Biology II	4
Total semester credits	16

Junior Year

Fall	Credits
CHEM 340 Physical Chemistry I	4
CHEM 350 Biochemistry I	4
Electives or Core	8
Total semester credits	16

Spring	Credits
CHEM 351 Biochemistry II	4
CHEM 352 Experimental Biochemistry	4
Electives or Core	8
Total semester credits	16

Senior Year

Fall	Credits
CHEM 420 Inorganic Chemistry	4
BIOL 310 Genetics	4
Electives or Core	12
Total semester credits	20

Spring	Credits
Electives or Core	16
Total semester credits	16

Typical Curriculum for Materials Physics Major Freshmen Year

Fall	Credits
PHYS 110 General Physics I	4
MSC 1	4
CS 110 Introduction to Computer Science I	4
OMRC 1	4
Total semester credits	16

Spring	Credits
PHYS 210 General Physics II	4
MSC 2	4
CS 112 Introduction to Computer Science II (recommended)	4
OMRC 2	4
Total semester credits	16

Sophomore Year

Fall	Credits
PHYS 240 Modern Physics	4
MSC 3	4
CHEM 111 General Chemistry I	1
OMRC 3	4
Total semester credits	13

Spring	Credits
PHYS 371 Methods of Mathematical Physics	4
PHYS 215 Electronics	2
OMRC 4	4

OMRC 5	4
General Elective	2
Total semester credits	16

Junior Year

Fall	Credits
PHYS 340 Optics	4
PHYS 330 Quantum Mechanics	4
PHYS 341 Upper-Division Laboratory I	4
PHYS 350 Physics Colloquium	1
OMRC 6	4
Total semester credits	17

Spring	Credits
PHYS 342 Upper-Division Laboratory II	2
PHYS 333 Solid State Physics	4
PHYS 350 Physics Colloquium	1
OMRC 7	4
OMRC 8	4
Total semester credits	15

Senior Year

Fall	Credits
PHYS 320 Electromagnetism	4
PHYS 350 Physics Colloquium	1
PHYS 450 Advanced Materials	4
OMRC 9	4
General Elective	4
Total semester credits	17

Spring	Credits
PHYS 299 Directed Research for Advanced Undergraduates	4
PHYS 350 Physics Colloquium	1
OMRC 10	4
OMRC 11	4
General Elective	4
Total semester credits	14-17

Typical Curriculum for Students Starting a Semester Late

Freshmen Year

Fall	Credits
Core	4
Core	4
Core	4
Foreign Language I	4
Total semester credits	16

Spring	Credits
CS 110 Introduction to Computer Science I	4
Core	4
MATH 202 Linear Algebra and Probability	4
Foreign Language II	4
Total semester credits	16

Sophomore Year

Fall	Credits
CS 112 Introduction to Computer Science II	4
MATH 201 Discrete Mathematics	4
Core	4
Core	4
Total semester credits	16

Spring	Credits
CS 245 Data Structures and Algorithms	4
Core	4
Core	4
Core	4
Total semester credits	16

Junior Year

Fall	Credits
CS 220 Introduction to Parallel Computing	4
Core	4
Core	4
Core	4
CS 385 Special Lecture Series	1
Total semester credits	17

Spring	Credits
CS 315 Computer Architecture	4
CS 212 Software Development	4
Free Elective	4
Free Elective	4
CS 385 Special Lecture Series	1

Total semester credits	17
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Senior Year

Fall	Credits
CS 490 Senior Team Project	4
CS 326 Operating Systems	4
Free Elective	4
Free Elective	4
Total semester credits	16

Spring	Credits
CS Theory Course	4
CS Applications Course	4
Free Elective	4
Free Elective	4
Total semester credits	16

Typical Curriculum for the Biology Major

[Download the Biology Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
BIOL 105 General Biology I	4
CHEM 111 General Chemistry I	4
Core: Rhetoric and Composition	4
Core: Public Speaking or Freshman Seminar	4
Total semester credits	16

Spring	Credits
BIOL 106 General Biology II	4
CHEM 113 General Chemistry II	4
Core: Rhetoric & Composition or Language Requirement	4
Core: Math 102 Biostatistics	4
Total semester credits	16

Sophomore Year

Fall	Credits
BIOL 212 Cell Physiology	4
CHEM 230 Organic Chemistry I	3
CHEM 232 Organic Chemistry Laboratory I	1
Core: Rhetoric & Composition or Language Requirement	4

Core	4
Total semester credits	16

Spring	Credits
BIOL 310 Genetics	4
CHEM 231 Organic Chem II or CHEM 236, Fundamentals of Organic Chemistry	4
Core or Language Requirement	4
Core	4
Total semester credits	16

Junior Year

Fall	Credits
Core or Language Requirement	4
PHYS 100 Introductory Physics I	4
Upper-division Biology	4
Elective	4
Total semester credits	16

Spring	Credits
PHYS 101 Introductory Physics II	4
Upper-Division Biology	4
Core or Language Requirement	4
Elective	4
Total semester credits	16

Senior Year

Fall	Credits
Upper-Division Biolog	4
Upper-Division Biology	4
Core	4
Elective	4
Total semester credits	16

Spring	Credits
BIOL 414 Evolution	4
Upper-Division Biology	4
Elective	4
Elective	4
Total semester credits	16

Typical Curriculum for the Chemistry Major

[Download the Chemistry Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
CHEM 111 General Chemistry I	3
CHEM 112 General Chemistry Laboratory I	1
MATH 109 Calculus and Analytic Geometry I	4
Rhetoric and Composition (RC)	4
Elective or Core	4
Total semester credits	16

Spring	Credits
CHEM 113 General Chemistry II	3
CHEM 114 General Chemistry Laboratory II	1
MATH 110 Calculus and Analytic Geometry II	4
Electives or Core	8
Total semester credits	16

Sophomore Year

Fall	Credits
CHEM 230 Organic Chemistry I	3
CHEM 232 Organic Chemistry Laboratory I	1
PHYS 110 General Physics I	4
Electives or Core	4
Total semester credits	16

Spring	Credits
CHEM 231 Organic Chemistry II	4
CHEM 233 Organic Chemistry Lab II for Majors	2
CHEM 260 Analytical Chemistry	4
PHYS 210 General Physics II	4
Electives or Core	4
Total semester credits	18

Junior Year

Fall	Credits
CHEM 340 Physical Chemistry I	4
Electives or Core	12
Total semester credits	16

Spring	Credits
CHEM 341 Physical Chemistry II	4
CHEM 350 Biochemistry I OR	4
CHEM 356 Fundamentals of Biochemistry	4
Electives or Core	8
Total semester credits	16

Senior Year

Fall	Credits
CHEM 420 Inorganic Chemistry	4

Electives or CORE	12
Total semester credits	16

Spring	Credits
Electives or Core	16
Total semester credits	16

Typical Curriculum for the Environmental Science Major

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

Freshmen Year

Fall	Credits
ENVS 110 Understanding Our Environment w/Lab	4
Core	4
Rhetoric and Composition, Core A2	4
Supporting Science Course	4
Total semester credits	16

Spring	Credits
ENVS 210 Ecology and Human Impacts w/Lab	4
Core A1 Public Speaking	4
Complete RC, Core A2	4
Supporting Science Course	4
Total semester credits	16

Sophomore Year

Fall	Credits
ENVS 212 Air and Water w/Lab	4
ENVS 250 Environmental Data Analysis	4
Supporting Science Course	4
Foreign Language	4
Total semester credits	16

Spring	Credits
Supporting Science Course	4
Foreign Language	4
Core or Elective	8
Total semester credits	16

Junior Year

Fall	Credits
ENVS 3xx	4
Supporting Science Course	4
Core or Elective	8
Total semester credits	16

Spring	Credits
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ENVS 3xx	4
Supporting Science Course	4
Core or Elective	8
Total semester credits	16

Senior Year

Fall	Credits
ENVS 3xx or 498 Advanced Undergraduate Research	4
Core or Elective	12
Total semester credits	16

Spring	Credits
ENVS 410 Methods of Environmental Monitoring	4
Core or Elective	12
Total semester credits	16

Typical Curriculum for the Environmental Studies Major

[Download the EnvironmentalStudies Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
ENVA 110 Understanding Our Environment w/Lab	4
Rhetoric and Composition (RC) Core A2	4
Freshman Seminar	4
Core or Elective	4
Total semester credits	16

Spring	Credits
ENVA 109 Environment and Society	4
ENVA 210 Ecology and Human Impacts w/Lab	4
Core A1 Public Speaking	4
Complete RC, Core A2	4
Total semester credits	16

Sophomore Year

Fall	Credits
ENVA 212 Air and Water w/Lab	4
ENVA 250 Environmental Data Analysis	4
ENVA Humanities or Social Science	4
Foreign Language	4
Total semester credits	16

Spring	Credits
ENVA Humanities or Social Science	4
Foreign language	4
Core or Elective	8
Total semester credits	16

Junior Year

Fall	Credits
ENVA Humanities or Social Science	4
Foreign Language	4
Core or Elective	8
Total semester credits	16

Spring	Credits
ENVA Humanities or Social Science	4
ENVA Elective	4
Core or Elective	8
Total semester credits	16

Senior Year

Fall	Credits
ENVA Elective	4
Core or Elective	12
Total semester credits	16

Spring	Credits
ENVA 450 Capstone Practicum in Environmental Studies	4
ENVA Elective, alternate	4
Core or Elective	8
Total semester credits	16

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

Year 3

Fall	Credits
CS 601 Object-Oriented Software Development	4
CS 326 Operating Systems	4
Core	4
Core	4
Total semester credits	16

Spring	Credits
CS 315 Computer Architecture	4
CS 414 Compilers	4
Core	4
Core	4
Total semester credits	16

Year 4

Fall	Credits
CS 662 Artificial Intelligence Programming	4
Undergraduate Elective	4

Core	1
Core	4
Total semester credits	13

Spring	Credits
CS 680 Web Systems and Algorithms	4
CS 682 Distributed Software Development	4
Undergraduate Elective	4
Core	4
Total semester credits	16

Summer	Credits
CS 689 Residency in Internet Engineering	4
Total semester credits	4

Year 5

Fall	Credits
CS 686 Special Topics in Computer Science	4
Graduate Elective	4
Total semester credits	8

Spring	Credits
CS 690 Master's Project	4
CS 687 Digital Society	4
Total semester credits	8

Typical Curriculum for the Mathematics Major

[Download the Mathematics Major Requirements Checklist](#)

Freshmen Year

Fall	Credits
MATH 109 Calculus and Analytic Geometry I	4
Foreign Language	4
Rhetoric and Composition	4
Core	4
Total semester credits	16

Spring	Credits
MATH 110 Calculus and Analytic Geometry II	4
CS 110 Introduction to Computer Science I	4
Public Speaking	4
Foreign Language	4
Total semester credits	16

Sophomore Year

Fall	Credits
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MATH 211 Calculus and Analytic Geometry III	4
PHYS 110 General Physics I	4
MATH 230 Linear Algebra	4
Core	4
Total semester credits	16

Spring	Credits
MATH 235 Introduction to Formal Methods	4
PHYS 210 General Physics II	4
Core	4
Core	4
Total semester credits	16

Junior Year

Fall	Credits
Upper Division Math	4
Upper Division Math	4
Core	4
Core	4
Total semester credits	16

Spring	Credits
Upper Division Math	4
Upper Division Math	4
Core	4
Elective	4
Total semester credits	16

Senior Year

Fall	Credits
Upper Division Math	4
Upper Division Math (Honors)	4
Core	4
Elective	4
Total semester credits	16

Spring	Credits
Upper Division Math	4
Upper Division Math (Honors)	4
Core	4
Elective	4
Total semester credits	16

Typical Curriculum for the Web Science

Year One

Fall	Credits
CS 601 Object-Oriented Software Development	4
CS 662 Artificial Intelligence Programming	4
Total semester credits	8

Spring	Credits
CS 682 Distributed Software Development	4
CS 680 Web Systems and Algorithms	4
Total semester credits	8

Summer 1

Fall	Credits
CS 689 Residency in Internet Engineering	4
Total semester credits	4

Year Two

Fall	Credits
CS 684 Human-Computer Interaction	4
Graduate Elective	4
Total semester credits	8

Spring	Credits
CS 690 Master's Project	4
CS 687 Digital Society	4
Total semester credits	8

Typical Curriculum with Literature Emphasis

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

Freshmen Year

Fall	Credits
	4
Rhetoric and Composition	4
Language	4
Public Speaking	4
Total semester credits	16

Spring	Credits
	4
ENGL 192 Introduction to Literary Study Rhetoric and Composition	4
Language	4
Core course	4

Total semester credits	16
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Sophomore Year

Fall	Credits
Language	4
Literature Period Course 1	4
Core courses	1
Total semester credits	9

Spring	Credits
Literature Period Course 2	4
Literature Period Course 3	2
Core courses	8
Total semester credits	14

Junior Year

Fall	Credits
ENGL 340 Shakespeare	4
ENGL 299 Critical Analysis	4
Core courses	4
Total semester credits	16

Spring	Credits
Literature Electives	8
Core course	4
Elective	4
Total semester credits	16

Senior Year

Fall	Credits
Literature elective	4
Core course: Ethics	4
Elective	4
Course Title	4
Total semester credits	16

Spring	Credits
Electives	4
Course Title	4

Total semester credits	16
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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 connections 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.

In order for any course to count towards the Computer Science major, it must be passed with a C or better. Furthermore, no course fulfilling a requirement for the major may be taken more than twice.

Program Objectives

- Provide a comprehensive course of study in the core areas of computer science required for graduate study and computer careers.
- Provide a rigorous foundation in programming techniques, problem solving, and computer science theory.
- Expose students to modern computing environments, a wide variety of program development tools, and practical applications.
- Encourage close interaction between students and professors, which is made possible through small class sizes and a high degree of availability of professors outside the classroom.
- Develop students' communication skills through group projects and classroom presentations.
- Allow students to apply their coursework experience in a capstone senior project.
- Expose students to local researchers and practitioners in computer-related fields through the department's Special Lecture Series.
- Provide opportunities for undergraduate research with a faculty advisor.

In addition to the B.S. degree, the department offers students from other majors the opportunity to earn a minor in computer science and to take short courses on specific computer-related topics such as personal productivity software, computer graphics, and internet applications.

Undergraduate Data Science

In recognition of the emerging and immensely important field of "big data," the University of San Francisco has established a Bachelor of Science degree in data science (BSDS). This major is a challenging and interdisciplinary program that engages the student in rigorous academic training in the rapidly developing field of data science. The student will gain significant mathematical and quantitative skills, strong programming experience and flexible training to attack problems in burgeoning data-intensive fields such as economics, biology, computer science and many others.

The core of the BSDS major is focused around training in mathematics and computer science with 52 units distributed among these two departments, along with one economics course. This core represents the backbone of the training that will uniquely prepare a student with an impressive array of mathematical, statistical and computational skills to confidently enter the new field of "big data" careers. In addition, each student chooses one of three concentrations, depending on his or her area of interest. These concentrations include mathematical data science, computational data science, and an economic data science focus for a total of 68 units.

This is a large major, but comparable with other science majors such as Chemistry and Biology. As with those majors, this is intended for focused, well-prepared students who are interested in spending the bulk of their college career developing skills within their major.

In addition to being career-ready upon graduation the student will be ready to continue into graduate training programs in analytics, financial engineering, computer science, economics and applied mathematics. The most successful students in this program will have the option to enroll in a 4+1 program with USF's own Masters in analytics, where the student can complete her professional training with further course work and an industrial practicum where the student will gain hands on experience working with companies around the Bay Area on big data problems.

Undergraduate English

The Department of English offers two distinct but complementary concentrations--the Literature Emphasis and the Writing Emphasis--both of which provide a unique perspective for studying and creating literary texts. Central to these programs is our belief that the close study of literature offers great pleasure and intellectual challenge. Among these rewards students gain greater understanding of the power of literary language and thought, the rich diversity of the literary traditions and the cultural contexts of literary production. Intellectually, students will mature as readers, thinkers, researchers, and writers. Ultimately, students in the Writing Emphasis and the Literature Emphasis are able to engage in analysis and discussion, make sense of complex literary texts and write with acuity and critical self-awareness.

Combining traditional literary inquiry with courses on writing and editing, the Department of English offers the best of both worlds for writers and scholars. The Literature Emphasis provides a background in the major works of British and American literature. Its foundation is a series of foundational courses introducing the British and American literary traditions and fostering the critical skills English majors will need throughout their studies, followed by discussion/lecture courses on the literature of different historical periods. These courses emphasize the traditions, movements and influences among writers, as well as literature's cultural contexts. Upon completing these courses in literary periods, students will have a comprehensive understanding of British and American literary history.

The Writing Emphasis is an innovative program that seeks to train writers within a broad practical and theoretical framework. More inclusive than a traditional creative writing program and more creative than a regular rhetoric/composition program, the Writing Emphasis combines classes in rhetoric, the history of writing and creative writing to build a curriculum that helps students develop as writers in a multitude of genres. Through workshops, seminars, internships, and other writing courses, students learn about writing from the inside out--becoming not simply savvy consumers but savvy producers of literary texts.

For both emphases, the major culminates in a significant senior seminar project that students complete during their final semester. Graduating Literature and Writing students produce a major written project and present their work publicly in a year-end symposium. These capstone projects, like the majors themselves, prepare students for success in a variety of careers and graduate programs.

Undergraduate Environmental Science

The undergraduate major in Environmental Science is an integrated interdisciplinary curriculum of basic science, designed to give students a broad perspective on the environment. Courses in the major concentrate on understanding the current environmental issues facing human society through a diversity of lecture, laboratory and field experiences.

A degree with a major in Environmental Science from the University of San Francisco supports career options in a variety of areas including: technical and management aspects of air and water quality, hazardous waste management, environmental health, and energy, land use management and conservation of natural resources. This curriculum also provides the basic course work necessary for admission to graduate school programs. Electives may be used to enhance preparation for specific graduate programs.

Program Overview

- A common core of science course work is introduced during the freshman and sophomore years regardless of specific career goals. The common core of courses complement each other and enhance a student's understanding of environmental science.
- The latest scientific concepts, techniques, and equipment are introduced in the courses.
- A diversity of lecture, laboratory, and field courses reflect the breadth and depth of environmental science.
- Research opportunities are provided to students as a program elective.
- Students seeking specific career information are given appropriate counseling and referrals.
- The application of science and technology to the environment has ethical components which are conveyed to students by faculty.

- A sensitivity to our fragile environment is developed that fosters a commitment from students to be custodians for future generations.

Undergraduate Environmental Studies

The Program

Solving the environmental problems facing contemporary societies requires the sustained efforts of creative, dedicated professionals who can integrate and apply knowledge from across academic disciplines to restore and protect the environment. The interdisciplinary Environmental Studies Program prepares students to become such professionals by recognizing the relationship between human behavior and nature and by responding to the Jesuit call to promote environmental justice and ethical stewardship of the natural world.

Composed of a rich mixture of courses from the Humanities, Natural and Social Sciences, the Environmental Studies curriculum motivates students to learn through instruction in the classroom, in the laboratory, in the field and through a diversity of service learning opportunities. The interdisciplinary and comparative nature of the Program encourages openness to novel ideas and flexibility in examining new approaches to problem solving, prepares students to analyze complex environmental issues from both local and global perspectives, and provides them with the skills necessary to help shape our environmental future.

The Environmental Studies Program prepares students for a wide range of career opportunities. Depending on their choice of emphasis -- social sciences, natural sciences or humanities--students will be prepared for careers in some of the following fields: environmental and public policy, environmental advocacy, urban and rural planning, public works administration, corporate environmental affairs, environmental conflict resolution, environmental education, environmental consulting, and environmental impact assessment.

Philosophy

The Environmental Studies Program affirms the Ignatian value of recognizing "the ultimate goodness of the world as created." Likewise, training students to address environmental problems promotes USF's Vision to prepare "leaders who will fashion a more humane and just world."

Foremost among the distinguishing characteristics of the Program are its emphases on the ethical analysis of environmental issues and the promotion of environmental justice (i.e., the right to a healthy environment). These ethical concerns, as well as the implications of market and cultural globalization, are central to the proper understanding of the environment in the 21st Century. Our Program incorporates these considerations in an array of courses.

Internship Opportunities

Students are strongly encouraged to participate in program-sponsored internships, which offer the opportunity to gain real-world experience in the environmental field while enjoying mentor/apprentice relationships with Bay Area environmental professionals in community organizations, state and federal agencies, and private industry. Students have interned at such sites as the Bay Area Conservation and Development Commission, the California Environmental Protection Agency, and Waste Management, Inc. Collaborative internships, as well as the teamwork approach to laboratory and field courses, help students develop the skills necessary for environmental leadership.

Study Abroad Options

Students are encouraged to complement their coursework with a study abroad experience, particularly through programs at the Universidad Iberoamericana in Mexico, Peter Pazmany Catholic University in Hungary, or the Ateneo de Manila University in the Philippines. Students not only interact with scholars and professionals from other countries, but also acquire first-hand knowledge of cultural and ethnic differences that help shape the environmental issues facing the world.

Undergraduate History

Cicero believed, "to know nothing of what happened before you were born is to remain ever a child." The History Department assumes that intellectual and moral maturity requires the study of the past.

The Department of History offers a varied yet comprehensive program of historical study that emphasizes the development of analytical, research, and communication skills. The program is especially suitable for students who are interested in careers in teaching, law, government or nonprofit service, institutional research, and management, or who wish to pursue graduate study or professional training.

Undergraduate International Studies

The Bachelor of Arts in International Studies (BAIS) is an innovative and academically rigorous interdisciplinary program that engages students in critical examination and ethical analysis of major international issues, institutions, and relations as a defining concept of 21st century life.

Composed of a basic core of courses on the processes of globalization and global change, human rights, social justice, and global economic issues, the International Studies curriculum combines courses from the humanities, social sciences, arts, and science in discipline-based 'functional' and geographical tracks of study. The goal of the program is to prepare dedicated professionals who can integrate and apply knowledge across disciplines in the interest of solving global problems and making the world a more humane and just place for all.

Undergraduate Kinesiology

Based on a specific set of learning outcomes, Kinesiology students will develop the key skills and competencies that will enable them to prosper in the exercise, sport and allied health settings of the 21st Century.

Our learning environment creates a seamless experience combining Foundational, Core, and Advanced Area studies, student advising, and career opportunities.

Undergraduate Latin American Studies

Explore Latin American Studies at USF and discover more of yourself as you focus on a fascinating, dynamic, and crucial region of the world. Enjoy the comparative perspectives shared by gifted and energetic professors and engaging fellow students. Look across disciplinary lines as you take Latin American Studies courses in the Humanities, Literature and the Arts, and the Social Sciences. Learn Spanish and study in Latin America for a summer or a semester and gain a profound understanding of the region and its peoples. Prepare yourself for a future where a Latin American Studies degree will give you the skills to navigate and thrive in the increasingly interconnected Americas. Do all this and more by majoring or minoring in Latin American Studies at USF.

The Latin American Studies program fosters close student-teacher relationships as it promotes high standards of academic excellence and prepares leaders who will work for justice for all people. Students will find a rigorous but humane program that supports their personal and intellectual development as it prepares men and women to shape a multicultural world with creativity, generosity, and compassion. The interdisciplinary and comparative nature of Latin American Studies encourages flexibility in perspective and openness to new approaches among faculty and students alike and expresses USF's commitment to the liberal arts.

Study abroad and summer programs give students the profound experience of completing requirements for their major or minor while in Latin America. Experiential learning promotes academic maturity and intellectual growth as students spend a semester abroad at Jesuit universities in Mexico, El Salvador, or Chile. Both majors and minors in Latin American Studies also have the option of taking a month-long summer course, "Border Issues," in Tijuana, Mexico, or the "El Salvador Today" course based in San Salvador, El Salvador.

Outstanding faculty from the departments of Economics, Fine and Performing Arts, History, Media Studies, Modern and Classical Languages, Philosophy, Physics, Politics, Psychology, Sociology, and Theology and Religious Studies contribute to Latin American Studies at USF and give life to its curriculum. We share our passion for learning with students who we trust will become teachers of Latin America's importance to the United States and future leaders in the Americas.

Explore Latin American Studies at USF and savor the richness of a fascinating part of our world as you discover yourself and set your future direction.

Undergraduate Mathematics

The powerful methods of mathematics are used in virtually every field of study from the natural to the social sciences, from business to philosophy. The Mathematics major provides excellent preparation for graduate school and for careers in such fields as aerospace, computing, education, environmental analysis, and statistics.

Program Objectives

As one of the oldest departments in the College of Arts and Sciences, the Mathematics Department strives to further the primary mission of the University of San Francisco as embodied in the University Statement of Mission and Goals. Thus it seeks to educate its students within the framework of the Jesuit tradition.

In addition to these general goals, the specific aims of the major in Mathematics are:

- to provide students with a mature understanding of fundamental mathematical concepts and techniques;
- to teach students how to engage in rigorous logical reasoning and to refine their analytical skills;
- to teach students how to solve real-world problems by formulating, analyzing, solving and refining appropriate mathematical models;
- to train students for life-long learning by teaching them how to read mathematical and other technical material with critical comprehension;
- to provide students with a sound working knowledge of computer systems and software in a mathematical, problem-solving context;
- to enhance communication skills by teaching students how to write and speak about technical subjects to both specialized and general audiences;
- to prepare students for a variety of careers in which mathematics plays an important part;
- to prepare students for graduate study in mathematics;
- to provide co-curricular experiences that further these general and specific goals.

Undergraduate Media Studies

The Department of Media Studies offers a liberal arts based program that combines critical and cultural analysis of media texts and institutions with professional development in audio, video and print journalism practice. Students build their production skills as they also learn to analyze and deconstruct

media images and to consider the influence of media on individuals and on society.

Media play critical social, cultural and political roles in society. As voters we decide how (and sometimes whether) to vote based on TV images of candidates and issues. As global citizens, we learn about other countries and cultures from movies, newspapers and the Internet. We may even come to know ourselves - to form our own identities - in interaction with media such as music, film and television.

Understanding media, then, is an essential component of modern citizenship. Creating media that will contribute to a multicultural democracy is an equally important task. By combining the critical study of media and culture with the skillful teaching of media practice in an ethical context, the Media Studies program aims to produce the next generation of media leaders, analysts, critics, policy makers and teachers.

Graduates from the USF Media Studies program have gone on to careers in media writing, directing and producing; print and broadcast journalism; graduate study in media, communications, law, and politics; non-profit organizational research and management; non-profit media relations; corporate public relations, advertising and marketing; and elementary and high school teaching. In general, a media studies degree is an appropriate preparation for any field that values training in communication, critical thinking, research, analysis and writing.

Undergraduate Modern and Classical Languages

Inspired by the Statement of Mission of the University of San Francisco, a Jesuit and Catholic university, the Department of Modern and Classical Languages states as its essential objective to "prepare men and women to shape a multicultural world with creativity, generosity and compassion."

The Department unreservedly promotes language acquisition as a requirement for the accomplishment of this objective. The language requirement not only exposes the inner workings of language in general, but it also provides the point of departure for the development of proficiency adequate to academic and professional needs, and promotes the multidisciplinary study of cultures and societies both outside the U.S. and within our increasingly multicultural communities. Whether as a tool to investigate the past, analyze the present, or forecast the future, knowledge of languages and cultures gives USF students privileges they would otherwise lack.

The rich variety of course offerings provides students with a historical, social, linguistic, cultural and literary framework for the many languages offered by the Department. Such a multifaceted approach seeks to enhance intellectual tolerance and to promote an informed understanding of other cultures. The Department thereby offers unique support to the endeavors of the broader academic community.

The Department fosters close student-teacher relationships as a fundamental factor in the process of learning languages. Extra-curricular activities such as reading and cultural clubs, volunteer opportunities and internships are among the many options the Department promotes as a means of connecting to the culturally diverse communities in San Francisco, the Bay Area and California.

The Department of Modern and Classical Languages offers majors and minors in French, Japanese and Spanish; a minor in Chinese; a minor in German; a certificate program in Japanese; and language study in Ancient Greek, Hebrew, Italian, Latin, and Russian; and courses in Comparative Literature and Classics in translation.

Increased awareness of the multinational character of our society has enhanced the importance of language in fields such as banking, communication, government, health services, law, librarianship, merchandising, tourism and trade, as well as in the more traditional areas of education and diplomacy. Language study remains an integral part of the liberal arts education.

Registration Policy

Registration in foreign language courses is governed by the following policy:

1. Transfer students who have passed college-level language courses at another institution will be granted credit toward partial or complete fulfillment of the language requirement, which is three semesters for liberal arts majors, two semesters for science majors. Transfer students are still required to take the placement test in order to determine proper placement in USF courses.
2. All incoming students who studied a foreign language in high school and intend to continue study of that language at USF must take a placement test.
3. Students may enroll in upper-division courses in language for full credit as soon as they have completed the prerequisite course.
4. Students who possess fluency in a native or non-native language other than English are eligible for credit in that language by enrolling in an upper-division course or by transferring units of upper-division course work taken at an institution of higher learning either before or after admission to the University. Such students are generally not allowed to enroll in lower-division courses in that language.

Majors and Minors in Modern Languages

Students majoring in Modern Languages must complete sixteen (16) units of upper-division language courses in residence.

Students minoring in Modern Languages must complete eight (8) units of upper-division courses in residence. Students are strongly encouraged to travel and study abroad to complement their academic program of studies at USF.

Undergraduate Physics

Physics deals with the fundamental properties of space, time, energy, and matter, and how they relate and interact to provide the amazing richness of our universe. Physics has its roots in profound questions that, in one form or another, have been around since ancient times. Its development has led to increasingly deeper levels of beauty, simplicity, and interconnectedness.

The major in Physics provides a thorough foundation in classical and modern physics, including its theoretical, experimental and computational aspects. Physics majors combine scientific methodology, powerful mathematical techniques, and intuition in learning the different laws of Physics, acquiring along the way skills that are also transferable to other areas - skills such as simplification, conceptualization, idealization, and mathematical representation of phenomena. The training provided by the Physics Department has a wide range of applications and prepares students for a variety of alternative paths. Physical intuition and quantitative skills make physicists most valuable partners in interdisciplinary teams in areas ranging from molecular biology to financial analysis. The program provides the essential preparation for graduate study and research careers in physics, applied physics, astronomy, physical chemistry, engineering, and mathematics. In addition, it provides a solid preparation for students planning careers in education, medical physics, environmental science, computing, communications, medicine, and the military, to name just a few.

Program Objectives

- Prepare students for careers as professional physicists, or for further study in graduate school, by providing a series of foundation courses and electives designed for comprehensive coverage of experimental, theoretical, and computational physics.
- Prepare students to create the technology of the future through the Materials Physics program, which combines coursework in fundamental physics together with exposure to materials physics cutting-edge equipment and laboratory techniques, both in the classroom and in industrial internships.
- Prepare students for careers in engineering, through the 3/2 engineering/physics dual degree program, which provides a thorough physics and mathematics background prior to their engineering education.
- Ensure that students gain familiarity with modern computing equipment and software by requiring them to learn at least one programming language, and by using computers in lectures and laboratories for modeling physical systems, problem solving, and data acquisition and analysis.
- Ensure that students have a solid background in mathematics by requiring the study of differential and integral calculus, as well as a variety of mathematical tools (differential equations, linear algebra, calculus of variations, operator techniques, Fourier series, and many others) that students learn in upper-division Physics courses.
- Provide research opportunities for students through the various experimental and theoretical research efforts actively pursued in the Department, which include Health and Radiation Physics, Mathematical Physics, Quantum Field Theory, Many-Body Theory, Theoretical and Computational Neuroscience, Computational Physics, Solid State Physics, Low Temperature Physics, and Optical Physics.
- Expose students to the scientific methodology of hypothesis testing using a variety of tools including abstract thought, experimentation, and mathematical modeling.
- Provide applicants to medical, dental, or pharmacy schools with an enriched curriculum that will give them a deeper understanding of the molecular processes that underlie all of chemistry and biology, enhancing their chances of entering a professional school.

Department faculty are in the process of reviewing the curricula. Please see the website for changes.

Undergraduate Politics

The study of politics emphasizes several challenging and critical issues:

- the exercise of power in formal governmental institutions and in non-governmental institutions, from interest groups to human rights organizations to corporate board rooms
- political systems, their historical context, and the social and economic systems with which they interact
- the ideas of the great political thinkers, and how those ideas might apply in contemporary practice
- how public policy gets formulated, legislated, implemented, and evaluated and how democratic and accessible is the process.
- comparing the U.S. political system to those elsewhere in the world, in nations in Europe, Asia, Africa, Latin America, and the Middle East
- the politics of nations and international relations, and the transnational relations increasingly practiced by peoples, organizations, and local institutions across national boundaries

Students can also enroll in one of our special programs, leading to a Minor in Legal Studies, Criminal Justice Studies, Peace and Justice Studies, or the Public Service Certificate and Public Service Honors Minor offered through the [McCarthy Center](#).

Undergraduate Psychology

The Department of Psychology offers a Bachelor of Arts in Psychology. Qualified students may pursue the honors degree in psychology. Three minors are also administered by the department. Students may pursue a minor in psychology or an interdisciplinary minor in either Child and Youth Studies or Neuroscience.

The psychology major is designed for students who desire to learn the fundamentals of behavioral science within the context of a traditional liberal arts education. Students receive a comprehensive exposure to the foundations of psychological theory and application, and are introduced to laboratory and field research. The psychology major prepares students for a wide variety of professional and business careers, and it provides the necessary foundation for graduate study in psychology or related disciplines (e.g., social work, counseling, law, education).

Undergraduate Sociology

The Sociology Major provides a broad-based, liberal arts education that stresses analytical thinking, critical reasoning, and writing skills.

The Sociology Department has a strong emphasis on social justice and focuses on the study of such issues as inequality, race and ethnicity, social and political change, gender, sexualities, social movements, education, urbanization, globalization, poverty, violence, crime, juvenile delinquency and war and peace. The program prepares students for graduate or professional schools and a wide variety of careers in such fields as business, law, government, criminal justice, health, social services and teaching. The department also offers students a fieldwork experience in the community to enhance their education with "real-life" sociological practice.

Undergraduate Theology and Religious Studies

The mission of the Theology and Religious Studies Department is to provide an understanding of the Jesuit Catholic tradition in relation to other Christian traditions and other world religions through teaching and research.

We participate in the social justice mission of the University of San Francisco through inter-religious dialogue, cross-cultural immersion, critical thinking, and service learning.

Undergraduate Urban Studies

The Urban Studies Program at USF is an interdisciplinary program that challenges students to understand the complexity of the urban experience from the varied disciplinary perspectives in the social sciences, the humanities and the arts. At its core, the program assesses conceptions that have defined urban phenomena for most of the twentieth century, and therefore challenges students to engage critical questions. The Urban Studies Program will not only provide students, through specific curricula and carefully-crafted international programs, with an introductory understanding of the global urban experience, but also encourage them to develop a critical view of San Francisco as an urban center. As stated in the USF Mission Statement, the University of San Francisco "...is an urban university." The Urban Studies Program at USF will educate students in the complexity of urban cultures and serve as the perfect vehicle to prepare leaders who can potentially have a positive impact on the future of urban life and urban form in San Francisco and the world.

The experience of the urban has dramatically changed in the last century. The question of "why people live in cities?" must now take into account compelling variables such as knowledge economies, migration flows, and environmental issues in the face of increasing poverty; virtual communication flows, and heightened concentrations of property capital. The challenge thus consists in finding a balance between advocating local urban practices with an informed understanding of the global issues shaping urbanism in the twenty-first century. The city is not only experienced by direct contact with its physical form, but also through representations and discourses that convey specific perceptions of politics, class, race and gender, both at the local and global levels. An understanding of such representations and discourses is necessary to acquire a comprehensive knowledge of the complexity of the city.

Because a Jesuit education is deeply committed to an interdisciplinary approach to learning and to the education of the whole person, and because of the University of San Francisco's unflinching commitment to social justice, the Urban Studies Program will provide students with the intellectual and practical skills, and the inspiration to become leaders who will potentially impact the future of the urban experience. They will do so by joining NGO's, city government, local and state government, planning departments, policy think tanks and planning and policy consulting firms.

Undergraduate: Arts and Science

Advertising
 African Studies
 African-American Studies
 Anthropology
 Art + Architecture
 Asian Studies
 Asian-American Studies
 Biology
 Catholic Studies & Social Thought
 Chemistry
 Chican@ Latin@ Studies
 Child and Youth Studies

Classical Studies
 Communication Studies
 Comparative Literature and Culture
 Computer Science
[Economics](#)
 Education, Dual Degree in Teacher Prep.
 English
 Environmental Science
 Environmental Studies
 Ethnic Studies European Studies
 Exercise and Sport Science
 Gender and Sexualities Studies
 Health Studies
 History
 International Studies
 Jewish Studies & Social Justice
 Latin American Studies
 Legal Studies
 Mathematics
 Media Studies
 Middle Eastern Studies
 Military Science
 Modern and Classical Languages
 Natural Science
 Neuroscience
 Peace and Justice Studies
 Performing Arts
 Philippines Studies
 Philosophy
 Physics and Astronomy
 Politics
 Psychology
 Public Service
 Rhetoric and Composition
 Sociology
 Theology and Religious Studies

Urban Agriculture Interdisciplinary Minor

Students minoring in Urban Agriculture acquire critical understandings and creative skills in three integrated areas: Food systems and food justice; Food production and distribution; and Community-building and collaboration.

Requirements

The Minor in Urban Agriculture requires 20 units, as follows:

One introductory course (4 units)
 Introduction to Urban Agriculture

Two courses in organic gardening (8 units)
 ENVA - 130 Urban Agriculture: Fall

ENVA - 135 Urban Agriculture: Spring

Two electives (8 units) chosen from:
 ANTH - 235 The Anthropology of Food

ARCD - 370 Construction Innovation lab

ARCD 400 Community Design Outreach

BUS - 304 Management & Organizational Dynamics

BUS - 389 Advanced Culinary Skills

ENGL - 235 Literature and the Environment

ENVA - 145 Community Garden Outreach

ENVA - 390 Special Topics in Urban Agriculture

HIST - 341 Feast and Famine: A History of Food

MS - 301 Green Media

Administrative Office
 Kalmanovitz Hall, Room 120
 Phone: (415) 422-5755
 Melinda Stone, Director

Note: Before declaring the minor, students must meet with a faculty mentor for advising.

Learning Goals

Upon completing a minor in Urban Agriculture, students will be able to:

1. Integrate diverse disciplinary perspectives to understand today's complex food systems - both dominant and alternative;
2. Demonstrate an understanding of the food/environmental movement and contribute to various efforts taking place within San Francisco and the Bay Area;
3. Master advanced skills in organic gardening and urban homesteading and demonstrate ability to grow, harvest, prepare, and preserve food grown in San Francisco; and
4. Demonstrate ability to work collaboratively with others within USF's Garden Project and in community gardens and kitchens across the Bay Area.

Web Science

The challenge in the Internet field today is to harness the immense computing power of computers, networks and storage devices so that people can discover and share information as never before. In the early age of the Internet, graphic designers created the static content and images. Now the field requires professionals who are conversant in dynamic web pages, software agents, information retrieval and web services. The Master of Science in Web Science provides students with a rigorous background in software development with a particular focus on software for today's Internet industry. With the University of San Francisco's prime location in the heart of the San Francisco Bay Area and its proximity to Silicon Valley, USF graduate students enjoy an environment rich with the many innovations and opportunities of this world-renowned region of technology.

Foundational Requirements

The foundation requirements are not required for admission to the graduate program, but must be completed while at USF to achieve regular status as a graduate student. The foundation requirements can be waived if met by previous studies or work experience equivalent to the requirements:

- Introductory programming (two courses)
- Upper-division programming (one course)
- Discrete math (one course)
- Data structures (one course)

Degree Requirements

Regular Graduate Students must pass 28 credits (7 courses). The courses must be chosen as follows:

- CS 680 Web Systems and Algorithms
- Networking, one of:
 - CS 621 Network Programming (4)
 - CS 684 Human-Computer Interaction (4)
- CS 682 Distributed Software Development
- CS 662 Artificial Intelligence Programming
- Two semesters of Master's Project (CS 690) or Software Development Workshop (CS 691 and CS 692)
- One elective course from:
 - Programming Languages
 - Algorithms
 - Directed Reading and Research

Regular 2-year MS Web Science Degree

The typical student takes two years to complete the MSWS degree, but it is possible to complete in one year for talented and well-prepared students (see accelerated program below).

- CS 662 Artificial Intelligence Programming (4) Year 1 Fall
- CS 680 Web Systems and Algorithms (4) Year 1 Fall
- CS 682 Distributed Software Development (4) Year 1 Spring
- CS 621 Network Programming (4) Year 1 Spring

- CS 690 Master's Project (4) Year 2 Fall
- Elective, Year 2 Fall
- CS 690 Master's Project (4) Year 2 Spring

Accelerated One-Year MS Web Science Degree

The accelerated MSWS degree can be completed in an intensive 12 months. Applicants must have very strong software development backgrounds to be accepted into the accelerated program. Students take the usual two 4-credit course load the Fall semester and then 3 4-credit courses in the Spring semester. After successfully completing these courses, a student spends the summer taking two software development workshops. These workshops are extremely demanding and require the students to build very significant pieces of software, either in collaboration with a silicon valley company or as part of a faculty member's research. A new accelerated MSWS cohort is accepted each Fall.

Learning Goals/Outcomes for the Master of Science in Web Science

Students who complete the Masters of Science in Web Science will be able to demonstrate:

- An understanding of advanced topics in Internet-based computing including software engineering, distributed computing, artificial intelligence, networking, interface design, and Internet systems;
- The ability to design, implement, and debug large-scale, Internet-based software applications;
- The ability to evaluate and understand advanced research from the Internet computing literature;
- Effective communication and team participation skills with respect to software development.

X

Business and Professional Studies

Academic Regulations and Requirements

In addition to the General Regulations stated in this catalog, the Masagung Graduate School of Management applies the following regulations to all students enrolling in graduate programs.

Grading System

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

- A - Outstanding
- B - Satisfactory; student meets all major course competencies
- C - Student meets minimum standards for obtaining credit*
- F - Failure; student does not meet minimum standards for obtaining credit.

All graduate students are required to maintain an overall cumulative grade point average of B (3.0). Scholarship standards for students in the School of Management require that a "B" average (3.0 GPA) be maintained and a lower cumulative GPA may result in probation or academic disqualification.

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

In addition, the following notations are sometimes used:

- P - "Passing," at least at the lowest passing level (C-); not counted in computing the grade point average. In some graduate programs P/F is used to evaluate those courses associated with research or a field project dissertation proposal, or a dissertation. A Pass-Fail option is irrevocable, if chosen by a student.
- S, U - "Satisfactory" or "Unsatisfactory" notations are given in certain courses. For an "S" grade, the credits will count toward the total credits required for graduation, but not in the grade point average computation. In some graduate programs, S/U is used to evaluate courses associated with a thesis.
- I - "Incomplete" denotes an examination or required assignment which has been postponed for a serious reason after consultation with the instructor. Students who have not contacted a faculty member regarding completion of course requirements are subject to a failing grade.
- Students given approval to postpone course requirements must complete them on the date specified by the faculty member. If the notation is still incomplete at the close of the following semester, it is converted to a failing grade
- (F). A student who fails to complete course requirements within the allotted time will receive an "F" and be required to repeat the course. All applicable registration processing and tuition and fee payments are required to repeat a course.
- IP - Work "In Progress"; final grade to be assigned upon completion of the entire course sequence in courses predetermined by the dean.

"In Progress" (IP) notations on graduate student transcripts, if not cleared, will revert to an "F" upon expiration of the time limit set by the department.

- W - "Withdrawal"; a notation used by the Office of the Registrar when a student drops a course after University census date but before the withdrawal deadline in any given semester.
- NR - Grade "Not Reported" by instructor within 10 days after the examination period; a notation used by the Office of the Registrar. To correct the transcript, the instructor must file a change of grade form. "NR" carries no connotation of student performance and no grade point value is given. "NR" notations that are not reconciled by the end of the following semester will be converted to a failing grade (F).
- AU - "Auditor"; course not taken for credit. Regular tuition is charged for audited courses.

Grade Points

Grade points per semester credit of credit are assigned as follows:

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

Grade Point Average

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

A student's cumulative grade point average is based on courses which the student takes at USF. Courses which a student takes at other colleges or universities will not be counted in the cumulative grade point average.

Official Grades

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

Credit for Repeated Courses Policy:

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

Changes of Grade

Once grades have been recorded, they will not be changed unless there has been an evident unfair grade or error in the process. If you have questions or concerns regarding the grade you were assigned, the first step is to meet with the instructor to discuss the grade. If you still have concerns, please contact the Office of Graduate Student Affairs. If the instructor decides to make a change in the final grade, the instructor must complete the Change of Grade Form and file it with the Office Graduate Student Affairs. The change will become effective only after the Change of Grade Form has been completed with all necessary signatures and filed with the Office of the Registrar.

Appeal Process for Change of Course Grade

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

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

If at any stage of the grade appeal process an allegation of academic dishonesty becomes known for the first time, this Grade Appeal Process shall be suspended and the case referred to the Academic Honesty Hearing Committee. The Academic Honesty Hearing Committee will make a written report of its findings to the parties involved. If the Academic Honesty Hearing Committee finds the student not guilty of academic dishonesty, the student shall then have the right to decide whether or not to return to the Appeal Process for Change of Grade. If the

Academic Honesty Hearing Committee finds the student guilty of academic dishonesty, then the instructor's grade will stand and the student will not have the right to return to the Appeal Process for Change of Grade. The Academic Honesty Hearing Committee does not have the authority to alter a student's grade and should not consider in any way the merits of the grade itself; the only questions are whether academic dishonesty did occur, and if so, what the appropriate sanction(s) should be.

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

Grade Appeal Committee Process

Adherence to the time requirements listed below in the formal process is 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.

Prior to any action below: All School of Management students are required to meet with the Graduate Student Affairs Office prior to initiating either of the procedures outlined in the below steps.

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

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

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

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

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

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

A change of grade requires at least a two-thirds vote of those present and voting. Absent such a two-thirds vote the original grade shall stand. The department/area chair or program director shall note the final resolution of the appeal on the Step Two Grade Appeal Form and send copies to the University Registrar's office, the office of the dean of the college or school in which the course resides, the Graduate Student Affairs Office, the student, and the course instructor involved.

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 must appeal through the formal process above. 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 prior to contacting the Dean.

Academic Actions and Academic Probation Designations

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

Students who are placed on Academic Probation must meet with their advisor in the Office of Graduate Student Affairs.

Examinations

Students are expected to take all examinations for courses in which they are enrolled. Dates for final examinations are given in the University Academic Calendar and Schedule of Classes in any term and may not be rescheduled without the approval of the instructor. In the event of extenuating circumstances a student needs to request a rescheduling of a final examination, the request can be approved or denied at the discretion of the course instructor. Each instructor can set a final examination policy in the course syllabus.

Credit Hour Limitations

The maximum number of credits in which a student can be enrolled for in a semester is 17 units for the School of Management. Please note that the primary program will determine concurrent degree students' maximum units. The primary program is defined as the program to which you were admitted first. For additional questions and concerns, please contact the Office of Graduate Student Affairs. For all students, requests for an increased number of units are considered only for students who have a minimum GPA of 3.8. Students wishing to enroll in School of Management courses exceeding 17 units must meet with an advisor in the Office of Graduate Student Affairs and complete the overload petition process. Final approval comes from the Associate Dean of Graduate Programs.

Registration

Adding/Dropping Classes

Adding Classes:

There are two ways a student may add a class:

- Electronically, through USFconnect during the designated registration period.
- Manually, with the use of the Add/Drop Form taken to the Office Graduate Student Affairs for signature and then to One Stop.

For students in any cohorted graduate program: 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*

Cohorted graduate programs in SOM include MS in Financial Analysis, MS in Risk Management, MS in Organizational Development, Master in Public Affairs, Master in Non-Profit Administration, MS in Information Systems, and MS in Accounting.

See Appendix for tutorials about how to self-register*

*Please note that dates are approximate

After open registration, all requests to register for any class must be submitted to the Office of Graduate Student Affairs.

Dropping Classes:

A student may drop a course in the following ways:

- Electronically, through USFConnect.
- Manually, with the use of the Add/Drop form taken to the Office of Graduate Student Affairs Manager for signature and then to One Stop.

In order to receive a full tuition refund a class must be dropped before the census date.

MBA Waitlists

- A student can add themselves to the waitlist via USF Connect if a course is full.
- If a student receives an error message regarding the waitlist, please contact the Office of Graduate Student Affairs.
- All waitlists are monitored by the Office of Graduate Student Affairs.
- Students are typically notified during the first week of classes, depending on if/when seats open up in a course section. Notification will come via the student's USF email address, and the student will have 24 hours to respond in order to be enrolled in the course. If a student does not respond within the given timeframe, the open seat may be given to the next Student on the list. Priority may be given to graduating MBA students.
- If a student is not contacted during the first week, space did not become available.
- Please notify the Office of Graduate Student Affairs if you are waitlisted for a required course and are a graduating student. You may have priority in these cases.

Auditor

Any SOM graduate student may audit selected courses offered by the School of Management, provided there is a space available and it is approved by the Associate Dean for Graduate programs. The process begins by contacting an advisor in the Office of Graduate Student Affairs. Audited courses do not count toward regular full-time status for purposes of financial aid, visa requirements or enrollment verification; neither a grade nor credit is given for audited courses. An audited course may be changed to credit status, or vice versa, only if the request is filed with the One Stop Enrollment and Financial Services Office prior to the census date for the course. Auditors pay the same tuition as students enrolled for credit. For further information on auditing classes, consult the One Stop Office.

In order to audit a course, a student must contact the Office of Graduate Student Affairs. It is expected that student will demonstrate to the instructor of the course that the student has the necessary background required for the course. The instructor must also approve the request for auditing, and the student must meet with the professor before the class begins to establish expectations regarding participation and deliverables associated with the student auditing. Courses not available for audit include the Core MBA courses and all EMBA courses due to the entry requirements and cohort nature of these programs.

Enrolling in Courses after Graduation

If a student wishes to enroll in classes at USF after completing the degree requirements in the program in which he/she is enrolled, the student is considered a Visiting Student. Please see the section "Visiting Student" for policy and process.

Directed Study Guidelines

The purpose of the Independent Study Program is to provide students with the opportunity to study topical areas which are not a part of the ordinary academic program and which would add significant value to the student's educational experience at USF. Scheduling problems are not a compelling reason to enroll in an Independent Study. Research-based Independent Studies are available to all graduate students in the School of Management. An internship-based Independent Study is also available to MBA students.

For information about the required proposal process for an Independent Study course, please contact the Office of Graduate Student Affairs.

Census Date

Census dates represent the last day to drop a course in a given term to receive a full tuition refund for that course. Census dates are identified in the Schedule of Classes (www.usfca.edu/schedules). Following the census date in any term, classes dropped will receive a "W" symbol representing the fact that the class was dropped after the census date; the only exceptions to be made are classes canceled by the Dean of the School of Management. Tuition for courses dropped after the census date will not be refunded.

The Census Date should not be confused with the withdrawal deadline, which is the last day to withdraw with a grade of "W" while still forfeiting tuition fees for that course. Please contact your Student Affairs Manager or reference the [Academic Calendar](#) for specific dates.

Leave of Absence

Students in good standing who wish to leave the University temporarily must meet with an advisor in the Office of Graduate Student Affairs and submit a Leave of Absence form to One Stop. Forms are available online at www.usfca.edu/onestopforms or from the Office of Graduate Student Affairs. The School of Management does not guarantee program availability upon return from a Leave of Absence. It is the student's responsibility to contact the Graduate Student Affairs Office to understand the full implications of their Leave of Absence, including a plan for a reintegration into their academic program before submitting the Leave of Absence form to One Stop. A Leave of Absence may be exercised for up to one academic year while enrolled in a degree program.

Students who do not return for the semester specified on the Leave of Form are considered to have withdrawn from the University. Students who choose to absent themselves from the university without filing a Leave of Absence form will be withdrawn for lack of attendance during the first semester of absence (not including summer and intersession, except for programs in which these terms are required). When a student returns and wishes to re-enroll in courses, he or she must reapply to the program. Students who wish to enroll for coursework at other institutions during their leave of absence must obtain written pre-approval from the Office of Graduate Student Affairs and must observe the rules for courses taken at other institutions. Courses taken without prior written approval will not be counted toward the degree.

Students who take a Leave of Absence will receive a full tuition refund if their Leave of Absence is submitted by 5:00 p.m. on the census date. No refund of tuition will be made to students who request a Leave of Absence after the census date.

Students who exercise a Leave of Absence while on Academic Probation must complete their probationary semester once they return to the University.

Students who are receiving financial aid should contact the USF Office of Financial Aid to discuss the potential impact of their withdrawal on their aid and/or their repayment schedule. Students borrowing from the Federal Direct Student Loan Program and/or receiving federal grant assistance are subject to the terms and conditions of the Higher Education Amendments of 1998. Additional information is included in the section "Financial Aid and Leave of Absence or Withdraw."

Withdrawal from the University

Students planning to withdraw from the University are highly encouraged to meet with an advisor in the Office of Graduate Student Affairs to discuss the consequences of withdrawal upon your academic future at USF and/or other universities.

Petition to Withdraw forms are available at One Stop Enrollment and Financial Services, the Office of Graduate Student Affairs, or on-line at www.usfca.edu/onestopforms. The withdrawal becomes final only when the completed form or an intention to withdraw has been filed with the One Stop Enrollment and Financial Services Office. Completed withdrawal forms must be received by One Stop before 5:00 p.m. on the census date.

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

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

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

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

- Students who make changes in their program registration (i.e., withdraw, waived or dropped classes, etc.) after the Semester Census Date, will be liable for the entire tuition for the semester.
- Students who have withdrawn from the program and who wish to return to USF to complete their degree will be required to apply for readmission (See Readmission Policy section for details).
- Ceasing to attend classes or informing your instructor does not constitute an official withdrawal. Instructors cannot award grades of "W."
- You will receive grades for all courses completed prior to withdrawal. If you fail to notify the Registrar of your intent to withdraw, your monthly tuition charges will continue to accrue and a grade of "F" will be assigned by the Registrar's Office for the last course you attended but did not complete. Grades of "W" will be assigned for the remaining course(s) in the semester.

Transfer Policy

The School of Management welcomes transfer students into our Full-Time MBA, Part-Time MBA, Information Systems, Nonprofit Administration, Organizational Development and Public Administration programs. Transfer applications are students currently or previously enrolled in another graduate program and who have not yet completed their graduate degree. Students may transfer up to six credits into the Full-Time MBA, Part-Time MBA, Information Systems, Nonprofit Administration, Organizational Development and Public Administration programs pending the following conditions:

- Courses must be graduate level courses
- Courses must have been taken at an accredited institution of higher learning within the last five years
- Courses must not be supervised field work, directed study or field practice
- Students must have earned a minimum grade of "B" in the course(s)
- Courses must not have been applied to an earned graduate degree at another institution or at USF (not including USF concurrent degree programs)
- Courses must have been taken in an AACSB-accredited program (MBA program only)
 - For current USF MBA students interested in taking an online course at another school within the Jesuit MBA Network, the following policy applies:
 - Students are allowed up to 6 units of transfer credit for elective courses only. Core courses may not be taken online.
 - Courses must be pre-approved by an advisor in the Office of Graduate Student Affairs.
 - Students must earn a B or better to receive transfer credit.

Students transferring into the MBA program as part of the Jesuit Multilateral Agreement may transfer up to 50% of comparable coursework to our MBA program pending the following conditions:

- Students are in good academic standing at home institution
- Students must have earned a minimum grade of "B" in the course(s)
- Courses are comparable to coursework offered in USF MBA program
- Students are transferring to USF from a Jesuit MBA program that is at least 50 miles from USF

Visiting Students

Students may apply to be a visiting student within the MBA or MSFA programs if they 1) are currently enrolled in a comparable graduate program at another institution, 2) have graduated from a comparable graduate program at another institution, or 3) have graduated from the same USF graduate program as the one in which they are applying to take classes.

Only alumni from the USF MBA and Executive MBA programs may apply to return to USF as Visiting Students in the MBA (not Executive MBA) program. Alumni from other School of Management graduate programs are not eligible to complete additional coursework in the same program from which they graduated.

Visiting students are eligible to enroll in two courses per semester not to exceed 6 credits. This restriction does not apply to JebNet MBA students. Students must reapply for visiting student status each term. Completed course work taken by Visiting Students may not count toward a USF degree without formal acceptance to the University.

Visiting Students applying to the MBA program from another Jesuit MBA program in the Jesuit Multilateral Agreement must be attending a Jesuit MBA program that is at least 50 miles from USF. International students are welcome to apply to the School of Management as Visiting Students if they will be studying at USF on a visa other than an F-1 visa. I-20s are not issued to Visiting Students.

To apply as a visiting student, students must follow the process below:

STEP 1: Please apply online via visiting student application: <http://www.usfca.edu/visitingstudents> during the specified timeframe associated with the semester you are interested in enrolling.

STEP 2: Contact the Graduate Student Affairs Office at somgradadvisor@usfca.edu and include the following:

- First and last name
- Course name and number you are interested in taking
- Year and semester of desired enrollment
- Attach soft copy of resume
- Attach soft copy of undergraduate transcripts

- Attach soft copy of graduate transcripts if currently enrolled or graduated from another graduate program or AACSB-accredited MBA program

STEP 3: The Graduate Student Affairs Office will submit your application to the Academic Program Director for review. If accepted, the Graduate Student Affairs office will notify you.

STEP 4: If accepted, contact the faculty teaching the course and obtain written approval.

STEP 5: If approved by the course faculty, please submit written approval to the Graduate Student Affairs office.

STEP 6: Set up a meeting with an advisor in the GSA office. In this meeting, the advisor will provide an orientation to USF and complete the necessary documentation to facilitate registration.

STEP 7: (MBA Only): If you are current student in a Jesuit MBA program, please provide a letter of good standing from your advisor as well as the Jesuit Multilateral Agreement Intake form.

STEP 8: Set up an appointment with Richard Cooper cooper@usfca.edu in the office of the Registrar. Mr. Cooper will register you for classes. You must pay tuition at the time of registration.

Please Note: If you are currently enrolled in a graduate program and you are receiving financial aid from your home institution, you will need to request the necessary financial aid paperwork from your home institution. Please provide the financial aid documentation to the One Stop Office.

One Stop Enrollment and Financial Services
2130 Fulton Street
Lone Mountain 251
Phone: (415) 422-2020
Fax: (415) 422-6084
E-mail: onestop@usfca.edu
www.usfca.edu/onestop

Readmission Policy

Readmission applicants are any student previously enrolled in an MBA or Graduate Management program offered at the School of Management based on the categories set forth below. Applicants may apply to only one of these programs each year.

Category:

A. Students in good academic standing who, within the past five years, have withdrawn from the University, left the University without filing a Leave of Absence, or whose Leave of Absence has expired.

B. Students who were previously enrolled in an MBA or Graduate Management program and were unable to meet the required minimum degree completion time of 5 years (time is counted from the beginning of a student's graduate program, regardless of any leave of absence taken);

C. Students who were previously enrolled in an MBA or Graduate Management program and were dismissed for not meeting the required minimum GPA of 3.0.

Please navigate to the readmission site for more details:

http://www.usfca.edu/management/graduate/MBA/Readmission_Requirements/

Time Limits for Degree Completion

The time limitation for completing all of the requirements for all School of Management graduate degree programs is five years. Time is counted from the beginning of a student's program, regardless of any leave of absence taken. If a student takes a leave of absence and returns to the university, the student will be subject to curriculum changes that have taken place in the interim.

Filing for Graduation Diplomas and Commencement

Graduation applications, evaluations, and conferment are serviced through the USF Graduation Center, located within the One Stop Office. (see One Stop Enrollment and Financial Services section of Part III: Student Services)

Candidates applying for the conferral of a graduate degree should file the online Graduation Application form in the semester preceding the final semester of registration for degree requirements. Joint degree students must file for graduation separately for each degree program. The application must be filed within the time limitation for degree completion by the following deadlines:

Fall Term: September 1

Spring Term: February 1

Summer Term: February 1

Please note: To be considered for all Graduate Awards and Honors, students must submit applications to Student Affairs Manager within 2 weeks of the Spring Commencement February 1st deadline.

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

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

Graduate student diplomas list the degree and the school or college of the University awarding the degree. Students must complete the program requirements indicated in the catalog in force at the time of their most recent matriculation. Diplomas are mailed to students approximately six weeks after degree posting. Diplomas will not be issued to students who have not met their financial obligations to the University, including payment of outstanding fines.

Concurrent degree students in the MAPS/MBA, MSFA/MBA, and MSEM/MBA programs have both degrees posted for the same term regardless of when the coursework for the separate degree programs was completed. DDS/MBA students will have their MBA degree posted after completion of MBA degree requirements. JD/MBA students will have each separate degrees posted upon completion of that specific degree's requirements.

For JD/MBA students, two separate transcripts will be issued upon graduation. In order to reflect the approved cross-over courses on each transcript, the following will take place:

1. The Graduate Student Affairs office will reach out to graduating JD/MBAs two months before each graduation (Fall and Spring) and request which pre-approved Law cross-over courses (up to 12 units) the student wishes to count toward their MBA units and have reflected on their MBA transcript.
2. The Graduate Student Affairs office will provide this information to the University Registrar.
3. The University Registrar will make the necessary changes to the students' transcripts so that the pre-approved cross-over Law courses indicated by the student will be displayed on the student's MBA transcript as earning CR and unit bearing. These courses will not count toward the MBA GPA.

United States Business Culture Class (USBCC)

The School of Management's United States Business Culture Class (USBCC) is designed to help international students enhance their communication and presentation skills, and their understanding of the unique aspects of American culture, language and business practice through the use of case studies. In addition, the timeframe of the USBCC program provides an important opportunity for international students to adjust to life in the U.S. and to get settled in San Francisco before classes begin so they are prepared to fully participate and succeed in all aspects of their program.

The USBCC is three weeks in length. The first two weeks of the program will include intensive academic English language training that focuses on U.S. business vocabulary and culture, academic business reading and writing, and presentation skills. The final week highlights practice and application of business English skills. Students' required participation in USBCC is determined by their TOEFL, IELTS, or PTE Academic score at the time of admission.

Commencement Awards

Dean's Medal of Excellence

An award is given to a member of the graduating class from the Masagung Graduate School of Management whose academic accomplishments, extracurricular work, and personal life, best exemplifies the values of the University of San Francisco in its Mission and Goals. Eligible programs considered for this award: MBA, MSFA, MSRM, MS Analytics, MSOD, MPA, MNA, and MSIS.

Dean's Service Award

An award is given to a member of the graduating class from the Masagung Graduate School of Management who has demonstrated superior academic performance and outstanding service to the School of Management. Eligible programs considered from this award: MBA, MSFA, MSOD, MPA, MNA, MSIS.

Excellence in Scholarship Award

An award is given to a member of the graduating class from the Masagung Graduate School of Management who has earned the highest overall record of scholarship throughout his or her entire graduate program. Eligible programs considered for this award: MBA, MSFA, MSRM, MS Analytics, MSOD, MPA, MNA, and MSIS.

Beta Gamma Sigma

The top 20% of the graduating students each Fall and Spring semester from the MBA, MSFA, MSRM, MS Analytics, MSOD, and jMGEM programs are invited to join the Beta Gamma Sigma international honor society.

Pi Alpha Alpha

Pi Alpha Alpha is the National Honor Society for Public Affairs and Administration. Membership is restricted to those students who have obtained a minimum GPA of 3.7. Master degree students must have completed at least fifty percent (50%) of the required course work (a minimum of 18 semester hours or 27 quarter hours).

Dean's List

Those individuals who have demonstrated excellence in their MBA, MSFA, MSRM, MS Analytics, MSOD, MPA and MSIS coursework are acknowledged by their placement on the Dean's List. This designation receives permanent record on transcripts. Students are eligible for the Dean's List upon fulfilling the following requirements: current and cumulative GPA of 3.7, completed at least six credits for MNA, MPA, MSIS and MSOD students or eight credits for MBA students in the semester under consideration, and are members of the top 10% of each individual program.

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

a. Policies Pertaining to the use of alcoholic beverages at 101 Howard campus

i. The following procedures are to be observed whenever alcoholic beverages are served on campus at events where faculty, students, and/or staff are in attendance.

ii. The event shall be sponsored by a Unit or Department of the University.

iii. All alcohol beverages must be purchased through and served by Bon Appétit.

iv. Use of the particular facility involved shall be approved by the office(s) having usual responsibility for that facility.

v. State law prohibits the unlicensed sale of alcoholic beverages.

vi. The sponsor of the event shall establish controls which will ensure that all persons present in the area where alcoholic beverages are served and consumed are at least 21 years of age.

vii. The event shall be open to a prescribed group only.

viii. The sponsor of any such event or his/her designee shall be present at the event and shall be responsible for the maintenance of proper decorum and compliance with law and relevant University and campus regulations.

12. Possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons or instruments on University premises or use of any such item (This includes but is not limited to BB guns, Airsoft guns, Mace, switchblades and the like)

13. Unauthorized entry into or use or defacement of University facilities, including residence halls and other buildings and grounds, including roofs, ledges, balconies; unauthorized erection or use on University property of any structures including but not limited to tents, huts, gazebos, shelters, platforms, and public address systems

14. Launching, dropping, throwing or dumping any object or substance from within or on a University structure or property

15. Lewd or indecent conduct

16. Aiding, abetting, or procuring another person to violate any provision of the Student Conduct Code

17. Disorderly Conduct including but not limited to:

a. excessive or prolonged noise

b. behavior that interferes with the orderly functioning of the University

c. behavior that interferes with an individual's pursuit of an education on University premises or during an authorized University class, field trip, seminar, competition or other meeting, or University-related activity.

18. Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person.

19. Any violation of the University Technology Resources Appropriate Use Policy

20. Abuse of the Student Conduct System, including but not limited to:

a. Failure to obey the notice from a student conduct officer/board or University official to appear for a meeting or hearing as part of the Student Conduct System

b. Falsification, distortion, or misrepresentation of information before a student conduct officer/board

c. Disruption or interference with the orderly conduct of a student conduct proceeding

d. Institution of a student conduct code proceeding in bad faith

e. Attempting to discourage an individual's proper participating in, or use of, the student conduct system

f. Attempting to influence the impartiality of a student conduct officer/board prior to, and/or during the course of, the student conduct proceeding

g. Harassment (verbal or physical) and/or intimidation of a student conduct officer/board prior to, during, and/or after a student conduct proceeding

h. Failure to comply with the sanction(s) imposed under the Student Conduct Code

i. Influencing or attempting to influence another person to commit an abuse of the student conduct code system

Sanctions

The following sanctions may be imposed upon any student found to have violated the Student Conduct Code. This list is not exhaustive. All sanctions are cumulative, and a student's disciplinary history will be taken into consideration when issuing a sanction. Sanctions also may be enhanced based on the severity of the behavior and impact on the University community.

1. Warning: A written reprimand for violations of specified University policies or campus regulations, including notice to the student that continued or repeated violations of specified University policies or campus regulations may be cause for further disciplinary action.
2. Probation: A period of time specified for observing and evaluating a student's conduct, with or without special conditions. Further violations while on probation may result in more severe disciplinary action, normally in the form of loss of privileges and exclusion from activities, suspension, or expulsion. Probation will be imposed for a specific period of time, and the student is considered removed from probation when the period expires. Disciplinary Probation is a serious encumbrance upon a student's good standing in the University and may render the student ineligible for extra-curricular activities.
3. Loss of Privileges: Denial of participation in designated privileges and extracurricular activities for a specified period of time. Violation of any conditions in the loss of privileges and exclusion from activities sanction or violations of other policies or campus regulations during the period of the sanction may be cause for further disciplinary action, normally in the form of suspension or expulsion.
4. Fines: Monetary fines may be imposed on students or student organizations for violations of the Student Conduct Code.
5. Restitution: Compensation for damage to or misappropriation of University property may be imposed either exclusively or in combination with other disciplinary action. Reimbursement may also be imposed for damage to the property of or injury to another person as a result of a violation of the Student Conduct Code. Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages. Restitution may be imposed on any student acting alone, or through group or concerted activities, or on any campus organization that participates in causing the damages or expenses.
6. Exclusion: Exclusion of a student from specified areas of the campus or campus activities. Violation of the conditions of exclusion or of University policies or campus regulations during the period of exclusion may be cause for further disciplinary action, which normally is in the form of University suspension.
7. Residence Hall Relocation: Relocation of a student in University-operated housing may occur when the student has demonstrated that he or she is unable to be successful in his or her current location by virtue of repeated violations of the Student Conduct Code and/or Residence Life policies.
8. Residence Hall Pre-Removal: When a student has demonstrated a pattern of behavior that is contrary to the behavioral expectations of community living, he or she will be given formal notice that any further violation for which they are found responsible will result in immediate residence hall expulsion.
9. Residence Hall Suspension: Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
10. Residence Hall Expulsion: Permanent separation of the student from the residence halls.
11. Discretionary Sanctions: The following are examples of discretionary sanctions:
 - a. Essays, reflections or research papers.
 - b. Service to the University or local community.
 - c. Behavioral assessment or counseling sessions related to inappropriate conduct or violations of the Student Conduct Code.
 - d. Deferred sanctions may be imposed as deemed appropriate by the Assistant Dean of Students or designee. Such sanctions could include Deferred Residence Hall Expulsion, Deferred University Suspension or Deferred University Expulsion. Specific conditions accompany a deferred sanction and any violation or failure to complete the conditions would result in the immediate University Suspension or Expulsion.
 - e. In cases involving drug or alcohol abuse, the student may be referred to an appropriate on or off-campus resource for assessment and may be required to random drug testing (at his/her own expense) as a condition for continued enrolment at the University. Please refer to the Drug-Free Policy for more information on sanctions for drug and alcohol violations.
 - f. Other related discretionary assignments.
12. University Suspension: Separation of the student from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
13. University Expulsion: Permanent separation of the student from the University.
14. Ineligibility for Graduation: A graduating student involved with alleged Code violations prior to graduation may not graduate, participate in graduation ceremonies, or receive a diploma until the matter has been processed and sanctions completed.
15. Revocation of Admission and/or Degree: Admission to or a degree awarded from the University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.
16. Withholding Degree: The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any. More than one of the sanctions listed above may be imposed for any single violation.

Academic Honesty Policy

The School of Management embraces a commitment to ethical principles, believing that honesty, respect and integrity of the highest standards are essential components of our mission. In all academic pursuits, students shall behave conscientiously and, whether working independently or collaboratively as member of a team, must clearly delineate whether ideas presented are original or those of another. Adherence to the standard of academic integrity includes giving credit where credit is due, and when in doubt, consulting the instructor or other knowledgeable persons as to whether particular conduct, collaboration, and/or acknowledgment of sources is appropriate. To this end, certain basic regulations and policies specific to academic integrity and misconduct have been developed by the University of San Francisco to govern the students of the School of Management Graduate Programs as members of the general university community.

Academic misconduct occurs when a student misrepresents others' work as her/his own or behaves in a manner that gives unfair advantage to her/himself or another student academically. Examples of misconduct include cheating, plagiarism and aiding another person who attempts to, or in fact does, violate the Student Conduct Code.

Cheating

Cheating occurs when a student attempts to complete or take credit for work by any dishonest means or assists another in doing so. Some examples of cheating include lying; copying from another's exam or assignment; unauthorized collaborating on an exam or assignment; submitting the same work in more than one course without instructor permission; falsifying data collected in research or laboratory courses; taking or receiving copies of an exam without the permission of the instructor; and using notes or other information devices inappropriate to the test conditions.

Plagiarism

Plagiarism occurs when the ideas, organization, or language of another are incorporated into one's work without properly crediting the original source with a citation or other disclosure. It includes re-writing or re-formatting material without acknowledging the original source of the ideas. Even if the language and organization are in the student's own words, any ideas or information that is not common knowledge must be acknowledged in a reference.

Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness. As a student, if you:

Quote directly from a source: you must enclose the quoted material, even if it is no more than a phrase or a single distinctive word within quotation marks, and provide a reference.

Paraphrase, i.e., restate the material in your own words: (a) the paraphrasing must represent a substantial change from the original, not just the changing of occasional words and phrases, and (b) you must provide a reference.

Present material that is common knowledge, but borrow someone else's organizational pattern: you must acknowledge that borrowing in a reference.

THEREFORE, The School of Management upholds the policies set forth by the University of San Francisco (Fogcutter Academic Honesty Policy, 2009 edition) regarding academic honesty as outlined below and any violation of such will result in disciplinary action:

"Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any aspect of cheating on assignments or examinations including but not limited to: (1) giving or receiving unauthorized information and materials; (2) plagiarism (intentionally representing the words or ideas of another person as your own); (3) failure to properly cite references or manufacturing references; (4) working with another person when independent work is required; (5) forgery and/or misinterpretation of any signature on any academic document; (6) multiple submission of the same paper or report for assignments in more than one course without the prior permission of each instructor; (7) submitting a paper written by another person or obtained from the internet; (8) falsification or fabrication of academic research materials; (9) falsification of personal academic records and files, including admission and financial aid applications, resumes, and portfolio essays; (10) falsification of patient records or other clinical reports, or otherwise endangering the well-being of patients involved in the teaching/learning process in the School of Nursing; (11) falsification of client records or other clinical/professional reports, involved in the teaching/learning process in the School of Education or in internships in any of the schools and colleges of the university; (12) unauthorized access to or use of University computer accounts or files; (13) removal, mutilation, or deliberate concealment of academic materials belonging to the University libraries, computer laboratories, or other learning resource centers; (14) destruction or alteration of the work of another student; and, (15) unauthorized recording, sale, or use of lectures and other instructional materials. This list is not meant to be exhaustive, and the University reserves the right to determine in a given instance what action constitutes an infringement of academic honesty and integrity.

The University commits itself to inform students of the requirements of academic honesty through Orientation programs and its publications and to investigate vigorously claims of dishonesty. The policy and procedures on academic honesty and integrity can be obtained from the office of the deans or from the Office of the Provost."

USF Student Honor Code

Please refer to the Honor Code section of the University Catalog for a detailed description of the expectations for all USF students.

Accounting Major

Accounting is the language of business. An in-depth knowledge of accounting helps individuals understand what is happening inside a business. A solid background in accounting is essential for successful careers in the business world.

Department Chair: Carol Graham, 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.

Learning Outcomes

- Use terminology of accounting
- Apply generally accepted accounting principles to business transactions
- Prepare external financial statements
- Analyze external financial statements
- Identify and analyze financial information to make effective managerial decisions
- Identify the ethical and professional responsibilities of an accountant

Curriculum (Please review course descriptions and necessary prerequisites for courses within your major.)

Required (12 credits):

- [BUS 320 - Intermediate Accounting I](#)
- [BUS 321 - Intermediate Accounting II](#)
- [BUS 429 - Contemporary Accounting Topics](#)

Electives (select 8 credits from following):

- [BUS 322 - Cost Accounting](#)
- [BUS 323 - Federal Taxation I](#)
- [BUS 329 - Accounting Information Systems](#)
- [BUS 333 - Financial Statement Analysis](#)
- [BUS 420 - Auditing](#)
- [BUS 422 - Federal Taxation II](#)
- [BUS 428 - Governmental and Not-For-Profit Accounting](#)

Advanced Global Entrepreneurship Management Courses

Bachelor of Public Administration with an concentration in Law Enforcement Leadership

Learning Objectives

- To analyze the political, social, economic, and legal environments of a variety of public sector, health care, and nonprofit organizations and to develop the analytic and problem-solving skills required of public administrators.
- To learn data evaluation methods and acquire skills in oral and written communication, planning, budgeting, policy analysis, decision-making, and collaboration.
- To develop an awareness of ethical issues and problems in organizations, and how to use ethical reasoning to formulate decisions and bring about organizational change.
- To learn and experience the service-learning component integrated in the program curriculum, and to grow from reflection of others' needs.

Program Requirements

Students are required to complete the 37 credits included in the undergraduate Public Administration Law Enforcement Leadership program. Required courses are as follows:

- [INTD 307 - Experience and Critical Writing](#)
- [INTD 308 - Advanced Expository Writing](#)
- [PA 351 - Introduction to Public Administration](#)
- [INTD 304 - Social Ethics](#)
- [PA 353 - Organizational Theory and Design](#)
- [PA 355 - Applied Statistics for Public Administrators](#)
- [INTD 300 - The Critical Thinking Seminar](#)
- [PA 368 - Field Project - Public Administration](#)
- [PA 400 - Contemporary Law Enforcement Leadership](#)
- [PA 365 - Introduction to Public and Nonprofit Budgeting](#)
- [PA 362 - Legal Responsibilities of Public and Nonprofit Managers](#)
- [PA 364 - Human Resources Management](#)
- [PA 366 - Emerging Developments in the Public and Nonprofit Sectors](#)

Degree Requirements

- Complete 128 credits.
- Complete the Public Administration major and Law Enforcement Leadership concentration major requirements.
- Satisfy the 44 credits Core Curriculum requirements.
- Achieve a minimum cumulative GPA of 2.0.

Learning Outcomes

Upon completion of the Bachelor of Public Administration with an concentration in Law Enforcement Leadership, a graduate will have:

- Dramatically improved oral and written communication skills, including effective online communication.
- Knowledge of statistical tools and quantitative skills in evaluating and managing programs.
- Knowledge and skill in conducting performance appraisals, supervision, and conflict resolution.
- Ability and skill in developing and using a budget as a planning document and managing performance.
- Ability and skill in leading and collaborating with others.
- Ability and skill in conducting policy analysis.

Bachelor of Public Administration with an concentration in Nonprofit Administration

Learning Objectives

- To analyze the political, social, economic, and legal environments of a variety of public sector, health care, and nonprofit organizations and to develop the analytic and problem-solving skills required of public administrators.
- To learn data evaluation methods and acquire skills in oral and written communication, planning, budgeting, policy analysis, decision-making, and collaboration.
- To develop an awareness of ethical issues and problems in organizations, and how to use ethical reasoning to formulate decisions and bring about organizational change.
- To experience the service-learning component integrated in the program curriculum, and to grow from reflection of others' needs.

Program Requirements

Students are required to complete the 37 credits included in the undergraduate Public Administration Nonprofit Administration program. Required courses are as follows:

- [INTD 307 - Experience and Critical Writing](#)
- [INTD 308 - Advanced Expository Writing](#)
- [PA 351 - Introduction to Public Administration](#)
- [INTD 304 - Social Ethics](#)
- [PA 353 - Organizational Theory and Design](#)
- [PA 355 - Applied Statistics for Public Administrators](#)
- [INTD 300 - The Critical Thinking Seminar](#)
- [PA 368 - Field Project in Public Administration](#)
- [PA 378 - Nonprofit Governance and Development](#)
- [PA 365 - Introduction to Public and Nonprofit Finance and Budgeting](#)
- [PA 362 - Legal Responsibilities of Public and Nonprofit Managers](#)
- [PA 364 - Human Resources Management](#)
- [PA 366 - Emerging Developments in the Public and Nonprofit Sector](#)

Degree Requirements

- Complete 128 credits.
- Complete the Public Administration major and Nonprofit Administration concentration major requirements.
- Satisfy the 44 credits Core Curriculum requirements.
- Achieve a minimum cumulative GPA of 2.0.

Learning Outcomes

Upon completion of the Bachelor of Public Administration with an concentration in Nonprofit Administration, a graduate will have:

- Dramatically improved oral and written communication skills, including effective online communication.
- Knowledge of statistical tools and quantitative skills in evaluating and managing programs.
- Knowledge and skill in conducting performance appraisals, supervision, and conflict resolution.
- Ability and skill in developing and using a budget as a planning document and managing performance.
- Ability and skill in leading and collaborating with others.

- Ability and skill in conducting policy analysis.

Bachelor of Science in Business Administration (BSBA) Program

The Undergraduate Business Program provides students with an education to facilitate their access to management employment track positions, entrepreneurial ventures and/or other graduate educational programs.

The key features for this degree include: international orientation of the business curriculum, 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, statistics and quantitative analysis, economics, finance, management and organizational behavior, law, marketing, information and technology, and operations; and the opportunity to develop further expertise in a concentration area through specific business majors.

Learning Outcomes

Ethical Leadership

- Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance.
- Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of management decisions and devise appropriate responses.
- Communication—effectively communicate orally and in writing using various mediums across unique situations.

Innovative and Creative Decision-making

- Create, analyze and integrate relevant quantitative and qualitative information to develop and evaluate management decisions.

Domain Concepts

- Accounting—attain financial literacy in the understanding and interpretation of financial statements of organizations.
- Finance—use financial information to assess economic value of real and financial assets, and make decisions to create value.
- Organizational Behavior and Theory—develop and leverage human and social capital in organizations.
- Technology and Logistics—grasp the core information technology concepts that enable organizational operation and understand how technology trends enable innovation.
- Marketing—produce specific marketing tools needed for product development, consumer communications, pricing and distribution channels.
- Strategy and Competitive Advantage—develop specific and actionable strategic options at different levels to enhance the organization's competitive position through rigorous analysis of the changes in its competitive environment, its industry/sector, and its internal resources.

Global Mindset

- Appreciate diversity and integrate cultural, economic, political, historical, geographic, and environmental perspectives in decision-making.
- Recognize the opportunities and challenges facing organizations operating in an increasingly global economy.

Curriculum Overview

The McLaren School of Management continually updates its curriculum to satisfy the latest AACSB requirements and to assure that its students receive the full experience of studying at an excellent liberal arts and sciences 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 and sciences education and a solid grounding in the basics of business, all business students must complete 36 credits in the Core Curriculum. The Core Curriculum is required of all USF undergraduates and covers topics ranging from a foundation in the liberal arts, communication and math skills through the social sciences and ethics. Core Curriculum course requirements are listed under the Core Curriculum section in this catalog.

General Electives

A minimum of 22 credits of general electives may be taken from various areas of interest. Elective courses range from languages to exercise sports to computer skills. Electives may also be used to fulfill prerequisite requirements.

Business Core and Foundation

The business core and foundation courses cover the basic business topics needed for a career in business. Consistent with the direction of business today, the business core at the McLaren School of Management highlights issues related to the global business environment,

diversity and ethics. Oral and written communication, quantitative reasoning, information literacy, and critical thinking are also stressed throughout the curriculum.

All Business majors must complete a set of business foundation and core courses. The required foundation courses are also used to satisfy University Core Curriculum requirements (see faculty advisor or CASA). Students must maintain at least a C (2.0) cumulative grade point average in their foundation and business core coursework.

Required Foundation Courses / University Core

- [ECON 101 - Principles of Microeconomics](#)
- [ECON 102 - Principles of Macroeconomics](#)
- [MATH 106 - Business Statistics](#)

Business Core Courses (36 credits)

- [BUS 201 - Principles of Accounting I](#)
- [BUS 202 - Principles of Accounting II](#)
- [BUS 204 - Quantitative Business Analysis](#)
- [BUS 301 - Business Law](#)
- [BUS 302 - Marketing Management](#)
- [BUS 304 - Management and Organizational Dynamics](#)
- [BUS 305 - Financial Management](#)
- [BUS 308 - Systems in Organizations](#)

Senior Capstone Course:

- [BUS 401 - Strategic Management](#) or
- [BUS 406 - Entrepreneurial Management](#)

Major Courses

To permit greater depth in an area of personal interest, students may concentrate in a specific business major. The curriculum for each of the majors includes 20 credits of major coursework. Undergraduate business majors select a major from [Accounting](#), [Business Administration](#), [Entrepreneurship and Innovation](#), [Finance](#), [Hospitality Industry Management](#), [International Business](#), [Organizational Behavior and Leadership](#), and [Marketing](#). All Business majors must complete 20 credits of major coursework and must maintain at least a C (2.0) cumulative grade point average in the coursework applied to their major. Business students may elect to complete multiple majors as part of their business degree, but must complete 20 unique credits and the course requirements for each major. Faculty Advisors work with students to help select elective work within their major.

Bachelor of Science in Management

Designed for working professionals seeking to complete their bachelor's degree, the University of San Francisco offers a Bachelor of Science in Management (BSM). Students learn to balance theory and practice to become effective managers within all sectors of organizational life.

Learning Outcomes

Ethical Leadership

- Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance.
- Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of management decisions and devise appropriate responses.
- Communication—effectively communicate orally and in writing using various mediums across unique situations.

Innovative and Creative Decision-making

- Create, analyze and integrate relevant quantitative and qualitative information to develop and evaluate management decisions.

Domain Concepts

- Accounting—attain financial literacy in the understanding and interpretation of financial statements of organizations.
- Finance—use financial information to assess economic value of real and financial assets, and make decisions to create value.
- Organizational Behavior and Theory—develop and leverage human and social capital in organizations.
- Technology and Logistics—grasp the core information technology concepts that enable organizational operation and understand how technology trends enable innovation.
- Marketing—produce specific marketing tools needed for product development, consumer communications, pricing and distribution channels.
- Strategy and Competitive Advantage—develop specific and actionable strategic options at different levels to enhance the organization's

competitive position through rigorous analysis of the changes in its competitive environment, its industry/sector, and its internal resources.

Global Mindset

- Appreciate diversity and integrate cultural, economic, political, historical, geographic, and environmental perspectives in decision-making.
- Recognize the opportunities and challenges facing organizations operating in an increasingly global economy.

Curriculum Overview

Students take 44 credits of upper-division management coursework for the major. Students in the BSM program also have the opportunity to earn up to 21 tuition-free credits towards general elective and some University Core requirements through Interdisciplinary Studies Assessment (ISA).

The McLaren School of Management continually updates its curriculum to satisfy the latest AACSB requirements and to assure that its students receive the full experience of studying at an excellent liberal arts university. Recognizing our students as individuals with unique interests and talents, the faculty have designed the business curriculum to support the focus and breadth each individual student requires. Course requirements are divided into the following areas:

1. University Core Curriculum
2. Interdisciplinary Studies (including the Interdisciplinary Studies Assessment)
3. Management Core
4. Electives/Specialization

Interdisciplinary Studies (8 credits)

[INTD 310 Interdisciplinary Research and Writing](#) (4 credits)

[INTD 311 Ethics and Society](#) (4 credits)

Interdisciplinary Studies Assessment

The Interdisciplinary Research and Writing (INTD 310) course helps students develop experiential research-based essays that may be applied toward university core curriculum and general elective credits. Submitted research essays are evaluated by leading faculty and researchers in the areas of study. Essays are evaluated on a credit/no credit basis with students earning three credits for essays meeting the academic learning outcomes.

Management Core (20 credits)

[BSM 301 Public Policy & Regulatory Environment](#) (4 credits)

[BSM 302 Marketing Fundamentals & Strategies](#) (4 credits)

[BSM 303 Systems & Technology](#) (2 credits)

[BSM 304 Foundations of Organizations & Management](#) (4 credits)

[BSM 306 Business Analytics Fundamentals](#) (4 credits)

[BSM 326 Financial Accounting Fundamentals](#) (2 credits)

Electives/Specialization (16 credits)

Business Economics

Take the following four:

[BSM 311 Applied Macroeconomics](#) (4 credits)

[BSM 312 Applied Microeconomics](#) (4 credits)

[BSM 410 International Trade & Investments](#) (4 credits)

[BSM 411 Strategic Economic Analysis](#) (4 credits)

Organizational Behavior & Leadership

Take at least three of the following plus an additional 4-credit BSM elective course:

[BSM 440 Organizational Communication](#) (4 credits)

[BSM 441 Organizational Leadership](#) (4 credits)

[BSM 442 Team Processes & Decision-Making](#) (4 credits)

[BSM 443 Leading Change in Organizations](#) (4 credits)

Public & Non Profit Administration

Take at least three of the following plus an additional 4-credit BSM elective course:

[BSM 450 Human Resource Management](#) (4 credits)

[BSM 451 Governance & Financial Development](#) (4 credits)

[BSM 452 Strategy Practices](#) (4 credits)

[BSM 453 Program Evaluation](#) (4 credits)

Information Systems

Take the following:

[BSM 360 Information Technology for the 21st Century](#) (2 credits)

[BSM 361 Software Development Concepts](#) (2 credits)

Take two of the following plus an additional 4-credit BSM elective course:

[BSM 362 Info. Systems Strategy, Architecture & Design](#) (4 credits)

[BSM 460 Database Concepts & Applications](#) (4 credits)

[BSM 461 Systems Analysis & Design](#) (4 credits)

Law Enforcement Leadership

Take at least three of the following plus an additional 4-credit BSM elective course:

[BSM 470 Proactive Law Enforcement Administration](#) (4 credits)

[BSM 471 Law Enforcement Policy Making & Evaluation](#) (4 credits)

[BSM 472 Experiential Learning in Law Enforcement](#) (4 credits)

[BSM 473 Community-Oriented Strategies in Law Enforcement](#) (4 credits)

[BSM 474 Evidence-Based Policing](#) (4 credits)

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(1)

In today's competitive, global business environment, managers must have a variety of skills – coupled with knowledge and experience – in order to manage and lead successfully. Managers are no longer insulated within functional areas of business. Many responsible positions require a solid background in business fundamentals, as well as an appreciation of the interrelated nature of business functions.

The Business Administration [BADM] major provides students the opportunity to develop skills in their business-related areas of interest and increase their understanding of the broader business environment. Students create an individualized, but integrated set of courses – from the approved list of business electives and no more than one course outside the School of Management. All Business Administration majors must complete at least one approved international-designated course. The curriculum allows students to develop their communication, analytical

and computer skills, creativity, and other qualities necessary for success in organizational life. Ultimately, this major provides a more comprehensive, but tailored education opening up a variety of career paths for students.

Learning Outcomes

Ethical Leadership

- Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance.
- Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of management decisions and devise appropriate responses.
- Communication—effectively communicate orally and in writing using various mediums across unique situations.

Innovative and Creative Decision-making

- Create, analyze and integrate relevant quantitative and qualitative information to develop and evaluate management decisions.

Domain Concepts

- Accounting—attain financial literacy in the understanding and interpretation of financial statements of organizations.
- Finance—use financial information to assess economic value of real and financial assets, and make decisions to create value.
- Organizational Behavior and Theory—develop and leverage human and social capital in organizations.
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- Marketing—produce specific marketing tools needed for product development, consumer communications, pricing and distribution channels.
- Strategy and Competitive Advantage—develop specific and actionable strategic options at different levels to enhance the organization's competitive position through rigorous analysis of the changes in its competitive environment, its industry/sector, and its internal resources.

Global Mindset

- Appreciate diversity and integrate cultural, economic, political, historical, geographic, and environmental perspectives in decision-making.
- Recognize the opportunities and challenges facing organizations operating in an increasingly global economy.

Curriculum

Students take 20 credits of upper division, non-core business coursework. With approval from a faculty advisor, 4 of the 20 credits may be from business related coursework in other colleges within the University.

Required (4 credits from the following):

- [BUS 350 - International Business](#)
- [BUS 379 - Global Trends](#)
- [BUS 397 - Academic Global Immersion](#)
- [BUS 430 - International Finance](#)
- [BUS 431 - Analysis of Global Business Conditions](#)
- [BUS 461 - International Marketing](#)
- [BUS 452 - Manager in the Global Economy](#)
- [BUS 457 - International Negotiation](#)

Electives (select 16 credits from the following):

Approved courses with descriptions and necessary prerequisites for this major

- [BUS 311 through BUS 379](#)
- [BUS 397 through BUS 398](#)
- [BUS 401 through BUS 478](#)

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

Catalogue

Investment management has evolved from an art to a science in the past three decades. This evolution has placed strict demands on practitioners to master the complex analytical and quantitative methods increasingly used in managing the investment process.

In response to the demands that today's turbulent financial markets place on financial professionals, the University of San Francisco offers a Master of Science degree in Financial Analysis (MSFA) that provides rigorous specialist training in recent advances in quantitative financial analysis and economics.

The MSFA curriculum is structured around the areas of knowledge and skills deemed necessary for the Chartered Financial Analyst (CFA) designation by the CFA Institute. A thesis is not required for this program. Students may choose to take the CFA exams while in the MSFA program but are not required to do so.

The MSFA program at USF provides a coordinated, sequential approach to the tools and knowledge covered by the CFA Body of Knowledge. The MSFA curriculum is focused on bringing together finance theory and finance practice. Instructors in the program are a unique blend of USF professors and working CFA charter holders from local Bay Area firms.

Another unique characteristic of the USF MSFA program is a strong emphasis on ethical professional behavior in the financial industry—a characteristic that is integrated throughout the course of study.

Students graduate from the USF MSFA program with advanced quantitative training in economics and finance. Our graduates have the ability to understand and apply the most current tools used by investment management professionals today.

Goals of the Program:

- Provide an interdisciplinary approach to the study of financial markets and valuation of assets.
- Master the fundamental economic techniques before valuing financial assets.
- Understand the shortcomings of traditional accounting practice in the valuation process.
- Apply quantitative methods and economic theory to the analysis and management of financial asset portfolios.
- Develop a broad understanding of the micro, macro and international trends that influence the values of financial assets and the evolution

of financial markets.

- Ensure a thorough understanding of industry practice and standards as embodied in the skills and knowledge required by the CFA program.

The Program is offered in three formats: a 2-year, part-time Professional program, an 18-month program and a 12-month Accelerated program.

The Professional MSFA is 36 credits and requires all of the courses below:

- [MSFA 710 - Microeconomics for Finance](#)
- [MSFA 712 - Financial Markets](#)
- [MSFA 714 - Corporate Finance](#)
- [MSFA 716 - Macroeconomics for Finance](#)
- [MSFA 720 - Equity Valuation](#)
- [MSFA 722 - Fixed Income Valuation](#)
- [MSFA 724 - Derivatives I](#)
- [MSFA 726 - Adv Financial Statement Analysis](#)
- [MSFA 728 - Ethics and Finance I](#)
- [MSFA 730 - Behavioral Finance for Risk Management](#)
- [MSFA 732 - Derivatives II](#)
- [MSFA 734 - International Finance](#)
- [MSFA 736 - Econometrics](#)
- [MSFA 740 - Capital Market Theory](#)
- [MSFA 742 - Alternative Investments](#)
- [MSFA 744 - Financial Econometrics](#)
- [MSFA 746 - Portfolio Management](#)
- [MSFA 748 - Ethics and Finance II](#)

The 18-month program is 35 credits and requires all of the courses below:

- [MSFA 710 - Microeconomics for Finance](#)
- [MSFA 712 - Financial Markets](#)
- [MSFA 714 - Corporate Finance](#)
- [MSFA 716 - Macroeconomics for Finance](#)
- [MSFA 720 - Equity Valuation](#)
- [MSFA 722 - Fixed Income Valuation](#)
- [MSFA 723 - Applied Investment Analysis](#)

Or

- [MSFA 725 - AGI: US Financial Markets & Regulation](#)
- [MSFA 724 - Derivatives I](#)
- [MSFA 726 - Adv Financial Statement Analysis](#)
- [MSFA 728 - Ethics and Finance I](#)
- [MSFA 730 - Behavioral Finance for Risk Management](#)
- [MSFA 732 - Derivatives II](#)
- [MSFA 734 - International Finance](#)
- [MSFA 736 - Econometrics](#)
- [MSFA 740 - Capital Market Theory](#)
- [MSFA 742 - Alternative Investments](#)
- [MSFA 744 - Financial Econometrics](#)
- [MSFA 746 - Portfolio Management](#)

The Accelerated program is 35 credits and requires all of the courses below:

- [MSFA 710 - Microeconomics for Finance](#)
- [MSFA 712 - Financial Markets](#)
- [MSFA 714 - Corporate Finance](#)
- [MSFA 716 - Macroeconomics for Finance](#)

- [MSFA 720 - Equity Valuation](#)
- [MSFA 722 - Fixed Income Valuation](#)
- [MSFA 724 - Derivatives I](#)
- [MSFA 726 - Adv Financial Statement Analysis](#)
- [MSFA 728 - Ethics and Finance I](#)
- [MSFA 730 - Behavioral Finance for Risk Management](#)
- [MSFA 732 - Derivatives II](#)
- [MSFA 734 - International Finance](#)
- [MSFA 736 - Econometrics](#)
- [MSFA 738 - Fixed Income Valuation II](#)
- [MSFA 740 - Capital Market Theory](#)
- [MSFA 742 - Alternative Investments](#)
- [MSFA 744 - Financial Econometrics](#)
- [MSFA 746 - Portfolio Management](#)

Certificate in Foundations of Finance

A student must complete five courses in the MS in Financial Analysis program:

1. Corporate Finance
2. Adv. Financial Statement Analysis
3. Fixed Income I
4. Equity Valuation
5. Derivatives I

For more information, please contact admissions at management@usfca.edu or (415) 422-2221

What are the pre-requisites for the Certificate Programs?

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

When and where are classes held?

All classes meet at the University of San Francisco School of Management's downtown San Francisco campus (101 Howard Street). Courses generally meet once a week for four hours.

How many courses do I take at a time?

Courses in this certificate are offered each year in the period from January to June. Full-time students will be taking three courses for the first eight week session and two courses in the second eight week session and will complete the certificate in five months. Part-time students can take one or two classes at a time and can complete the program in one year. International students can only apply to take the certificate full-time due to visa regulations.

How do I apply for the Certificate Programs?

Most applicants will first apply for entry to the Fundamentals of Finance Certificate. Applicants who have passed the Level I exam in the CFA program are eligible to [apply](#) directly to the Certificate in Foundations of Finance. You will need to submit your resume, statement of purpose and transcripts from any university level programs along with a paper application and a \$55 application fee. International students will have to submit additional documents including a TOEFL score (minimum 90 IBT) and a Certificate of Finances.

The required courses are listed below:

- [MSFA 714 - Corporate Finance](#)
- [MSFA 720 - Equity Valuation](#)
- [MSFA 722 - Fixed Income Valuation](#)
- [MSFA 724 - Derivatives I](#)
- [MSFA 726 - Advanced Financial Statement Analysis](#)

Certificate in Investment Management

To obtain the Certificate in Investment Management, students complete the following five courses from the MS in Financial Analysis program:

1. Fixed Income II
2. Alternative Investments
3. Portfolio Management
4. Capital Market Theory
5. Ethics for Finance I

For more information, please contact the Admissions team at 415-422-2221 or management@usfca.edu

What are the pre-requisites for the Certificate Programs?

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

When and where are classes held?

All classes meet in San Francisco at the University of San Francisco School of Management's campus in downtown San Francisco (101 Howard Street). Courses generally meet once a week for four hours.

How many courses do I take at a time?

Courses in this certificate are offered each year in the period from May to mid-October. Full-time students will be taking three courses for the first eight week session and two courses in the second eight week session and will complete the certificate in five months. Part-time students may take one or two classes at a time and can complete the program in one year. International students only have the option to take the certificate full-time due to US visa regulations.

How do I apply for the Certificate Programs?

Most applicants will apply first for entry to the Fundamentals of Finance Certificate. Applicants who have passed the Level I exam in the CFA program are eligible to [apply](#) directly to the Certificate in Investment Management. You will need to submit your resume, statement of purpose and transcripts from any university level programs along with a paper application and a \$55 application fee. International students will have to submit additional documents including a TOEFL score (minimum 90 IBT) and a Certificate of Finances.

Please submit any original documents to:

Graduate Admissions Office
School of Management
University of San Francisco
101 Howard Street, Suite 500
San Francisco, CA 94105

The courses required are listed below:

- [MSFA 738 - Fixed Income Valuation II](#)
- [MSFA 740 - Capital Market Theory](#)
- [MSFA 746 - Portfolio Management](#)
- [MSFA 742 - Alternative Investments](#)
- [MSFA 728 - Ethics and Finance I](#)

Concentration in Biotechnology

Biotechnology innovation is now driving one-third of the world's economy and with every application of biotech driven by information, the explosion of information in the biotech space is unprecedented. From DNA to diagnostics, from drug trials to bio-identity management, from the open source quest for cures to cancer to online video games unlocking the structure of nature, the single common link is information.

The MSIS program offers a concentration in Biotechnology to enable students to immediately enter the burgeoning biotech field, or if already employed in biotech, to better understand its place within the global industry, drawing heavily from the San Francisco Bay Area, the world's largest bio-innovation cluster and the birthplace of biotech. Uniquely, as part of the Business of Biotechnology program, this concentration enables students to visit major global bio-clusters, alongside fellow USF grad students in business administration and biotechnology.

Program Objectives

- Gain an understanding of the local, national and global biotechnology industry.
- Comprehend the "what" and "where" of biotech information – from clinical drug trials to criminal databases, from regulatory requirements to the personal genome, to a basic understanding of how DNA can be transformed from inside a human cell to its digital representation in data.
- Understand the difference between traditional pharmaceuticals and bio-pharmaceuticals, and the latter's important relationship to personalized medicine.
- Gain insight into the legal, social and ethical implications of biotech – from GINA, the US's Genetic Information Nondiscrimination Act, to the regulation of frozen embryos in the UK nonexistent in the US, from the perspectives of various religions vis-à-vis biotechnology to the challenging decisions that individuals and families face with newly emergent bio-pharma, diagnostics, and treatments.
- Meet biotechnology industry professionals, while discovering the innovation advantages of each global bio-cluster and its impact on the industry, and comprehending that every biotech business is a global business, and all information is global.

Please note: The Concentration in Biotechnology is only offered on the San Francisco Main Campus

Concentration Courses

The MSIS concentration in Biotechnology requires a total of 9 credits.
Please consult your MSIS advisor to clarify your course schedule.

The following course is required for all concentration in Biotechnology students:

- [MSIS 662 - The Information of Biotech](#)

A total of 6 credits must be completed from the following:

Lecture Courses:

- [MSIS 661 - Local, National, and Global BioBusiness](#)
- [MSIS 663 - Legal, Social, and Ethical Implications of Biotech](#)

One-Week Study Tours (2 credits):

- [MBA 6797 - London/Oxford/Cambridge](#)
- [MBA 6797 - Washington, DC](#)
- [MBA 6797 - Montreal, Quebec City, Toronto](#)

Entrepreneurship and Innovation Major

The San Francisco Bay Area is the global epicenter of new venture creation, technology innovation, and venture capital. The USF

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

Entrepreneurship and Innovation Major is designed to prepare students to become creative, thoughtful, and determined professionals who are able to apply their analytical skills in developing well-planned and socially responsible ventures and innovations which they can persuasively present to executive audiences.

E&I students will develop skills in physical and on-line design, entrepreneurial planning and communication, and gain entrepreneurial and innovative experience with E&I faculty guidance. Students will be able to tailor their Entrepreneurship and Innovation Major with course selections that include Entrepreneurial Finance, Family Business, Social Entrepreneurship, Silicon Valley Immersion, and Thought Leadership in Entrepreneurship and Innovation, among others. Additionally, students will have the opportunity to pitch a new business venture plan before a professional panel of Silicon Valley executives and investors in the capstone entrepreneurial management class.

Learning Outcomes

E&I students will build capability in following areas:

- Creativity, Innovation, and Applied Design for products and services
- Technology and Online Business expertise (e.g. business website development and on-line tools)
- Entrepreneurial Planning – Financial, Marketing, Strategic (e.g. business plan)
- Entrepreneurial and Innovative Experience in area of interest (e.g. start-up, social venture, family business)

Curriculum

(Business Core plus 20 or more credits of E&I electives and "Entrepreneurial Management" Capstone BUS 406 and minimum 100 hours E&I internship practicum experience as approved by E&I Faculty Mentor)

E&I Required Courses (8 credits) - complete the two classes listed below:

- [BUS 349 - Creativity, Innovation, and Applied Design](#)
- [BUS 370 - Internet Business Applications](#)

E&I Electives (12 credits)- select three or more classes from among the following:

- [BUS 319 - Entrepreneurial Law](#)
- [BUS 345 - Sustainable Business](#)
- [BUS 373 - Entrepreneurship and Innovation Practicum](#) (new for Fall 2014 and satisfies 100 hour E&I practicum requirement)
- [BUS 378 - Family Business](#)
- [BUS 432 - Entrepreneurial Finance](#)

- [BUS 451 - Import/ Export Management](#)
- [BUS 473 - Thought Leadership in Entrepreneurship and Innovation](#)
- [BUS 476 - Social Entrepreneurship](#)
- [BUS 478 - Silicon Valley Immersion \(new for summer 2014\)](#)

E&I Required Capstone (4 credits)- Complete the capstone course listed below:

- [BUS 406 - Entrepreneurial Management](#)

Executive Education Immersion Programs

In addition to the traditional graduate and undergraduate programs, the University of San Francisco School of Management offers uniquely designed executive education programs focusing on innovation and entrepreneurship. Our custom designed programs will help you gain important insights and knowledge about Silicon Valley, the epicenter of global innovation, entrepreneurship, and venture capital.

SILICON VALLEY IMMERSION PROGRAM™

What makes the Silicon Valley Immersion (SVI) programs so unique is that participants will not only learn critical business fundamentals in class, but also real-world lessons through hands-on workshops, coaching sessions, expert panel discussions, networking events, walking immersions, team projects, site visits to start-ups, leading entrepreneurial and venture capital firms in Silicon Valley, and academic walking tours. The SVI programs are offered to both international and domestic groups and organizations with the following specific emphases:

- Technology Innovation and Entrepreneurship
- Wine Business Innovation and Entrepreneurship
- Health Care and Biotech Innovation and Entrepreneurship
- Social Innovation and Entrepreneurship
- Tourism and Hospitality Innovation and Entrepreneurship
- Clean Tech and Renewable Innovation and Entrepreneurship
- U.S. Hispanic Markets Innovation and Entrepreneurship

SILICON VALLEY IMMERSION ON LOCATION PROGRAM™

Participants will experience our uniquely designed Silicon Valley Immersion (SVI) programs without leaving their homes. The SVI-On Location program provides the same courses as the SVI Programs and is offered to domestic and international groups and organizations.

SILICON VALLEY IMMERSION PROGRAM™ ELECTIVE COURSE

The University of San Francisco School of Management offers the Silicon Valley Immersion (SVI) Program™ as an elective course for USF senior undergraduate students. The SVI Elective Course includes both academic and experiential learning components focused on innovation and entrepreneurship.

This elective course is designed by a prominent team of USF faculty and industry experts. This structured course is composed of lectures, hands-on workshops, coaching sessions, panels, company visits, walking immersions, and team projects. The course is a general elective to all majors in all schools and major elective to Business and Administration and Entrepreneurship and Innovation majors.

SILICON VALLEY IMMERSION™ SEMINAR ON INNOVATION AND ENTREPRENEURSHIP IN SILICON VALLEY

The University of San Francisco Silicon Valley Immersion (SVI) Seminar is a certificate of completion program with both academic and experiential learning components focused on innovation and entrepreneurship.

The SVI Seminar is designed by a prominent team of USF faculty and industry experts. This structured program is composed of lectures, hands-on workshops, coaching sessions, panels, company visits, walking immersions, team projects, and networking events.

SILICON VALLEY IMMERSION™ ONE-DAY ELEVAOR PITCH SEMINAR FOR ENTREPRENEURS

The ability to present a new business idea or start-up venture is essential to entrepreneurial success. The University of San Francisco Silicon Valley Immersion™ (SVI) One-Day Pitch Seminar is designed to provide you with the tools, practice and mentorship to successfully present the concept for your new venture and engage investors and colleagues.

The SVI One-Day Pitch Seminar is delivered by a team of prominent USF faculty and industry experts well-recognized in the Angel and Venture Capital community in the Bay Area. Participants will have a chance to pitch to investors during the final presentation session

GLOBALIZATION PROGRAM

The University of San Francisco School of Management offers a Globalization Program – a robust consulting program for entrepreneurs, corporate executives, marketing and technology leaders that are looking to start a new venture in Silicon Valley or to expand their business to the global marketplace.

WORKING WITH ENTREPRENEURS PROGRAM

The Working with Entrepreneurs (WWE) Program is a business research program for start-ups or established businesses that are looking for specific research assistance for their critical research projects. Research includes:

- Business Plan
- Marketing
- Finance
- Operations
- Globalization

Executive MBA

The USF Executive MBA is designed to help advance your career in today's highly competitive and rapidly changing business world. When you enter the program, you will be joining an elite group of peers who possess depth of business knowledge gained through years of professional experience in a diversity of functions and industries. In this cohort of experienced professionals, business acumen will play an integral part in your learning experience. You will work with faculty and students to find innovative ways to employ newly learned theories, concepts, and skills in creating solutions to the challenges you encounter at work, thereby adding significant value to both you and your company. Not only is the format of the program designed with the demands of a busy professional life in mind, but also faculty have developed courses that support active learning in a dynamic setting across all subjects. The USF Executive MBA offers a student-centered, rigorous curriculum focused on applied learning, leadership skill development, and a global mindset. The outcome will be greater confidence in your ability to lead and make sustainable decisions for both your business and yourself.

Mission

The mission of the Executive MBA Program is to prepare mid- and executive-level professionals to lead in a way that is ethical, socially responsible, sustainable and effective. By equipping students with quantitative and qualitative skills and a greater sense of both self and global-awareness, the Executive MBA program embraces the Jesuit concept of education of the whole person and prepares graduates to lead with purpose, vision, and values.

Learning Outcomes

- Develop values-based leadership skills, greater self-awareness, and become ethical decision makers.
 - Identify and implement core competencies and strengths as a leader
 - Prepare data and findings and proposed partnerships in a way that is honest, transparent, and socially just.
- Develop a global perspective of the business world
 - Identify the challenges of conducting business efficiently and ethically in the global environment.
 - Operate in the every-changing global marketplace.
- Analyze data and effectively apply analysis and theory to business problems and proposed solution
 - Analyze and apply information and data to business decisions.
 - Formulate well thought out strategic plans and visions for future business decisions.
- Attain a functional understanding of all core business areas
 - Summarize basic principles of all main business areas, including accounting, finance, strategy, management, marketing, supply chain management, and business law.
 - Synthesize ideas from various business areas into a cohesive, creative plan or vision.

Program Requirements

Students in the Executive MBA program have the advantage of increasing their professional network as they complete the curriculum with the same students who entered into the program at the start. The sequence in which your cohort will complete the program requirements together is pre-determined each semester to allow for comprehensive study and optimal learning.

- [EMBA 6902 - Leadership and Teams](#)
- [EMBA 6901 - Negotiations](#)
- [EMBA 6910 - Managerial Economics](#)
- [EMBA 6906 - Global Business Conditions](#)
- [EMBA 6903 - Financial Accounting](#)
- [EMBA 6912 - Decision Modeling and Data Analysis](#)
- [EMBA 6920 - Applied Innovation](#)
- [EMBA 6911 - Marketing](#)
- [EMBA 6904 - Managerial Accounting](#)

- [EMBA 6915 - Ethics and Social Responsibility](#)
- [EMBA 6929 - Change Management](#)
- [EMBA 6908 - Global Markets and Technological Trends](#)
- [EMBA 6905 - Finance](#)
- [EMBA 6919 - Strategic Management](#)
- [EMBA 6952 - Management and Strategy in the Global Environment](#)
- [EMBA 6917 - Entrepreneurship](#)
- [EMBA 6909 - Business Law](#)
- [EMBA 6997 - Global Business Practicum](#)
- [EMBA 6907 - Executive Strategic Communications](#)
- [EMBA 6913 - Supply Chain Management](#)

Finance Major

Finance is an important field within business administration and management. It focuses on valuation and the optimal allocation of capital. Advances in modern financial theory and practice make the field exciting and offer many opportunities for a well-prepared student. Furthermore, the field of finance incorporates an international outlook, which is one of the hallmarks of the McLaren School of Management.

Department Chair: Frank Ohara

The approach to teaching Finance at the University of San Francisco emphasizes analytical (quantitative and qualitative) proficiency 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.

Learning Outcomes

- Use DCF to value a proposed project
- Analyze a company's financial statements and perform ratio analysis in order to interpret its performance
- Construct an optimized investment portfolio
- Calculate and interpret portfolio performance measurements.
- Use derivatives to immunize against foreign exchange transaction risk.
- Evaluate an international capital budgeting project.

Curriculum

Fall 2013 Admits

Finance majors are required to take 20 credits of courses beyond the introductory finance course (BUS 305). Eight of these 20 credits are required of every student. The remaining twelve credits must come from the list of Finance Electives shown below, with up to four credits of courses in the Economics Department with approval of the Finance department faculty advisor.

Finance Courses

Take two out of the three Required Courses: 8 credits
The third course not taken as the required course can count towards your Finance Elective.

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

Finance Electives: 12 credits

- [BUS 332 - Financial Institutions and Markets](#)
- [BUS 333 - Financial Statement Analysis](#)
- [BUS 431 - Analysis of Global Business Conditions](#)
- [BUS 432 - Entrepreneurial Finance](#)
- [BUS 437 - Options and Futures](#)
- [BUS 439 - Special Topics - Finance](#)

Note:

Maximum of 4 credits from the following Economics courses can count for one Finance Elective.

- [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 455 - Options and Futures](#)
- [ECON 475 - Finance and Investment in Emerging Economies](#)

Graduate

School of Business and Professional Studies

Masagung Graduate School of Management

- [MBA Program](#)
- [MBA Areas of Emphasis](#)
- [MBA for Executives](#)
- [MBA Special Programs](#)
- [Executive Education Programs](#)
- [Custom Training Programs](#)

Professional Studies

- [Master of Nonprofit Administration](#)
- [Master of Public Administration](#)
- [Master of Public Administration with an emphasis in Health Services Administration](#)
- [Master of Science in Information Systems](#)
- [Master of Science in Organization Development](#)
- [Master of Science in Project Management](#)
- [Regional Campuses](#)

Graduate 1

MBA

MBA Career Advantage Program

MBA for Executives

Master of Science in Business Economics

Joint Master of Global Entrepreneurship Management

Information Systems

Nonprofit Administration

Organization Development

Project Management

Public Administration

Graduate School of Management

The School of Management is a catalyst for change in business, government and non-profit managerial practice.

Through research and teaching that draws on the global diversity and entrepreneurial energy of our region, we educate students to build more productive and compassionate organizations. We value personal responsibility and integrity, open and disciplined inquiry, and a collaborative and enterprising spirit.

Students in the Masagung Graduate School of Management benefit from a rigorous academic tradition and the social justice values of a Jesuit university. Moreover, the School's connection to the dynamism and diversity of the San Francisco Bay Area contribute to an exceptional academic experience. The Jesuit tradition fosters thinking beyond the bottom line and toward the common good, enabling School of

Management students to grow in their understanding of project and people leadership.

The University of San Francisco School of Management offers graduate programs at four unique campuses throughout the Bay Area. Our newest campus in downtown San Francisco, in the historic Folger Coffee Company building, marks the return to our University's downtown origins. The building's premier location near the Financial District and Union Square makes USF more accessible to working professionals and Bay Area commuters.

Hospitality 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: Michael D. Collins

The Department of Hospitality Management (HM), as part of the University of San Francisco's School of Management (SOM), offers a program of study for those students seeking business management, and leadership career opportunities in the global hospitality industry. Students receive a comprehensive business education through the SOM business fundamentals and extend their understanding of the hospitality industry in a broad context

Please visit our University of San Francisco Department of Hospitality Management web site: www.usfca.edu/hospitality

Learning Outcomes

Hospitality Management graduates will be able to:

- Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.
- Apply relevant service management strategies to the global hospitality industry.
- Identify social, environmental and financial hospitality business practices critical to sustainability.
- Identify solutions and opportunities for practical business scenarios.
- Evaluate alternative strategies to challenges and opportunities faced by industry.

Department goals

- Develop, knowledgeable, skillful and responsible future managers, and leaders in the global hospitality industry.
- Develop students who can apply theory into practice.

Curriculum

Business core plus 16-units of hospitality management core AND a choice of one of the tracks (12-units including capstone): 1) hotel and restaurant management, or 2) meeting and event management. Note all courses are 4-units unless otherwise noted. Additionally, a minimum of 800 hours of professional work experience related to the hospitality field must be completed prior to the student's senior year and is a requirement for graduation.

Hospitality Management Courses

Core Courses

- [BUS 188 - Introduction to the Hospitality Industry and Professional Development](#)
- [BUS 380 - Food Service Culinary Arts and Entrepreneurship](#)
- [BUS 388 - Service Management](#)
- [BUS 480 - Optimizing Revenue in the Hospitality Industry](#)

Meeting and Events Track

- [BUS 386 - Meeting and Event Planning](#)
- [BUS 486 - Convention, Exhibition, and Venue Management](#)
- [BUS 481 - Corporate Events Project Management \(Capstone Course\)](#)

Hotel and Restaurant Track

- [BUS 387 - Beverage Management \(2 units; 7 weeks\)](#)
- [BUS 389 - Fundamentals of Culinary Skills \(2 units; 7 weeks\)](#)
- [BUS 484 - Hotel Management](#)
- [BUS 487 - Catering and Fine Dining Management \(Capstone Course\)](#)

Global Hospitality Management Track

- BUS 385 - Hospitality Real Estate (Chinese University of Hong Kong)
- BUS 485 - Hospitality Horizons (Maastricht, The Netherlands)
- [BUS 48X - Capstone Course](#) (University of San Francisco)

Interdisciplinary Studies & Extended Education

Interdisciplinary Research and Writing

Ethics and Society

The Interdisciplinary Research & Writing and Ethics & Society courses provide students with a solid foundation in critical interpretation, argument construction, and ethics. Students receive a thorough immersion in interdisciplinary methodology and investigation, with the course reading lists offering a diverse and challenging exploration of traditional and contemporary thought. Through their coursework, students gain historical and cultural perspectives and develop the critical tools needed to assess and act on a wide spectrum of societal issues. In the area of critical interpretation and composition, they receive a solid grounding for moving on to the work in their individual majors. They acquire knowledge of research strategies and conventions and knowledge of how and why research matters in critical composition. In the process they investigate a substantive body of knowledge representing central currents of thought from a diverse and encompassing range of ideological, cultural, and ethnic perspectives.

Director of Interdisciplinary Studies and Extended Education:
Kimberly Connor, Ph.D.

The Writing Program and the Interdisciplinary Studies Assessment Process

While the Interdisciplinary Research and Writing course focuses on critical writing, composition elements, and research strategies, it also provides a unique opportunity to take advantage of USF's Interdisciplinary Studies Assessment process in which students may earn up to 21 credits writing about past professional or personal experience integrated with academic research. All students are required to take INTD 310. This class provides instruction in the traditional elements of composition as well as offering the opportunity for ISA essay submission on a three semester rolling basis.

- [INTD 310 - Interdisciplinary Research and Writing](#)
- [INTD 311 - Ethics and Society](#)

Extended Education

Extended Education is a menu of Core Curriculum approved courses that Degree Completion students may take to complete their University degree requirements. Extended Education provides courses in each Core area not fulfilled by program course offerings. All courses run for 7 weeks and are conducted fully online. All courses are 3 credits but select courses may be taken for individual 1, 2, or 3 credit options.

- Literature
- History
- Philosophy
- Theology
- Visual and Performing Arts

International Business Major

It is essential that the business administration student of today – the manager or entrepreneur of tomorrow – be fully aware of the truly global nature 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: Karl Boedecker Ph.D.

Business has "globalized" — from trade and commerce to law and finance, from multiculturalism and comparative business to management practices. Yet there is also the local dimension of globalization which stems from the emerging patterns and trends in business policies and practices that increasingly expose participants to situations where a cross-section of traditional functional areas are involved simultaneously.

The objective of the International Business major is to offer students a business education specific to international applications; promote and encourage an international experience and provide ample opportunity to obtain critical international preparation through international courses in Business, Language and Economics. International Business students are strongly encouraged to gain international experience by participating in an approved Study Abroad program or international Study Tour.

Learning Outcomes

- Understand the fundamentals of international business, e.g. trade theory, the global monetary system, and how to conduct STEP and SWOT analysis to define and recognize appropriate strategies for the multinational firm.
- Develop product, pricing, promotion and distribution strategies appropriate to specific international markets.
- Differentiate among cultures with respect to appropriate motivation and leadership behaviors.

Curriculum

International Business majors must complete BUS 401, Strategic Management for their Senior Capstone core requirement. Proficiency in a foreign language as a second language or through the third semester of foreign language coursework is required.

International Business Courses (20 credits)

Required Courses (12 credits)

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

Select one course from:

- [BUS 430 - International Finance](#)
- [BUS 461 - International Marketing](#)

Electives (select 8 credits from the following)

- [BUS 359 - Special Topic: International Business](#)
- [BUS 397 - International Study Tour](#)
- [BUS 431 - Analysis of Global Business Conditions](#)
- [BUS 457 - International Negotiation](#)
- [BUS 459 - Senior Topic: International](#)
- [ECON 306 - Economies of Modern Europe](#)
- [ECON 370 - International Economics](#)
- [ECON 372 - Economic Development](#)
- [ECON 471 - International Finance](#)
- [ECON 473 - Development Microeconomics](#)
- [ECON 474 - Development Macroeconomics](#)
- [ECON 475 - Finance and Investment in Emerging Economies](#)
- [ECON 477 - International Political Economy](#)
- [ANST 345 – Asians and Lawmaking](#)
- [BAIS 305 – Global Network: Consumption & Ecology](#)
- [HIST 371 – Modern Latin America](#)
- [HIST 381 – Modern China: Revolution and Modernization](#)
- [HIST 383 – Modern Japan Since Perry](#)
- [HIST 384 – The Rise of China Since Mao](#)
- [HIST 386 – History of U.S. – China Relations](#)
- [HIST 387 – History of U.S.-Japan Relations](#)
- [HIST 389 – The Modern Middle East](#)
- [JAPN 350 – Japanese Culture](#)
- [JAPN 351 – Contemporary Japanese Culture](#)
- [LAS 331 – Latin American Politics](#)
- [LAS 373 – Modern Mexico](#)
- [LAS 376 – Latin American Perspectives](#)
- [POLS 300 – The World Since 1945](#)
- [POLS 315 – Theories of Citizenship and Globalization](#)
- [POLS 331 – Latin American Politics](#)
- [POLS 342 – Politics & Society in Europe](#)
- [POLS 343 – Politics and Change in East-Central Europe](#)
- [POLS 346 – Government & Politics of South & 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 350 - International Law and Organizations](#)
- [POLS 355 – United States Foreign Policy](#)
- [POLS 357 – Integration of Europe](#)

- [POLS 358 - International Relations of South & Southeast Asia](#)
- [POLS 359 – International Politics of the Asia Pacific Rim](#)
- [POLS 382 – Politics of International Aid and Development](#)
- [PSYC 307 – Cross-cultural Psychology](#)
- [SOC 322 – Resistance to Corporate Globalization](#)
- [SOC 361 – Brazilian Culture and Society](#)
- Foreign Language, 3rd semester or higher

Marketing Major

Department Chair: Nicholas Imparato, Ph.D.

Academic research and executive experience have repeatedly highlighted the critical role marketing plays in business success. In addition, there is clear evidence that performance among non-profit and government organizations also depends on effective marketing.

In this context, the marketing curriculum and major provide students with a strong foundation in the principles and tools of the discipline. The framework begins with a customer focus and includes formulating products and services that meet and anticipate consumer wants and needs, determining appropriate price/value considerations, developing efficient distribution systems, and creating marketing communications programs to support the marketing effort.

Topics relevant to best practices in business and consumer sectors include: Social media, branding, public relations, advertising strategy, behavioral pricing, marketing analytics and research methods, global competition, multicultural segmentation, creation of new business models and innovation strategies. Additionally, the program provides multiple opportunities to examine the role marketing plays in society and how it affects the common welfare.

Learning Outcomes

- To develop understanding of marketing fundamentals, including theory, tools, language, and best practices
- To develop ability to identify marketing problems/opportunities
- To develop capacity to make strategic and socially responsible recommendations for addressing marketing challenges and opportunities.

Students will be able to:

- Describe the role of marketing in organizations, industries/sectors, and society.
- Demonstrate an understanding of key marketing tools and models (for example, marketing mix, promotion mix, marketing research)
- Use primary and secondary research techniques to identify marketing challenges/opportunities facing an organization or community.
- Assess markets using appropriate marketing tools and models (for example, segmentation, purchase decision models)
- Conceptualize and develop appropriate marketing strategies in response to challenges/opportunities uncovered during market analyses.
- Evaluate/defend recommendations based on marketing goals and with an appreciation for the impact on broader society.

Curriculum

Required (12 credits)

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

Electives (select 8 credits from the following)

- [BUS 361 - Integrated Marketing Communications: Promotion, Advertising and Public Relations](#)
- [BUS 362 - Multicultural Marketing](#)
- [BUS 364 - Brand Strategy and Product Management](#)
- [BUS 365 - Behavioral Pricing](#)
- [BUS 367 - Marketing and Society](#)
- [BUS 369 - Special Topics in Marketing](#)
- [BUS 462 - Brand Strategy and Product Management](#)
- [BUS 463 - Global Distribution and Channel Management](#)
- [BUS 464 - Marketing Strategy and Planning](#)
- [BUS 469 - Senior Topic](#)

Master in Global Entrepreneurial Management

The Master in Global Entrepreneurial Management (MGEM) program is designed for recent college graduates from various academic disciplines. Through this program, students study and observe global

and cross-cultural aspects of business decisions within entrepreneurial firms. The MGEM program offers courses that are practitioner-oriented and delivered in a sequence that maximizes the unique locations of the three partner schools in Barcelona, Taipei, and the San Francisco Bay Area. Unlike other study-abroad programs that offer students the option to travel to another continent for one semester, the MGEM cohort travels to a new continent in each of the three semesters, thus ensuring a deep understanding of how one conducts business on a global scale.

The three partner universities that jointly offer this graduate degree are: IQS (Institut Químic de Sarrià) located in Barcelona, Spain; Fu-Jen University, located in Taipei, Taiwan; and the School of Management within the University of San Francisco. The fall semester begins at IQS, followed by a winter semester at Fu-Jen, and ending with a summer semester at USF's Downtown Campus, located in the heart of San Francisco's high tech community.

In addition to classroom instruction, students engage with entrepreneurial firms through consulting opportunities in both Europe and the United States. In the classroom, cases and business problems are employed to simulate the tools and skills required to solve real-life problems. In each region students will visit various entrepreneurial companies in Spain, Taiwan, China and the San Francisco Bay Area.

A unique feature of the MGEM program is the cohort's structure. Our diverse student body comes from countries located in the Middle East, Asia, Europe, and the Americas. As a result, most MGEM students develop life-long friendships and build a global network composed of their peers, professors, and successful entrepreneurs.

English is the language of instruction for the entire program; therefore, students' TOEFL scores must meet the required standards. Courses are taught by leading scholars as well as accomplished practitioners.

MGEM Program Goals

- Prepare students to be passionate, ethical and effective global leaders.
- Instill multi-cultural fluency by participation in a cultural diverse student cohort, multi-cultural and multi-lingual faculty and the opportunity study in Asia, Europe and North America.
- Teach the students the skills necessary to develop a unique idea for a new business or a new product and or service within an existing firm.
- Develop students' analytical, entrepreneurial, and communication skills by advising companies on how to expand their reach into new markets.

Learning Outcomes

- Demonstrate the ability to lead and manage diverse individuals and groups to facilitate organizational performance.
- Identify the ethical and professional responsibilities of a global entrepreneur.
- Communicate effectively both verbal and in writing, using different mediums.
- Demonstrate and apply knowledge from a global perspective by integrating relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.
- Identify and analyze financial information to make effective managerial decisions.

Program Requirements

- [MGEM 5101 - Global Environment and Business Trends](#)
- [MGEM 5102 - Technology Appreciation and Intellectual Property Management](#)
- [MGEM 5103 - Innovative Product Development, Demand Assessment, and Entrepreneurship](#)
- [MGEM 5104 - Cross-Cultural Management and Ethical Business Practice](#)
- [MGEM 5105 - Operations Management and Supply Chain Management with a Global Perspective](#)
- [MGEM 5106 - Corporate Finance with a Global Perspective](#)
- [MGEM 5107 - Core-Competency Based Human Resources Management. Strategic Thinking Oriented](#)
- [MGEM 5108 - Global Competitiveness, Entry Barriers and Strategic Alliance](#)
- [MGEM 5109 - Cross-Cultural Marketing and Integrated Marketing Communication](#)
- [MGEM 5110 - Global Distribution and Channel Management](#)
- [MGEM 5111 - Social Entrepreneurship](#)
- [MGEM 5112 - Venture Capital, Corporate Entrepreneurship, and Micro Financing](#)
- [MGEM 5113 - Consulting](#)
- [MGEM 5114 - Business Plan Course](#)
- [MGEM 5115 - U.S. Consulting Course](#)

Master of Nonprofit Administration

The Master of Nonprofit Administration (MNA) degree program enhances degree candidates' knowledge, expertise, and engagement in the nonprofit sector. The MNA program serves the community by educating competent managers and future leaders to "change the world from here."

Program Director:
Marco Tavanti

The MNA program is designed for students already working or planning to work in nonprofit corporations, foundations, voluntary associations, community organizations, or nongovernmental organizations. 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 for Students Starting in Fall 2014

The MNA degree requires 36 credits. Ten courses consolidate the curriculum, with a focus on applied management and leadership.

- [NPA 671 - Navigating and Negotiating in the Nonprofit Sector](#)
- [NPA 638 - Organizational Effectiveness: Management and Leadership](#)
- [NPA 673 - Developing Resources: Fundraising](#)
- [NPA 677 - Strategy and Governance for Social Impact](#)
- NPA 674 - Legal Issues in Nonprofits: People, Policies, and Program
- NPA 675 - Leveraging Financial Resources
- NPA 681 - Measuring Success: Program Evaluation
- NPA 672 - Telling Your Story: Marketing
- NPA 616 - Career Contributions: Applying the Program
- NPA 683 - International Lessons and Models: NGO's and Nonprofits

Or

- NPA 678 - Leading Social Change: Institutions and Policy

Program Requirements for Students Starting in Fall 2013

The MNA degree requires 39 credits—30 credits from core courses, including a 3-credit capstone course, and 9 credits from elective courses. The latter may be either MNA elective courses (678, 682, 683) or other relevant graduate courses in the University. The MNA courses are listed below:

- NPA 671 - The Nonprofit Sector and Philanthropy
- NPA 638 - Management and Organizational Theory
- NPA 677 - Governance and Strategic Planning
- NPA 673 - Nonprofit Development and Fundraising
- [NPA 631 - Human Resources and Volunteer Management](#)
- [NPA 674 - The Law of Nonprofit Organizations](#)
- [NPA 675 - Financial Management of Nonprofit Organizations](#)
- [NPA 678 - Nonprofits and Public Policy](#)
- [NPA 672 - Marketing for Nonprofit Organizations](#)
- [NPA 681 - Performance Measures and Program Evaluation](#)
- [NPA 682 - Earned Income and Government Contracting](#)
- [NPA 683 - NGOs and the International Nonprofit Sector](#)
- [NPA 684 - MNA Capstone](#)

Degree Requirements

- Completion of all degree coursework with a minimum cumulative 3.0 GPA
- Completion of a capstone portfolio project
- Successful completion of all degree requirements

MNA Learning Goals

The MNA program focuses on three main goals:

- Development of values and engagement in the community for becoming responsible global citizens.
- Development of skills and competencies in the profession for becoming competent managers.
- Development of knowledge and perspectives in the nonprofit sector for becoming ethical leaders for the common good.

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, differences, and connections between nonprofit management and management in the for-profit and public sector
- Demonstrate and apply knowledge in strategic planning, board governance, fundraising, nonprofit financial management, legal requirements, human resources, nonprofit marketing, advocacy, and program evaluation.
- Identify ethical issues brought forth in their classes, and discuss how these ethical considerations impact the work of nonprofit managers.
- Complete a portfolio that integrates learning from the entire program and encapsulates the results of students' work.

Master of Public Administration

The Master of Public Administration (MPA) and the MPA with an emphasis in Health Services Administration (MPA/HSA) programs provide mid-career and aspiring professionals with an opportunity to obtain advanced managerial education applicable to a broad range of public sector, nonprofit, and health care organizations. The MPA program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Department Chair:
Richard Callahan D.P.A



Mission

We prepare our graduates for public leadership by advancing a challenging curriculum while pursuing complementary research and transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.

Goals

- Educate students to be compassionate and effective leaders who humanely manage public organizations.
- Prepare students to initiate and facilitate interactions between government, for-profit, and nonprofit sectors to provide ethical and workable solutions to societal needs.
- Create a collaborative environment of excellence in instruction, research, and service.
- Translate research into effective practices and achievable, humane policies.
- Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies

Program Requirements for Students Starting in Fall 2015

The MPA curriculum is comprised of 13 courses (39 credits). Students who select the Health Services Administration (HSA) concentration will apply their credits of the HSA coursework toward the concentration. Students pursuing a concentration in HSA take PA 617, PA 632, PA 660, and PA 680, for a total of 12 credits.

Required courses are sequenced as follows:

- PA 611 - Navigating and Negotiating the Field of Practice of Public Administration
- PA 623/633 - Managing Budgets, Finance and Economics
- PA 685 - Strategic Communications
- PA 632 - Public Policy Analysis and Implementation
- PA 660 - Career Contributions: Applying the Program
- PA 613/636 - Management Practice, Organizational Behavior, and Human Resources
- PA 670 - Quantitative Methods and Big Data
- PA 644 - Strategic Planning
- PA 638 - Information Technology and E-Trends
- PA 685 - Strategic Communications
- PA 680 - Program Evaluation and Monitoring
- PA 620 - Core Value Driven Leadership and Ethics

Program Requirements for Students Starting Fall 2014

The MPA curriculum is comprised of 13 courses (39 credits). Students who select the Health Services Administration (HSA) concentration will apply their credits of the HSA coursework toward the concentration. Students pursuing a concentration in HSA take PA 617, PA 632, PA 660,

and PA 680, for a total of 12 credits.

Required courses are sequenced as follows:

- [PA 611 - Public Administration as a Field and Practice in Contemporary Society](#)
- [PA 620 - Leadership Ethics](#)
- [PA 613 - Management and Organization Theory](#)
- [PA 670 - Quantitative Methods](#)
- [PA 636 - Human Resource Planning and Management](#)
- [PA 638 - Emerging Technologies for Public Managers](#)
- [PA 632 - Policy Analysis](#)
- [PA 644 - Strategic Planning and Implementation](#)
- [PA 623 - Economics and Finance for Public Managers](#)
- [PA 685 - Strategic Management of Public Communication](#)
- [PA 633 - Public Sector Budgeting](#)
- [PA 680 - Program Evaluation \(PA and HSA tracks\)](#)
- [PA 650 - Integrative Seminar in Public Management](#)

Degree Requirements

- Completion of all major coursework with a minimum cumulative 3.0 GPA
- Successful completion of all degree and concentration requirements

Learning Outcomes

- Demonstrate leadership behavior through application of organizational and managerial theories.
- Identify effective leadership in practice.
- Identify and discuss the role of public leaders toward recognizing and instituting the principles of democratic governance in public organizations and community-based initiatives.
- Identify and describe differences between the vision, values, and goals of actors in the public, nonprofit, and private sectors; discuss practical and ethical implications of these differences for public leadership; and discuss disparate impacts for the most vulnerable among us.
- Demonstrate the ability to correctly and effectively recognize changes in workforce and community populations; determine appropriate communication modes and content.
- Describe superior performance of a diverse workforce and the contribution to this of managerial action and institutional supports.
- Assess and modify public service, based on cultural competency and citizen feedback.
- Identify challenges and issues in the U.S. health care sector in specific areas of policy, its contemporary legal framework and management; describe/develop operational responses and managerial adaptations.
- Determine, collect, and articulate the interests of diverse voices of a community, especially the most vulnerable among us.
- Develop and apply the critical and analytical thinking skills necessary for effective, informed, and balanced policy analysis.
- Accurately interpret and communicate analytic research and policy implications to stakeholders.
- Demonstrate essential analytic skills (qualitative and quantitative).
- Develop and present informed and balanced results.
- Report findings and interpret research in recognition of, and with respect for, diverse cultural and historical perspectives; correctly identify limitations and constraints; effectively communicate with elected officials, administrators, issue advocates, and the population at large.

Master of Public Administration with a concentration in Health Services Administration

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

Department Chair: Richard Callahan

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.

Learning Objectives

- To provide students with knowledge of how to apply management theory and research to common operational, functional, and resource issues in the public sector.
- To expand and deepen knowledge and appreciation of the health care sector and administration.
- To develop managerial skills necessary for the provision of services to the public.
- To examine ethical implications and responsibilities of public managers as a foundation for understanding managerial actions.
- To learn techniques used in planning, organizing, staffing, and evaluating the work of public agencies and to develop the necessary skills.
- To enable students to engage in self-assessment and goal setting for lifelong learning and continued professional growth.

Program Requirements

The MPA curriculum is comprised of 12 courses (36 credits). The MPA program's capstone requirement is achieved by completing and passing a written comprehensive case analysis exam during the last course of the program (MPA 650, Integrative Seminar). Students who select the Health Services Administration (HSA) emphasis will apply their 6 credits of the HSA coursework toward the emphasis. Students pursuing an emphasis in HSA take PA 660 and PA 617.

- [PA 611 - Introduction to Public Management](#)
- [PA 613 - Management and Organization](#)
- [PA 620 - Administrative Ethics](#)
- [PA 670 - Quantitative Methods](#)
- [PA 636 - Human Resource Planning and Management](#)
- [PA 638 - Emerging Technologies for Public Managers](#)
- [PA 660 - Managed Care and Health Care Law](#)
- [PA 617 - Health Management](#)
- [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](#)

Health Services Administration (HSA) courses Include:

- [PA 617 - Health Management](#)
- [PA 632 - Policy Analysis](#) (PA and HSA tracks)
- [PA 660 - Health Law](#)
- [PA 680 - Program and Policy Evaluation](#) (PA and HSA tracks)

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 advantage in both the private and public

Program Director:
Stephen Morris Ed. D.

sectors. Ethical practices and professionalism are integrated components throughout the program, along with a focus on essential career development skills and effective management of human resources. The program, based upon nationally approved curriculum recommendations from the Association for Information Systems (AIS) and the Association for Computing Machinery (ACM), is updated frequently. Students may optionally select a special emphasis area in Information Security or Biotechnology.

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 - Database](#)
- [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 & Data Warehousing](#)
- [MSIS 626 - Capstone Project](#)

*MSIS 631, MSIS 648, and MSIS 656 are waived if you opt for a concentration in Biotechnology or Information Security.

Degree Requirements

- Completion of all major coursework with a minimum cumulative 3.0 GPA

Master of Science in Information Systems with a Concentration in Information Security

Corporate information security is of ever increasing importance and in response to the increased technical, organizational, political, and legal complexity surrounding the field, the MSIS program now offers three elective courses that provide a more in-depth treatment of this important area.

Program Director: Stephen Morris

Program 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 Concentration in Information Security requires a total of 9 credits. Please consult your MSIS advisor to clarify your course schedule.

Required courses:

- [MSIS 636 - Identity Management and Trust](#)
- [MSIS 653 - Network Security](#)
- [MSIS 659 - IT Audit and Forensics](#)

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 the Jesuit, Catholic tradition. Students learn relevant theory, gain interdisciplinary knowledge, and develop practical skills in organization assessment, diagnosis, intervention, and evaluation to enhance organizational effectiveness and resiliency. The MSOD program focuses on team and organization change interventions necessary to create productive, compassionate organizations.

Program Director:
Jennifer Parlamis 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.

Program Learning Outcomes

- Develop research-based competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating change interventions at the individual, team, and organization levels.
- Integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, team dynamics, and communication.
- Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives.
- Embrace the humanistic foundations of organization development as an authentic (self-as-instrument) agent of change by upholding uncompromising ethics and respecting diverse ideas and backgrounds, and committing to life-long learning.
- Utilize knowledge associated with management fundamentals and emerging trends to demonstrate how planned change builds organizational capacity and resiliency.

Program Requirements

Students complete 32 credits—26 credits of core coursework and 6 credits of electives. The MSOD program focuses on team and organization change interventions from a business perspective through interactive experiential projects in the Research & Analysis, Teams & Small Systems

Interventions, and Culminating Project courses.

- [OD 660 - Leadership and Organizations](#)
- [OD 661 - Leading Organization Change and Development](#)
- [OD 664 - Negotiation and Bargaining Strategy*](#)
- [OD 665 - Project Management Foundations*](#)
- [OD 668 - Research and Analysis for Organization Diagnosis and Evaluation](#)
- [OD 671 - Consulting Practices](#)
- [OD 673 - Large-Scale Systems Transformation](#)
- [OD 674 - Individual & Team Interventions](#)
- [OD 683 - Statistics Fundamentals](#)
- [OD 684 - Finance & Accounting Fundamentals](#)
- [OD 690 - Organization Development Culminating Project](#)
- [OD 691 - Academic Global Immersion*](#)
- 6 Elective Credits

*class may be waived for an elective

Students are expected to have basic skills in MS Word, PowerPoint, and Excel.

Students must complete all degree coursework with a minimum cumulative 3.0 GPA.

Master of Science in Project Management

Applications will be discontinued after Fall 2010.

Program Director: Linda Henderson, Ph.D.

The Master of Science in Project Management (MSPMGT) program prepares individuals in the planning and execution of complex projects within a variety of industry and organizational settings. The program is designed to be completed in under two years. Professionals who complete the program will be capable of assuming leadership roles in the strategic management of complex organizational projects.

Developed for working adults with any level of experience in project management, the MSPMGT program offers professional skills and training consistent with the guide to the Project Management Body of Knowledge (PMBOK®) set forth through the Project Management Institute (PMI). The PMBOK® Guide covers standards in project integration, scope, time, cost, quality communication, human resources, risk, and procurement management. The MSPMGT program also incorporates the foundations of organizational behavior including group dynamics and decision making, social capital, virtual teams, organizational change, leadership, and applied research methods.

The MSPMGT program is also geared toward individuals interested in advancing their knowledge and capabilities in project management. Included are senior executives, program managers, project managers and project team members, members of project management offices, functional managers with employees assigned to project teams, consultants and specialists in project management and related fields, and project management researchers.

PMBOK® is a registered trademark of the Project Management Institute.

Program Objectives

The M.S.P.MGT. is designed to:

- Provide both a strong theoretical and practical curriculum for today's project managers.
- Integrate ethical, analytical, economic, and organizational knowledge for managing contemporary projects.
- Provide the structure for a real life service learning project that will count as project work experience for PMP credential.
- Challenge students to lead and work effectively with persons of varying backgrounds and cultures.
- Instruct students in the creation and preparation of a culminating project management portfolio that unifies and documents their knowledge.

Program Requirements

Students are required to complete 36 semester units towards the Master of Science in Project Management. Students demonstrate their understanding of theory and practice through the completion of a culminating project portfolio, which requires application of theory, diagnostic tools, and practical interventions to address critical success factors in project management.

- PMT - 601 Projects as Strategic Initiatives
- PMT - 611 Group Dynamics and Communication
- PMT - 621 Quantitative Analysis
- PMT - 631 Decision Making and Project Initiation
- PMT - 641 Teaming and Technology in a Virtual World
- PMT - 632 Managing Project Risk

- PMT - 633 Project Economic Analysis
- PMT - 634 Project Resource Administration
- PMT - 635 Project Planning and Implementation
- PMT - 661 Complexity and Adaptability: Issues for Project Management
- PMT - 691 Culminating Project: Portfolio Project
- PMT - 651 Managing Project Quality and Change

Degree Requirements

- Completion of all degree coursework with a minimum cumulative 3.0 GPA
- Demonstrate competence in strategically initiating, planning, executing, controlling, and closing out complex projects.

Master of Science in Risk Management

The MS in Risk Management (MSRM) Program at the University of San Francisco provides a coordinated, sequential approach to the tools and knowledge covered by the Financial Risk Manager (FRM®) 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 also 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 on Saturdays and occasionally on an evening.

Learning Outcomes

- 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 for the Financial Risk Manager (FRM®) exam and CFA® exams.
- Focus on the use of mathematics, statistics and computer programming in modeling and managing financial risk.

Why the MSRM Program?

- Our 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.

Fall Semester, Year 1 The program is 36 credits and twenty months in length. The following courses are required to graduate:

- [MSFA 712 - Financial Markets](#)
- [MSFA 716 - Macroeconomics for Finance](#)
- [MSRM 750 - Quantitative Analysis in Risk Management](#)
- [MSFA 736 - Econometrics](#)
- MSFA 751 - Lab in Quant Analysis for RM

Spring Semester, Year 1

- [MSFA 722 - Fixed Income Valuation](#)
- [MSFA 740 - Capital Market Theory](#)
- [MSFA 724 - Derivatives I](#)
- [MSRM 752 - Financial Markets & VaR](#)
- [MSFA 728 - Ethics and Finance I](#)

Fall Semester, Year 2

- [MSFA 730 - Behavioral Finance and Risk Management](#)
- [MSFA 732 - Derivatives II](#)
- [MSFA 746 - Portfolio Management](#)
- [MSRM 754 - Market Risk for Fixed Income](#)
- MSFA 751 - Lab in Quant Analysis for RM

Spring Semester, Year 2

- [MSFA 742 Alternative Investments](#)
- [MSRM 755 Credit Risk Management](#)
- [MSRM 756 Operational and Investment Risk Management](#)
- [MSRM 760 Risk Measurement Modeling](#)
- [MSFA 748 - Ethics and Finance II](#)

MBA Concentrations

Advanced elective courses enable you to develop in-depth experience and expertise in a particular field of study. Although an elective concentration is not required, you may choose a concentration in one of six areas listed below. A minimum of 12 credits, including required courses, must be taken in the respective functional area in order to complete a concentration.

Entrepreneurship and Innovation

Concentrating in Entrepreneurship and Innovation prepares students to launch and grow new ventures, take on roles in existing start-ups, or lead innovation efforts in established firms. Students will develop their own creative talents, write a business plan, learn the process of corporate innovation, and acquire skills in Internet business applications. Students may personalize their emphasis with courses in Private Equity and Venture Capital, Global Product Development, Small Business Ventures, and Silicon Valley Immersion. (*Required courses)

[MBA 6208 - Private Equity & Venture Capital](#)

[MBA 6561 - Local, National and Global Biotechnology](#)

[MBA 6601 - Entrepreneurial Mgmt.*](#)

[MBA 6602 - Global Product Development](#)

[MBA 6603 - Creativity & Innovation I*](#)

[MBA 6607 - Corp Entrepreneurship & Innovation*](#)

[MBA 6609 - Internet Bus Applications*](#)

[MBA 6613 - Creativity & Innovation II: Adv. How to be a Game Changer](#)

[MBA 6614 - Thought Leadership in Entrepreneurship & Innovation](#)

[MBA 6620 - Silicon Valley Immersion](#)

[MBA 6699 - Special Topic: Social Entrepreneurship and the Lean Startup](#)

Finance

There are a variety of careers in Finance-related areas. We have identified two potential finance career paths for our students: Corporate Finance and Financial Services. Our elective course offerings are designed to facilitate entry into these career areas and provide upward mobility to students who have already worked in Finance. (*Required courses)

[MBA 6201 - Investments*](#)

[MBA 6202 - Firm and Project Evaluation: Creating Economic Value](#)

[MBA 6203 - Capital Structure and Risk Management](#)

[MBA 6204 - Capital Markets & Invest Banking](#)

[MBA 6205 - Corporate Financial Reporting & Analysis](#)

[MBA 6206 - International Finance I*](#)

[MBA 6207 - International Finance II](#)

[MBA 6208 - Private Equity & Venture Capital](#)

[MBA 6209 - Financial Derivatives I](#)

[MBA 6210 - Financial Derivatives II](#)

[MBA 6211 - Global Business Conditions](#)

[MBA 6213 - Personal Finance I](#)

[MBA 6214 - Personal Finance II](#)

[MBA 6231 - Student Managed Fund I](#)

[MBA 6232 - Student Managed Fund II](#)

[MBA 6299 - Special Topics in Finance](#)

International Business

Coursework introduces students to the complexities of international business so that they can apply their understanding to other fields of management. Graduates work in the import/export trade, finance, marketing, consulting, and general management. An internationally diverse student body provides students with both academic and personal insights into international business issues. (*Required courses)

[MBA 6206 - International Financial Management](#)

[MBA 6211 - Global Bus. Conditions](#)

[MBA 6303 - Global Marketing and Business Intelligence](#)

[MBA 6602 - Global Product Development](#)

[MBA 6715 - The Globalization of Chinese Companies](#)

[MBA 6719 - Cross-Cultural Negotiation](#)

[MBA 6414 - Managing Across Cultures*](#)

[MBA 6702 - International Business*](#)

[MBA 6703 - Global Trends](#)

[MBA 6797 - Academic Global Immersion*](#)

[MBA 6799 - Spc Topics: International Bus](#)

Marketing

Marketing students obtain a foundation in running a successful customer-driven organization. To learn how to build competitive advantage in the global marketplace, students focus on fundamentals: market segmentation, competitive analysis, pricing strategies, public relations, advertising, and distribution channels. Graduates work at the highest levels of management in a variety of industries in market research, sales, advertising, brand management, general management, and management consulting. (*Required courses)

[MBA 6303 - Global Marketing & Business Intelligence*](#)

[MBA 6304 - Consumer Behavior & Research*](#)

[MBA 6306 - Integrated Marketing Communication](#)

[MBA 6314 - Global Distribution and Channel Mgmt.](#)

[MBA 6315 - Brand Strategy & Management](#)

[MBA 6317 - Product Management](#)

[MBA 6372 - Marketing for Nonprofit Organizations](#)

[MBA 6399 - Special Topics: Marketing](#)

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. (*Required courses)

[MBA 6417 - Leading & Organizational Change](#)

[MBA 6406 - Negotiation & Bargaining Strategy*](#)

[MBA 6413 - Bus Teams & Small Group Dynamics](#)

[MBA 6450 - Project Management Foundations](#)

[MBA 6435 - Consulting Practices*](#)

[OD 660 - Leadership and Organizations](#)

[OD 661 - Leading Organization Change and Development](#)

[OD 664- Negotiation and Bargaining Strategy /or/ OD 665 - Global OD](#)

[OD 668 - Research and Analysis for Organization Diagnosis and Evaluation](#)

[OD 671 - Consulting Practices](#)

[OD 673 - Large-Scale Systems Transformation](#)

[OD 674 - Individual & Team Interventions](#)

[OD 681 - Statistics Fundamentals](#)

[OD 682 - Finance & Accounting Fundamentals](#)

MBA Dual Degree Programs

The University of San Francisco School of Management offers five dual degrees: MAPS/MBA (in partnership with the USF College of Arts and Sciences), DDS/MBA (in partnership with UCSF School of Dentistry), MSEM/MBA (in partnership with the USF College of Arts and Sciences), MSFA/MBA, and JD/MBA (in partnership with the USF School of Law).

In order to be considered for a dual degree program, students must apply and be admitted to each program separately. University policy requires that all dual degree students pay the tuition rate of the program they started first throughout their dual degree coursework. A student's cumulative GPA in all graduate coursework is listed on the student's University transcript. However, the School of Management calculates a separate cumulative GPA for the student's MBA coursework for the purpose of evaluating academic probation, dean's list, etc.

MAPS/MBA

The M.A. in Asia Pacific Studies/MBA program is designed to provide a humanities-based, interdisciplinary degree that applies business expertise to the development of Asia and its impact on global economic systems. The MAPS/MBA program provides a cost and time savings of up to 16 units and can be completed on a full-time or part-time basis. Students may begin either the MAPS or MBA program first or may begin these programs in the same semester. Students must earn a minimum cumulative GPA of 3.0 in the MAPS program to be eligible to apply to the Full-Time MBA or Part-Time MBA program as an MAPS/MBA dual degree student.

DDS/MBA

The DDS/MBA program prepares students for management and leadership in the dental field. Whether students want to manage their own dental practice, be an active part of growing an existing larger practice, or provide leadership for another organization, the MBA program will equip them with the business foundation to make it happen. Students must complete their first year in UCSF's School of Dentistry to be eligible to apply to the Part-Time MBA program as a DDS/MBA dual degree student.

MSEM/MBA

The M.S. in Environmental Management/MBA program is designed to prepare students for leadership in the fast-growing environmental marketplace. The MSEM/MBA program provides a cost and time savings of up to 12 units and can be completed on a full-time or part-time basis. Students may begin either the MSEM or MBA program first or may begin these programs in the same semester. Students must earn a minimum cumulative GPA of 3.0 in the MSEM program to be eligible to apply to the Full-Time MBA or Part-Time MBA program as an MSEM/MBA dual degree student.

MSFA/MBA Program

The M.S. in Financial Analysis/MBA program is designed to prepare students with a solid managerial foundation grounded with the quantitative rigor demanded by the financial field. The MSFA/MBA program provides a cost and time savings of up to 24 units and can be completed on a full-time or part-time basis. Students must complete a minimum of 19 units in the MSFA program with a minimum cumulative GPA of 3.0 to be eligible apply to the Full-Time MBA or Part-Time MBA program as an MSFA/MBA dual degree student.

JD/MBA Program

The JD/MBA program is designed to give law students an in-depth knowledge of corporate business practices and the managerial skills necessary for leading large firms and organizations. The JD/MBA program provides a cost and time savings of up to 24 units. Students must earn a minimum cumulative GPA of 2.5 at the end of the first year in the USF School of Law in order to be eligible to apply to the Full-Time MBA program as a JD/MBA dual degree student.

MBA Program

The Mission of the USF MBA programs is to promote disciplined analysis as a catalyst to positive change in business practice. Our integrated curriculum, practitioner-focused concentrations, and pragmatic learning opportunities with Bay Area business enables our graduates to build more productive and compassionate organizations. We combine the global diversity of our students, analytical rigor of our faculty, and the entrepreneurial energy of our region to create a rigorous and practical learning environment that is regionally anchored, nationally recognized and globally respected.

Today, organizations throughout the world face unprecedented levels of complex operational challenges. Expanding global economies, rapidly changing technologies, and increasing concern for ethical business conduct are critical issues to which private, public, and not-for-profit organizations must respond. Effective handling of complex issues requires managers who are both broadly-experienced and visionary.

USF's Master of Business Administration develops the analytical, practical, and interpersonal skills managers need to make crucial decisions in an increasingly complex business environment. The MBA is an advanced professional degree designed to prepare students for a versatile and challenging management career.

Learning Outcomes

Graduates of the USF MBA Programs will be able to:

- Display mastery of the fundamental language and skills of core business areas.
- Apply theory to solve practical problems.
- Measure, analyze and interpret all aspects of the business environment.
- Integrate legal, ethical and social concerns into business decisions.
- Possess effective leadership and communication skills & strategies.
- Formulate strategic visions and plans.
- Understand and harness innovation and disruptive change in the business environment.

Objective

The MBA program at the University of San Francisco blends the experience and expertise of our innovative faculty with the Jesuit tradition of educating students to be leaders in business. Our commitment is to prepare MBA students for high-level management careers in an increasingly global business environment.

In addition to training in the traditional functional skill areas, our curriculum highlights themes that are an integral part of every course in the curriculum:

1. Apply theory to solve practical problems,
2. Measure, analyze and interpret all aspects of the business environment,
3. Integrate legal, ethical and social concerns into business decisions,
4. Possess effective leadership and communication skills & strategies,
5. Formulate strategic visions and plans, and
6. Understand and harness innovation and disruptive change in business.

The themes and skill areas have been clearly identified by employers as differentiators in their recruitment practices and critical to success in today's business environment. Our innovative curriculum will give the USF MBA student a distinctive advantage in their professional career.

The University of San Francisco's strategic location in one of the world's leading international business centers provides the classroom within which our students develop management expertise. Our internationalized curriculum, which blends theory and application, provides students with the analytical skills and practical experience for dealing with complex organizational issues. Our international student body, which represents 80 countries worldwide, brings to the classroom an appreciation of business perspectives and cultural approaches matched by few business schools nationwide.

The MBA program is designed on an interactive model to facilitate strong relationships between students and faculty. Individualized attention from faculty, who bring industry and consulting experience to their classrooms, provides a personalized approach to management education. Our faculty, whose primary commitment is to teaching, work closely with students to enhance the depth, breadth, and flexibility of the MBA

program. USF faculty understand the changing needs of business and provide their students with experience and curriculum that reflect these changing needs.

The USF MBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Program of Studies

Students who enter the Full-Time MBA and Part-Time MBA programs August 2014 and after must complete the following curriculum:

- MBA Core Courses (34 credits required)
- MBA Elective Courses (22 credits required)
- Required Career and Professional Development Modules

Students will complete the Career and Professional Development Modules over the first two years of their program. The Career and Professional Development Modules are designed to address the critical career development needs of MBA students. Students will acquire skills and resources to define a career objective, craft a career strategy and execute it.

Students who entered the Full-Time MBA and Part-Time MBA programs August 2013 or after must complete the curriculum that consists of these components:

- MBA Core Courses (34 credits required)
- Business Communications proficiency (2-3 units)
- MBA Elective Courses (19-20 credits depending on Business Communications proficiency).

In 2012, the MBA curriculum was revised based on extensive student and faculty input to provide more in-depth exposure to the core business skills. Students who entered the Full-Time MBA and Part-Time MBA programs in August 2012 must complete a curriculum that consists of three components:

- MBA Core Courses (34 credits required)
- Business Communications proficiency (1-2 units)
- MBA Elective Courses (20-21 credits depending on Business Communications proficiency)
- Students who entered the Full-Time MBA and Part-Time MBA programs prior to August 2012 must complete a curriculum that consists of these components:
 - MBA Core Courses (28 credits required)
 - MBA Elective Courses (28 credits)

A student enrolled in an MBA program must complete the requirements within a five-year period.

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.

Full-Time and Part-Time MBA Core Courses

Entry August 2012 onward (Primarily 4 unit courses)

- [MBA 6011 - Managerial & Financial Accounting](#)
 - Previously offered as 6101
- [MBA 6012 - Ethics and Social Responsibility in Business](#)
 - Previously offered as 6112
- [MBA 6013 - Strategic Management in the Global Environment](#)
 - Previously offered as 6111 and 6114
- [MBA 6014 - Leadership, Teams & Organizations](#)
 - Previously offered as 6103 and 6104
- [MBA 6015 - Sustainable Supply Chain Management](#)

- Previously offered as 6113
- [MBA 6016 - Marketing](#)
 - Previously offered as 6106
- [MBA 6018 - Spreadsheets and Business Analytics](#)
 - Previously offered as 6107 and 6108
- [MBA 6019 - Managerial Finance](#)
 - Previously offered as 6109 and 6110
- [MBA 6102 - Macroeconomics Business Conditions](#)

Academic Probation

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

Dean's List

Those individuals who have demonstrated excellence in their MBA course work are acknowledged by their placement on the Dean's List. This designation receives permanent record on transcripts. Those students with current and cumulative GPAs of 3.7, who have completed at least eight credits in the graduate program at the University of San Francisco, and are members of the top 10% of all MBA students are eligible for the Dean's List. Additional policies and rules for graduate students are listed under Graduate Regulations.

Beta Gamma Sigma

Beta Gamma Sigma is a national honor society whose membership is selected from business or management programs of schools that are accredited by the Association to Advance Collegiate Schools of Business (AACSB International). Membership in Beta Gamma Sigma is one of the highest academic recognitions a student can receive. To be eligible for membership, an MBA student must rank in the top 20% of the two (December, and May) annual graduating classes of the Program.

MBAI

McLaren College of Business Academic Regulations and Requirements

In addition to the General Regulations stated in this catalog, the McLaren School of Management applies the following regulations to all students enrolling in undergraduate programs.

Academic Probation and Disqualification

Students should refer to "Academic Probation" and "Academic Disqualification" in Academic Regulations for the provisions regarding Academic Probation and Disqualification with respect to undergraduate students.

Honors and Awards - Dean's Honor Roll

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

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

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

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

Residency Requirements

In addition to the University residency requirements, Bachelor of Science in Business Administration (BSBA) students must also complete at least 50 percent of the upper division business core courses in the McLaren School of Management, including the Senior Core capstone course, and at least 50 percent of the courses toward their declared major.

Courses Taken at Other Institutions

In addition to the University regulations, the following McLaren School of Management regulations also apply to undergraduate business majors and minors: 1) students must obtain prior written consent from the Assistant Dean (in CASA University Advising) before enrolling at another institution during any session; 2) a minimum grade of "C" (2.0) is required to receive transfer credit for approved course; and 3) students must be in good academic standing to be approved to take courses at another university.

For courses taken prior to enrolling in the McLaren School of Management, a minimum grade of "C" is required to receive transfer credit for any business foundation, core or major requirement.

Study Abroad

Students in the McLaren School of Management are encouraged to consider the various Study Abroad options and programs offered in affiliation with USF (also refer to specific Study Abroad sections in this catalog). Business students requesting approval to participate in a study abroad program must have a minimum GPA of 3.0 overall; a minimum GPA of 2.75 within business; must be a Junior or first semester Senior

during their study abroad; must have completed at least 24 credits at USF (transfer students); and must complete their last semester in residence at USF. Students should work with their advisor and the Center for Global Education 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), Entrepreneurship and Innovation (20 credits), and Hospitality Management (20 credits), for students declaring majors other than business.

The General Business Minor provides the non-business major with a background in business to complement their current field and future careers. The Entrepreneurship and Innovation (E&I) Minor helps students develop their analytical skills and experiences needed to create innovative products and entrepreneurial ventures. The Hospitality Management Minor offers an intensified concentration in business and hospitality management classes in order to provide a basic foundation and knowledge of the industry, thus enhancing a student's competitive "positioning" in this field.

The Minors are reflected on students' transcripts, and require a letter grade and a minimum GPA of "C" (2.0) in the Minor. Students interested in a Business Minor should consult with their advisor to declare the Minor and to review the specific course requirements and necessary prerequisites for the courses.

General Business Minor Courses (20 credits)

Required (12 credits) — Minor courses may be taken in any order after or concurrently with BUS 201.

- [BUS 201 - Principles of Financial Accounting I](#)
- [BUS 302 - Marketing Management](#)
- [BUS 304 - Management and Organizational Dynamics](#)

Electives — Select 8 credits from a wide range of undergraduate 200-400 level Business courses, so long as prerequisites are met.

Entrepreneurship and Innovation Minor

A minimum of 100 hours of internship/practicum related to entrepreneurship is a requirement for the minor. BUS 373 satisfies this requirement.

Required (12 credits):

- [BUS 349 - Creativity, Innovation, and Applied Design](#)
- [BUS 370 - Internet Business Applications](#)
- [BUS 377 - Nuts and Bolts of Entrepreneurship](#)

E&I Electives - Select 8 credits from the list below:

- [BUS 319 – Entrepreneurial Law](#)
- [BUS 345 – Sustainable Business](#)
- [BUS 373 – Entrepreneurship and Innovation Practicum](#) (new for Fall 2014 and satisfies 100 hour E&I practicum requirement)
- [BUS 378 – Family Business](#)
- [BUS 451 – Import/Export Management](#)
- [BUS 473 – Thought Leadership in Entrepreneurship and Innovation](#)
- [BUS 476 – Social Entrepreneurship](#)
- [BUS 478 – Silicon Valley Immersion](#) (new for summer 2014)

Hospitality Management Minor (20 credits)

A minimum of 400 hours of professional work experience related to the hospitality field is required for the major and must be completed prior to the student's senior year.

Required

8 business credits:

- [BUS 201 - Principles of Accounting I](#)
- [BUS 304 - Management and Organizational Dynamics](#)

12 required Hospitality Management Credits:

- [BUS 188 - Introduction to the Hospitality Industry & Professional Development](#)

Electives — Select 8 credits from the Hospitality Management Curriculum

- [BUS 380 - Food-service, Culinary Arts and Entrepreneurship](#)

- [BUS 386 - Meeting and Event Planning](#)
- [BUS 387 - Beverage Management](#) (2 units; 7 weeks)
- [BUS 388 - Service Management](#)
- [BUS 389 - Fundamentals of Culinary Skills](#) (2 units; 7 weeks)
- [BUS 480 - Optimizing Revenue in the Hospitality Industry](#)
- [BUS 484 - Hotel Management](#)
- [BUS 486 - Convention, Exhibition, and Venue Management](#)

Organizational Behavior and Leadership Major

The Organizational Behavior and Leadership (OBL) major will prepare you to assume leadership roles that are essential to meet the challenges and uncertainty confronting

today's organizations. The OBL program is structured to equip you with the knowledge, skills, abilities, attitudes, and tools you need to facilitate the performance of the organizations where you serve.

Department Chair: Linda Henderson
Ph. D.

The curriculum focuses on the theoretical frameworks and practical applications for exploring and explaining human behavior in the workplace, providing a broad perspective so you can go beyond your accepted ways of interacting and working with others. Through classroom emphasis on critical thinking and independent judgment, you will learn to be an active investigator of organizational life while you develop the conceptual and problem-solving skills that an organizational leader needs to plan, organize, and inspire a group or an entire organization.

Learning Outcomes

- Apply concurrently organizational behavior theory to practice in the classroom, organization, and society.
- Analyze and synthesize how cognitive, behavioral, and emotional outcomes at the individual, team and organizational levels contribute to the sustainability of organizations.
- Demonstrate competence in integrating skills relevant to effective management professionals in effectively making timely and ethical decisions required in leading complex organizations.
- Learn to lead, communicate, and work effectively with diverse individuals and teams through a broad, interdisciplinary foundation.
- 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.

Curriculum

Required (12 credits)

- [BUS 440 - Organizational Communication](#)
- [BUS 441 - Organizational Leadership](#)
- [BUS 443 - Leading Organizational Change](#)

Electives (select 8 credits from the following)

- [BUS 313 - Employment Law for Managers](#)
- [BUS 342 - Human Resources Management](#)
- [BUS 345 - Introduction to Sustainable Business](#)
- [BUS 349 - Creativity, Innovation, and Product Development](#)
- [BUS 377 - Nuts and Bolts of Entrepreneurship](#)
- [BUS 378 - Family Business](#)
- [BUS 442 - Team Processes and Decision-making](#)
- [BUS 452 - The Manager in a Global Economy](#)
- [BUS 499 - Honors Cohort Program Special Topic: Management](#)

School of Business and Professional Studies

The School of Management is a catalyst for change in business, government and non-profit managerial practice.

Through research and teaching that draws on the global diversity and entrepreneurial energy of our region, we educate students to build more productive and compassionate organizations. We value personal responsibility and integrity, open and disciplined inquiry, and a collaborative and enterprising spirit.

Honoring Norman McLaren, a USF regent and a long-term trustee of the Irvine Foundation, the undergraduate school is called the McLaren School of Management. Students in the School benefit from a rigorous academic tradition and the social justice values of a Jesuit university. They earn either a Bachelor of Science in Business Administration (BSBA) or a Bachelor of Science in Management (BSM) degree.

The McLaren School of Management provides an education that facilitates student access to management positions, entrepreneurial ventures or graduate school. Moreover, the School's connection to the dynamism and diversity of the San Francisco Bay Area contributes to an exceptional academic experience. The Jesuit tradition fosters thinking beyond the bottom line and toward the common good enabling School of Management students to grow in their understanding of project and people leadership.

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)

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
- International Applicants: 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 that demonstrates their ability to pursue graduate level programs

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
- Official Graduate Record Examination (GRE) verbal, quantitative and writing scores or Miller Analogies Test (MAT) results. Test scores must be sent directly to USF by the Education Testing Service (GRE) or the Psychological Corporation (MAT).
- International Applicants: 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 (excerpt or complete copy) or graduate level paper

Catholic Educational Leadership applicants should consult the Catholic Educational Leadership section of this catalog for additional requirements.

Admission Requirements

Required of ALL Applicants:

- Completed application submitted online
- \$55 non-refundable application fee
- One set of unofficial transcript from each university/college previously attended. For U.S. applicants, degree must be from a regionally accredited university/college. Please note: if admitted official transcripts must be submitted prior to enrolling.
- 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, signed letters of recommendation, noting suitability for graduate work
- A current resume
- A typed statement of intent outlining purpose for seeking admission to the specific School of Education graduate program being chosen; include career and 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 Mild/Moderate Credential applicants: Scores from CBEST and Multiple Subject CSET or scores from Multiple Subject CSET and CSET: Writing Skills (replaces CBEST requirement).
- 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 three 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.

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
- Photocopy of Passport

International students are encouraged to apply early

Please apply online:

Please visit our Apply page at <http://www.usfca.edu/soe/admission/apply/> to access our online application.

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

PROGRAM	APPLY NO LATER THAN		
	FALL	SPRING	SUMMER
Administrative Services Credential	May 1	Nov 1	n/a
Catholic Educational Leadership (MA)	May 1	Nov 1	Apr 15
Catholic Educational Leadership (EdD)	May 1	Nov 1	Apr 15
Certificate of Advanced Studies in Catholic Educational Leadership	May 1	Nov 1	Apr 15
Catholic School Teaching	May 1	Nov 1	Apr 15
Counseling Psychology: Marriage and Family Therapy	May 1	Nov 1	n/a
Counseling Psychology: School Counseling	March 1	n/a	n/a
Digital Technologies for Teaching and Learning (MA) On Campus	May 1	Nov 1	n/a
Certificate of Advanced Study in Digital Media and Learning	May 1	Nov 1	n/a
Higher Education and Student Affairs Priority deadline for first review of completed applications.	Priority: Jan 7	n/a	n/a
Human Rights Education	May 1	Nov 1	n/a
International and Multicultural Education (MA)	May 1	Nov 1	n/a
International and Multicultural Education (EdD)	March 1	Nov 1	n/a
Learning and Instruction (EdD)	March 1	n/a	n/a
Digital Technologies for Teaching and Learning (MA) Online	June 16	Oct 24	n/a
Organization and Leadership (MA)	May 1	Nov 1	n/a
Organization and Leadership (EdD)	March 1	Nov 1	n/a
Reading (Certificate/MA only - no teaching credential)	n/a	n/a	Priority: March 1 Final: Apr 5
Special Education (MA)	n/a	n/a	March 1
Special Education (EdD)	March 1	n/a	n/a
Teaching English to Speakers of Other Languages (on campus)	May 1	Nov 1	n/a
TESOL MA Online - Deadlines for the Online program ONLY:	See dates for Online only >>		
Teaching Credential with MA degree	May 1	Nov 1	n/a
Teaching: Urban Education and Social Justice	March 1	n/a	n/a

Applicants seeking admission to School of Education programs offered at the [branch campuses](#) should consult that campus directly to check the appropriate deadline.

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.usfca.edu/>

Administration

Kevin Kumashiro, Dean
 Elena Flores, Associate Dean
 Shabnam Koirala-Azad, Associate Dean
 Christopher Thomas, Associate Dean

Faculty

Professors: Joan Avis; Robert Burns; Patricia Busk; Elena Flores; Walter H. Gmelch; Susan Katz; Mathew Mitchell; Terence Patterson; Betty Taylor; Christine Yeh; Steven Zlutnick

Associate Professors: Xornam Apedoe; Monisha Bajaj; Noah Borrero; Cori Bussolari; Patrick Camangian; Emma Fuentes; Brian Gerrard; Judy Goodell; Shabnam Koirala-Azad; Patricia Mitchell; Judith Pace; Christopher Thomas; Peter Williamson

Assistant Professors: Ursula Aldana; Nathan Alexander; Rick Ayers; Tamba-Kuii Bailey; Sarah Capitelli; Geoffrey Dillon, SJ; Lou Collette Felipe; Uma Jayukumar; Rosa Jimenez; Doreen Jones; Helen Maniates; Nicola McClung; Genevieve Negron-Gonzalez; Isabel Nunez; Kevin Oh; Konjit Page; Leyla Perez-Gualdrón; Sumer Seiki; Darrick Smith; Desiree Zerquera

Ethnic Minority Dissertation Fellow

Rigoberto Marquez

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/>

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 Technologies for Teaching and Learning

Overview

The Master of Arts in Digital Technologies for Teaching and Learning (DTTL) 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 DTTL courses employ online learning tools to supplement coursework outside of class.

Through a combination of pedagogy, skill, thought, and leadership theory, the Digital Technologies for Teaching 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, DTTL 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 workshop.

For more information about the DTTL program, faculty and our students, please visit: <http://www.usfca.edu/soe/programs/dttl/>

Coursework

Digital Technologies for Teaching and Learning (DTTL) 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 course requirements for the M.A. are:

The following 21 units are required:

- DML - 601 Digital Media Literacy
- DML - 631 Instructional Design, Curricula & Learning Theory
- DML - 633 Technology & Diverse Learners
- DML - 635 DTTL Practicum I
- DML - 643 Constructivism & Technology
- DML - 670 Issues, Trends and Research in DTTL
- DML - 645 Professional Development Design OR
- DML - 691 MA Field Project/Thesis

Students can select 9 credits of electives from the following list:

- DML - 615 Information Systems in Educational Management
- DML - 636 DTTL Practicum II
- DML - 641 Cyberculture: Building Online Communities
- DML - 640 Virtual Worlds in Education
- DML - 650 Digital Storytelling & Communications Media
- DML - 675 Planning, Leading and Evaluating with Technology
- DML - 680 DTTL Field Experience/Internship
- DML - 697 Directed Study
- DML - 698 Special Topics

Due to the rapidly changing nature of technology and digital media, faculty continuously review Digital Technologies for Teaching and Learning courses for needed revisions. New courses introduced into the program start out as "Special Topic" classes.

Certificate in Advanced Study in Digital Technologies for Teaching and Learning

The Certificate in Advanced Study in Digital Technologies for Teaching and Learning is a 12-credit program that offers selected graduate level courses that provide students with a foundation in teaching with technology both in the classroom and online. The Certificate program is also an opportunity for those who are considering an MA or doctorate to evaluate their readiness to pursue a graduate degree in education from USF. Required courses include:

- DML - 601 Digital Media and Literacy

And three courses from the following:

- DML – 631 Instructional Design, Curricula and Learning Theory
- DML – 633 Technology and Diverse Learners
- DML – 635 DTTL Practicum I
- DML – 670 Issues, Trends and Research in DTTL

Programs in Catholic Educational Leadership

The courses offered by the Catholic Educational Leadership (CEL) Program, in collaboration with the Institute for Catholic Educational Leadership (ICEL), seek to meet the specific needs of students who are preparing to serve the Catholic educational community, K-graduate school, as teachers, administrators, or auxiliary personnel. Course content includes the dimension of "call, covenant, and mission."

For more information about the Catholic Educational Leadership program, please visit: <http://www.usfca.edu/soe/ctr/institutes/icel/>

Master's Programs for Teachers

The program leading to the Master of Arts in Catholic School Teaching requires the successful completion of 30 credits of coursework, including eight core courses (24 credits):

- TEC 610 Learning and Teaching
- CEL 640 History and Principles of Catholic Education
- CEL 642 Moral Development
- CEL 644 Curriculum and Instruction Leadership in Catholic Schools
- CEL 646 Methods and Materials in Teaching Religion in Catholic Schools
- CEL 648 Spirituality of the Educator
- CEL 690 M.A. Culminating Project

and one of the following Teacher Education courses:

- TEC 612 Multiple Subject Curriculum and Instruction: Reading & Language Arts in the Intermediate Grades
- TEC 613 Multiple Subject Curriculum and Instruction: Math & Science
- TEC 614 Single Subject Curriculum and Instruction: English & Social Studies
- TEC 615 Single Subject Curriculum and Instruction: Math & Science

The candidate and the faculty advisor on the basis of the student's academic and professional background and career interests plan each student's schedule of coursework jointly. To enhance their programs, students may select 6 units of electives from courses offered within other programs in the School of Education. A culminating project, required of all master's students, is designed to stimulate students to synthesize knowledge and skills gained from the program's core areas, as well as from the elective program.

Master's and Credential Programs for Administrators

The program leading to the Master of Arts in Catholic Educational Leadership requires the completion of 30 credits of course work, including eight core courses (24 credits):

- CEL 640 History and Principles of Catholic Education
- CEL 641 Private School Law
- CEL 642 Moral Development
- CEL 644 Curriculum and Instruction Leadership in Catholic Schools
- CEL 650 Catholic Leadership and Educational Administration
- CEL 651 Business and Finance for Catholic Schools
- CEL 653 Personnel Leadership in Catholic Schools
- CEL 690 M.A. Culminating Project

The remaining 6 credits are earned in elective courses selected from among those in Catholic Educational Leadership or those offered by other master's degree programs in the School of Education. The program is offered three semesters during the academic year: Fall, Spring, and Summer. The SummerWest program includes a wide variety of course offerings; the summer faculty are from many parts of the country and bring expertise in theory and practice in elementary and secondary Catholic schools. Some of the core courses in this program fulfill requirements for the Preliminary Administrative Services Credential in California.

Doctoral Program

The program leading to the Doctor of Education (Ed.D.) in Catholic Educational Leadership prepares its students for effective leadership in

Catholic education. The curriculum is designed to allow students the opportunity to explore additional areas of interest, such as Learning and Instruction, International and Multicultural Education, Organization and Leadership, and Technology.

The doctoral program consists of 60 credits beyond the master's degree and culminates in the completion of a doctoral dissertation. Students will complete 60 credits of doctoral coursework that satisfy the following requirements: General Education core (12 credits), Major Specialization in Catholic Educational Leadership core (24 credits), Elective courses (12 credits), and Dissertation core (12 credits).

The 12 credits of General Education core are:

- GEDU 706 Applied Educational Statistics
- GEDU 708 Research Methods in Education
- One Foundation course selected in consultation with the student's advisor
- One Advanced Research course selected in consultation with the student's advisor

The 24 credits of major specialization in Catholic Educational Leadership include the following core courses:

- CEL 740 History and Principles of Catholic Education
- CEL 741 Private School Law
- CEL 742 Moral Development
- CEL 744 Curriculum and Instructional Leadership in Catholic Schools
- CEL 750 Catholic Leadership and Educational Administration
- CEL 751 Business and Finance for Catholic Schools
- CEL 753 Personnel Leadership in Schools

The 12 credits of the elective courses may be drawn from other CEL courses not listed above and any other graduate program in the School of Education with the approval of the student's doctoral advisor. Students who have completed the Master of Arts degree through the Catholic Educational Leadership Program may pursue a 12-credit block minor in another program within the School of Education. Students should consult their advisor concerning the minor requirements.

The dissertation, which is undertaken after the completion of coursework, is a demonstration of the candidate's ability to bring theoretical and practical knowledge to the solution of a significant educational problem, which will contribute to Catholic education. The 12 credits associated with the development, research, and writing of a doctoral dissertation are:

- CEL 700 Introduction to Doctoral Research: Catholic School Education
- CEL 709 Dissertation Proposal Seminar
- CEL 790 Dissertation Proposal Development
- CEL 791 Dissertation Research and Writing

Students complete the program by successfully defending their dissertation research in Dissertation Research and Writing (CEL 791).

Supplementary Admission Requirements for Catholic Educational Leadership Students

In addition to the admission prerequisites to the School of Education, CEL applicants (M.A. or Ed.D.) are required to submit the following:

- Evidence of three years minimum Catholic school teaching experience at the elementary, secondary, or collegiate level.
- In addition to the two School of Education form letters of recommendation, two letters testifying to commitment to ministry in Catholic education

Certificate of Advanced Study: Catholic Educational Leadership

The Certificate of Advanced Study in Catholic Educational Leadership is a 12-unit program specifically designed for Catholic school leaders who already have a master's degree from a regionally accredited institution of higher education. Those whose degree is in educational administration from a secular university would gain a distinctly Catholic perspective. Those whose master's degree is in a subject area other than educational administration would receive preparation in essential areas of educational administration within a Catholic school context. Required courses include:

- CEL 640 History and Principles of Catholic Education
- CEL 641 Private School Law
- CEL 650 Catholic Leadership and Educational Administration
- CEL 651 Business and Finance for Catholic Schools

The Catholic Educational Leadership Program Learning Outcomes:

- Students will become integrated leaders of Catholic education, which includes religious, spiritual, and moral competencies
- Students will become academically and professionally competent leaders in Catholic Education
- Students will engage in a lifelong learning process and are the catalysts for lifelong learning in Catholic education

- Students will foster in their schools the four aims of Catholic Education, namely, message, community, worship, and service
- Students will seek to develop the essential personal skills of Catholic educational leadership as modeled by Jesus Christ

The Catholic Educational Leadership Program Student Learning Outcomes:

- Students will demonstrate an understanding of the vision, mission and values of Catholic education with the ability to communicate them to the various stakeholders of their schools
- Students will demonstrate competency in coursework assignments and apply research skills to Catholic education and the field of education in general
- Students will demonstrate the knowledge and skills required within contemporary models of learning, which are characterized by transformative, reflective, and engaging modes of learning and higher order thinking
- Students will apply Gospel values with their school communities, demonstrate a knowledge of Catholic social teaching and the promotion of social justice, and will integrate cura personalis (care for the person) in their relationships with their stakeholders

Programs in Counseling Psychology

Overview

The programs in the Counseling Psychology Department prepare competent professional counselors and therapists by broadening their bases of knowledge and by helping them develop the specific skills necessary for successful careers working in schools and a wide variety of mental health settings.

Students may pursue the following degree or credential programs:

- Master of Arts in Counseling Psychology with a concentration in Marriage and Family Therapy (M.F.T.) fulfills the educational requirements of Business and Professions code Section 4980.36 for licensure in California as a Marriage and Family Therapist.
- Master of Arts in Counseling Psychology with a concentration in School Counseling (S.C.P.) authorizing counseling in K-12 grade levels in public schools and in Community Colleges. The program meets state standards and is approved by the California Commission on Teacher Credentialing (CTC).

For more information about the Counseling Psychology Department and its programs, please visit:

<http://www.usfca.edu/soe/programs/counpsych/>

Masters and Credential Programs

Two programs lead to the Master of Arts in Counseling Psychology.

Below are the current requirements for the Master of Arts in Counseling Psychology with a concentration in Marriage and Family Therapy (MFT). The Marriage and Family concentration requires 60 credits of coursework and supervised clinical Traineeship experience during the third year. The required courses are listed in sequence:

- CPSY - 657 Individual and Family Lifespan Development
- CPSY - 677 Counseling Across Cultures
- CPSY - 678 Cognitive and Behavior Therapies: Theory & Practice
- CPSY - 634 Ethical, Legal, and Professional Issues
- CPSY - 639 Individual and Family Psychopathology
- CPSY - 670 Intermediate Techniques in Cognitive and Behavioral Therapies
- CPSY - 658 Advanced Techniques in Cognitive and Behavior Therapies: Crisis, Trauma, and Related Disorders
- CPSY - 630 Individual and Systems Assessment
- CPSY - 687 Family Systems Therapy
- CPSY - 684 Couples Therapy
- CPSY - 629 Alcohol and Substance Abuse
- CPSY - 647 Group Work in Clinical Settings
- CPSY - 690 Research Methods
- CPSY - 661 Adult Life Transitions Therapy
- CPSY - 628 Child and Parent Therapy
- CPSY - 646 Community Mental Health: Concepts of Recovery, Wellness, Systems of Care, and Advocacy
- CPSY - 683 Clinical Psychopharmacology
- CPSY - 635 Human Sexuality
- CPSY - 626 Addictions Counseling
- CPSY - 644 Child, Elder, and Adult Abuse Issues

and 6 credits of supervised traineeship,

- CPSY - 637 Traineeship I

- CPSY - 638 Traineeship II

Beginning in Fall 2012, our 60 credit program satisfies the new California Board of Behavioral Sciences (BBS) academic requirements for licensure as a Marriage and Family Therapist by the BBS of the State of California.

The concentration in School Counseling/Pupil Personnel Services Credential requires the completion of 49 credits: 42 credits of coursework and 7 credits of supervised fieldwork. 42 credits of coursework includes:

- CPSY - 606 Cross Cultural Counseling
- CPSY - 607 Counseling Theory and Practice
- CPSY - 608 Prevention & Intervention in Schools
- CPSY - 609 Academic Counseling
- CPSY - 610 Advanced Multicultural Counseling
- CPSY - 611 Problem Solving Counseling
- CPSY - 612 Lifespan Developmental Counseling
- CPSY - 613 Group Counseling Skills
- CPSY - 614 Career Counseling
- CPSY - 615 Assessment and the Counselor
- CPSY - 624 Qualitative and Quantitative Research Methods
- CPSY - 625 Qualitative and Quantitative Analysis and Interpretation
- CPSY - 617 Consulting with Parents, Teachers and Schools
- CPSY - 618 Law and Ethics
- CPSY - 623 Trauma and Crisis Counseling in Urban and Multicultural Contexts

one credit of field practicum

- CPSY - 619 Fieldwork Practicum

6 credits of supervised traineeship,

- CPSY - 620 PPS Traineeship I
- CPSY - 621 PPS Traineeship II
- CPSY - 622 PPS Traineeship III

or supervised internship,

- CPSY - 602 PPS Internship I
- CPSY - 603 PPS Internship II
- CPSY - 604 PPS Internship II
- 6 credits of supervised traineeship,
- CPSY - 620 PPS Traineeship I
- CPSY - 621 PPS Traineeship II
- CPSY - 622 PPS Traineeship III

Students may also choose to pursue a 60-credit program by taking additional courses for a dual concentration degree in School Counseling and Professional Clinical Counseling (PCC). This option will give students the opportunity to obtain a California Pupil Personnel Services Credential and eligibility to pursue licensure in Professional Clinical Counseling in California. The additional 11 credits required are:

- CPSY - 644 Child, Elder and Adult Abuse Issues
- CPSY - 639 Individual and Family Psychopathology
- CPSY - 635 Human Sexuality
- CPSY - 629 Alcohol and Substance Abuse
- CPSY - 626 Addictions Counseling
- CPSY - 683 Clinical Psychopharmacology

The M.A. in Counseling Psychology with a concentration in Marriage and Family Therapy Program Learning Outcomes:

The goal of the MFT program is to develop academic, personal, and professional expertise in the following areas:

- Counseling psychology theories and practices required to serve the mental health needs for diverse populations
- Competency as a Marriage and Family Therapy Trainee
- The utilization of a lifespan developmental perspective, a problem solving, goal-oriented perspective, a family systems perspective, a multicultural perspective and a social justice as a personal orientation when conducting marriage and family therapy

- Personal awareness and engagement in a process of lifelong self-development learning
- Understanding and compliance with the Counseling Psychology/Marriage and Family Therapy Professional Code of Ethics

The M.A. in Counseling Psychology with a concentration in Marriage and Family Therapy Student Learning Outcomes:

The MFT program is designed to enable students to demonstrate:

- Knowledge of MFT and various counseling techniques, community resources, case conceptualization and development of treatment plans
- Skills such as knowledge of personal limitations, awareness of therapy relationships, boundary setting, diagnosis, case presentation, writing reports, terminating cases
- The development of personal characteristics such as interpersonal flexibility, relating well to others, managing stress, meeting agency requirements, demonstration of self awareness and acceptance, and openness to constructive feedback
- Professionalism and ethics such as understanding and following an ethical code of practice, displaying sound judgement, desire to learn from others

The M.A. in Counseling Psychology with a concentration in School Counseling/Pupil Personnel Services Credential Program Learning Outcomes:

- Implementing effective counseling strategies and making appropriate referrals to meet students' diverse social, emotional, academic, and career needs
- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to counsel students both individually and in a group setting
- Applying knowledge of the purposes, characteristics, and uses of different types of assessment
- Using research methods and program evaluations to effectively implement prevention and intervention strategies for diverse youth
- Consulting with parents, teachers and community resources to improve learning and instruction for all students.

The M.A. in Counseling Psychology with a concentration in School Counseling/Pupil Personnel Services Credential Student Learning Outcomes:

Upon completion of the USF School Counseling program, students will have satisfied standards set by the CTC to be a school counselor at an urban, public K-12 school. To prove their competence in these standards, students will have completed the necessary coursework and also proved their competency in twelve core competencies. These competencies are:

- Law and Ethics for School Counselors
- Consulting with Parents and Teachers
- Group Counseling
- Counseling Theory and Skills
- Career and College Counseling
- Cross Cultural Counseling
- Assessment
- Child and Adolescent Development
- Leadership, Collaboration, and Coordination of Pupil Personnel Services
- Learning and Instruction
- Prevention and Early Intervention Strategies
- Research and Program Evaluation

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 three M.A. programs: the Master of Arts in International and Multicultural Education, the MA in Human Rights Education, and the Master of Arts in Teaching English to Speakers of Other Languages, which may include a concentration in Digital Media and Learning. In addition, the faculty offer a Doctor of Education (Ed.D.) in International and Multicultural Education, which may include a concentration area in Second Language Acquisition or Human Rights Education.

For more information on the International and Multicultural Education department and its programs, please visit:

<http://www.usfca.edu/soe/programs/ime/>

Masters Programs

The Master of Arts in International and Multicultural Education requires the completion of 30 credits. These credits should include:

Theoretical Foundations (9 credits)

Three (3) courses from the following:

- IME - 605 Re-conceptualizing Multicultural Education
- IME - 612 Critical Race Theory and Praxis
- IME - 619 Gender & Globalization
- IME - 621 Human Rights Education: History, Philosophy and Current Debates
- IME - 639 Cross-Cultural Literacy

General IME (15 credits)

Five courses from the following:

- IME - 602 Linguistic Rights and Bilingual Education
- IME - 603 Applied Linguistics
- IME - 604 Global Perspectives on Education and Decolonization
- IME - 606 Critical Analysis of Urban Schooling
- IME - 610 Sociology of Language
- IME - 611 Language and Culture
- IME - 613 Emotional Intelligence and Cultural Competency
- IME - 615 Education for Inclusion
- IME - 616 Social Movements and Human Rights
- IME - 617 Tools for Human Rights Practice
- IME - 618 International Human rights Law for Educators
- IME - 620 Human Rights Education: Pedagogy and Praxis
- IME - 624 African-American Educational History in the US
- IME - 625 Contemporary International Issues
- IME - 628 Women of Color in Higher Education
- IME - 631 Research in First and Second Language Acquisition
- IME - 634 Assessment/Testing of Second Language Proficiency
- IME - 635 Latinos and Education
- IME - 636 Human Rights and Media
- IME - 637 Critical Pedagogy
- IME - 640 Immigration & Forced Displacement
- IME - 647 Technology and Diverse Learners or DML 633 Technology and Diverse Learners
- IME - 650 Asian American History and Education
- IME - 668 Discourse, Pragmatics and Language Teaching
- IME - 676 Teaching and Learning Through the Arts
- IME - 697 Directed Study
- IME - 698 Special Topic Seminar

IME Master's Research Courses (6 credits)

- GEDU - 603 Methodology of Educational Research
- IME - 649 IME MA Thesis/Field Project

The Master's of Arts in Human Rights Education requires the completion of 30 credits. These credits should include:

HRE Foundations (9 credits):

- IME - 618 International Human Rights Law for Educators
- IME - 620 Human Rights Education: Pedagogy and Praxis
- IME - 621 Human Rights Education: History, Philosophy, and Current Debates

HRE Topic Courses (9 credits)

Three (3) courses from the following:

- IME - 616 Social Movements and Human Rights
- IME - 617 Tools for Human Rights Practice
- IME - 619 Gender and Globalization
- IME - 640 Immigration and Forced Displacement

HRE Electives (6 credits)

Two (2) courses from the following:

- IME - 602 Linguistic Rights and Bilingual Education
- IME - 605 Re-conceptualizing Multicultural Education
- IME - 606 Critical Analysis of Urban Schooling
- IME - 612 Critical Race Theory and Praxis
- IME - 625 Contemporary International Issues
- IME - 636 Human Rights and Media
- IME - 637 Critical Pedagogy
- IME - 639 Cross-Cultural Literacy

Culminating Project (6 credits):

- GEDU - 603 Methodology of Educational Research
- IME - 649 IME MA Thesis/Field Project

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) requires 30 credits of coursework. These credits should include:

Foundations (9 credits)

- IME - 603 Applied Linguistics
- IME - 632 Structure of American English

And one of the following courses:

- IME - 602 Linguistic Rights and Bilingual Education
- IME - 610 Sociology of Language
- IME - 611 Language and Culture
- IME - 631 Research in First and Second Language Acquisition
- IME - 634 Assessment/Testing of Second Language Proficiency
- IME - 668 Discourse, Pragmatics and Language Teaching

Methods (9 credits)

- GEDU - 603 Methodology of Educational Research
- IME - 630 Teaching English to Speakers of Other Languages: Theory and Practice
- IME - 633 Preparation and Evaluation of TESOL Materials

Social and Cultural Studies (3 credits)

One course from the following:

- IME - 604 Global Perspectives on Education and Decolonization
- IME - 605 Re-conceptualizing Multicultural Education
- IME - 606 Critical Analysis of Urban Schooling
- IME - 612 Critical Race Theory and Praxis
- IME - 613 Emotional Intelligence and Cultural Competency
- IME - 619 Gender and Globalization

- IME - 620 Human Rights Education: Pedagogy and Praxis
- 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 - 647 Technology and Diverse Learners

Electives (6 credits)

Students may choose two elective courses from the following areas:

- Any IME course
- Any Digital Technologies for Teaching and Learning (DTTL) course
- ESL - 601 Graduate Writing/Speaking Practicum from the ESL Department

Field Project (3 credits)

- IME - 638 TESOL MA Thesis/Field Project

Students in the TESOL M.A. may opt for a concentration in Digital Technologies for Teaching and Learning which requires 33 credits. Instead of Methodology of Educational Research (GEDU 603), they must take a Digital Technologies for Teaching and Learning course in the Methods section above. Students are also required to complete 9 credits of elective courses in the Digital Technologies for Teaching and Learning program. Please contact the adviser if interested in this concentration. The M.A. in Teaching English to Speakers of Languages is also available in collaboration with a multiple subjects or single subject teaching credential. For this option, students complete all requirements for the credential plus 15 additional credits of specified TESOL courses from the M.A. program.

Doctoral Program

The doctoral program consists of 60 credits, 12 of which are general education core, 24 are major specialization in International and Multicultural Education, 12-15 are electives and 9-12 are dissertation development units. The dissertation, which is undertaken after the completion of coursework, represents the candidate's ability to apply theoretical and practical knowledge to the solution of a significant educational problem.

The 24 credits in the major specialization in International and Multicultural Education may be selected from the IME doctoral level courses listed at the end of the School of Education section of this catalog. Courses offered in any of the School's doctoral programs may be used to fulfill the elective credits. The 9-12 credits associated with the development, research and writing of a doctoral dissertation are:

- IME - 709 Dissertation Proposal Seminar
- IME - 729 Proposal Development
- IME - 790 Dissertation Proposal Development
- IME - 791 Dissertation Research and Writing

Students may also select a concentration in Second Language Acquisition or Human rights Education. Each concentration requires four (4) specific courses in the IME major:

Second Language Acquisition courses (4 required):

- IME - 702 Linguistic Rights and Bilingual Education
- IME - 703 Applied Linguistics
- IME - 710 Sociology of Language
- IME - 727 Pan-African Language and Culture
- IME - 731 Research in First and Second Language Acquisition
- IME - 739 Cross-Cultural Literacy
- IME - 768 Discourse, Pragmatics and Language Teaching

Human Rights Education (HRE) courses. The HRE concentration provides students with an understanding of the vital role of education in promoting and securing Human Rights. Students critically examine legal, social, political, gendered, and racial impacts on Human Rights. Students gain valuable tools to help them incorporate Human Rights Education into their own research, teaching, and work. The concentration is comprised of four courses (12 credits). The courses are listed below:

- IME - 718 International Human Rights Law for Educators
- IME - 719 Gender and Globalization
- IME - 720 Human Rights Education: Pedagogy and Praxis
- IME - 740 Immigration and Forced Displacement

The International and Multicultural Education Program Learning Outcomes:

The goal of each IME program is to develop professional practitioners with expertise in three key areas:

- Conceptual knowledge: including human rights education, urban education, language and literacy education, emotional intelligence and cultural competency.
- Theoretical knowledge: including critical social theory, critical pedagogy, multicultural theory, critical race theory, feminist critical theory.
- Application skills: analysis, synthesis, and evaluation skills for teaching and research, program/policy development and administration, and local/global social justice/human rights activism.

The International and Multicultural Education Program Student Learning Outcomes:

The IME programs are designed to enable students, upon graduation, to:

- Use theory as a lens for thinking critically about social inequities in local/global contexts.
- Be a knowledgeable consumer of educational literature.
- Be skillful in applying research-based teaching practices.
- Use a wide range of instructional materials, approaches, and methods for learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of assessment tools for including informal/formal, individual/group, formative/summative instruments.
- Design, implement, and assess K-12 and post-secondary classroom/community programs focused on human rights, multicultural, and/or language/literacy education.

Programs in Learning and Instruction

Overview

The Department of Learning and Instruction offers exciting and unique programs at the master's/credential and doctoral levels.

The Master's Degree in Special Education with a Mild/Moderate Education Specialist Credential program prepares candidates to teach K-12 students with mild to moderate disabilities with a focus on urban, multicultural special education.

For more information on the program, please visit:

<http://www.usfca.edu/soe/programs/li/sped/>

The doctoral program in Learning and Instruction emphasizes theories of learning, teaching, and instruction, which inform educational practices in a variety of settings. Graduates of the program apply their skills to deliver instruction, conduct research, evaluate programs, design curriculum, and solve learning-based problems.

For more information on the doctoral programs, please visit:

<http://www.usfca.edu/soe/programs/li/>

All of these programs share the conviction that instructional decisions must be grounded in the best social science evidence available at the time. Thus, the overriding goal is to prepare our graduates to contribute to, and make use of, the ever-changing knowledge base in learning and instruction.

Credential and Masters Program

The Master's Degree in Special Education with Mild/Moderate Education Specialist Credential program is designed to prepare interns for special education careers in diverse, urban schools. In this two-year cohort program, candidates can earn Preliminary Teaching Credentials and Master's Degrees while working as paid intern teachers in Bay area schools.

The Mild/Moderate Education Specialist Credential authorizes graduates to work in a wide variety of positions. They can be employed in public and private K-12 schools as special day class teachers or as resource and inclusion specialists. With the credential and the master's degree, graduates can be employed at California community colleges as Special Education Learning Specialists.

The Master of Arts degree in Special Education requires the completion of the following:

- TEC 621 Multiple Subject Curriculum & Instruction: Early Literacy
- TEC 613 Multiple Subject Curriculum and Instruction: Math & Science
- L&I 637 Teaching Diverse Groups
- L&I 665 Development of Legal and Educational Foundations for the Learning Specialist
- L&I 636 Educational Practices for the Learning Specialist
- L&I 633 Assessment in Special Education
- L&I 631 Curriculum and Instruction for Students with Mild/Moderate Disabilities
- L&I 639 Intern Teaching Seminar I
- L&I 676 Behavioral Management
- L&I 622 Instructional Uses of Technology for the Learning Specialist
- L&I 640 Intern Teaching Seminar II
- L&I 675 Data-based Instruction
- L&I 678 Intern Teaching Seminar III
- L&I 659 Collaboration and Consultation
- L&I 679 Intern Teaching Seminar IV
- TEC 642 Health Education

- L&I 641 Research in Special Education
- L&I 638 Master's Thesis/Field Project

Total Units for Master's Degree with Credential – 42 credits

Doctoral Programs

Within the Department of Learning and Instruction (L&I) there are two doctoral degree options: Ed.D. in Learning and Instruction and an Ed.D. in Special Education. Two doctoral programs housed in the same department allows students to integrate coursework and to collaborate with peers and faculty from related fields.

The doctoral program in Learning and Instruction:

The Ed.D. in Learning and Instruction program provides working professionals with the research skills and core content to make use of and contribute to the knowledge base in learning and instruction. Using the latest technology to assist in instructional delivery and support, coursework is offered in learners and learning, instructional settings, research skills, and special education. There is also an option to obtain either a Concentration in Special Education or a Concentration in Digital Media and Learning (9 credits).

The doctoral program consists of 60 credit hours of study beyond the master's degree and culminates in the completion of a doctoral dissertation. Students will complete 60 credits of doctoral coursework that satisfy the following requirements: Foundation Core (12 credits), L&I Electives (18 credits), Advanced Research Core (12 credits), Elective courses (9 credits), and Dissertation Core (9 credits). The 12 credits of Foundation Core courses are:

- GEDU 704 Psychological Foundations of Education
- GEDU 706 Applied Educational Statistics
- GEDU 708 Research Methods in Education
- L&I 700 Cognitive Psychology

Students are required to complete 18 credits of L&I Elective courses. Students can select 6 courses from the following L&I offerings in consultation with the student's advisor:

- L&I 752 Data-Based Decision Making for School Leaders
- L&I 724 Grant Writing
- L&I 713 Essentials for Teaching in Higher Education
- L&I 732 Motivation
- L&I 735 Creativity
- L&I 702 Human Abilities
- L&I 712 Performance-Based Assessment
- L&I 743 Constructivism and Technology
- L&I 701 Multimedia Learning
- L&I 714 Problem-, Project-, & Inquiry-based Learning
- L&I 798 Special Topics
- GEDU 722 Meta-analysis
- GEDU 721 Correlational Designs
- GEDU 724 Intro to SPSS

The 12 credits of coursework to fulfill the Advanced Research Core requirements are as follows:

- GEDU 707 Advanced Statistics
- GEDU 714 Educational and Psychological Measurement
- L&I 707 Literature reviews
- One advanced Methodology course selected in consultation with the student's advisor.

Students are allowed 9 credits of Elective courses taken within the L&I department or any other program within the School of Education with the permission of the advisor.

Students have the option of adding one of two concentrations offered along with the Ed. D. in Learning and Instruction: A Concentration in Special Education or a Concentration in Digital Media and Learning. The Concentration is in lieu of the 9 credit Elective requirement.

The Concentration in Special Education requires the following three courses (9 credits):

- L&I 716 Curriculum and Instruction in Special Education
- L&I 717 Research-Based Practices and Critical Issues in Special Education
- L&I 718 Special Education Law and Public Policy

The Concentration in Digital Media and Learning requires the following three courses (9 credits):

- DML 633 Technology and Diverse Learners

- DML 643 Constructivism and Technology
- DML 670 Issues, Trends & Research in Digital Media and Learning

The 9 credits associated with the development, research, and writing of a doctoral dissertation are:

- L&I 709, IME 709, CEL 709 or O&L 709 Dissertation Proposal Seminar
- L&I 790 Dissertation Proposal Development
- L&I 791 Dissertation Research and Writing

Students complete the program by successfully defending their dissertation research in Dissertation Research and Writing.

The doctoral program in Special Education:

The Ed.D. in Special Education includes coursework and practicum experiences that develop the competencies to be successful university faculty and researchers. The competencies are aligned along three professional domains: Pedagogy for personnel preparation, research methodology, and school consultation and collaboration.

The program consists of 60 credit hours of study beyond the master's degree and culminates in the completion of a doctoral dissertation. Students will complete 60 credits of doctoral coursework that satisfy the following requirements: Foundation Core (12 credits), Special Education Core (18 credits), Special Education Practicum (3 credits), Advanced Research Core (12 credits), L&I Elective courses (6 credits), and Dissertation Core (9 credits). The 12 credits of Foundation Core courses are:

- GEDU 704 Psychological Foundations in Education
- GEDU 706 Applied Educational Statistics
- GEDU 708 Research Methods in Education
- L&I 700 Cognitive Psychology

Students are required to complete 18 credits of Special Education Core courses:

- L&I 718 Special Education Law and Public Policy
- L&I 716 Curriculum and Instruction in Special Education
- L&I 717 Research-Based Practices and Critical Issues in Special Education
- L&I 752 Data-Based Decision Making for School Leaders
- L&I 710 Atypical Learning and Development

In addition to the above, students are required to complete Intercultural Competence in Special Education

Students are required to complete 3 credits of Special Education Practicum:

L&I 719 Practicum in SPED Higher Ed

L&I 722 Practicum in Research in Special Education

and Practicum in School Consultation and Collaboration

The 12 credits of coursework to fulfill the Advanced Research Core requirements are as follows:

- GEDU 707 Advanced Statistics
- GEDU 714 Educational and Psychological Measurement
- L&I 707 Literature Reviews
- One advanced Methodology course selected in consultation with the student's advisor.

Students are allowed 6 credits of L&I Electives selected from the following list:

- L&I 724 Grant Writing
- L&I 713 Essentials for Teaching in Higher Education
- L&I 732 Motivation
- L&I 702 Human Abilities
- L&I 712 Performance-Based Assessment
- L&I 721 Models of Teaching and Instruction
- L&I 701 Multimedia Learning
- L&I 714 Problem-, Project-, & Inquiry-based Instruction
- L&I 743 Constructivism in Technology
- L&I 725 Instructional Design
- L&I 798 Special Topics
- GEDU 722 Meta-analysis
- GEDU 721 Correlational Designs

- GEDU 724 Intro to SPSS

The 9 credits associated with the development, research, and writing of a doctoral dissertation are:

- L&I 709, IME 709, CEL 709 or O&L 709 Dissertation Proposal Seminar
- L&I 790 Dissertation Proposal Development
- L&I 791 Dissertation Research and Writing

Students complete the program by successfully defending their dissertation research in Dissertation Research and Writing.

The M.A. in Special Education with the Mild/Moderate Education Specialist Credential Program Learning Outcomes:

- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
- Monitoring student learning and adjusting instruction while teaching.
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
- Applying knowledge of the purposes, characteristics, and uses of different types of assessments.

The M.A. in Special Education with the Mild/Moderate Education Specialist Credential Student Learning Outcomes:

- Student will be able to demonstrate advanced skill in selecting, designing, administering, and interpreting informal and formal reading assessments.
- Student will be able to use performance data and input from various sources to make or suggest appropriate modifications in a broad spectrum of learning environments.
- Student will be able to demonstrate differentiated teaching skills in his or her classrooms.
- Student will be able to describe a variety of instructional procedures and demonstrate the advanced ability to use appropriate instruction for students with culturally and linguistically diverse backgrounds across a variety of settings.

The Doctoral Program in Learning and Instruction Student Learning Outcomes:

- The faculty in the Doctoral Program in Learning and Instruction will provide students with foundational-level skills for scholarship in learning and instruction.
 - Students will demonstrate an understanding of data-analysis skills.
 - Students will demonstrate scholarly analysis of research articles.
 - Students will demonstrate scholarly writing.
- The faculty in the Doctoral Program in Learning and Instruction will provide students with advanced-level skills for scholarship in learning and instruction.
 - Students will demonstrate the ability to critically evaluate standardized assessment instruments of their own choosing.
 - Students will demonstrate the ability to write results sections of research studies.
 - Students will demonstrate the ability to apply literature review techniques to a subject of their own choosing.
- The faculty in the Doctoral Program in Learning and Instruction will provide students with the ability to design, conduct, and communicate original research of their own choosing.
 - Students will communicate original research
 - Students will design, conduct, and write up original research of their own choosing.

Programs in Organization and Leadership

Overview

The Organization and Leadership (O&L) Program at the School of Education offers a dynamic and unique program that educates people to create and sustain just institutions through active and responsible leadership. Leadership is an essential resource for creating and sustaining organizations, communities and societies. Leadership is understood as a summons to serve the other. The primary goal of the O&L program is to bring before students a continuum of new knowledge and understanding that reflects current theories, research and innovative practices.

Students may pursue the M.A. in Higher Education and Student Affairs (HESA) or a M.A. or Ed.D. in Organization and Leadership. In addition, courses and field experiences are offered leading to the Preliminary Administrative Services Credential.

Organization and Leadership graduates are prepared to assume leadership positions in a variety of settings. They may also consider consulting or higher education teaching positions.

For more information on the Organization and Leadership programs, please visit: <http://www.usfca.edu/soe/programs/leadership/ol/>

Educational Philosophy of the O&L Program

The O&L program collaboratively prepares graduate students who will possess the knowledge, skills, values and vision to transform and change organizations as leaders. We assume that adult learners bring skill sets to the learning environment where collaborative student-centered interactions can take place among faculty and peers. It is through dialog, new knowledge and experiences that new ideas and reform can take place. In the Jesuit tradition of valuing the student learner, faculty seek to provide students with opportunities for self-renewal and growth.

Master's Programs

The faculty of the Organization and Leadership department offer three M.A. Programs: Master of Arts in Organization and Leadership, Master of Arts in Organization and Leadership with the Preliminary Administrative Services Credential, and the Master of Arts in Higher Education and Student Affairs (HESA).

The Master of Arts in Organization and Leadership gives students the opportunity to focus their study in several areas that represent current dimensions and challenges of leadership: the university, corporations, healthcare, technology, K-12 schooling, and international development. The M.A. in O&L requires the completion of 30 credits: 27 credits of course work and a 3-credit M. A. Thesis/ Field Project, O&L 655.

Requirements includes:

- O&L 614 Introduction to Organization and Leadership
- GEDU 603 Research Methods of Education

Students complete 15 credits in one of the of the following focus areas:

- Higher Education
- Interpretive Development and Organization Policy
- K-12 Instructional Leadership
- 21st Century Leadership

And 6 credits of electives in consultation with their faculty advisor and the O&L 655 M.A. Thesis/Field Project (3 credits).

Students may combine their course of study for the Master of Arts in Organization and Leadership degree with preparation for the Preliminary Administrative Services Credential. The M.A. in O&L with the Preliminary Administrative Credential requires the completion of 30 credits: 21 credits in course work, 6 credits of field experience and a 3 credit M.A. Capstone, O&L 650.

Students complete 21 credits in the following courses:

- O&L 615 Information Systems in Educational Management
- O&L 621 Budget and Finance
- O&L 622 Education Law
- O&L 624 Human Resources in Educational Management
- O&L 630 Educational Leadership
- O&L 652 Data-Based Decision Making for School Leaders
- O&L 654 School, Community and Society

6 credits of supervised Field Experience:

- O&L 648 Field Experience I
- O&L 649 Field Experience II

3 Credits of the Masters Capstone

- O&L 650 Instructional Leadership Capstone

The Master of Arts in Higher Education and Student Affairs (HESA) within the Organization and Leadership (O&L) program combines a rigorous academic curriculum with practicum experiences in various areas of student life (e.g., intercultural center, student engagement, residence life) to prepare professionals working in or aspiring toward administrative leadership positions in Higher Education. Important objectives of the HESA concentration are to train professionals who will 1) understand issues of access and equity in higher education and the unique experiences and problems facing underrepresented groups and 2) think critically about the complexities involved in transforming organizations and programs in order to achieve equitable outcomes for all students. Requirements include 24 credits of course work, 3 credits of Practicum and a 3 credit Masters Capstone, ED 667.

Course work includes:

- O&L 744 Academic and Student Affairs
- O&L 614 Introduction to Organization and Leadership
- O&L 741 American Institutions of Higher Education
- O&L 663 Race, Diversity and Higher Education
- O&L 662 Campus Environments and Cultures
- O&L 656 Student Development in College
- O&L 626 Sociocultural Foundations
- O&L 657 Assessment & Evaluation in Higher Education or

3 credits in Practicum:

- O&L 645 Practicum in HESA I (1 credit)
- O&L 646 Practicum in HESA II (1 credit)
- O&L 647 Practicum in HESA III (1 credit)

In addition to the above, students are required to complete a Masters Capstone course, O&L 667 Capstone Seminar, for 3 credits.

Credential Programs

Preliminary Administrative Services Credential

All Preliminary Administrative Services Credential Applicants must submit evidence of an earned baccalaureate degree and one of the following: a valid teaching credential with verification of a minimum of two years successful, full-time classroom teaching experience in public or private schools; or a services credential with a specialization in pupil personnel services, library services, health services, clinical rehabilitation services, or a designated subject credential with verification of at least two years of successful, full-time experience appropriate to the credential held.

Verification of all credential(s) and experience(s) must be on school district letterhead and signed by a school district official.

The Preliminary Administrative Services Credential requires successful completion of 27 credits: 21 credits of course work:

- O&L 615 Information Systems in Educational Management
- O&L 621 Budget and Finance
- O&L 622 Education Law
- O&L 624 Human Resources in Educational Management
- O&L 630 Educational Leadership
- O&L 652 Data-Based Decision Making for School Leaders
- O&L 654 School, Community and Society

and 6 credits of supervised field experience:

- O&L 648 Field Experience I
- O&L 649 Field Experience II

Doctoral Program

The doctoral program consists of 60 credit hours of study beyond the master's degree and culminates in the completion of a doctoral dissertation. Students will complete 60 credits of coursework that satisfy the following requirements:

The following Foundation Core courses are required (12 credits):

- GEDU 706 Applied Educational Statistics
- GEDU 708 Research Methods in Education
- One Foundation course selected in consultation with the student's adviser
- One Advanced Research course selected in consultation with the student's adviser

Students are required to complete 9 credits of O&L program core courses. Students are required to complete the following 6 credits:

- O&L 750 Organizational Theory: Applications and Implications
- O&L 751 Leadership Theories

Students can then select, with the consultation of their adviser, one of the following:

- O&L 754 School, Community and Society
- O&L 763 Race, Diversity and Higher Education

Students can choose any doctoral level course within the O&L department to meet the remaining 18 O&L credits. The 12 credits of the elective courses may be drawn from the O&L courses or from other doctoral level courses within the School of Education. Students may elect to use the 12-credit block to design a minor.

The 9 credits associated with the development, research, and writing of a doctoral dissertation are:

- O&L 709 Dissertation Proposal Seminar
- O&L 790 Dissertation Proposal Development
- O&L 791 Dissertation Research and Writing

Students complete the program by successfully defending their dissertation research in Dissertation Research and Writing (O&L 791).

The Organization and Leadership Program Learning Outcomes:

- The program brings before students a continuum of new knowledge and understanding that reflects current theories, research, and innovative practices.
- The program equips students to apply the principles of leadership theory in a broad range of settings to effectively lead individuals and organizations to success.
- The program equips students to select, implement, and manage appropriate leadership methodologies to meet individual, group, and organizational needs in K-12 through higher education, for-profit, and nonprofit settings.
- The program equips students to utilize and conduct research to evaluate and improve organizational processes.
- Create leaders who are able to critically examine organizations in order to promote equitable outcomes.
- Foster advocacy for social justice with a consciousness around the experiences and challenges facing historically underrepresented groups.
- Understand and apply research to problems of practice.
- Develop leaders who are self-reflective of their practice and its implications for social justice and equity.

The Organizational and Leadership Program Student Learning Outcomes:

- Graduates will have acquired the knowledge, understanding, tools and skills necessary to assume leadership roles in organizations at the local, state, national and international levels.
- Graduates will have an understanding of research methods and demonstrate competencies to engage in rigorous scholarship.
- Graduates will be able to relate theory to practice and demonstrate synthesis of advanced knowledge by improving organizations.
- Graduates will have adopted habits of personal and scholarly reflections that examine professional practice and lead to systemic renewal.

Programs in Teacher Education

Requirements

The Credential

Students pursuing a credential must conform to all policies and regulations contained in the sections of this catalog pertaining to the credential programs. Before applying to credentialing agencies, students must complete all requirements specified in the subsequent curriculum section of this catalog. Students are responsible for being informed of all current agency regulations pertaining to the credentials. The University and the School of Education reserve the right to modify the program to meet accreditation requirements, such as those of the California Commission on Teacher Credentialing (CTC).

Overview

The Teacher Education programs lead to Preliminary Multiple Subject and Single Subject teaching credentials with an optional Bilingual Authorization in Spanish.

All credential programs are pursued concurrently with a master's degree. Teaching credential students may enroll for any of the six M.A. degrees offered by the following departments/programs of the School of Education: the Master of Arts in Teaching, the Master of Arts in Teaching Urban Education and Social Justice, or the Master of Arts in Teaching Reading (with the CTC Reading Certificate), offered by the Teacher Education Department; the Master of Arts in Catholic School Teaching, offered by the Catholic Educational Leadership Department; or the Master of Arts in Teaching English to Speakers of Other Languages, offered by the International and Multicultural Education department. Some courses taken as part of the credential program may be counted toward these degrees. See the appropriate sections of this catalog or contact the departments directly for additional information.

All of the Teacher Education programs are characterized by three principles derived from the special mission of this Jesuit university: first, philosophical inquiry into educational problems addressed through dialogue and reflection; second, a commitment to social justice in education; and third, attention to the individual developmental needs of children and adolescents. We believe that caring educational practitioners concern themselves with the unique qualities and needs of the individuals they serve.

Students are admitted in both Fall and Spring semesters. The number each semester is kept small to enable us to provide the kind of education necessary to prepare thoughtful, caring educators. Program graduates often go on to assume leadership positions in schools throughout the region due to the quality and character of our programs, the working relationship we are able to establish with our students, and the excellent caliber of our candidates.

For more information about the Teacher Education Department and its programs, please visit:

<http://www.usfca.edu/soe/programs/teed/>

Credential Programs

The Preliminary Multiple and Single Subject, with the optional Bilingual Authorization, teaching credential programs are fully approved by the California Commission on Teacher Credentialing (CTC) and the Committee on Accreditation (COA). We are thereby authorized to recommend program graduates to the CTC, which is the state agency responsible for granting credentials.

All credential candidates are required to take the following Teacher Education program (TEC) courses:

- TEC - 600 Teaching, Learning and Technology
- TEC - 610 Learning and Teaching
- TEC - 611 Education of Bilingual Children: Theory and Practice
- TEC - 618 Teaching for Diversity & Social Justice
- TEC - 642 Health Education
- TEC - 643 Education of Exceptional Children

Candidates for the Preliminary Multiple Subject credential also take the following courses in Teacher Education (TEC):

- TEC - 602 Multiple Subject Curriculum and Instruction: Visual and Performing Arts
- TEC - 612 Multiple Subject Curriculum and Instruction: Reading & Language Arts in the Intermediate Grades
- TEC - 613 Multiple Subject Curriculum and Instruction: Math & Science
- TEC - 621 Multiple Subject Curriculum and Instruction: Early Literacy
- TEC - 630 Multiple Subject Curriculum and Instruction: Social Studies
- TEC - 616 Multiple Subject Student Teaching I - Fieldwork
- TEC - 605 Multiple Subject Student Teaching II - Fieldwork

- TEC - 606 Multiple Subject Student Teaching III - Fieldwork OR
- TEC - 607 Multiple Subject Student Teaching III - Bilingual Authorization

Candidates for the Preliminary Single Subject credential take the following additional courses in Teacher Education (TEC):

- TEC - 622 Single Subject Curriculum and Instruction: Academic Literacy
- TEC - 625 Teaching Adolescents
- TEC - 660 Single Subject Student Teaching I - Fieldwork
- TEC - 655 Single Subject Student Teaching II - Fieldwork
- TEC - 656 Single Subject Student Teaching III - Fieldwork OR
- TEC - 657 Single Subject Student Teaching III - Bilingual Authorization

and one from the following:

- TEC - 615 Single Subject Curriculum and Instruction I: Math or Science
- TEC - 617 Single Subject Curriculum and Instruction I: Teaching Field
- TEC - 628 Single Subject Curriculum and Instruction I: English
- TEC - 629 Single Subject Curriculum and Instruction I: Social Science

and one from the following:

- TEC - 631 Single Subject Curriculum and Instruction II: English
- TEC - 632 Single Subject Curriculum and Instruction II: Math
- TEC - 633 Single Subject Curriculum and Instruction II: Science
- TEC - 634 Single Subject Curriculum and Instruction II: Social Science

A total of 36 units is required to complete the Preliminary Multiple Subject credential. A total of 34 units is required to complete the Preliminary Single Subject credential.

The Bilingual Authorization in Spanish is open to candidates who satisfy language proficiency requirements. Students must demonstrate satisfactory language proficiency competence prior to enrolling in Bilingual Authorization courses. In addition, written and oral knowledge of Spanish at an FSI Level 3 ("Able to speak, read, and write in the language with sufficient structural accuracy and vocabulary to participate in most formal and informal communications on practical, social, and professional topics") or its equivalent, must be demonstrated prior to Student Teaching II and III.

Bilingual Authorization candidates are required to take two courses in addition to their preliminary credential program prior to or concurrently with Student Teaching III: TEC - 635 Language and Culture of Emphasis: Spanish and TEC - 636 Methods and Materials in the Language of Emphasis: Spanish.

Candidates will then complete a student teaching placement in a bilingual classroom (TEC 607/657, Student Teaching III-Bilingual Authorization).

In addition to satisfying course requirements, candidates for all credential programs must satisfy several additional requirements set by the CTC prior to admission. Program applicants are required to meet the California basic skills requirement. Single Subject candidates typically meet this requirement by presenting passing scores on the California Basic Skills Test (CBEST) prior to admission. Multiple Subjects candidates can meet the basic skills requirement by presenting passing scores on the CBEST, or by presenting passing scores on the Multiple Subjects California Subject Examination for Teachers (CSET) and the Writing Skills Test portion of the CSET. The Commission has approved several other options for meeting the basic skills requirement. The most current information on these additional options can be found at the Commission's web site.

Candidates must also satisfy CTC standards concerning subject matter competence prior to admission. Single Subject Credential Candidates may satisfy these requirements through completion of a CTC approved subject matter preparation program or by passing the appropriate subject matter examination (CSET). Multiple Subject Credential Candidates must pass the Multiple Subject CSET.

In addition, candidates must submit evidence of a negative tuberculin test and a CTC Certificate of Clearance verifying a non-criminal record prior to census date in their first semester.

Prior to recommendation for the credential, candidates must demonstrate knowledge of the provisions and principles of the U.S. Constitution. This requirement may be met by submitting transcripts of an undergraduate academic record that indicate a passing grade in a state-approved course in American history or government or by passing an examination offered by the School of Education. All credential candidates must also successfully complete CPR training leading to a certificate in infant, child, and adult CPR. Multiple Subject Candidates must also pass the Reading Instruction Competence Assessment (RICA)

Master's/Certificate Programs

The Teacher Education department offers the following Master of Arts in Teaching options:

The Master of Arts in Teaching (MAT) prepares teachers to examine and develop curricula that address the needs of a democratic society, diverse student populations in K-12 schools, and content standards. Students learn to discuss historical controversies that continue to shape debates about educational purposes, content, and pedagogies. They develop detailed unit plans for their own classrooms that support the learning of academically, culturally, and linguistically diverse students. Two courses (six credits) are required to complete the MAT:

- TEC - 673 Curriculum: Currents and Controversies
- TEC - 674 Curriculum Development and Design

The Master of Arts in Teaching Reading (which includes the CTC Reading Certificate) prepares teachers with special expertise in reading curriculum, pedagogy, and assessment. It prepares teachers to assess student reading and provide instruction in response to the assessment; develop, implement, and adapt reading curriculum and instruction; assist classroom teachers in prevention and intervention of reading difficulties; and serve at one or more school sites as a reading teacher. Seven courses (sixteen credits) are required to complete the MATR:

- 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) prepares teachers for transformative practice in urban schools that serve historically marginalized populations. Candidates focus on the complex needs and strengths of students in these schools. Two courses (six credits) are required to complete the MAT in UESJ:

- TEC 658 Critical Pedagogy and Cultural Studies in Urban Education
- TEC 659 Action Research and Service Learning for Urban Teachers

There are three other options for a M.A. degree with a California basic teaching credential. See Digital Technologies for Teaching and Learning, International and Multicultural Education and Catholic Educational Leadership sections for further information on these three options.

The Teacher Education Program Learning Outcomes:

Candidates will demonstrate basic competencies as a beginning teacher to:

- Plan and deliver instruction that is comprehensible and accessible to all K-12 students.
- Select and use multiple developmentally appropriate methods to assess student learning.
- Plan and deliver lessons and instructional activities that engage and support all students in learning.
- Plan instruction and design learning experiences to meet the needs of all students.
- Create and maintain effective environments for student learning.
- Develop as a professional educator.

Candidates will demonstrate the following in their Master of Arts coursework:

- Knowledge of the various methodologies and application of educational research in K-12 education.
- Awareness of the ethical considerations when critiquing research reports and developing their own projects/action research as graduate students and as classroom teachers.
- Candidates demonstrate knowledge of the theory and skills involved in conducting research and applying that research to a culminating project.

The Teacher Education Student Learning Outcomes:

- Candidates completing the Teacher Education Credential program will demonstrate basic competencies in the 13 Teaching Performance Expectations (TPEs) as demonstrated by the following:
- Passing scores on the Teaching Performance Assessment.
- Basic competency in Student Teaching I as demonstrated by:
 - Scores on Cooperating Teacher Final Evaluation averaging 3.0 or higher.
 - Recommendation by the Cooperating Teacher that candidate is ready to move on to full-time student teaching.
- Basic competency in Student Teaching II/III as demonstrated by:
 - Scores on Master Teacher Evaluations indicate growth and average 3.0 or higher at the middle of the 18 week placement, score level remain consistently in that range for the remainder of the placement.
 - Recommendation by the Master Teacher that candidate is ready to be recommended for a Preliminary credential.

School of Education

In 1948, the University established the Department of Education under the leadership of Paul J. Harney, S.J. From its inception and through the decades of the 1950's and the 1960's the Department had a highly reputed teacher preparation program. In addition to the teacher preparation program, the School offered several masters degree programs.

In 1972 the Board of Trustees established the School of Education and in 1975 the first doctoral students were admitted to study for the newly approved Doctor of Education degree. From 1975 to 1980 the enrollment grew rapidly in the doctoral programs; in addition, innovative master's degree and credential programs were offered off-campus at various sites throughout the state.

Currently, the School enjoys a well-established reputation as a leading School of Education dedicated to meeting the needs of professional educators through academic programs, research and other services.

The USF School of Education offers a variety of pre-service and in-service programs to persons committed to careers in education.

The University is authorized by California's Commission on Teacher Credentialing to recommend candidates for:

Basic Teaching Credentials

- Multiple Subject
- Multiple Subject Bilingual Authorization
- Single Subject
- Single Subject Bilingual Authorization

Service and Specialist Credentials

- Preliminary Administrative Services
- Clear Administrative Services
- Pupil Personnel Services
- Special Education Mild/Moderate Education Specialist

The School of Education currently offers the following degree programs in:

Master of Arts

- Counseling Psychology with a concentration in School Counseling or Marriage and Family Therapy
- Catholic Educational Leadership with or without a concentration in Religious Education
- Catholic School Teaching
- Digital Media and Learning
- Higher Education and Student Affairs
- Human Rights Education
- International and Multicultural Education
- Organization and Leadership
- Special Education
- Teaching English to Speakers of Other Languages with or without a concentration in Digital Media and Learning
- Teaching
- Teaching Reading
- Teaching Urban Education and Social Justice

Doctor of Education (Ed.D.)

- Catholic Educational Leadership
- International and Multicultural Education
- Learning and Instruction
- Organization and Leadership
- Special Education

The Credential

Students pursuing a credential must conform to all policies and regulations contained in the sections of this catalog pertaining to the credential programs.

Before applying to credentialing or licensing agencies, students must complete all requirements specified in the subsequent curriculum section of this catalog. Students are responsible for being informed of all current State of California regulations pertaining to the credential.

The Doctoral Degree

Doctoral students must conform to all of the policies and regulations contained in previous sections of

this catalog as well as those contained in the current Doctoral Student Handbook. Students should also consult their individual departments for additional information. In order to be awarded the Doctorate in the program to which they have been admitted, students must complete all requirements which are specified in the subsequent curriculum section of this catalog. Doctoral students also are expected to complete each stage of the program as described in the following:

First Year Portfolio (Competency) Requirement:

The initial admission to any of the doctoral programs - International & Multicultural Education, Learning & Instruction, Organization & Leadership, and Catholic Educational Leadership - is a preliminary decision. Students develop a portfolio during their first year in order to demonstrate competence in research methodology and department specific content. During this period, students work closely with department faculty in the preparation of their portfolios. Check with the department Program Assistant for specific requirements.

Qualifying Presentation

Some doctoral programs in the School of Education require successful completion of a qualifying presentation. Information may be obtained from the program faculty advisor.

General Education Requirements

All Doctoral Students must complete four General Education courses for a total of twelve credits.

The following 6 credits are required of all students:

- GEDU 708 Research Methods of Education
- GEDU 706 Applied Educational Statistics

One of the following Educational Foundation courses (for a total of 3 credits):

- GEDU 700 Philosophical Foundations of Education
- GEDU 701 Anthropology of Education
- GEDU 702 Sociology of Education
- GEDU 704 Psychological Foundations of Education
- GEDU 705 Law and Education
- GEDU 720 Technology and Education

One of the following Advanced Research Design courses (for a total of 3 credits):

- GEDU 707 Advanced Statistics
- GEDU 710 Analysis of Variance Designs
- GEDU 711 Survey Research
- GEDU 712 Qualitative Research in Education
- GEDU 713 Content Analysis
- GEDU 714 Educational & Psychological Measurement
- GEDU 715 Anthropological Research in Education
- GEDU 716 Program Evaluation
- GEDU 718 Ethnicity and Multicultural Issues in Research
- GEDU 721 Correlational Designs
- GEDU 722 Meta-analysis
- GEDU 723 Participatory Research
- GEDU 724 Introduction to SPSS

Overall Description of the Dissertation

The doctoral dissertation is a piece of original, independent research in an area of educational significance. It reflects the candidate's knowledge and understanding of the related literature and of the research methodology appropriate to the investigation. The dissertation in the form of an organized and competently written study should represent a contribution to the knowledge base in the candidate's field or area of specialization.

Formation of a Dissertation Committee

A doctoral dissertation committee includes a chairperson and two additional members of the faculty who are qualified in either or both the substantive area of the student's research topic and the design and procedures of the student's research method. The dissertation committee guides the student's development of a research topic and reviews and evaluates the dissertation proposal and the dissertation. Doctoral students are required to file an Application for Appointment of a Doctoral Dissertation Committee during or upon completion of Dissertation Proposal Seminar 709 or 729. Approval of the dissertation committee is required prior to enrollment in 790, Dissertation Proposal Development.

Dissertation Proposal

Before beginning the research of a doctoral dissertation, students must submit a dissertation proposal to the dissertation committee. The proposal should describe the problem to be investigated, the methodology/design to be used, instrumentation, the proposed plan of data collected and analysis, a theoretical rationale, a review of the literature, the probable contribution the dissertation would make to the field, and procedures for the protection of human subjects when appropriate. Students should submit an application to the IRBPHS for the research design and methods prior to the defense. The proposal must be approved by the dissertation committee (during an oral dissertation proposal defense) while enrolled in 790, Proposal Development, and submitted for approval to the Associate Dean of the School.

Advancement to Candidacy

After a student completes a minimum of 51 credits, passes any qualifying presentation required by the program, submits a dissertation proposal approved by the dissertation committee, and receives approval from the IRBPHS, he/she is ready to apply for advancement to candidacy. This application helps to verify that, upon successful completion of all required courses and the submission of an approved doctoral dissertation, the student has satisfied all requirements and is eligible for the Ed.D. degree. The student will need the signature of the chair of the dissertation committee before submitting the application to the Dean's Office.

The Advancement to Candidacy Form is submitted at the same time as the approved proposal. The student will receive written notice from the Associate Dean when advanced to candidacy. Advancement to Candidacy is necessary prior to enrolling in 791, Dissertation Research and Writing.

Final Dissertation

A dissertation developed from a proposal must demonstrate mastery of an area of specialization and the ability to investigate a problem in an analytic, creative, and scholarly way. The final work must be submitted to and approved by the student's Dissertation Committee (during the oral defense) while enrolled in 791, Dissertation Research and Writing. Guidelines are published in the Doctoral Student Handbook and the Final Procedures Packet.

The Master's Degree

Master's students must conform to all of the policies and regulations contained in previous sections of this catalog. In addition, in order to be awarded the Master of Arts in the program to which they have been admitted, students must complete all requirements which are specified in the subsequent curriculum section of this catalog. Students should consult the "Handbook for Master's Students."

Students who are pursuing a state granted license are responsible for being informed of all State of California regulations and requirements pertaining to licensure.

Upward Bound Program

Administrative Office

Lone Mountain, Underhill Building, Room 29

Phone: (415) 422-2491

Janice Cook, Director

The Upward Bound Program is a federally funded TRIO program designed to prepare economically disadvantaged high school students for the successful completion of a post secondary education. The program offers comprehensive academic instruction, advising, tutoring, career exploration, and a residential summer school. The following courses are limited to program students:

- Upward Bound 81, English
- Upward Bound 91, English

Law

• School of Law

The USF [School of Law](#), established in 1912, offers both full-time and part-time programs leading to the [Juris Doctor degree](#), as well as a full-time concurrent program leading to both [Juris Doctor and Master of Business Administration degrees](#). It also offers two [Master of Laws \(LL.M.\) degree programs](#).

The rigorous curriculum requires every student to become thoroughly grounded in the fundamentals of law. It does not, however, concentrate on the legal rules effective in any one jurisdiction or geographic area. Rather, the emphasis is on the development of analytical ability and the other essential skills of an effective lawyer.

The School of Law is dedicated to providing the finest legal education available to prepare its graduates for a traditional legal practice as well as for careers in business, government or legal education. It accepts as a primary mission the preparation of lawyers for practice in the urban environment. Therefore, the curriculum focuses on lawyering skills and encourages students to obtain clinical experiences.

As a member of the Association of American Law Schools, the School of Law maintains high standards relating to entrance requirements, faculty, library, and curriculum. It is approved by the American Bar Association, and graduates are eligible to take bar examinations in all jurisdictions of the United States.

The School of Law does not prescribe any particular undergraduate curriculum. In admitting students, the law school looks for an undergraduate curriculum that has required the applicant to master the skills of analysis, critical thought, and written and oral communication.

A liberal education composed of solid academic courses is therefore preferable to curricula emphasizing vocational or primarily artistic or physical skills. A separate catalog describing the programs of the School of Law may be obtained by writing to:

Admissions Office
School of Law
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

The School of Law and the USF School of Business and Professional Studies offer a co-curricular program leading [Juris Doctor \(J.D.\) and Master of Business Administration \(M.B.A.\) degrees](#). The program permits the concurrent degree candidate to complete the combined course of study in four years of full-time study. Applicants are advised to contact both schools as early as possible, although admission to the program may also be sought during the first year of law study.

The applicant must meet all admission requirements for both schools except the GMAT requirement, which is waived for the co-curricular program. The M.B.A. application may be obtained by writing:

Director, M.B.A. Program
University of San Francisco
Masagung Graduate School of Management
2130 Fulton Street
San Francisco, CA 94117-1080

The School of Law offers a [Master of Laws in International and Comparative Law \(LL.M.\)](#) for lawyers who have first degrees in law from a non-American university. The program has two options for specialized study. One option centers on the study of law relating to international commercial transactions, while the second option focuses on American commercial law as a comparative law study. In addition, the School of Law offers a [Master of Laws in Intellectual Property and Technology Law](#) open to students who have received a law degree from either an American or foreign university. The goal of the program is to provide students a thorough grounding in legal theory and practical skills in the intellectual property field.

For more information about the two LL.M. programs, please contact:

Director, LL.M. Programs
School of Law
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Nursing

Additional Graduate Student Requirements

Mental and Physical Qualifications for Professional Nursing

The following are MINIMUM mental and physical qualifications for admissions to the professional nursing program:

- Frequently work in a standing position and frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 lbs. of pressure to bleeding sites or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment and perform auditory auscultation without auditory impediments.
- Physically perform up to a twelve-hour clinical laboratory experience.
- Perform close and distance visual activities involving objects, persons and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculation for medication preparation and administration.
- Communicate effectively, both orally and in writing using appropriate grammar vocabulary and work usage.
- Make appropriate and timely decisions under stressful situations.

All students of the School of Nursing and Health Professions are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the School of Nursing and Health Professions should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the School of Nursing and Health Professions with regards to students and applicants with disabilities, the School will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be evaluated by nursing faculty, with representation from outside the USF School of Nursing and Health Professions as appropriate.

Health Requirements

As health conscious role models, nurses, student nurses, and other health care providers must practice preventive health behaviors. Therefore, the School of Nursing and Health Professions expects certain health promotion and prevention activities of students.

Some of the requirements can be obtained from the Student Health Clinic, others from the San Francisco County Health Department, and some from your private physician. EACH student is responsible for maintaining current records and those records must be made available to the nursing office prior to each semester. The clinical agency WILL NOT allow nursing students access to the site without proper health, CPR, and insurance clearance. The process begins before admission to the nursing clinical courses and continues throughout enrollment in the program. The fulfillment of the requirement must be good for the entire semester (e.g., CPR certification or TB skin test cannot expire mid-semester).

1. Tdap (Tetanus, Diphtheria and Pertusis)
3. Tuberculin Skin Test by Mantoux (PPD only) or Quantiferon Blood test
4. Hepatitis B seropositivity
5. Varicella History (Chicken Pox) seropositivity
6. Measles seropositivity
7. Rubella seropositivity
8. Mumps seropositivity
9. Proof of Health Insurance

IF STUDENTS DO NOT HAVE THESE TESTS AND IMMUNIZATIONS COMPLETED AND VERIFIED THEY WILL NOT BE PERMITTED TO BEGIN CLINICAL COURSE WORK AND MAY FORFEIT THEIR PLACE IN THE PROGRAM. THEY WILL RECEIVE AN ACADEMIC DIFFICULTY ADVISING FORM WHICH MAY AFFECT THEIR GRADE AND ABILITY TO COMPLETE THE OBJECTIVES FOR THE COURSE. IN ADDITION, THEY WILL NOT BE ABLE TO REGISTER FOR COURSES THROUGH THE UNIVERSITY REGISTRAR'S OFFICE UNLESS THEIR IMMUNIZATION RECORDS ARE UP TO DATE.

C.P.R. Certification

All School of Nursing and Health Professions students are required to have a valid Cardio-Pulmonary Resuscitation (CPR) Certification without which they may forfeit their place in the program. The CPR certification must include prevention and recognition of cardiovascular disease, infant, child, and adult CPR, 1- and 2-person rescue, and foreign body airway management. In addition, each semester students must show the instructor current certification as this is a requirement for entry into the clinical laboratory experience. This means students are responsible for the annual renewal of their CPR certification. Only American Heart Association certification is acceptable. NO STUDENT WILL BE ALLOWED ON A CLINICAL UNIT WITHOUT CPR CERTIFICATION THAT IS VALID FOR THE ENTIRE SEMESTER.

Liability Insurance

All students in the School of Nursing and Health Professions must carry personal professional liability insurance in order to enter the clinical agencies with which the School has contractual arrangements. The fee for liability insurance is paid by the student at the time of registration, along with other student fees.

CDC Guidelines for Standard Precaution for all Patients

All USF nursing students are expected to follow Standard Precautions as established by the Centers for Disease Control.

Information and skill practice will be reviewed with students at the beginning of each clinical rotation and students will be asked to acknowledge in writing that they have reviewed these standard precautions.

Alcoholism, Drug Abuse, and Emotional Illness

The USF School of Nursing and Health Professions and the California Board of Registered Nursing are concerned about students impaired by alcoholism, drug abuse, and emotional illness because these conditions can affect the student's academic and clinical performance, which is a danger to self and a grave danger to the patients in the student's care.

Therefore, the following actions will be implemented if it is determined a student is impaired by alcoholism, drug abuse, or emotional illness:

1. Referral to the Counseling Center and/or to other health care programs for voluntary diagnosis and treatment.
2. Immediate corrective action, by the clinical faculty, regarding the student's conduct and performance in the clinical setting.
3. Information on the consequences (disciplinary action and prevention from being licensed to practice nursing in the State of California) if voluntary assistance is not sought.

Background Check and Drug Testing

The University of San Francisco School of Nursing and Health Professions will require nursing students to submit to drug testing and to a criminal background check prior to clinical practice in some facilities. California Laws regulating the Department of Education, Department of

Health Services, and the Department of Social Services require individuals to be fingerprinted and have criminal background checks completed prior to having direct contact with students in public and private schools and day care centers and with clients in adult day care centers. Should this affect nursing students in individual clinical settings, the students will be notified in advance to complete this process which will take up to three months.

Conviction of a Crime

Students must be aware that to be eligible to take the NCLEX RN Exam, they are required under law to report ALL misdemeanor and felony convictions. "Driving under the influence" convictions must also be reported. Convictions must be reported even if they have been expunged under Penal Code 1203.4 or even if a court ordered diversion program has been completed under Penal Code Section 1000.

Eligibility to sit for the NCLEX RN exam is determined by the California Board of Registered Nursing. Consideration is given to the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

Confidentiality

Students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to the patient. Discussion of the patient with others not involved in the patient's care is inappropriate and unprofessional. When referring to the patient in written work as part of clinical practice, use only the patient's initials. Patient privacy and rights must be protected. Failure to maintain confidentiality may result in legal action from the patient and/or family.

Additional Nursing Student Requirements

Mental and Physical Qualifications for Professional Nursing

Please be advised that there are minimum entry qualifications to professional nursing practice. Typically, all nursing employers set up minimal physical and mental standards for employment as a registered nurse. The University of San Francisco wishes to inform prospective students of the general nature of such qualifications, although qualifications may vary among employers. Further, the University of San Francisco wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capabilities for nursing prior to entering the profession of nursing as a graduate. Thus, the following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program:

1. Frequently work in a standing position and do frequent walking.
2. Lift and transfer patient up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
3. Lift and transfer patient from a stooped position to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
4. Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
5. Respond and react immediately to auditory impediments.
6. Physically perform up to a twelve hour clinical laboratory experience.
7. Perform close and distance visual activities involving objects, persons, and paperwork, as well as discriminate depth and color perception.
8. Discriminate between sharp/dull and hot/cold when using hands.
9. Perform mathematical calculation for medication preparation and administration.
10. Communicate effectively, both orally and in writing, using appropriate grammar, vocabulary, and word usage.
11. Make appropriate and timely decisions under stressful situations.

All students in the School of Nursing and Health Professions are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the School of Nursing and Health Professions should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the School of Nursing and Health Professions with regard to students and applicants with disabilities, the school will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be evaluated by nursing faculty, with representation from outside the USF School of Nursing and Health Professions as appropriate.

Health Requirements

As health conscious role models, nurses, student nurses, and other health care providers must practice preventive health behaviors. Therefore, the School of Nursing and Health Professions expects certain health promotion and prevention activities of students.

The School of Nursing and Health Professions health requirements include, but are not limited to, the following:

1. Tdap (Tetanus, Diphtheria and Pertusis)
3. Tuberculin Skin Test by Mantoux (PPD only) or Quantiferon Blood test
4. Hepatitis B seropositivity
5. Varicella History (Chicken Pox) seropositivity
6. Measles seropositivity
7. Rubella seropositivity
8. Mumps seropositivity

9. Proof of Health Insurance

IF STUDENTS DO NOT HAVE THESE TESTS AND HEALTH REQUIREMENTS 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 HEALTH REQUIREMENTS RECORDS ARE UP TO DATE.

CPR Certification - BLS

All School of Nursing and Health Professions students are required to have a valid Cardio Pulmonary Resuscitation (CPR) Certification Basic Life Support. The CPR must include prevention and recognition of cardiovascular disease, infant child and adult CPR, 1 and 2 person rescue, and foreign body airway management. In addition, each semester students must show the instructor current certification as this is a requirement for entry into the clinical laboratory experience. This means students are responsible for the annual renewal of their CPR certification. Only American Heart Association certification is acceptable. NO STUDENT WILL BE ALLOWED ON A CLINICAL UNIT WITHOUT CPR CERTIFICATION.

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.

Background Check and Drug Testing

The University of San Francisco School of Nursing and Health Professions will require nursing students to submit to drug testing and to a criminal background check prior to clinical practice in some facilities. California Laws regulating the Department of Education, Department of Health Services, and the Department of Social Services require individuals to be fingerprinted and have criminal background checks completed prior to having direct contact with students in public and private schools and day care centers and with clients in adult day care centers. Should this affect nursing students in individual clinical settings, the students will be notified in advance to complete this process which will take up to three months.

Conviction of a Crime

Students must be aware that to be eligible to take the NCLEX RN Exam, they are required under law to report ALL misdemeanor and felony convictions. "Driving under the influence" convictions must also be reported. Convictions must be reported even if they have been expunged under Penal Code 1203.4 or even if a court ordered diversion program has been completed under Penal Code Section 1000.

Eligibility to sit for the NCLEX RN exam is determined by the California Board of Registered Nursing. Consideration is given to the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

Confidentiality

Students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to the patient. Discussion of the patient with others not involved in the patient's care is inappropriate and unprofessional. When referring to the patient in written work as part of clinical practice, use only the patient's initials. Patient privacy and rights must be protected. Failure to maintain confidentiality may result in legal action from the patient and/or family.

Transportation

Students are responsible for their own transportation to clinical agencies. Students should make efforts to know classmates who share the same clinical rotation in order to car pool. It is important to plan ahead in securing transportation to and from clinical areas. Students are responsible for knowing whether or not the driver of the car pool has car insurance and are urged to ride only with those who are covered by insurance. USF is not responsible or liable for accidents.

Preparation for Clinical Practice

Students are expected to arrive prepared to care for their patient(s) in the clinical area. Being prepared may include going to the clinical

agency the day before clinical practice and preparing a nursing care plan based on data obtained from the patient's chart. A STUDENT'S ARRIVAL AT THE CLINICAL AREA UNPREPARED IS AN UNACCEPTABLE SITUATION THAT MAY RESULT IN REMOVAL OF THE STUDENT FROM THE CLINICAL SETTING AND AN UNSATISFACTORY GRADE IN THE COURSE.

Student's Refusal to Care for any Client

Should a student refuse to care for a client with a communicable disease, the situation will be addressed on an individual basis. It is the responsibility of the student to notify the faculty member of any special circumstances that would affect clinical assignments.

HIV Positive Nursing Students

Students who are diagnosed as HIV positive shall be protected from discrimination according to institutional policy. Please see the policy in the USF "Fogcutter."

Students who are diagnosed as HIV positive may be restricted from certain nursing care situations in accordance with the current CDC guidelines for exposure-prone procedures. Any restrictions of student activities would be determined by a multi-disciplinary committee. The committee may consist of the representatives from the health care facility involved, academic administration, university legal counsel, and selected nursing faculty. The antibody status of the student will be maintained in strict confidence with a minimal number of people having access to this information.

Student Injury or Illness in the Clinical Setting or Classroom

Students and faculty are responsible for reading and adhering to the policy/guidelines for reporting needle sticks, contact with blood-borne pathogens, and infectious disease exposure in the facilities in which they are engaged in a clinical experience.

Progression

Students whose major is Nursing must attain a letter grade of "C" or better in each Nursing support course which includes:

- Science Courses: Anatomy (BIO 113/114), Physiology (BIO 115) and Microbiology (BIO 134/135)
- Psychology Courses: General Psychology (Psych 101)
- If a C- or below is earned in any of these courses, the student must earn a "B" or higher on the second attempt. Students who fail to obtain a "B" in a nursing course or in a nursing support course on their second attempt are disqualified from the School of Nursing. Students who earn two failures (grade of C- or below) in nursing and/or nursing support courses are disqualified from the School of Nursing.

Students may appeal a disqualification to the School of Nursing and Health Professions Academic Standards committee, which makes recommendations to the Dean of the School of Nursing.

Students must pass all the required courses before continuing in the next series at the same level or moving into the next year.

Withdrawal Policy

Withdrawing from a course is allowed at the university. Please see "Withdrawal from the University" for policy on withdrawing.

A nursing student may not withdraw from a clinical course if s/he is failing the course.

Dean's Honor Roll

Both undergraduate and graduate students are eligible for the Dean's Honor Roll. A full-time undergraduate Nursing student must be enrolled for twelve or more credits. A full-time graduate Nursing student must be enrolled for eight or more credits.

Because of the uniqueness of the School of Nursing and Health Professions curriculum, clinical courses are graded "S" (Satisfactory) or "U" (Unsatisfactory). Typically, only courses graded "A" through "F" are counted toward a student's eligibility of the Dean's Honor Roll. However, in nursing, the hours of a clinical course will be counted toward the "graded" credit requirement necessary to be eligible.

Unsafe Clinical Practice

Unsafe clinical practice is any act, practice, or omission during clinical practice that fails to conform to the accepted standards of the nursing profession and which may directly or indirectly cause physiological and/or emotional harm to others.

The acuity level of patients demands that the student enter the clinical area fully knowledgeable about the patients' problems, the course of treatment and their responses during hospitalization, their past history, and the rationale for all nursing interventions. Students who enter the clinical area unprepared cannot remain in the clinical area.

Integrity is absolutely essential to the practice of professional nursing. Evidence of deliberate dishonesty is unacceptable and will result in immediate failure of a course. Safe clinical performance may include, but is not limited to, the following behaviors:

1. Preparation for clinical assignments according to course requirements.
2. Assessment and evaluation of a patient's physical and/or emotional status.
3. Provisions of care which may be required to stabilize a patient's condition or prevent complications.
4. Prompt reporting of significant patient information to appropriate person(s).
5. Provision of clear, accurate, and complete verbal and/or written information to the appropriate person(s) regarding the patient's condition, treatment, or nursing care.
6. Administration of medications and/or treatments in a responsible manner.
7. Demonstration of the application of previously learned skills and principles in providing nursing care.

8. Compliance with institutional policies and procedures in implementing nursing care.
9. Practice within educational level, experience, and/or responsibilities while in the role of the student nurse.

Students may not drop or withdraw from any clinical course if their performance has been deemed unsafe. They will receive an immediate grade of "unsatisfactory" for the course and be removed from the clinical settings.

Change in any of the above policies and the addition of new policies are included in the nursing handbook available to the beginning of a student's first semester.

The University of San Francisco School of Nursing and Health Professions reserves the right to add, amend, or cancel any of its programs, regulations, rules, policies, and procedures, in whole or in part, at such time as it may choose and for any reason. None shall be construed as, operate as, or have the effect of an abridgment or limitation of any rights, powers, or privileges of the University of San Francisco School of Nursing. Every effort has been made to ensure the accuracy of the information in the publications. Students are advised, however, that such information is subject to change without notice and they should consult with the Office of the Dean of the School of Nursing and Health Professions for current information. Information in this Publication does not constitute a contract between the University of San Francisco School of Nursing and Health Professions and a student or an applicant for admission.

Admission

Students who are admitted to the university as nursing majors are subsequently admitted into the School of Nursing and Health Professions. No separate application or admission process exists. A student is admitted on the basis of the University of San Francisco's Equal Opportunity and Non-Discrimination policy, which states:

The university is an equal opportunity institution of higher education. As a matter of policy, the university does not discriminate in employment, educational services, and academic programs on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, sexual orientation, marital status, medical condition (cancer related) and disability, and otherwise as required or permitted by the law. The university reasonably accommodates qualified individuals with disabilities under the law.

Transfer Applicants

Acceptance as a transfer student in the School of Nursing and Health Professions is based on academic achievement, available clinical placement, and individual advising. Admission is highly competitive. Students may transfer from a community college or a four-year academic institution, into USF. After a potential transfer student has applied to the University, all prior course work will be reviewed by the University to determine transferable credit. Students desiring a career in Nursing may take courses such as Anatomy, Physiology, and Microbiology plus labs for each, and General Psychology, prior to application to USF at another institution. These courses may be transferred into the Nursing program providing the student has earned a grade of "C" or better in each course. If, however, a student earns below a "C" in any one of these courses, the student must earn a "C" or better when the course is repeated. Students who earn less than a "C" in any two (2) of these courses, or have less than a 3.0 transferable GPA, will not be considered for admission to the School of Nursing and Health Professions.

Bachelor of Health Services (BHS)

The purpose of the program is to prepare the graduate for a career in an increasingly dynamic healthcare environment, provide a foundation for professional and personal growth, assume a position of leadership, and afford a basis for graduate study.

Graduates of the program will be able:

- Evaluate and utilize organizational, operational, and management skills common in healthcare environments
- Analyze the effectiveness of healthcare delivery in a varied and changing environments
- Implement evidence-based approaches to respond to healthcare issues
- Analyze the leadership responsibilities of the healthcare professional for developing, organizing, and managing programs responsive to contemporary issues
- Utilize effective teaching-learning strategies for patient and healthcare professionals and to advance healthcare education
- Identify and integrate cultural sensitivity in healthcare systems
- Identify and assume personal accountability for ethical, political, and legal concerns in healthcare practice
- Analyze how various funding sources and system affect healthcare delivery
- Apply concepts from healthcare informatics and current technologies within the healthcare environment
- Expand knowledge and skills in specific topics or professional roles in healthcare practice

Bachelor of Health Services (BHS) Curriculum

(effective 2014)

Health Services Courses

Semester 1		
HS 400	Introduction to the American Healthcare System	3 credits

HS 401	Leadership in Healthcare Organizations	4 credits
Semester 2		
HS 402	Epidemiology	4 credits
HS 403	Cultural Perspectives in Healthcare (fulfills Cultural Diversity requirement)	3 credits
Semester 3		
HS 404	Healthcare Policy and Law	3 credits
HS 405	Human Resource Management	4 credits
Semester 4		
HS 406	Educational and Instructional Systems	3 credits
HS 407	Financial Resource Management	4 credits
Semester 5		
HS 408	Healthcare Informatics	4 credits
HS 409	Evidence-Based Practice in Healthcare	3 credits
Semester 6		
HS 410	Project Management (Healthcare)	4 credits
HS 411	Field Project (fulfills Service Learning requirement)	credits
		TOTAL HEALTH SERVICES CREDITS 42 credits
USF Core Courses	(Core courses may be taken as needed, in any semester when offered.)	
Area A:	Foundations of Communication	
	1. Public Speaking	4 credits
	2. Rhetoric and Composition	4 credits
Area B:	Math and the Sciences	
	1. Math or Quantitative Science	4 credits
	2. Applied or Laboratory Science	4 credits
Area C:	Humanities	
	1. Literature	4 credits
	2. History	4 credits
Area D:		
	1. Philosophy	4 credits
	2. Theology and Religious Studies	4 credits
	3. Ethics	4 credits
Area E:	Social Sciences	
	1. Social Sciences	4 credits
Area F:	Visual and Performing Arts	

	1. Visual and Performing Arts	4 credits
	TOTAL USF CORE COURSES CREDITS	44 credits
General Elective Courses	Complete or transfer in a minimum of 42 credits for a total of 128 credits. This is the number of credits USF requires for the BHS degree.	
	TOTAL ELECTIVE UNITS NEEDED	42 credits
	TOTAL CREDITS REQUIRED FOR BHS DEGREE	128 credits

Bachelor of Health Services (BHS) Program of Study

General Education CORE (44 units)	
A1: Public Speaking	
*A2: Writing	
B1: Math (statistics)	
B2: Natural Science	
C1: Literature	
C2: History	
*D1: Philosophy	
*D2: Theology	
*D3: Ethics	
E: Social Sciences	
F: Visual and Performing Arts	

BSHS Major (48 units)	
Perspectives on the Healthcare System	
Leadership in Healthcare Organizations	
Epidemiology	
Cultural Perspectives in Healthcare	
Education and Instructional Systems	
Human Resource Management	
Healthcare Policy and Law	
Financial Resource Management	
Healthcare Informatics	
Healthcare Research and Evidence-based Practice	
Project Management	
Field Project	

General Electives (36 units)	
Complete a minimum of 128 credits through general elective and transfer credit to supplement the major and University core to meet the requirements for an undergraduate degree.	

* Core Courses offered at the San Francisco Branch Campuses

Bachelor of Science in Nursing Program

The School of Nursing and Health Professions (SONHP) 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 from the Commission on Collegiate Nursing Education (CCNE). 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 baccalaureate degree in nursing, master's degree in nursing and the Doctor of Nursing Practice at the University of San Francisco School of Nursing and Health Professions are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

The program is also accredited by 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 health professions' academic endeavor based on: mutual respect, transparency, collaboration, professionalism, creativity, diversity, cultural sensitivity and spirituality
- Demonstrate the personal values of: integrity, academic excellence, respect for self and others, compassion and caring, personal growth, responsibility, and accountability, professionalism, a passion for justice, and personal health and well-being
- Positively influence nursing practice and health care environments by promoting: health and wellness, holistic, patient-centered care, patient advocacy, a spirit of inquiry and evidence-based practice, safety and quality improvement, cost effective care, emerging technologies balanced with a humanistic approach, professional and ethical decision-making, increased access to care, especially for vulnerable populations and, lifelong learning

The BSN curriculum is developed around a unique conceptual framework, the Vision, Mission, and Values. The conceptual framework is layered with transition theory and symptom management and enables the BSN student to develop knowledge, skills and attitudes consistent with the profession of nursing. The nursing process is represented by the strong foundation in clinical knowledge pertaining to assessment, diagnosis, skills, interventions and management of physiological and psychological symptoms in a culturally sensitive way among patients in a variety of settings.

The BSN Curriculum (Commencing Fall 2009)

BSN students in their first semester at USF will be introduced to nursing at USF in a 1 credit course, NURS 120 Nursing in the Jesuit Tradition and the following semester they will be introduced to the profession of nursing in a 1 credit course NURS 170, Introduction to Professional Nursing.

These two courses as well as anatomy, physiology, microbiology, and general psychology must be successfully completed (grade of C or better) before enrolling in the first clinical semester. The nursing semesters are offered in a consecutive manner throughout the eight semester nursing program, which includes the nursing major courses and the university Learning Core courses. Adherence to the undergraduate curriculum pattern will ensure completion of the nursing program in eight (8) semesters, 128 credits.

Additional Requirement (CA BRN)

The California Board of Registered Nursing requires that before nursing graduates are eligible to take the NCLEX, they must successfully complete courses (earn a "C" or better) in the basic sciences and communication as well as nursing. At USF, aside from the Nursing requirements and required support courses, students must successfully complete a course in group, verbal, and written communication. These courses include Public Speaking (RHET 103), Advanced Written Communication (RHET 120), and Introduction to Sociology (SOC 150). These courses are met by the core curriculum requirements of the university.

Because of the uniqueness of the School of Nursing and Health Professions curriculum, clinical courses are not graded "A" through "F" as most courses are, but graded "S" (Satisfactory) or "U" (Unsatisfactory). Clinical courses in nursing will be counted toward a nursing student's full-time status. Both undergraduate and graduate students are eligible to make the Dean's Honor Roll.

The nursing faculty has adopted the Quality, Safety Education for Nurses (QSEN) competencies as major pre-licensure threads in the BSN curriculum in order to promote improved quality and safety of the health care system. These competencies include: teamwork and collaboration, evidenced-based practice, quality improvement, informatics, safety, patient-centered care. In addition, the nine essentials

outlined in the AACN Essentials of Baccalaureate Education for Professional Nursing Practice document provide a framework for baccalaureate nursing education. These include: liberal education, leadership and organization, evidence based practice, information management, health care policy and finance, inter-professional communication, prevention and population health, and general nursing practice. The proposed BSN curriculum also adheres to the Standards of Competent Performance mandated by the CABRN Excerpt From California Code of Regulations Title 16 - Chapter 14. A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process.

Program Outcomes

At the completion of the Bachelor of Science in nursing program at the University of San Francisco, the graduate will:

1. 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.
2. Synthesize data, research information, and clinical expertise to develop, implement, and evaluate patient care protocols and guidelines for clinical practice that achieve optimal client outcomes, improve access to care, and manage healthcare costs.
3. Participate in critical analyses of systems and utilize data to continuously monitor patient outcomes and to inform decisions for change that improve the quality of care delivered to individuals, families and communities.
4. Advocate for social justice, equitable access to health care, and policy change through political action.
5. Demonstrate health care technology and information literacy to access, monitor, manage, and communicate data to plan, deliver, and evaluate direct and indirect patient care to improve healthcare outcomes.
6. Demonstrate knowledge of regulatory requirements to employ safeguards to protect the privacy of patients and their healthcare data.
7. Employ knowledge of human factors implicated in adverse patient outcomes to continuously analyze the delivery and outcomes of care within the context of the healthcare system to identify and minimize patient risk, harm, and error.
8. Design, coordinate, implement, and evaluate population-sensitive care to individuals, families, and communities utilizing primary, secondary and tertiary prevention strategies in a variety of environments.
9. Incorporate caring and compassionate behaviors to demonstrate advocacy and respect for patient choice and values that are ethically and legally grounded.

Progression

Nursing students must earn a grade of "C" or better in all nursing courses (NURS 1XX – NURS 4XX) and nursing support courses (Anatomy and Lab, Physiology and Lab, Microbiology and Lab, and General Psychology) in order to progress in the nursing program. Any student who earns less than a grade of "C" in any of the above courses on his/her first attempt must repeat the course and earn a grade of "C" or better on his/her second attempt in order to progress within the nursing curriculum. A course in the School of Nursing and Health Professions may be repeated only once.

The California Board of Registered Nurses requires students to complete Public Speaking, Written Communication, and Sociology with an earned grade of "C" or better. Any student who earns less than a grade of "C" in any of these courses on his/her first attempt must repeat the course and earn a grade of "C" or better on his/her second attempt. Repeating Public Speaking and Sociology will not keep you from progressing in the nursing curriculum. Written Communication must be completed prior to Junior 1 (Nursing Module #3).

Sophomore Progression Policy

To promote nursing program excellence, evaluation data are used to drive the BSN curriculum with the goal of achieving consistently high NCLEX-RN pass rates. Hence, there is an established program-wide testing and progression policy, developed by the School of Nursing and Health Professions Academic Standards Committee and approved by the Faculty. The policy states: Students must earn a minimum score of 850 on the HESI Fundamentals specialty exam to progress in the nursing curriculum. Students who are unsuccessful in achieving the minimum score must take and pass the review course titled "Fundamentals of Nursing Review (1 unit)" offered over intercession and summer terms. During the course, students will have an opportunity to retake the Fundamental specialty test and must earn an 850 or better to progress in the nursing program. The review course may be taken a maximum of twice. For more information, please review the detailed policy available on the Pre-licensure Student portal.

Transfer Applicants

Acceptance as a transfer student in the School of Nursing and Health Professions is based on academic achievement, available clinical placement, and individual advising. Admission is highly competitive.

Students may transfer from a community college or a four-year academic institution, into USF.

After a potential transfer student has applied to the University, all prior course work will be reviewed by the University to determine transferable credit. Students desiring a career in Nursing may take courses such as Anatomy, Physiology, and Microbiology plus labs for each, and General Psychology, prior to application to USF at another institution. These courses may be transferred into the Nursing program providing the student has earned a grade of "C" or better in each course. If, however, a student earns below a "C" in any one of these courses, the student must earn a "C" or better when the course is repeated. Students who earn less than a "C" in any two (2) of these courses, or have less than a 3.0 transferable GPA, will not be considered for admission to the School of Nursing and Health Professions.

Mental and Physical Qualifications for Professional Nursing

The following are MINIMUM mental and physical qualifications for admissions to the professional nursing program:

- Frequently work in a standing position and frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.

- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 lbs. of pressure to bleeding sites or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment and perform auditory auscultation without auditory impediments.
- Physically perform up to a twelve-hour clinical laboratory experience.
- Perform close and distance visual activities involving objects, persons and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculation for medication preparation and administration.
- Communicate effectively, both orally and in writing using appropriate grammar vocabulary and work usage.
- Make appropriate and timely decisions under stressful situations.

All students of the School of Nursing and Health Professions are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the School of Nursing and Health Professions should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the School of Nursing and Health Professions with regards to students and applicants with disabilities, the School will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be evaluated by nursing faculty, with representation from outside the USF School of Nursing and Health Professions as appropriate.

Nursing Courses

The courses in the nursing major extend over six of the eight semesters. These courses are arranged in a prescribed sequence and each block of courses must be taken concurrently and passed successfully with a "C" or better in order for the student to proceed to the next level of courses.

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. The initial courses that students take are N120 Nursing in the Jesuit Tradition I and N170 Intro to Professional Nursing Practice. These two courses encourage engagement into the university and the SONHP as well as provide foundational information to the nursing program and profession. Students must have successfully completed the nursing support courses of anatomy, physiology, microbiology, and general psychology before enrolling in their first nursing module.

The pre-licensure course work for the nursing curriculum is divided into didactic and clinical courses. Clinical courses also include time in the nursing Learning Resource Center (LRC) and the Nursing Simulation Center (Sim Lab). Students are placed in a variety of clinical settings including hospitals, clinics, public health, and a variety of community agencies to apply what they have learned in their didactic classes, the nursing LRC, and Sim Lab.

The 128-credit program meets University Core Curriculum requirements as reflected in the following:

1. Core Curriculum Requirements (44 credits):

Area A: Foundation Communications (8 credits)

1. Public Speaking (4 credits)
2. Advanced Writing/Composition (4 credits)

Area B: Math and Sciences (8 credits)

1. Statistical Reasoning (4 credits)
2. Additional requirements met through nursing science requirements.

Area C: Humanities, Literature and History (8 credits)

Area D: Mission: Philosophy, Theology and Ethics (12 credits)

Area E: Social Sciences (4 credits)

met by General Psychology

Area F: Fine and Performing Arts (4 credits)

2. Nursing Pre-Licensure Requirements

Lower-Division Credits

- NURS - 120 Nursing in the Jesuit Tradition I
- NURS - 170 Introduction to Professional Nursing Practice
- NURS - 220 Applied Pathophysiology and Pharmacology I

- NURS - 221 Essentials of Pharmacology: Principles and Concepts
- NURS - 222 Applied Assessment and Nursing Fundamentals Across the Lifespan I: Health and Wellness
- NURS - 225 Clinical Lab I: Applied Assessment in Health and Wellness
- NURS - 270 Nutrition
- NURS - 271 Applied Pathophysiology and Pharmacology II
- NURS - 272 Applied Assessment and Nursing Fundamentals Across the Lifespan I: Alterations in Health and Illne
- NURS - 275 Clinical Lab II: Alterations in Health

Upper-Division Credits

- NURS - 320 Community and Mental Health Nursing
- NURS - 321 Health Care Systems I: Nursing Leadership within Complex Adaptive Systems
- NURS - 322 Evidence-Based Inquiry (formerly NURS 273)
- NURS - 325 Clinical Lab III: Community and Mental Health Nursing
- NURS - 370 Medical-Surgical Nursing I: Management of Comprehensive Adult Patient Care
- NURS - 371 Medical-Surgical Nursing I: Management of Comprehensive Adult Patient Care
- NURS - 375 Clinical Lab IV: Medical-Surgical Nursing Management of Comprehensive Adult Patient Care
- NURS - 420 Women's Health
- NURS - 421 Medical-Surgical Nursing II: Nursing Care of Children
- NURS - 428 Clinical Lab V: Medical-Surgical Nursing - Nursing Care of Women & Children
- NURS - 470 Nursing in the Jesuit Tradition II
- NURS - 471 Complex Care Across the Lifespan
- NURS - 475 Clinical Lab VI: Complex Care Across the Lifespan

3. Required Support Courses (16 credits)

Twelve Credits of Sciences

- BIOL - 113 Human Anatomy
- BIOL - 114 Laboratory in Human Anatomy
- BIOL - 115 Survey of Human Physiology
- BIOL - 116 Laboratory in Survey of Human Physiology
- BIOL - 134 Microbiology
- BIOL - 135 Laboratory in Microbiology

Eight credits of Psychology

- PSYC - 101 General Psychology

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 (RHET 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.
5. Annual Flu Shot

CPR Certification - BLS

All School of Nursing and Health Professions students must to have a valid Cardio Pulmonary Resuscitation (CPR) Certification - BLS. The CPR certification must include prevention and recognition of cardiovascular disease, infant child and adult CPR, 1 and 2 person rescue, AED use, and foreign body airway management. In addition, each semester students must provide current certification as this is a requirement for

entry into the clinical laboratory experience. Students are responsible for renewal of their CPR certification. Only American Heart Association certification is acceptable.

Background Checks and Drug Screening

Agencies must provide a safe environment for their patients/clients and require that the University of San Francisco School of Nursing and Health Professions require background checks and drug screening to be completed on each student prior to the first clinical laboratory experience.

The background check and drug screening are requested on-line and the results are shared with clinical agencies at their request prior to student interaction with their patients/clients.

Confidentiality

Students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to the patient. Discussion of the patient with others not involved in the patient's care is inappropriate and unprofessional. Patient privacy and rights must be protected

Transportation

Students are responsible for their own transportation to clinical agencies. It is important to plan ahead in securing transportation to and from clinical areas. USF is not responsible or liable for accidents.

Because of the uniqueness of the School of Nursing and Health Professions curriculum, clinical courses are not graded "A" through "F" as most courses are, but graded "S" (Satisfactory) Or "U" (Unsatisfactory). Typically, only courses graded "A" through "F" are counted towards a student's full-time status. However, clinical courses in nursing will be counted toward a nursing student's full-time status. In addition, both undergraduate and graduate students are eligible to make the Dean's Honor Roll. A full-time undergraduate nursing student must be enrolled for twelve or more credits per semester

Unsafe Clinical Practice

Definition: Any act, practice or omission during clinical practice that fails to conform to the accepted standards of the nursing profession which may directly or indirectly cause physiological and/or emotional harm to others.

If a student's performance is deemed "unsafe" he/she may be removed from the clinical area or reassigned duties/supervision to protect the client. Students who are evaluated as "unsafe" may be required to develop and complete a performance improvement plan or may immediately be assigned an unsatisfactory grade for the course depending on the egregiousness of the event.

Integrity is absolutely essential to the practice of professional nursing. Evidence of deliberate dishonesty is unacceptable and will result in immediate failure of the course.

Safe clinical performance may include, but is not limited to the following behaviors:

- Preparation for clinical assignments according to course requirements.
- Assessment and evaluation of a patient's physical and/or emotional status.
- Provision of care, which may be required to stabilize a patient's condition or prevent complications.
- Prompt reporting of significant patient information to appropriate person(s).
- Provision of clear, accurate and complete verbal and/or written information to the appropriate person(s) regarding the patient's condition, treatment or nursing care.
- Administration of medications and/or treatments in a responsible manner and according to the established standards of practice at the clinical agency.
- Demonstration of the application of previously learned skills and principles in providing nursing care.
- Compliance with institutional policies and procedures in implementing nursing care.
- Practice within educational level, experience, and/or responsibilities while in the role of the student nurse.

NOTE: Students may not drop or withdraw from any clinical course if their performance has been deemed unsafe. They will receive an immediate grade of "Unsatisfactory" for the course and be removed from the clinical.

Nursing faculty will utilize the following procedure related to unsafe practice in the clinical setting by a nursing student:

- Provide detailed, progressive, written evaluation on Academic Improvement Form, in a timely manner, share this with the student and encourage the student to sign the form.
- Clearly identify problems with failure to meet standards for safe practice as outlined in clinical syllabus.
- Document specific recommendations for achieving student improvement in collaboration with student.
- Provide definitions of expectations of the clinical that are not being met.
- Communicate with the Department Chair to inform them of potential student problems and seek consultation and support.

Initiate a Learning Resource Center Student Referral Form (BSN Nursing Student Handbook - Appendix G) if the problem is related to skills weakness. This provides the student with the opportunity to improve psychomotor skills. In general, the skills deficiency should be corrected within one week of the initiation of the form.

BSN Curriculum

Additional Requirement (CA BRN)

The California Board of Registered Nursing requires that before nursing graduates are eligible to take the NCLEX, they must successfully complete courses (earn a "C" or better) in the basic sciences and communication as well as nursing. At USF, aside from the Nursing requirements and required support courses, students must successfully complete a course in group, verbal, and written communication. These courses include Public Speaking (RHET 103), Advanced Written Communication (RHET 120), and Introduction to Sociology (SOC 150). These courses are met by the core curriculum requirements of the university. Due to the uniqueness of the School of Nursing and Health Professions curriculum, clinical courses are not graded "A" through "F" as most courses are, but graded "S" (Satisfactory) or "U" (Unsatisfactory). Clinical courses in nursing will be counted toward a nursing student's full-time status. Both undergraduate and graduate students are eligible to make the Dean's Honor Roll. The nursing faculty has adopted the Quality, Safety Education for Nurses (QSEN) competencies as major pre-licensure threads in the BSN curriculum in order to promote improved quality and safety of the health care system. These competencies include: teamwork and collaboration, evidenced-based practice, quality improvement, informatics, safety, patient-centered care. In addition, the nine essentials outlined in the AACN Essentials of Baccalaureate Education for Professional Nursing Practice document provide a framework for baccalaureate nursing education. These include: liberal education, leadership and organization, evidence based practice, information management, health care policy and finance, inter-professional communication, prevention and population health, and general nursing practice. The proposed BSN curriculum also adheres to the Standards of Competent Performance mandated by the CABRN Excerpt From California Code of Regulations Title 16 - Chapter 14. A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process.

Roles of the Professional Nurse

1. Professional nurses make informed and responsible choices that help shape the future of the nursing profession and the future of society (leader); they are the advocates for their clients and for their right to self-determination (advocate); at the baccalaureate level, they are first-level managers who supervise direct providers of patient care (manager).
2. Research is the basis of and the process for validating and improving care; the professional nurse evaluates and uses research findings and the research process to plan and provide care (consumer of research).
3. Professional nurses provide, coordinate, and/or direct the care of individuals, groups, families, and other aggregates of the community (case manager); they provide a unique service that takes the form of a helping relationship whereby the helper and the helped evolve through a facilitative process of self-exploration, better understanding, commitment to change, and appropriate action (communicator).
4. Caring, compassion, responsiveness to human and system needs, and adherence to legal and ethical principles are essential elements of professional nursing practice (caregiver).
5. Teaching is a major role of the professional nurse (teacher).
6. The nurse engages in joint decision-making regarding actions towards the prevention and/or resolution of client health problems and promotion of optimum health. The collaboration always includes the client and significant others as well as all appropriate health care providers (collaborator).
7. The nurse engages in actions toward limiting the incapacitation caused by health problems and toward the prevention of recurrences of health problems (rehabilitator).

BSN Curriculum Pattern

Undergraduate Major (Major Code: NURS)
(Student may enter in either the Fall or Spring semester)

FRESHMAN			
1st Semester			
BIOLxxx	Prerequisite Biology (Lecture and Lab)*		4 credits
RHET	Written Communication II (Core A)**		4 credits
PSYC	General Psychology (Core E)*		4 credits
NURS 120	Nursing in the Jesuit Tradition 1 +		1 credit
XXXXxxx	Elective(s)		2 credits
		Semester Total	15 credits
2nd Semester			
BIOLxxx	Prerequisite Biology (Lecture and Lab)*		4 credits
BIOLxxx	Prerequisite Biology (Lecture and Lab)*		4 credits
RHET111	Public Speaking for Health Prof (Core A)#		4 credits
NURS 170	Introduction to Professional Nursing Practice+		1 credits
XXXXxxx	(Core Course)		4 credits
		Semester Total	17 credits
SOPHOMORE			
3rd Semester Nursing Module #1			

NURS 220	Applied Pathophysiology and Pharmacology I	3 credits
NURS 221	Essentials of Pharmacology: Principles and Concepts	2 credits
NURS 222	Applied Assessment and Nursing Fundamentals Across the Lifespan I: Health and Wellness	4 credits
NURS 225	Clinical Lab I: Applied Assessment in Health and Wellness	2 credits
MATH 101	Elementary Statistics (Core B)***	
	Semester Total	15 credits
4th Semester	Nursing Module #2	2 credits
NURS 270	Nutrition	4 credits
NURS 271	Applied Pathophysiology and Pharmacology II	3 credits
NURS 272	Applied Assessment and Nursing Fundamentals Across Lifespan: Alterations in Health and Illness	2 credits
NURS 275	Clinical Lab II: Alternations in Health and Illness	3 credits
NURS 275S	Clinical Lab V: Simulation Lab	0 credits
XXXXxxx	(Core Course)	4 credits
	Semester Total	16 credits
JUNIOR		
5th Semester	Nursing Module #3	
NURS 320	Community and Mental Health Nursing (fulfills Cultural Diversity requirement)	4 credits
NURS 321	Health Care Systems I: Nursing Leadership Within Complex Adaptive Systems	2 credits
NURS 325	Clinical Lab III: Community and Mental Health Nursing (fulfills Service Learning requirement)	4 credits
NURS 322	Evidence-Based Inquiry and Informatics	4 credits
XXXXxxx	(Core Course)	4 credits
	Semester Total	18 credits
	NOTE: Students should file a "Petition to Graduate" at this point in the curriculum.	
6th Semester	Nursing Module #4	
NURS 370	Medical-Surgical Nursing I: Management of Comprehensive Adult Patient Care	4 credits
NURS 371	Health Care Systems II: Management in Complex Clinical Systems	2 credits
NURS 375	Clinical Lab IV: Medical-Surgical Nursing Management of Comprehensive Adult Patient Care	3 credits
NURS 375S	Clinical Lab IV: Simulation Lab	0 credits
XXXXxxx	Elective(s)	4 credits
XXXXxxx	(Core Course)	4 credits
	Semester Total	17 credits
SENIOR		
7th Semester	Nursing Module #5	
NURS 420	Women's Health	3 credits
NURS 421	Medical-Surgical II: Nursing Care of Children	3 credits
NURS 428	Clinical Lab V: Medical-Surgical Nursing Care of Women and Children	3 credits

NURS 428S	Clinical Lab V: Simulation Lab	0 credits
SOC 150	Introduction to Sociology #	4 credits
XXXXxxx	(Core Course)	4 credits
		Semester Total 17 credits
8th Semester	Nursing Module #6	
NURS 470	Nursing in the Jesuit Tradition II	1 credit
NURS 471	Complex Care Across the Lifespan	3 credits
NURS 475	Clinical Lab VI: Complex Care Across the Lifespan	5 credits
XXXXxxx	(Core Course)	4 credits
		Semester Total 13 credits
MINIMUM TOTAL NUMBER OF CREDITS		128 CREDITS
* -	General Psychology, Human Anatomy, Survey of Human Physiology, and Microbiology (in any order) are prerequisites to the third semester (Nursing Module #1)	
**	Must be taken before the fifth (Nursing Module #3) semester.	
***	Prerequisite to NURS 322.	
#	BRN requirement for NCLEX. Can be taken anytime in the program.	
+	Must be taken before the third semester, Nursing Module #1.	

Course descriptions can be found in the [catalog](#).

FIRST YEAR (completed over the first two semesters):

Prerequisites (nursing support courses) that must be successfully completed before beginning Nursing Module #1 (NURS 220, 221, 222, 225 courses):

* (B)	Biology 113: Human Anatomy Lecture	3 credits
	Biology 114: Human Anatomy Lab	1 credit
* (B)	Biology 115: Survey of Human Physiology Lecture	3 credits
	Biology 116: Survey of Human Physiology Lab	1 credit
* (B)	Biology 134: Microbiology Lecture	3 credits
	Biology 135: Microbiology Lab	1 credit
* (E)	Psych 101: General Psychology	4 credits

Rhetoric and Composition Courses must be completed by the 5th semester (first JUNIOR semester, Nursing Module #3) and may only be taken at USF

Successful completion of a nursing support course or a nursing major course is defined as a final course grade of "C" or better.

Students who earn less than a "C" in any one of these course must repeat the course and earn a "C" or better in the second attempt.

Students who earn less than a "C" in any two (2) of these courses will be disqualified from the nursing program.

As undergraduate students enroll in the above courses, they may also enroll in any of the CORE courses listed below to insure that they retain their full-time student status (12 credits per semester).

#	Sociology	4 credits (preferably Introduction to Sociology 150)
(A)	Public Speaking	4 credits
(A)	Advanced Written Communication	4 credits
(B)	Math 101: Statistical Reasoning	4 credits
	Natural Science	4 credits (met by Survey of Human Physiology)
(C)	Literature	4 credits
(C)	Humanities: History	4 credits
(D)	Theology and Religious Studies	4 credits

(D)	Philosophy	4 credits
(D)	Ethics	4 credits
(E)	Social Sciences	4 credits (met by General Psychology and/or Sociology)
(F)	Fine Arts	4 credits

Mental and Physical Qualifications for Professional Nursing

The following are MINIMUM mental and physical qualifications for admissions to the professional program:

1. Frequently work in a standing position and do frequent walking.
2. Lift and transfer patients up to 6 inches for a stopping position, then push or pull weight up to 3 feet.
3. Lift and transfer patients from a stooped to an upright position to accomplish a variety of transfers.
4. Physically apply up to 10 lbs. of pressure to bleeding site or in performing CPR.
5. Respond and react immediately to auditory instructions/requests/monitor equipment and perform auditory auscultation without auditory impediments.
6. Physically perform up to 12 hours clinical laboratory experience in a day.
7. Perform close and distance visual activities involving objects, person 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 work usage.
11. Make appropriate and timely decisions under stressful situations.

All students in the School of Nursing and Health Professions (SONHP) are expected to meet these qualifications and successfully complete course requirements. The School of Nursing and Health Professions 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 SONHP as appropriate.

Clinic Lab V: M/S Women/Childr

NURS 328 Clinic Lab V: M/S Women/Childr3 The Clinical Practice portion of the course will facilitate incorporation of the Theory courses NURS420 and NURS421, and Principles objectives into the planning and implementation of nursing for childbearing women and hospitalized children in a variety of settings. The Principles (skills) portion of the course will focus on the skills required to monitor and care for the health of children and childbearing women in various venues that include clinics and hospitals.

CNL Cohort 13

(Entry: Spring 2012; Graduate: Fall 2013)

Prerequisite to Program (exceptions are reviewed on an individual basis):

Human Anatomy	4 credits
Human Physiology (lecture and lab)	4 credits
Microbiology (lecture and lab)	4 credits
General Psychology	4 credits
Developmental Psychology	3 credits
Statistics	3 credits
Introduction to Sociology	3 credits
College Writing	3 credits
Public Speaking	3 credits
Nutrition	2 credits
TOTAL PREREQUISITE CREDITS	32 credits

Spring 2012

NURS 601	Introductory Pathophysiology and Pharmacology	3 credits
NURS 602*	Principles of Epidemiology	3 credits
NURS 622	Health Assessment through the Lifespan	2 credits
NURS 624	Fundamentals of Nursing: Learning and Reasoning	2 credits
NURS 652	Applied Assessment and Fundamental Skills Lab	2 credits

NURS 613*	CNL Role: Introduction	1 credit
		Semester Total 13 credits
Summer 2012		
NURS 610	Health Promotion of Families and Individuals Across the Lifespan	4 credits
NURS 616	Health Promotion Clinical Lab	2 credits
NURS 617	Childbearing Families Clinical Lab	2 credits
	Pharmacology	3 credits
	Informatics	3 credits
		Semester Total 14 credits
Fall 2012		
NURS 614*	Healthcare Systems Leadership	3 credits
NURS 618	Medical-Surgical Nursing I	3 credits
NURS 619	Medical-Surgical Nursing I - Clinical Lab	3 credits
NURS 634*	Nursing Research	3 credits
		Semester Total 12 credits
Spring 2013		
NURS 629*	Financial Resource Management	3 credits
NURS 635	Medical-Surgical Nursing II	3 credits
NURS 636	Medical-Surgical Nursing II - Clinical Lab	3 credits
NURS 637	Pediatric Nursing	2 credits
NURS 638	Pediatric Nursing - Clinical Lab	2 credits
	Leader	1 credit
		Semester Total 13 credits
Summer 2013		
NURS 644	Clinical Leadership in Mental Health and Community-based Practice	3 credits
NURS 646	Community and Mental Health Clinical Lab	4 credits
NURS 645	CNL Role: Integration and Evaluation of the Clinical Leadership Role	1 credit
		Semester Total 8 credits
Fall 2013		
NURS 648*	Healthcare Policy and Ethics	3 credits
NURS 651*	CNL Role: Synthesis	2 credits
NURS 653*	Internship: Clinical Nurse Leader	2 credits
		Semester Total 7 credits
		TOTAL PROGRAM CREDITS 68 CREDITS

* Not considered pre-licensure courses.

** Students are expected to take the NCLEX/State Board at the end of Semester 5, prior to progressing to Semester 6

*** Course numbers are subject to change

CNL Cohort 14

(Entry: Summer 2012; Graduate: Spring 2014)

Prerequisite to Program (exceptions are reviewed on an individual basis):

Human Anatomy

4 credits

Human Physiology (lecture and lab)	4 credits
Microbiology (lecture and lab)	4 credits
General Psychology	4 credits
Developmental Psychology	3 credits
Statistics	3 credits
Introduction to Sociology	3 credits
College Writing	3 credits
Public Speaking	3 credits
Nutrition	2 credits
TOTAL PREREQUISITE CREDITS	32 credits

Summer 2013

NURS 601	Introductory Pathophysiology and Pharmacology	3 credits
NURS 602*	Principles of Epidemiology	3 credits
NURS 622	Health Assessment through the Lifespan	2 credits
NURS 624	Fundamentals of Nursing: Learning and Reasoning	2 credits
NURS 652	Applied Assessment and Fundamental Skills Lab	2 credits
NURS 613*	CNL Role: Introduction	1 credit
	Semester Total	14 credits

Fall 2013

NURS 610	Health Promotion of Families and Individuals Across the Lifespan	4 credits
NURS 617	Childbearing Families Clinical Lab	2 credits
NURS 612	Advanced Pathophysiology and Pharmacology	3 credits
NURS 615*	CNL Role: CNL as Educator	1 credit
NURS 640*	Healthcare Informatics for CNLs	2 credits
	Semester Total	13 credits

Spring 2014

NURS 614*	Healthcare Systems Leadership	3 credits
NURS 618	Medical-Surgical Nursing I	3 credits
NURS 619	Medical-Surgical Nursing I - Clinical Lab	3 credits
NURS 634*	Nursing Research	3 credits
	Semester Total	12 credits

Summer 2014

NURS 629*	Financial Resource Management	3 credits
NURS 635	Medical-Surgical Nursing II	3 credits
NURS 636	Medical-Surgical Nursing II - Clinical Lab	3 credits
NURS 637	Pediatric Nursing	2 credits
NURS 638	Pediatric Nursing - Clinical Lab	2 credits
NURS 623*	CNL Role: Team Manager and Leader	1 credit
	Semester Total	14 credits

Fall 2014**

NURS 644	Clinical Leadership in Mental Health and Community-based Practice	3 credits
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NURS 646	Community and Mental Health Clinical Lab	4 credits
NURS 645	CNL Role: Integration and Evaluation of the Clinical Leadership Role	1 credit
	Semester Total	8 credits
Spring 2015		
NURS 648*	Healthcare Policy and Ethics	3 credits
NURS 651*	CNL Role: Synthesis	2 credits
NURS 653*	Internship: Clinical Nurse Leader	2 credits
	Semester Total	7 credits
TOTAL PROGRAM CREDITS		69 CREDITS

* Not considered pre-licensure courses.

** Students are expected to take the NCLEX/State Board at the end of Semester 5, prior to progressing to Semester 6

*** Course numbers are subject to change

CNL Cohort 15

(Entry: January 2013; Graduate: December 2014)

Prerequisite to Program (exceptions are reviewed on an individual basis):	
Human Anatomy	4 credits
Human Physiology (lecture and lab)	4 credits
Microbiology (lecture and lab)	4 credits
General Psychology	4 credits
Developmental Psychology	3 credits
Statistics	3 credits
Introduction to Sociology	3 credits
College Writing	3 credits
Public Speaking	3 credits
Nutrition	2 credits
TOTAL PREREQUISITE CREDITS	32 credits

Spring 2013		
NURS 601	Introductory Pathophysiology and Pharmacology	4 credits
NURS 602*	Principles of Epidemiology	3 credits
NURS 622	Health Assessment through the Lifespan	2 credits
NURS 624	Fundamentals of Nursing: Learning and Reasoning	2 credits
NURS 652	Applied Assessment and Fundamental Skills Lab	2 credits
NURS 613*	CNL Role: Introduction	1 credit
	Semester Total	14 credits
Summer 2013		
NURS 610	Health Promotion of Families and Individuals Across the Lifespan	4 credits
NURS 617	Childbearing Families Clinical Lab	3 credits
NURS 612	Advanced Pathophysiology and Pharmacology	3 credits
NURS 615*	CNL Role: CNL as Educator	3 credits
NURS 640*	Healthcare Informatics for CNLs	2 credits
	Semester Total	13 credits
Fall 2013		

NURS 614*	Healthcare Systems Leadership	3 credits
NURS 618	Medical-Surgical Nursing I	3 credits
NURS 619	Medical-Surgical Nursing I - Clinical Lab	3 credits
NURS 634*	Nursing Research	3 credits
	Semester Total	12 units
Spring 2014		
NURS 629*	Financial Resource Management	3 credits
NURS 635	Medical-Surgical Nursing II	3 credits
NURS 636	Medical-Surgical Nursing II - Clinical Lab	3 credits
NURS 637	Pediatric Nursing	2 credits
NURS 638	Pediatric Nursing - Clinical Lab	2 credits
NURS 623*	CNL Role: Team Manager and Leader	1 credit
	Semester Total	14 credits
Summer 2014**		
NURS 644	Clinical Leadership in Mental Health and Community-based Practice	3 credits
NURS 646	Community and Mental Health Clinical Lab	4 credits
NURS 645	CNL Role: Integration and Evaluation of the Clinical Leadership Role	1 credits
	Semester Total	8 credits
Fall 2014		
NURS 648*	Healthcare Policy and Ethics	3 credits
NURS 651*	CNL Role: Synthesis	2 credits
NURS 653*	Internship: Clinical Nurse Leader	2 credits
	Semester Total	7 credits
	TOTAL PROGRAM CREDITS	69 CREDITS

* Not considered pre-licensure courses.

** Students are expected to take the NCLEX/State Board at the end of Semester 5, prior to progressing to Semester 6

*** Course numbers are subject to change

CNL Cohort 16

(Entry: Summer 2013; Graduate: Spring 2015)

Prerequisite to Program (exceptions are reviewed on an individual basis):	
Human Anatomy	4 credits
Human Physiology (lecture and lab)	4 credits
Microbiology (lecture and lab)	4 credits
General Psychology	4 credits
Developmental Psychology	3 credits
Statistics	3 credits
Introduction to Sociology	3 credits
College Writing	3 credits
Public Speaking	3 credits
Nutrition	2 credits
TOTAL PREREQUISITE CREDITS	32 credits

Summer 2013		
NURS 601	Introductory Pathophysiology and Pharmacology	4 credits
NURS 602*	Principles of Epidemiology	3 credits
NURS 622	Health Assessment through the Lifespan	2 credits
NURS 624	Fundamentals of Nursing: Learning and Reasoning	2 credits
NURS 652	Applied Assessment and Fundamental Skills Lab	2 credits
NURS 613*	CNL Role: Introduction	1 credit
	Semester Total	14 credits
Fall 2013		
NURS 610	Health Promotion of Families and Individuals Across the Lifespan	4 credits
NURS 617	Childbearing Families Clinical Lab	3 credits
NURS 612	Advanced Pathophysiology and Pharmacology	3 credits
NURS 615*	CNL Role: CNL as Educator	3 credits
NURS 640*	Healthcare Informatics for CNLs	2 credits
	Semester Total	13 credits
Spring 2014		
NURS 614*	Healthcare Systems Leadership	3 credits
NURS 618	Medical-Surgical Nursing I	3 credits
NURS 619	Medical-Surgical Nursing I - Clinical Lab	3 credits
NURS 634*	Nursing Research	3 credits
	Semester Total	12 credits
Summer 2014		
NURS 629*	Financial Resource Management	3 credits
NURS 635	Medical-Surgical Nursing II	3 credits
NURS 636	Medical-Surgical Nursing II - Clinical Lab	3 credits
NURS 637	Pediatric Nursing	2 credits
NURS 638	Pediatric Nursing - Clinical Lab	2 credits
NURS 623*	CNL Role: Team Manager and Leader	1 credit
	Semester Total	14 credits
Fall 2014**		
NURS 644	Clinical Leadership in Mental Health and Community-based Practice	3 credits
NURS 646	Community and Mental Health Clinical Lab	4 credits
NURS 645	CNL Role: Integration and Evaluation of the Clinical Leadership Role	1 credit
	Semester Total	8 credits
Spring 2015		
NURS 648*	Healthcare Policy and Ethics	3 credits
NURS 651*	CNL Role: Synthesis	2 credits
NURS 653*	Internship: Clinical Nurse Leader	2 credits
	Semester Total	7 credits
	TOTAL PROGRAM CREDITS	69 CREDITS

* Not considered pre-licensure courses.

** Students are expected to take the NCLEX/State Board at the end of Semester 5,
prior to progressing to Semester 6

*** Course numbers are subject to change

CNL Cohort 17

(Entry: January 2014; Graduate: December 2015)

Prerequisite to Program (exceptions are reviewed on an individual basis):

Human Anatomy	4 credits
Human Physiology (lecture and lab)	4 credits
Microbiology (lecture and lab)	4 credits
General Psychology	4 credits
Developmental Psychology	3 credits
Statistics	3 credits
Introduction to Sociology	3 credits
College Writing	3 credits
Public Speaking	3 credits
Nutrition	2 credits
TOTAL PREREQUISITE CREDITS	32 credits

Spring 2014

NURS 601	Introductory Pathophysiology and Pharmacology	4 credits
NURS 602*	Principles of Epidemiology	3 credits
NURS 622	Health Assessment through the Lifespan	2 credits
NURS 624	Fundamentals of Nursing: Learning and Reasoning	2 credits
NURS 652	Applied Assessment and Fundamental Skills Lab	2 credits
NURS 613*	CNL Role: Introduction	1 credit
	Semester Total	14 credits

Summer 2014

NURS 610	Health Promotion of Families and Individuals Across the Lifespan	4 credits
NURS 617	Childbearing Families Clinical Lab	3 credits
NURS 612	Advanced Pathophysiology and Pharmacology	3 credits
NURS 615*	CNL Role: CNL as Educator	3 credits
NURS 640*	Healthcare Informatics for CNLs	2 credits
	Semester Total	13 credits

Fall 2014

NURS 614*	Healthcare Systems Leadership	3 credits
NURS 618	Medical-Surgical Nursing I	3 credits
NURS 619	Medical-Surgical Nursing I - Clinical Lab	3 credits
NURS 634*	Nursing Research	3 credits
	Semester Total	12 credits

Spring 2015

NURS 629*	Financial Resource Management	3 credits
NURS 635	Medical-Surgical Nursing II	3 credits
NURS 636	Medical-Surgical Nursing II - Clinical Lab	3 credits

NURS 637	Pediatric Nursing	2 credits
NURS 638	Pediatric Nursing - Clinical Lab	2 credits
NURS 623*	CNL Role: Team Manager and Leader	1 credit
	Semester Total	14 credits
Summer 2015**		
NURS 644	Clinical Leadership in Mental Health and Community-based Practice	3 credits
NURS 646	Community and Mental Health Clinical Lab	4 credits
NURS 645	CNL Role: Integration and Evaluation of the Clinical Leadership Role	1 credit
	Semester Total	8 credits
Fall 2015		
NURS 648*	Healthcare Policy and Ethics	3 credits
NURS 651*	CNL Role: Synthesis	2 credits
NURS 653*	Internship: Clinical Nurse Leader	2 credits
	Semester Total	7 credits
	TOTAL PROGRAM CREDITS	69 CREDITS

* Not considered pre-licensure courses.

** Students are expected to take the NCLEX/State Board at the end of Semester 5, prior to progressing to Semester 6

*** Course numbers are subject to change

Course descriptions are found in the [catalog](#).

dnp-completion

The DNP Completion program prepares registered nurses (RNs) with a Masters degree for various roles in health care leadership and as Clinical Nurse Leaders. Graduates of the program are equipped to design models of health care delivery, evaluate clinical outcomes, identify and manage the health care needs of diverse populations, and use technology and information to transform the field.

The program also integrates coursework in nursing, business, informatics, and health care administration, providing students with the advanced analytical and communication skills necessary to become successful leaders in health care. The curriculum is rigorous and gives students the opportunity to gain exposure to diverse perspectives, to be immersed in theory and research, and to obtain a critical understanding of professional practice issues.

Designed for the master-degreed nurse who is seeking professional advancement in the field of health care leadership, the program comprises 40-43 credits plus practicum hours (units may be adjusted depending on previous academic and clinical work) over the course of approximately two years of study. The program is responsive to the needs of working professionals and can accommodate full- and part-time students. It's part-time and flexible with classes held during teaching weekends plus practicum hours. The curriculum includes both advanced practice in the clinical setting and academic coursework in health care leadership. It is offered at the USF main campus only.

Family Nurse Practitioner Certificate

Students who wish to specialize as Family Nurse Practitioners in addition to their DNP Completion Program may choose to add the Family Nurse Practitioner Certificate to their degree programs. The certificate program qualifies graduates to practice as Family Nurse Practitioners (FNPs). FNPs are prepared to provide patient care in a variety of settings, including homes, hospitals, offices, industry, schools, community agencies, public and private clinics, and private practices. FNPs act both independently and in partnership with other health care professionals, and are focused on health promotion and disease prevention. They are trained to conduct comprehensive health assessments, diagnose and manage acute illnesses (with appropriate referral), and manage chronic conditions.

Psychiatric Mental Health Nurse Practitioner Certificate

Students who wish to specialize as Psychiatric Mental Health Nurse Practitioners in addition to their DNP Completion Program may choose to add the Psychiatric Mental Health Nurse Certificate to their degree programs. The certificate program qualifies graduates to practice as Psychiatric Mental Health Nurse Practitioners (PMHNPs).

PMHNPs diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders or substance abuse problems. They are licensed to provide emergency psychiatric services, psychosocial and physical assessment of their patients; treatment plans, and manage patient care. They may also serve as consultants or as educators for families and staff.

Admission

Admission to the program is based on an overall appraisal of the applicant's ability to undertake doctoral study and of their contributions to the

discipline of nursing as evidence by the following:

- Copies of unofficial transcripts from colleges/universities attended are accepted at the time of application. Official transcripts will be required upon admission.
- Recommended Grade Point Average of 3.0 or higher
- 3 letters of recommendation
- Statement of professional goals
- Resume
- Documentation of RN license
- A completed application form and fee: <http://www.usfca.edu/graduate/>
- TOEFL scores if needed (international students)

Use the online [application form](#) to upload copies of transcripts and all documents, and to provide names and email addresses of recommenders. Mailed materials will not be accepted, everything should be submitted online.

dnp-hcsl-curriculum

Semester 1	Fall		
NURS 705	Scholarly Communication		3 credits
NURS 613	CNL Role: Introduction		1 credit
		Semester Total	4 credits
Semester 2	Spring		
NURS 701	Applied Data Analysis		3 credits
NURS 711	Evidence-Based Practice in Healthcare		3 credits
NURS 615	CNL Roles Course: CNL as Educator (60 hours)		1 credit
		Semester Total	7 credits
Semester 3	Summer		
NURS 702	(or MPH 621) Epidemiology		3 credits
NURS 763	Management of Financial Resources		3 credits
NURS 762	Financial Resource Management Basics		1 credit
		Semester Total	7 credits
Semester 4	Fall		
NURS 614	Healthcare Systems Leadership		3 credits
NURS 623	CNL Role: Team Manager and Leader (60 hours)		1 credit
NURS 612	Advanced Pathophysiology and Pharmacology		3 credits
		Semester Total	7 credits
Semester 5	Spring		
NURS 628	CNL Role: Clinical Outcomes Manager (60 hours)		1 credit
NURS 754	Policy and Ethical Implications for Healthcare Outcomes		3 credits
NURS 704	Healthcare Informatics		3 credits
		Semester Total	7 credits
Semester 6	Summer		
NURS 651	CNL Role: Synthesis		2 credits
NURS 653	Internship: Clinical Nurse Leader (220 hours)		2 credits
NURS 603	Assessment Across the Lifespan		3 credits
		Semester Total	7 credits

	CNL Exam		MSN Awarded Total	41 credits
Semester 7	Fall			
NURS 765	Project and Practice Management			3 credits
NURS 791	Practicum II Focus: MicroSystem			3 credits
			Semester Total	6 credits
Semester 8	Spring			
NURS 756	Leadership in Complex Adaptive Systems			3 credits
NURS 792	Practicum III: Meso-System			3 credits
NURS 749	Qualifying Project			1 credit
			Semester Total	7 credits
Semester 9	Summer			
NURS 784	Management of Internal and External Environment			3 credits
NURS 793	Practicum IV: Macro-System			3 credits
			Semester Total	6 credits
Semester 10	Fall			
NURS 764	Advanced Management of Financial Resources			3 credits
NURS 794	Practicum V: Synthesis Integrated and Complex Organizations			3 credits
			Semester Total	6 credits
Semester 11	Spring			
NURS 789	DNP Project			1 credit
NURS 795	DNP Residency			3 credits
			Semester Total	4 credits
			TOTAL CREDITS	70 CREDITS

* Must complete 500 -1000 hours of supervised clinical service. For more information regarding clinical work, contact your adviser.

** Upon completion of NURS 651, you will need to take the CNL Examination in order to progress to further coursework and be awarded your MSN degree.

For course descriptions, see the online [catalog](#).

Doctor of Nursing Practice

A number of societal, scientific, and professional developments have stimulated a major paradigm change in graduate education in nursing. The rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortages of nursing personnel; demands for a higher level of preparation for nurses to design and evaluate best practices; shortages of nursing faculty; and the increasing educational expectations for the preparation of other health professionals have led the American Association of Colleges of Nursing (AACN) to establish the standard that by 2015 all advanced practice nursing specialty preparation should be at the doctoral level.

The School of Nursing and Health Professions at the University of San Francisco has designed a vital, responsive Doctor of Nursing Practice (D.N.P.) program for the baccalaureate-prepared nurse and the nurse with a master's degree. The program of study for students with a bachelor's degree is 96 credits. The D.N.P. Completion Program for nurses who have already completed a Masters Degree takes into account previous academic coursework and clinical experiences and the required number of credits are adjusted accordingly. Course schedules are designed for both full- and part-time students and are responsive to the needs of the working nurse professional. Graduates of the program will meet the AACN outcome competencies and practice standards, including the completion of 1000 hours of supervised clinical practice, the successful passing of a comprehensive exam, and the completion of a D.N.P. evidence-based practice project.

The D.N.P. program at the University of San Francisco will prepare graduates for advanced nursing practice in "direct" (nurse practitioner) and "indirect" (healthcare systems leadership) roles. The program is designed to conform to the American Association of Colleges of Nursing standard that by 2015 all advanced practice nursing specialty preparation should be at the D.N.P. level

(<http://www.aacn.nche.edu/DNP/DNPPositionStatement.htm>).

Upon completion of the D.N.P. program, the graduate will be able to:

1. Combine knowledge in nursing, ethics, and the medical sciences to develop and evaluate practices and models of patient care delivery.
2. Develop and evaluate effective strategies for managing ethical dilemmas present across the health care, technology, and research fields.
3. Use analytic methods to design, implement, and evaluate best-practice models for patient care and care delivery.
4. Effectively develop, implement, and evaluate evidence-based approaches to advance the field and systems of health care delivery.
5. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and international health policy.
6. Advocate for social justice, equity, and ethical policies in health care.
7. Advance the effective use of health care information systems to ensure high-quality outcomes.
8. Effectively lead quality improvement and patient safety initiatives.
9. Effectively communicate and collaborate with health care teams in developing and implementing organizational and practice models, health policy, and standards of care.
10. Analyze and synthesize various data related to patient health information.
11. Conduct a comprehensive assessment of health in complex situations, incorporating diverse approaches to design, implement, and evaluate interventions.
12. Analyze the relationship among practical, organizational, population, fiscal, and policy issues to educate individuals and colleagues effectively.
13. Develop relationships and partnerships with patients and other professionals to facilitate optimal patient care outcomes.
14. Advance the mission and core values of the University of San Francisco.

The B.S.N. to D.N.P. program is designed for registered nurses who hold baccalaureate degrees in nursing, with preparation as

- Family Nurse Practitioner
- Healthcare Systems Leader
- Psychiatric Mental Health Nurse Practitioner (Fall 2013)

The D.N.P. Completion program is designed for registered nurses who hold masters degrees with preparation a

- Family Nurse Practitioner
- Healthcare Systems Leader
- Psychiatric Mental Health Nurse Practitioner (Fall 2013)

The Executive Leadership D.N.P. program is designed for registered nurse currently working.

eldnp-curriculum-pattern

Executive Leadership Doctor of Nursing Practice (ELDNP) Curriculum Pattern

Semester 1	Spring	
NURS 710E	Scholarly Inquiry and Communication	4 credits
NURS 712E	Population Focused System Improvement and Design	4 credits
NURS 790	Practicum I: Micro-System	1-5 credits
	Semester Total	9-13 credits
Semester 2	Summer	
NURS 720E	Quality and Safety Improvement with Information Technology	4 credits
NURS 791	Practicum II Focus: MicroSystem	1-5 credits
	Semester Total	5-9 credits
Semester 3	Fall	
NURS 721E	Legal and Risk Management in Administrative Practice	4 credits
NURS 749	Qualifying Project	1 credit
NURS 792	Practicum III: Meso-System	1-5 credits
	Semester Total	6-10 credits

Semester 4	Spring		
NURS 764E	Advanced Management of Financial Resources		4 credits
NURS 742E	Strategic Leadership, Innovation, and Entrepreneurship		4 credits
NURS 793	Practicum IV: Macro-System		1-5 credits
		Semester Total	9-13 credits
Semester 5	Summer		
NURS 754E	Policy and Ethical Implications for Healthcare Outcomes		3 credits
NURS 794	Practicum V: Synthesis Integrated and Complex Organizations		1-5 credits
		Semester Total	4-8 credits
Semester 6	Fall		
NURS 789	DNP Project		1 credit
NURS 795	DNP Residency		3-5 credits
		Semester Total	4-6 credits
		TOTAL CREDITS	37-59 CREDITS

*DNP chairperson visits student workplace in fall year 1 and year 2.

For course descriptions, see the online [catalog](#).

executive-leadership-dnp

Our Executive Leadership Doctor of Nursing Practice (ELDNP) program is the first of its kind in the nation. Launched in 2011, the program is the perfect fit for working professionals interested in broader, more strategic thinking.

The ELDNP curriculum focuses on innovation and entrepreneurship, financial management, labor relations, risk management, evidence-based practice, information technology, and health care policy.

The Executive Leader DNP program is designed for nurse executives at the division level or above with supervisory oversight of a group of essential services or functions. It comprises 32 credits over the course of approximately two years of study, with the addition of two-to-three teaching intensives per semester. Clinical practice, combined with both classroom and computer-assisted coursework, allows current nurse executives to maintain their professional life while obtaining the ELDNP. It is offered at the USF main campus only.

Accreditation

The ELDNP curriculum is based on the AACN Essentials for the Doctor of Nursing Practice, in addition to the AONE Core Competencies for Nursing Executives. The curriculum also maintains the standards and expectations set by the Council on Graduate Education for Administrative Nursing (CGEAN), the American Nurses Association, and the National Center for Healthcare Leadership (NCHL) Health Leadership Competency Model.

Admission

Admission to the program is based on an overall appraisal of the applicant's ability to undertake doctoral study and of their contributions to the discipline of nursing as evidence by the following:

- Copies of unofficial transcripts from colleges/universities attended are accepted at the time of application. Official transcripts will be required upon admission.
- Recommended Grade Point Average of 3.0 or higher
- 3 letters of recommendation
- Statement of professional goals
- Resume
- Documentation of RN license
- A completed application form and fee: <http://www.usfca.edu/graduate/>
- TOEFL scores if needed (international students)

Use the online [application form](#) to upload copies of transcripts and all documents, and to provide names and email addresses of

recommenders. Mailed materials will not be accepted, everything should be submitted online.

Family PMHNP BSN to DNP Curriculum

Semester 1	Fall		
NURS 705	Scholarly Communication		3 credits
NURS 613	CNL Role: Introduction		1 credit
		Semester Total	4 credits
Semester 2	Spring		
NURS 701	Applied Data Analysis		3 credits
NURS 711	Evidence-Based Practice in Healthcare		3 credits
NURS 615	CNL Roles Course: CNL as Educator (Psychiatric Setting) (60 hours)		1 credit
		Semester Total	7 credits
Semester 3	Summer		
NURS 702	Epidemiology		3 credits
NURS 707	Applied Drug Therapy*		3 credits
NURS 762	Financial Resource Management Basics		1 credit
		Semester Total	7 credits
Semester 4	Fall		
NURS 614	Healthcare Systems Leadership		3 credits
NURS 623	CNL Role: Team Manager and Leader (Psychiatric Setting) (60 hours)		1 credit
NURS 754	Policy and Ethical Implications for Healthcare Outcomes		3 credits
		Semester Total	7 credits
Semester 5	Spring		
NURS 628	CNL Role: Clinical Outcomes Manager (Primary Care Section) (60 hours)		1 credit
NURS 704	Healthcare Informatics		3 credits
NURS 706	Advanced Physiology and Pathophysiology		3 credits
		Semester Total	7 credits
Semester 6	Summer		
NURS 763	Financial Resource Management		3 credits
NURS 651	CNL Role: Synthesis (Psychiatric Setting)		2 credits
NURS 653	Internship: CNL (Psychiatric Setting) (220 hours)		2 credits
		Semester Total	7 credits
	CNL Exam		
Semester 7	Fall		
NURS 730	Advanced Assessment Skills Practicum (90 clinical hours)*		2 credits
NURS 731	Advanced Assessment Skills*		3 credits
NURS 765	Project and Practice Management		3 credits
		Semester Total	8 credits
	Master's Degree Awarded MSN/CNL		
		MSN AWARDED CREDITS	49 credits

Semester 8	Spring		
NURS 747	APRN Foundations of PMHN Across the Lifespan		2 credits
PSYD 711	Advanced Psychopathology II: Adults*		3 credits
NURS 749	Qualifying Project		1 credit
NURS 760	Psychopharmacology*		3 credits
		Semester Total	9 credits
Semester 9	Summer		
NURS 756	Leadership in Complex Adaptive Systems		3 credits
NURS 748	Family PMHNP Clinical Practicum I (Focus on Adult)*		3 credits
		Semester Total	6 credits
Semester 10	Fall		
PSYD 710	Advanced Psychopathology I: Children and Adolescents*		3 credits
PSYD 725	Evidence Based Practice I: Humanistic, Psychodynamic, Interpersonal Psychotherapy*		3 credits
NURS 758	Family PMHNP Clinical Practicum II (Focus on Child and Adolescent) (135 clinical hours)*		3 credits
		Semester Total	9 credits
Semester 11	Spring		
NURS 787*	Management and Care of Special Populations*		2 credits
PSYD 730	Evidence Based Practice II: Behavioral and Cognitive Psychotherapy*		3 credits
NURS 778	Family PMHNP Clinical Practicum III (Focus on Patients with Psychiatric Disorders and Medical Co-Morbidities) (135 clinical hours)*		3 credits
		Semester Total	8 credits
Semester 12	Summer		
PSYD 735	Evidence Based Practice III: Couples and Families*		3 credits
NURS 788	Family PMHNP Clinical Practicum IV (Focus on Special Populations) (135 clinical hours)		3 credits
		Semester Total	4 credits
Semester 13	Fall		
NURS 777	Harm Reduction/Medical Issues/Health Disparities in Mental Health*		2 credits
NURS 789	DNP Project		1 credit
NURS 795	DNP Residency		3 credits
		Semester Total	6 credits

* Courses required for PMHNP

For course descriptions, see the online [catalog](#).

Family PMHNP MSN to DNP Curriculum

Semester 1	Fall		
NURS 701	Applied Data Analysis		3 credits
NURS 705	Scholarly Communication		3 credits

PSYD 710	Advanced Psychopathology I: Children and Adolescents*	3 credits
	Semester Total	9 credits
Semester 2	Spring	
NURS 711	Evidence-Based Practice in Healthcare	3 credits
PSYD 711	Advanced Psychopathology II: Adults*	3 credits
NURS 706	Advanced Physiology and Pathophysiology	3 credits
	Semester Total	9 credits
Semester 3	Summer	
NURS 707	Applied Drug Therapy*	3 credits
NURS 704	Healthcare Informatics	3 credits
NURS 762	Financial Resource Management Basics	1 credit
	Semester Total	7 credits
Semester 4	Fall	
NURS 730	Advanced Assessment Skills Practicum (Psychiatric Setting) (90 clinical hours)	2 credits
NURS 731	Advanced Assessment Skills	3 credits
PSYD 725	Evidence Based Practice I: Humanistic, Psychodynamic, Interpersonal Psychotherapy	3 credits
	Semester Total	8 credits
Semester 5	Spring	
NURS 747	APRN Foundations of PMHN Across the Lifespan*	2 credits
NURS 748	Family PMHNP Clinical Practicum I (Focus on Adult Population)*	3 credits
NURS 760	Psychopharmacology*	3 credits
PSYD 730	Evidence Based Practice II: Behavioral and Cognitive Psychotherapy	3 credits
	Semester Total	11 credits
Semester 6	Summer	
PSYD 735	Evidence Based Practice III: Couples and Families*	3 credits
NURS 758	Family PMHNP Clinical Practicum II (Focus on Child and Adolescent Population)*	3 credits
NURS 763	Management of Financial Resources	3 credits
	Semester Total	9 credits
Semester 7	Fall	
NURS 702	Epidemiology	3 credits
NURS 778	Family PMHNP Clinical Practicum III (Focus on Patients with Psychiatric Disorders and Medical Co-Morbidities) (135 clinical hours)*	3 credits
NURS 749	Qualifying Project	1 credit
NURS 777	Harm Reduction / Medical Issues / Health Disparities in Mental Health*	3 credits
	Semester Total	10 credits
Semester 8	Spring	
NURS 765	Project and Practice Management	3 credits
NURS 756	Leadership in Complex Adaptive Systems	3 credits
NURS 788	Family PMHNP Clinical Practicum IV (Focus on Special Populations) (135 clinical hours)*	1 credit

	hours)*		
NURS 754	Policy and Ethical Implications for Healthcare Outcomes		3 credits
		Semester Total	9 credits
Semester 9	Summer		
NURS 789	DNP Project		1 credit
NURS 795	DNP Residency		3 credits
NURS 787	Management and Care of Special Populations*		2 credits
		Semester Total	6 credits

* Courses required for PMHNP

For course descriptions, see the online [catalog](#).

family-nurse-practitioner

The Family Nurse Practitioner (FNP) program prepares registered nurses (RNs) with a Bachelor of Science or a Master of Science in Nursing for various roles in health care leadership and as Clinical Nurse Leaders.

Graduates of the program are equipped to design models of health care delivery, evaluate clinical outcomes, identify and manage the health care needs of diverse populations, and use technology and information to transform the field.

Students are also trained to practice as family nurse practitioners (FNP). FNPs are prepared to provide patient care in a variety of settings, including: homes, hospitals, offices, industry, schools, community agencies, public and private clinics, and private practices. FNPs act both independently and in partnership with other health care professionals, and are focused on health promotion and disease prevention. They are trained to conduct comprehensive health assessments, diagnose and manage acute illnesses (with appropriate referral), and manage chronic conditions.

The program comprises 80 credits over the course of approximately four years of study. It's part-time and flexible with classes held one evening a week during the first two years then teaching weekends plus practicum hours. Students complete coursework in the Master of Science in Nursing/Clinical Nurse Leader curriculum during the first two years of the program. The remainder is dedicated to the doctoral degree and additional certification as a family nurse practitioner. It is offered at the USF main campus only.

Outcomes and Competencies

In addition to the [DNP Program Outcomes](#), upon completion of the FNP program the graduate will be able to:

1. Function as a licensed and nationally certified family nurse practitioner capable of providing the full spectrum of primary care services for individuals and families across the lifespan.
2. Critically analyze and integrate knowledge from the humanities and sciences to improve the delivery of quality, patient-centered, primary care services for diverse populations.
3. Apply knowledge of complex systems to assume an inter-professional leadership role in the development, implementation, and evaluation of primary care services for diverse populations.

Admission

Admission to the program is based on an overall appraisal of the applicant's ability to undertake doctoral study and of their contributions to the discipline of nursing as evidence by the following:

- Copies of unofficial transcripts from colleges/universities attended are accepted at the time of application. Official transcripts will be required upon admission.
- Recommended Grade Point Average of 3.0 or higher
- 3 letters of recommendation
- Statement of professional goals
- Resume
- Documentation of RN license
- A completed application form and fee: <http://www.usfca.edu/graduate/>
- TOEFL scores if needed (international students)

Use the online [application form](#) to upload copies of transcripts and all documents, and to provide names and email addresses of recommenders. Mailed materials will not be accepted, everything should be submitted online.

family-pmhnp-dnp

The BSN to DNP Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares registered nurses (RNs) who hold a Bachelor of Science in Nursing as psychiatric-mental health nurse practitioners.

Graduates of the program are equipped to provide a wide range of services to adults, children, adolescents, and their families in a primary care facility, outpatient mental health clinic, psychiatric emergency services, skilled nursing and assisted living facilities, private practice, or in a hospital or community health center.

PMHNPs diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders or substance abuse problems. They are licensed to provide emergency psychiatric services, psychosocial and physical assessment of their patients; treatment plans, and manage patient care. They may also serve as consultants or as educators for families and staff. The PMHNP has a focus on psychiatric diagnosis, including the differential diagnosis of medical disorders with psychiatric symptoms. Faculty delivering a lecture and on medication treatment for psychiatric disorders.

During the first two years of the DNP/PMHNP program, students complete coursework in the Master of Science in Nursing (MSN), preparation that uniquely qualifies them develop the PMHNP skill set within the context of the integrated health micro-system.

Accreditation

Graduates meet the outcome competencies and practice standards of the American Association of Colleges of Nursing (AACN) for the Doctor of Nursing Practice degree. In the program, students complete 1,000 hours of supervised clinical practice, complete the DNP qualifying examination, and complete an evidence-based practice project (which replaces the dissertation). The program is accredited by the Western Association of Schools and Colleges.

Admission

Admission to the program is based on an overall appraisal of the applicant's ability to undertake doctoral study and of their contributions to the discipline of nursing as evidence by the following:

- Copies of unofficial transcripts from colleges/universities attended are accepted at the time of application. Official transcripts will be required upon admission.
- Recommended Grade Point Average of 3.0 or higher
- 3 letters of recommendation
- Statement of professional goals
- Resume
- Documentation of RN license
- A completed application form and fee: <http://www.usfca.edu/graduate/>
- TOEFL scores if needed (international students)

Use the online [application form](#) to upload copies of transcripts and all documents, and to provide names and email addresses of recommenders. Mailed materials will not be accepted, everything should be submitted online.

fnp-curriculum-pattern

BSN-DNP Family Nurse Practitioner Role Curriculum Pattern

Semester 1	Fall		
NURS 705	Scholarly Communication		3 credits
NURS 613	CNL Role: Introduction		1 credit
		Semester Total	4 credits
Semester 2	Spring		
NURS 701	Applied Data Analysis		3 credits
NURS 711	Evidence-Based Practice in Healthcare		3 credits
NURS 615	CNL Roles Course: CNL as Educator (60 hours)		1 credit
		Semester Total	7 credits
Semester 3	Summer		
NURS 702	(or MPH 621) Epidemiology		3 credits
NURS 763	Management of Financial Resources		3 credits
NURS 762	Financial Resource Management Basics		1 credit
		Semester Total	7 credits

Semester 4	Fall		
NURS 614	Healthcare Systems Leadership		3 credits
NURS 623	CNL Role: Team Manager and Leader (60 hours)		1 credit
NURS 754	Policy and Ethical Implications for Healthcare Outcomes		3 credits
		Semester Total	7 credits
Semester 5	Spring		
NURS 628	CNL Role: Clinical Outcomes Manager (60 hours)		1 credit
NURS 704	Healthcare Informatics		3 credit
NURS 706	Advanced Physiology and Pathophysiology		3 credits
		Semester Total	7 credits
Semester 6	Summer		
NURS 651	CNL Role: Synthesis		2 credits
NURS 653	Internship: Clinical Nurse Leader (220 hours)		2 credits
NURS 707	Applied Drug Therapy		3 credits
		Semester Total	7 credits
Semester 7	Fall		
NURS 730	Advanced Assessment Skills Practicum		2 credits
NURS 731	Advanced Assessment Skills		3 credits
NURS 765	Project and Practice Management		3 credits
		Semester Total	8 credits
	CNL Exam		
		MSN AWARDED CREDITS	49 credits
Semester 8	Spring		
NURS 740	Primary Care I: Practicum		3 credits
NURS 741	Primary Care I		3 credits
NURS 749	Qualifying Project		1 credit
		Semester Total	7 credits
Semester 9	Summer		
NURS 750	Primary Care II: Practicum		3 credits
NURS 751	Primary Care II		3 credits
		Semester Total	6 credits
Semester 10	Fall		
NURS 770	Primary Care III: Clinical Practicum		3 credits
NURS 771	Primary Care III		3 credits
NURS 756	Leadership in Complex Adaptive Systems		3 credits
		Semester Total	9 credits
Semester 11	Spring		
NURS 780	Primary Care IV: Practicum		3 credits

NURS 781	Primary Care IV	3 credits
Semester Total		6 credits
Semester 12	Summer	
NURS 789	DNP Project	1 credit
NURS 795	DNP Residency	3 credit
Semester Total		4 credit
TOTAL CREDIT		81 CREDIT

* Must complete 500 -1000 hours of supervised clinical service.

** Upon completion of NURS 651, students will need to take the CNL Examination in order to progress to further coursework and be awarded the MSN degree.

For course descriptions, see the online [catalog](#).

Full Course List

Prerequisite to Program (exceptions are reviewed on an individual basis):

Human Anatomy (lecture and lab)	4 units	
Human Physiology (lecture and lab)	4 units	
Microbiology (lecture and lab)	4 units	
General Psychology	4 units	
Developmental Psychology	3 units	
Statistics	3 units	
Introduction to Sociology	3 units	
College Writing	3 units	
Public Speaking	3 units	
Nutrition	2 units	
TOTAL PREREQUISITE UNITS		32 units

Semester 1

NURS 601	Introductory Pathophysiology and Pharmacology	4 units
NURS 602*	Principles of Epidemiology	3 units
NURS 622	Health Assessment through the Lifespan	2 units
NURS 624	Fundamentals of Nursing: Learning and Reasoning	2 units
NURS 652	Applied Assessment and Fundamental Skills Lab	2 units
NURS 613*	CNL Role: Introduction	1 unit
Semester Total		14 units

Semester 2

NURS 610	Health Promotion of Families and Individuals Across the Lifespan	4 units
NURS 617	Childbearing Families Clinical Lab	3 units
NURS 612	Advanced Pathophysiology and Pharmacology	3 units
NURS 615*	CNL Role: CNL as Educator	3 units
NURS 640*	Healthcare Informatics for CNLs	2 units
Semester Total		13 units

Semester 3

NURS 614*	Healthcare Systems Leadership	3 units
NURS 618	Medical-Surgical Nursing I	3 units

NURS 619	Medical-Surgical Nursing I - Clinical Lab	3 units
NURS 634*	Nursing Research	3 units
Semester Total		12 units
Semester 4		
NURS 629*	Financial Resource Management	3 units
NURS 635	Medical-Surgical Nursing II	3 units
NURS 636	Medical-Surgical Nursing II - Clinical Lab	3 units
NURS 637	Pediatric Nursing	2 units
NURS 638	Pediatric Nursing - Clinical Lab	2 units
NURS 623*	CNL Role: Team Manager and Leader	1 unit
Semester Total		14 units
Semester 5**		
NURS 644	Clinical Leadership in Mental Health and Community-based Practice	3 units
NURS 646	Community and Mental Health Clinical Lab	4 units
NURS 645	CNL Role: Integration and Evaluation of the Clinical Leadership Role	1 unit
Semester Total		8 units
Semester 6		
NURS 648*	Healthcare Policy and Ethics	3 units
NURS 651*	CNL Role: Synthesis	2 units
NURS 653*	Internship: Clinical Nurse Leader	2 units
Semester Total		7 units
TOTAL PROGRAM UNITS		69 UNITS

* Not considered pre-licensure courses.

** Students are expected to take the NCLEX/State Board at the end of Semester 5, prior to progressing to Semester 6

*** Course numbers are subject to change

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 and Health Profession

School of Nursing and Health Professions Vision

The School of Nursing & Health Professions at the University of San Francisco advances the mission of the university by preparing professionals to address the determinants of health, promote policy and advocacy and provide a moral compass to transform health care in order to further equity and positively influence quality, delivery, and access.

School of Nursing and Health Professions Mission

The mission of the School of Nursing & Health Professions (SONHP) is to advance nursing and health professions education within the context of the Jesuit tradition. The school uses dynamic and innovative approaches in undergraduate and graduate education to prepare professionals for current and future practice domains. The goal is to effectively link classroom, clinical and field experiences with expectations for competence, compassion, and justice in health care, protection and promotion 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 health professions' 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, an effective public health infrastructure, and, lifelong learning.

Degrees

The School of Nursing and Health Professions offers seven graduate degrees:

[Master of Science in Nursing \(MSN\)](#)
[Doctor of Nursing Practice \(DNP\)](#)
[Master of Public Health \(MPH\)](#)
[Master of Science in Behavioral Health \(MSBH\)](#)
[Master of Science in Health Informatics \(MSHI\)](#)
[Master of Science in Healthcare Simulation \(MSIM\)](#)
[Doctor in Clinical Psychology \(PsyD\)](#)

The nursing programs are accredited by the California Board of Registered Nursing and by the Commission on Collegiate Nursing Education (CCNE). The public health program is currently undergoing the accreditation process with the Council on Education for Public Health (CEPH).

Healthcare Systems Leadership

Profound and unprecedented change in health care has created a need for knowledgeable and innovative clinical leaders. Career opportunities for nurses with 21st century leadership skills have never been greater. The healthcare systems leadership program is designed to prepare students to assume leadership and care management roles across the continuum of care delivery in the emerging health care delivery system.

The curriculum includes course work that integrates nursing, business, informatics, and health services administration to provide students with the opportunity to develop advanced analytical and communication skills. Leadership development is enhanced by exposure to diverse perspectives, a knowledge of theory and research, and a critical understanding of professional practice issues.

Students complete practicum courses in a variety of settings and specialty areas. Hospitals, ambulatory care clinics, home health agencies, public health agencies, and community based agencies are used to develop a student experience consonant with the individual's career path and learning objectives.

Faculty believe in the principles of adult learning, with individualized, interactive experiences designed to foster lifelong learning. Courses in the healthcare systems leadership program combine distance learning with traditional classroom experiences. Students enrolling in this program must have access to e-mail and the world wide web to complete the distance learning assignments.

Admission Requirements

For admission to the D.N.P. Program, the School of Nursing and Health Professions requires the following:

- 3.0 GPA overall
- A written goal statement
- Three signed letters of recommendation
- A resume
- An official transcript from the college or university from which the highest nursing degree was received
- GRE (Graduate Record Examination - General Test) scores
- A completed application form and fee
- For international students, an official TOEFL score (600 minimum score on the paper test) and a Certificate of Finance
- For Registered Nurses, a valid license in California.

Learning Outcomes for Health Care Systems Leadership Specialty

1. Design and implement systems for the delivery of health care to manage or provide quality nursing care to individual clients from a variety of social and ethnic backgrounds and/or groups of clients or organizations.
2. Collaborate, negotiate, refer and consult with and delegate to other health care professionals to resolve complex problems related to client-care situations and/or health care delivery systems.
3. Demonstrate reasoning skills required to manage the problems encountered in practice, incorporating knowledge from research, theory and previous clinical experience.
4. Pursue the investigation of a researchable nursing problem as the basis for improved nursing practice.
5. Interpret the role and functions of the nurse prepared at the master's level to other nurses, other health care providers and consumers.
6. Assume the role of administrator, manager or case manager in a nursing or health care facility.

This specialty is available in the

- B.S.N. to D.N.P
- D.N.P. Completion Program

L.V.N. 30 Unit Option

Mandated by California Administrative Code, Title 16, Article 3, Section 1429.

The purpose of the 30-unit option for licensed vocational nurses (LVNs) is to provide the nursing coursework and clinical practice for the LVN so that person will be eligible to apply for the examination for licensure as a Registered Nurse in the State of California. The RN license obtained by this method may not be accepted by all states.

This option is NOT part of the University of San Francisco baccalaureate nursing program and does NOT lead to a BS in Nursing degree nor any other degree.

Requirements

In order to participate in this option, the student must:

1. Be a licensed vocational nurse.
2. Have completed the application process at USF as a matriculated student or as a "Special Status" student.
3. Have a successfully completed courses in physiology and microbiology comparable to such courses as required for licensure as a Registered Nurse.

Course Work to be Completed

After completion of courses in physiology with lab and microbiology with lab with a "C" grade or better, for a total 8 credits, the following courses will be completed:

- NURS - 230 Conceptual Foundations of Professional Practice
- NURS - 240 Assessment of Human Response I
- NURS - 250 Clinical Lab I
- NURS - 330 Nursing Therapeutics II
- NURS - 350 Clinical Lab III
- NURS - 450 Clinical Lab V
- NURS - 461 Leadership in Managed Care Systems

Total Nursing Credits: 23

- BIOL - 115 Survey of Human Physiology
- BIOL - 116 Laboratory in Survey of Human Physiology
- BIOL - 134 Microbiology
- BIOL - 135 Laboratory in Microbiology

Total Credits: 30/31

Master of Public Health

This is an interdisciplinary graduate level program to be housed in the School of Nursing and Health Professions that students will, upon completion of course requirements, be awarded a Master 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

Program Goals

Program Goal I – Education

To educate individuals for professional careers in public health by offering a high-quality educational program focused on identified core

competencies in public health using innovative and effective pedagogy (e.g. Ignatian Pedagogy), taught by well-qualified faculty and practicing professionals, while incorporating faculty, student, and community feedback for continuous improvement.

Program Goal II - Discovery

To enhance public health knowledge in the local, national, and global public health communities through evidence-based public health practice.

Program Goal III- Service

To provide faculty leadership and expertise in forms of managerial and programmatic support that enhances student learning through active service to local, national, and global public health communities.

Program Goal IV – Workforce Development

To provide the pedagogy to prepare public health professionals who implement socially just strategies to identify, prevent, and solve community health problems with a focus on the needs of vulnerable populations.

MPH Program Outcomes

1. Assess, monitor, and review the health status of populations and their related determinants of health and illness.
2. Demonstrate the ability to utilize the proper statistical and epidemiologic tools to assess community needs and program outcomes.
3. Identify and prioritize the key dimensions of a public health problem by critically assessing public health literature utilizing both quantitative and qualitative sources.
4. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.
5. Apply theoretical constructs of social change, health behavior and social justice in planning community interventions.
6. Articulate the relationship between health care delivery and financing, public health systems, and public policy.
7. Apply evidence-based principles to the process of program planning, development, budgeting, management, and evaluation in public health organizations and initiatives.
8. Demonstrate leadership abilities as collaborators and coordinators of evidence based public health projects.
9. Identify and apply ethical, moral, and legal principles in all aspects of public health practice.
10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
11. Effectively communicate public health messages to a variety of audiences from professionals to the general public.
12. Advance the mission and core values of the University of San Francisco.

Master of Science in Behavioral Health

The Master of Science in Behavioral Health at USF is a one-year degree program that prepares students to address disparities present in current health care delivery systems. Students examine the intersection of physical and psychological factors that contribute to inequalities in health care delivery and work to alleviate such disparity in the field.

Graduates of the program work collaboratively with other health professionals to analyze and address complex health-related challenges in diverse communities. The program aims to provide graduates the tools to propose strategies for improving health care access, delivery, and evaluation of industry policy and practices.

What is Behavioral Health?

Behavioral health in a clinical setting concerns the psychosocial, cultural, biomedical, and health care delivery policies and practices that affect the daily lives of health care recipients and practitioners.

Curriculum

This is a full-time, one-year intensive program. The curriculum has been developed to focus on developing skills during the first semester, so students are better prepared for their fieldwork in their second and third semesters.

At the completion of the program, the graduate will:

- Evaluate historical and contemporary health care systems, regulations, and policies
- Describe how health care systems serve diverse communities
- Analyze and evaluate the psychological and sociocultural factors that affect an individual's health behaviors
- Exhibit the knowledge and communication skills to work collaboratively with various health care professionals
- Use evidence-based research to analyze, evaluate, and propose improvements to health care systems
- Identify barriers to health care access and delivery, and propose solutions
- Actively contribute to the design, implementation, and evaluation of effective behavioral health care programs and campaigns in diverse settings

Admission to the Master of Science in Behavioral Health (MSBH) program is based on an overall appraisal of the applicant's

preparedness for graduate-level study. The following requirements are considered in the review of applications:

- Completion of a bachelor's degree (in any field) from an accredited institution
- Successful completion, with a grade of "B" or better, of the following undergraduate courses (each course must have been taken for at least 3 credits):

Statistics

Biological or Life Science

General/Introductory Psychology

- Completed [online application](#) form and fee
- Official or unofficial transcripts from colleges/universities attended where the highest degree was obtained
- Grade point average of 3.0 or higher
- Personal statement; Please tell us about your interest in working in behavioral health with underserved populations. Please include relevant information about your values, work history, life experience and education that have led you to pursue this degree.
- Two letters of recommendation; one must be from an individual familiar with your academic background (a faculty member or instructor)
- Résumé
- For international students only: TOEFL scores (a minimum score of 600 or 100 INB required), Certificate of Finance, and passport copy
- For more information about how to apply to the MS in Behavioral Health Program, visit the '[How to Apply](#)' webpage

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.

Curriculum

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. At the completion of the program, the graduate will:

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. Provide care at the point of care to individuals across the lifespan with particular emphasis on health promotion and risk reduction services.
2. Synthesize data, information and knowledge to evaluate and achieve optimal client outcomes.
3. Ensure that clients, families and communities are well-informed and included in care planning and is an informed leader for improving care.
4. Advocate for the client by taking action if decisions or activities are against the wishes or interests of the client; give the client the opportunity to make informed decisions about healthcare before it is provided. Serve as an advocate for the profession and interdisciplinary healthcare team.
5. Use appropriate teaching principles and strategies as well as current information, materials and technologies to teach clients, groups and other healthcare professionals under their supervision.
6. Use information systems and technology that put knowledge at the point of care to improve healthcare outcomes.
7. 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.
8. Delegate and manage the nursing team resources (human and fiscal) and serve as a leader and partner in the interdisciplinary healthcare team.
9. Assume accountability for the ongoing acquisition of knowledge and skills to effect change in healthcare practice and outcomes and in the profession.

Progression

Any graduate student who earns a B- in any course will be placed on academic probation. Students on academic probation who fail to raise

their cumulative grade point average to 3.0 by the time they have completed the next six (6) semester hours of graduate work are subject to disqualification from the program. For Master's of Science in Nursing Entry Level students whose cumulative average falls below 2.5 in any one semester are also subject to disqualification. 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.

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 credits 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, N610, N612, N617, N618, N619, N622, N624, N635, N636, N637, N638, N644, N645, N646 and N652

All other required courses in the graduate departments are post-licensure. All graduates of the USF-CNL/MSN program meet the AACN CNL master's degree outcome competencies and practice standards and are eligible for certification by the national American Nurses' Credentialing Center (ANCC) as a Clinical Nurse Leader (CNL).

Four curricular tracks are available to those interested in pursuing the MSN in Clinical Nurse Leader:

- The Non-Nurse with a Baccalaureate Degree who is seeking entry into the nursing profession [Masters Entry CNL]
- The Registered Nurse who has a Baccalaureate Degree in Nursing (BSN-MSN)
- The Registered Nurse without a Baccalaureate Degree (RN/ADN MSN)
- The Registered Nurse with a Baccalaureate Degree in another discipline (RN-MSN)
- Post Masters CNL certificate
- Blended BSN-MSN 4+1 track

The masters entry CNL/MSN is offered at USF's hilltop campus in San Francisco. All other CNL/MSN programs are offered at USF's Pleasanton, North Bay, San Jose, and Sacramento Branch Campuses on a rotating basis.

CNL Option for the Non-Nurse with a Baccalaureate Degree who is seeking entry into the nursing profession [Masters Entry CNL]
This option is designed for the non-nurse who holds at least a bachelors degree and who now seeks a nursing career. Coursework prepares students to become licensed as RNs while preparing them to be Clinical Nurse Leaders. The program is comprised of 68 credits 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 - 615 CNL Role: CNL as Educator
- NURS - 618 Med-Surg Nursing I
- NURS - 619 Med-Surg Nursing I - Clinical Lab

- NURS - 622 Health Assessment through the Lifespan
- NURS - 623 CNL Role: Team Manager and Leader
- NURS - 629 Financial Resource Management (CNL)
- NURS - 634 Clinical Nurse Leader: Nursing Research
- NURS - 624 Fundamentals of Nursing: Learning, Reasoning & Applying
- NURS - 635 Med-Surg Nursing II
- NURS - 636 Med-Surg Nursing II Clinical
- NURS - 637 Pediatric Nursing
- NURS - 638 Pediatric Clinical Lab
- NURS - 642 Epidemiology and Population Statistics
- NURS - 644 Clinical Leadership in Mental Health and Community-Based Practice
- NURS - 645 CNL Role: Integration and Evaluation of Clinical Leadership Role
- NURS - 646 Clinical Lab IV: Community and Mental Health
- NURS - 648 Health Care Policy and Ethics (CNL)
- NURS - 651 CNL Role: Synthesis
- NURS - 652 Applied Assessment & Fundamental Skills Laboratory
- NURS - 653 Internship: Clinical Nurse Leader

CNL Option for the Registered Nurse who has a Baccalaureate Degree in Nursing (BSN-MSN)

The CNL program for the Registered Nurse builds on baccalaureate nursing education and clinical experience. The program is comprised of 34 credits 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 46 credits 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 credits and is designed to be completed in six semesters.

All MSN options are designed for the working professional; classes will be offered once a week and supplemented by online instruction.

Online CNL Program for Registered Nurses

The Online MSN Clinical Nurse Leader program is designed for Associate's Degree and Bachelor's Degree prepared Registered Nurses. All coursework is asynchronous and completed in an interactive online learning environment. Online MSN students participate in online discussions, group collaborations, blogs, and discussion boards anytime, anywhere there is Internet access. Students complete their practicum hours in a clinical setting close to home with a preceptor. Online MSN students complete the same curriculum as the traditional RN-MSN program offered on-campus. At the ADN level, the program is comprised of 46 credits and can be completed in as few as 7 semesters. At the BSN level, the program is comprised of 35 credits and can be completed in as few as 6 semesters. Semesters for the Online MSN program are 16 weeks long and are broken into two 8 week terms. Students are enrolled in 1-2 courses each term. Admission into the Online MSN Clinical Nurse Leader program is offered in the Spring, Summer, and Fall.

RN/MSN Core Courses

- NURS - 600 Foundations of CNL Leadership
- NURS - 602 Introduction to Epidemiology and Evidence-Based Practice
- NURS - 603 Assessment
- NURS - 604 Instructional Design and Healthcare Informatics
- NURS - 612 Advanced Pathophysiology and Pharmacology
- NURS - 613 CNL Role: Introduction
- NURS - 614 Health Care Systems Leadership
- NURS - 615 CNL Role: CNL as Educator
- NURS - 628 CNL Role-Clinical Outcomes Manager
- NURS - 629 Financial Resource Management (CNL)
- NURS - 623 CNL Role: Team Manager and Leader
- NURS - 639 Nursing Inquiry
- NURS - 642 Epidemiology and Population Statistics
- NURS - 648 Health Care Policy and Ethics (CNL)
- NURS - 651 CNL Role: Synthesis

- NURS - 653 Internship: Clinical Nurse Leader

RNs with an ADN/Diploma take the following courses in addition to the MSN CORE

- NURS - 501 Transitions to CNL Graduate Education
- NURS - 505 Community Health Nursing
- NURS - 506 Community Health Nursing Practicum
- NURS - 642 Epidemiology and Population Statistics (4)
- NURS - 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

MPH Curriculum Pattern

Semester 1

MPH 611	Introduction to Public Health and Health Promotion	3 units
MPH 612	Biostatistics in Public Health	4 units
		Semester Total 7 units

Semester 2

MPH 621	Epidemiology	4 units
MPH 622	Communicating for Healthy Behavior and Social Change	4 units
		Semester Total 8 units

Semester 3

MPH 635	Social Justice, Health Policy, Ethics, and Public Health Law	4 units
MPH 636	Public Health Planning, Management, and Evaluation	4 units
		Semester Total 8 units

Semester 4

MPH 632	Environmental and Occupational Health Issues in Public Health	4 units
MPH	Elective 1	2 units
MPH	Elective 2	2 units
		Semester Total 8 units

Semester 5

MPH 631	Public Health Systems Leadership and Administration	4 units
MPH	Elective 3	2 units
MPH	Elective 4	2 units
		Semester Total 8 units

Semester 6

MPH 641	Public Health Field Work Internship (300 hours)	4 units
MPH 642	Public Health Capstone Seminar	2 units
		Semester Total 6 units
		TOTAL UNITS 45 units

Electives

MPH 602	Global Health - Emphasis on Latin America	2 units
MPH 633	Community Based Participatory Research	2 units
MPH 644	Addressing Mental Health Issues From a Public Health Perspective	2 units
MPH 645	Sexual Health in Public Health Practice	2 units
MPH 646	Advanced Epidemiology with Statistical Software Applications	2 units
MPH 655	Global Health	2 units
MPH 656	Agriculture, Food and Nutrition	2 units
MPH 657	Health Economics and Public Health	2 units
MPH 658	MPH Mobile Applications: Mobile Application Development for Public Health	2 units
MPH 659	Essential Tools for Making Public Health Change	2 units
MPH 692/693	Cultural and Linguistic Preparation for Public Healthcare	2 units
MPH 699	Independent Study in Public Health	2 units

mph-curriculum

Semester 1		
MPH 611	Introduction to Public Health and Health Promotion	3 credits
MPH 612	Biostatistics in Public Health	4 credits
	Semester Total	7 credits
Semester 2		
MPH 621	Epidemiology	4 credits
MPH 622	Communicating for Health Behavior and Social Change	4 credits
	Semester Total	8 credits
Semester 3		
MPH 635	Social Justice, Health Policy, Ethics, and Public Health Law	4 credits
MPH 636	Public Health Program Planning, Management and Evaluation	4 credits
	Semester Total	8 credits
Semester 4		
MPH 632	Environmental and Occupational Health Issues in Public Health	4 credits
MPH	Elective 1	2 credits
MPH	Elective 2	2 credits
	Semester Total	8 credits
Semester 5		
MPH 631	Public Health Systems Leadership and Administration	4 credits
MPH	Elective 3	2 credits
MPH	Elective 4	2 credits
	Semester Total	8 credits
Semester 6		
MPH 641	Public Health Fieldwork Internship (300 hours)	4 credits
MPH 642	Public Health Capstone Seminar	2 credits
	Semester Total	6 credits
	TOTAL	45 credits
Electives		

MPH 602	Global Public Health – Emphasis on Latin America	2 credits
MPH 633	Introduction to Community-Based Participatory Research	2 credits
MPH 644	Addressing Mental Health Issues From a Public Health Perspective	2 credits
MPH 645	Sexual Health in Public Health Practice	2 credits
MPH 646	Advanced Epidemiology with Statistical Software Applications	2 credits
MPH 655	Global Health	2 credits
MPH 656	Agriculture, Food and Nutrition	2 credits
MPH 657	Health Economics and Public Health Change	2 credits
MPH 658	MPH Mobile Applications: Mobile Application Development for Public Health	2 credits
MPH 659	Essential Tools for Making Public Health Change	2 credits
MPH 693	Cultural and Linguistic Preparation for Healthcare	2 credits
MPH 694	Cultural and Linguistic Preparation for Healthcare – Immersion Trip to Cuba	2 credits
MPH 699	Directed Study	2 credits
MPH 640	Healthcare Informatics	2 credits
LAW 780	Health Law	2 credits

Course descriptions are available in the [catalog](#).

This is a sample curriculum pattern. Actual course schedule may vary.

MS to DNP Completion Curriculum Pattern

MS to DNP Completion Program (MSN, MBA, MeD, MPH, MPA)

Semester 1	Fall		
NURS 701	Applied Data Analysis	3 credits	
NURS 705	Scholarly Communication	3 credits	
		Semester Total	6 credits
Semester 2	Spring		
NURS 711	Evidence-based Practice in Healthcare	3 credits	
NURS 765	Project and Practice Management	3 credits	
NURS 790	Practicum I: Micro-systems (as required)	1 - 3 credits	
NURS 791	Practicum II: Micro-systems	1 - 3 credits	
		Semester Total	8 - 12 credits
Semester 3	Summer		
NURS 704	Healthcare Informatics	3 credits	
NURS 763	Management of Financial Resources	3 credits	
NURS 762	Financial Resource Management Basics	1 credit	
NURS 791	Practicum II: Micro-systems (if NURS 790 in Semester 2)	1 - 3 credits	
		Semester Total	8 - 10 credits
Semester 4	Fall		
NURS 702	Epidemiology	3 credits	
NURS 792	Practicum III: Meso-system	1-3 credits	
NURS 749	Qualifying Project	1 credit	
		Semester Total	5-7 credits
Semester 5	Spring		
NURS 754	Policy and Ethical Implications for Healthcare Outcomes	3 credits	

NURS 756	Leadership in Complex Adaptive Systems	3 credits
NURS 793	Practicum IV: Macro-system	1 - 3 credits
	Semester Total	7 - 9 credits
Semester 6 Summer		
NURS 794	Practicum V: Synthesis and Complex Organizations	3 credits
	Semester Total	3 credits
Semester 7 Fall		
NURS 789	DNP Project	1 credit
NURS 795	DNP Residency	3 credits
	Semester Total	4 credits
	TOTAL CREDITS	41 - 51 CREDITS

The DNP Completion curriculum pattern may alter depending upon entry semester.

For course descriptions, see the online [catalog](#).

MSBH Curriculum Pattern

Fall 2014 Curriculum Pattern

Fall		
PSYD 728	Integrated Behavioral Health in Primary Care	3 credits
MOPA 603	Quantitative Methods	3 credits
MPH 636	Program Planning, Management and Evaluation	4 credits
BH 612	Introduction to Community Health Concepts	2 credits
BH 614	Foundational Skills for Behavioral Health Practice	1 credit
	Semester Total	13 credits
Spring		
BH 620	Survey of Physical and Psychological Disease and Treatment	4 credits
NURS 765	Project and Practice Management	3 credits
BH 623	Team Leadership and inter-professional Collaboration	2 credits
BH 621	Legal, Ethical, and Professional Issues in Behavioral Health	2 credits
BH 625	Behavioral Health Fieldwork I: Planning and Development	1 credit
	Semester Total	12 credits
Summer		
NURS 704	Healthcare Informatics	3 credits
MPH 622	Communicating for Healthy Behavior and Social Change	4 credits
BH 635	Behavioral Health Fieldwork II: Implementation and Evaluation	1 credit
	Semester Total	8 credits
	TOTAL CREDITS	34 CREDITS

Course descriptions are available in the [catalog](#).

PLEASE NOTE: The curriculum patterns for the 2015 Spring and Summer semesters are currently under review. The listings are representative of the courses that will be offered.

MSBH Curriculum Pattern F2013

Fall 2013 Curriculum Pattern

Fall

PSYD 727	Behavioral Health Applications in Diverse Settings	3 credits
MPH 612	Biostatistics in Public Health	4 credits
BH 613	Program Development and Evaluation in Behavioral Health	2 credits
BH 611	Fundamental Community Health Concepts	3 credits
BH 610	Foundations of Behavioral Health Practice	2 credits
Semester Total		14 credits

Spring

BH 620	Survey of Physical and Psychological Disease and Treatment	4 credits
BH 622	Integrated Behavioral Health in Primary Care Settings	3 credits
BH 623	Team Leadership and Inter-professional Collaboration	2 credits
BH 621	Legal, Ethical and Professional Issues in Behavioral Health	2 credits
BH 625	Behavioral Health Fieldwork I: Planning and Development	1 credit
Semester Total		12 credits

Summer

NURS 704	Healthcare Informatics	3 credits
NURS 765	Project and Practice Management	3 credits
BH 635	Behavioral Health Fieldwork II: Implementation and Evaluation	1 credit
Semester Total		7 credits

TOTAL CREDITS 33 CREDITS

MSBH Curriculum Pattern S2014

Spring 2014 Curriculum Pattern

Spring

BH 620	Survey of Physical and Psychological Disease and Treatment	4 credits
BH 621	Legal, Ethical and Professional Issues in Behavioral Health	2 credits
BH 622	Integrated Behavioral Health in Primary Care	3 credits
BH 623	Team Leadership and Inter-professional Collaboration	2 credits
BH 610	Foundations of Behavioral Health Practice	2 credits
Semester Total		13 credits

Summer

NURS 704	Healthcare Informatics	3 credits
MPH 622	Communicating for Healthy Behavior and Social Change	4 credits
NURS 765	Project and Practice Management	3 credits
BH 625	Behavioral Health Fieldwork I: Planning and Development	1 credit
Semester Total		11 credits

Fall

MPH 612	Biostatistics in Public Health	4 credits
BH 613	Program Development and Evaluation in Behavioral Health	2 credits
BH 611	Fundamental Community Health Concepts	3 credits
BH 635	Behavioral Health Fieldwork II: Implementation and Evaluation	1 credit
Semester Total		10 credits
TOTAL CREDITS		34 credits

mshi

As information technology continues to transform healthcare, there is a need for specialists in the innovative field of health informatics. Graduates are prepared to become world-class innovators and leaders in the 21st century digital revolution.

Gain Real World Experience

A strong entrepreneurial focus runs through the entire program. Opportunities to engage with:

- Silicon Valley digital health companies
- Biotech startups
- Global health organizations
- Advanced technology centers in large medical systems

All students, regardless of background, will learn computer programming skills, which will be utilized and developed further throughout the curriculum.

Program Tracks

- Health Data Analytics
- Global Health Informatics
- Behavioral and Mental Health Informatics

Learning Goals

Graduates with a Master of Science in Health Informatics are prepared to:

- Lead the development and application of emerging information technologies to improve all aspects of healthcare delivery.
- Master the "language" of health care, navigate the rules around using medical data, and utilize relevant information to assess changes in the health care system.
- Utilize health information technology for decision support, knowledge management, strategic planning, and outcomes assessment.
- Effectively interface between the technology developers and the clinical user community.
- Assure that healthcare information technology advances patient information security and confidentiality and promote ethical healthcare decisions.

mshi-curriculum

Fall Entry		
Semester 1		
HS 608	Computer Science for Health Informatics Professionals	3 credits
HS 610	Perspectives on Health Informatics	3 credits
	Semester Total	6 credits
Semester 2		
HS 614	Clinical Decision Support and Data Analytics	3 credits
HS 615	Health Data Security, Privacy, and Confidentiality	3 credits
	Semester Total	6 credits
Semester 3		
HS xxx	Elective	3 credits
HS xxx	Elective	3 credits
	Semester Total	6 credits
Semester 4		
HS 611	Semantic Organization of Health Informatics and Data Standards	3 credits
HS 613	Legal and Ethical Issues in Health Informatics	3 credits
	Semester Total	6 credits
Semester 5		
HS xxx	Elective	3 credits
HS xxx	Elective	3 credits

		Semester Total	6 credits
Semester 6			
HS xxx	Master's Project in Health Informatics		6 credits
		Semester Total	6 credits
		TOTAL	36 credits

Spring Entry			
Semester 1			
HS 608	Computer Science for Health Informatics Professionals		3 credits
HS 610	Perspectives on Health Informatics		3 credits
		Semester Total	6 credits
Semester 2			
HS xxx	Elective		3 credits
HS xxx	Elective		3 credits
		Semester Total	6 credits
Semester 3			
HS 611	Semantic Organization of Health Informatics and Data Standards		3 credits
HS 613	Legal and Ethical Issues in Health Informatics		3 credits
		Semester Total	6 credits
Semester 4			
HS 614	Clinical Decision Support and Data Analytics		3 credits
HS 615	Health Data Security, Privacy, and Confidentiality		3 credits
		Semester Total	6 credits
Semester 5			
HS xxx	Elective		3 credits
HS xxx	Elective		3 credits
		Semester Total	6 credits
Semester 6			
HS xxx	Master's Project in Health Informatics		6 credits
		Semester Total	6 credits
		TOTAL	36 credits

These are sample curriculum patterns. Actual course schedule may vary.

msim

Simulation in healthcare has emerged as a novel approach to educating and training professionals. As simulation labs have expanded, individuals who understand the educational and administrative aspects will be key to their continued success.

For all applicants who hold a Baccalaureate degree, regardless of major, this two-year Master's degree in Healthcare Simulation offers educational theory, research methodology and financial management strategies to prepare students for future leadership in simulation-related careers.

The blended nature of the 30-credit program is modeled on executive leadership "intensives" that utilize online and on-site teaching strategies; students will be on campus two times per semester in San Francisco. Housing in a boutique hotel in San Francisco's Union Square, breakfast, lunch during intensives and all books are included in the tuition.

Admission

Use the online application form to upload copies of transcripts and all documents required below, and to provide names and email addresses of recommenders. Mailed materials will not be accepted, everything should be submitted online. The following items are required for admission consideration:

- Copies of unofficial transcripts from colleges/universities attended are accepted at the time of application.
- Official transcripts will be required upon admission Baccalaureate degree in any field from an accredited institution 3.0 undergraduate GPA

(on a 4.0 grading scale)

- Personal statement that describes reasons for pursuing a Master's degree in Healthcare Simulation and career goals
- Two letters of recommendation
- Resume
- A completed application form and fee

The application requirements for international students are the same as for US students with the following additional requirements:

- A minimum TOEFL score of 90 (internet-based) or 577 (paper-based) or minimum IELTS score of 6.5 or higher and a PTE score of 60 or higher

msim-curriculum

Semester 1		
HS 623	Theoretical and Ethical Foundations of Experiential Learning	2 credits
HS 624	Legal and Historical Foundation of Simulation Education	2 credits
HS 625	Practicum I: Lab Design and Flow	2 credits
	Semester Total	6 credits
Semester 2		
HS 653	Curriculum Design and Project Management	3 credits
HS 654	Technology Application and Strategies	2 credits
HS 655	Practicum II: Technology Supporting Simulation	3 credits
	Semester Total	8 credits
Semester 3		
HS 673	Evidence-Based Practice and Research Methodologies	3 credits
HS 674	Financial and Project Management	2 credits
HS 675	Practicum III: Teaching and Instruction in a Simulation Lab	3 credits
	Semester Total	8 credits
Semester 4		
HS 693	Future of Simulation and Implications for Patient Safety	2 credits
HS 694	Capstone: Course Design	2 credits
HS 695	Practicum IV (Capstone): Managing a Lab	4 credits
	Semester Total	8 credits
	TOTAL	30 credits

*This is a sample curriculum pattern and is subject to change.

- Open to all students who hold a Baccalaureate degree, regardless of major.
- The instruction combines on-line and in-class pedagogical techniques in an immersion setting. Clinical practicum hours will be conducted in various lab settings.
- Students will be on campus two to three times per semester for intensive work.
- The degree requirements of thirty semester credits are designed to be completed in an 18-month period using a hybrid of on-site, on-line and clinical instruction.
- Twelve credits (540 hours) of practicum will be accomplished using various simulation center sites, either by specific student request or with assistance from the Program Coordinator.

MSN for Non-Nurses

Prerequisite to Program (exceptions are reviewed on an individual basis):

Human Anatomy	4 credits
Human Physiology (lecture and lab)	4 credits
Microbiology (lecture and lab)	4 credits
General Psychology	4 credits
Developmental Psychology	3 credits

Statistics	3 credits
Introduction to Sociology	3 credits
College Writing	3 credits
Public Speaking	3 credits
Nutrition	2 credits
TOTAL PREREQUISITE CREDITS	32 credits

Semester 1

NURS 601	Introductory Pathophysiology and Pharmacology	3 credits
NURS 602*	Principles of Epidemiology	3 credits
NURS 622	Health Assessment through the Lifespan	2 credits
NURS 624	Fundamentals of Nursing: Learning and Reasoning	2 credits
NURS 652	Applied Assessment and Fundamental Skills Lab	3 credits
NURS 613*	CNL Role: Introduction	1 credit
	Semester Total	14 credits

Semester 2

NURS 610	Health Promotion of Families and Individuals Across the Lifespan	4 credits
NURS 617	Childbearing Families Clinical Lab	3 credits
NURS 612	Advanced Pathophysiology and Pharmacology	3 credits
NURS 615*	CNL Role: CNL as Educator	1 credit
NURS 640*	Healthcare Informatics for CNLs	2 credits
	Semester Total	13 credits

Semester 3

NURS 614*	Healthcare Systems Leadership	3 credits
NURS 618	Medical-Surgical Nursing I	3 credits
NURS 619	Medical-Surgical Nursing I - Clinical Lab	3 credits
NURS 634*	Nursing Research	3 credits
	Semester Total	12 credits

Semester 4

NURS 629*	Financial Resource Management	3 credits
NURS 635	Medical-Surgical Nursing II	3 credits
NURS 636	Medical-Surgical Nursing II - Clinical Lab	3 credits
NURS 637	Pediatric Nursing	2 credits
NURS 638	Pediatric Nursing - Clinical Lab	2 credits
NURS 623*	CNL Role: Team Manager and Leader	1 credit
	Semester Total	14 credits

Semester 5**

NURS 644	Clinical Leadership in Mental Health and Community-based Practice	3 credits
NURS 646	Community and Mental Health Clinical Lab	4 credits
NURS 645	CNL Role: Integration and Evaluation of the Clinical Leadership Role	1 credit
	Semester Total	8 credits

Semester 6		
NURS 648*	Healthcare Policy and Ethics	3 credits
NURS 651*	CNL Role: Synthesis	2 credits
NURS 653*	Internship: Clinical Nurse Leader	2 credits
	Semester Total	7 credits
	TOTAL PROGRAM CREDITS	68 CREDITS

Course descriptions are available in the catalog.

* Not considered pre-licensure courses.

** Students are expected to take the NCLEX/State Board at the end of Semester 5, prior to progressing to Semester 6

*** Course numbers are subject to change

This is an example curriculum pattern for the MSN-CNL program for non-nurses. This curriculum pattern may vary depending upon which semester the student enters the program.

MSN to DNP FNP Curriculum Pattern - Fall Entry

MSN to DNP Family Nurse Practitioner Role Curriculum Pattern

Semester 1	Fall		
NURS 701	Applied Data Analysis	3 credits	
NURS 705	Scholarly Communication	3 credits	
	Semester Total	6 credits	
Semester 2	Spring		
NURS 706	Advanced Physiology and Pathophysiology	3 credits	
NURS 711	Evidence Based Practice in Healthcare	3 credits	
NURS 765	Project and Practice Management	3 credits	
	Semester Total	9 credits	
Semester 3	Summer		
NURS 707	Applied Drug Therapy	3 credits	
NURS 704	Healthcare Informatics	3 credits	
NURS 762	Financial Management Basics	1 credit	
	Semester Total	7 credits	
Semester 4	Fall		
NURS 730	Advanced Assessment Skills Clinical	2 credits	
NURS 731	Advanced Assessment Skills	3 credits	
NURS 702	Epidemiology	3 credits	
	Semester Total	8 credits	
Semester 5	Spring		
NURS 740	Primary Care I Clinical	3 credits	
NURS 741	Primary Care I	3 credits	
NURS 756	Leadership in Complex Adaptive Systems	3 credits	
	Semester Total	9 credits	
Semester 6	Summer		
NURS 750	Primary Care II Clinical	3 credits	
NURS 751	Primary Care II	3 credits	

NURS 763	Management of Financial Resources	3 credits
		Semester Total 9 credits
Semester 7 Fall		
NURS 770	Primary Care III Clinical Practicum	3 credits
NURS 771	Practicum Care III	3 credits
NURS 749	Qualifying Project	1 credit
		Semester Total 7 credits
Semester 8 Spring		
NURS 780	Primary Care IV Clinical Practicum	3 credits
NURS 781	Primary Care IV	3 credits
NURS 754	Policy and Ethical Implications for Healthcare Outcomes	3 credits
		Semester Total 9 credits
Semester 9 Summer		
NURS 789	DNP Project	1 credit
NURS 795	DNP Residency	3 credits
		Semester Total 4 credits
		TOTAL CREDITS 68 CREDITS

* Must complete 500 - 1000 hours of supervised clinical service. entering students will have their prior academic clinical hours evaluated in conjunction with their DNP Faculty Adviser.

For course descriptions, see the online [catalog](#).

MSN to DNP FNP Curriculum Pattern - Spring Entry

MSN to DNP Family Nurse Practitioner Role Curriculum Pattern - Spring Entry

Semester 1 Spring		
NURS 701	Applied Data Analysis	3 credits
NURS 705	Scholarly Communication	3 credits
NURS 706	Advanced Physiology and Pathophysiology	3 credits
		Semester Total 9 credits
Semester 2 Summer		
NURS 707	Applied Drug Therapy	3 credits
NURS 711	Evidence Based Practice in Healthcare	3 credits
NURS 762	Financial Management Basics	1 credit
		Semester Total 7 credits
Semester 3 Fall		
NURS 730	Advanced Assessment Skills Clinical	2 credits
NURS 731	Advanced Assessment Skills	3 credits
NURS 702	Epidemiology	3 credits
		Semester Total 8 credits
Semester 4 Spring		
NURS 740	Primary Care I Clinical	3 credits

NURS 741	Primary Care I	3 credits
NURS 756	Leadership in Complex Adaptive Systems	3 credits
	Semester Total	9 credits
Semester 5	Summer	
NURS 750	Primary Care II Clinical	3 credits
NURS 751	Primary Care II	3 credits
NURS 763	Management of Financial Resources	3 credits
	Semester Total	9 credits
Semester 6	Fall	
NURS 770	Primary Care III Clinical Practicum	3 credits
NURS 771	Practicum Care III	3 credits
NURS 765	Project Management	3 credits
	Semester Total	9 credits
Semester 7	Spring	
NURS 780	Primary Care IV Clinical Practicum	3 credits
NURS 781	Primary Care IV	3 credits
NURS 704	Healthcare Informatics	3 credits
	Semester Total	9 credits
Semester 8	Summer	
NURS 749	Qualifying Project	1 credit
NURS 754	Policy and Ethical implications for Healthcare Outcomes	3 credits
	Semester Total	4 credits
Semester 9	Fall	
NURS 789	DNP Project	1 credit
NURS 795	DNP Residency	3 credits
	Semester Total	4 credits
	TOTAL CREDITS	68 CREDITS

* Must complete 500 - 1000 hours of supervised clinical service. entering students will have their prior academic clinical hours evaluated in conjunction with their DNP Faculty Adviser.

For course descriptions, see the online [catalog](#).

Nurse Practitioner Specialties

The nurse practitioner (NP) is prepared to practice in an expanded role to provide health care to individuals, families, and/or groups in a variety of settings including, but not limited to, homes, hospitals, institutions, offices, industry, schools, community agencies, public and private clinics, and private practice. The NP acts independently and in collaboration with other health care professionals to deliver health care services. They conduct comprehensive health assessments aimed at health promotion and disease prevention. NPs also diagnose and manage common acute illnesses, with referral as appropriate, and manage stable chronic conditions in a variety of settings.

NPs are uniquely qualified to resolve unmet needs in primary health care by serving as an individual's point of first contact with the health care system. This contact provides a personalized, patient-centered, comprehensive continuum of care and integrates all other aspects of health care over a period of time.

The Family Nurse Practitioner Specialty is available for students in the

- B.S.N.-D.N.P. Program
- D.N.P. Completion Program

The Psychiatric-Mental Health Nurse Practitioner Specialty is available for students in the

- B.S.N.-D.N.P. Program
- D.N.P. Completion Program (beginning Fall 2013)

psyd

Demonstrating a commitment to improving access to behavioral health services and leadership in health professions education, the School of Nursing and Health Professions at the University of San Francisco offers a Doctor of Psychology (PsyD) program in Clinical Psychology. The innovative program

- emphasizes the integration of mental, emotional and physical health in applied settings
- focuses on cultural competence in meeting the needs of underserved populations

As a general concept, behavioral health refers to a field of scientific study, academic education, and clinical healthcare practice that focuses on the integration of psychosocial, behavioral, and biomedical knowledge relevant to health and illness.

What is behavioral health?

As a general concept, behavioral health refers to a field of scientific study, academic education, and clinical healthcare practice that focuses on the integration of psychosocial, behavioral, and biomedical knowledge relevant to health and illness.

What is a PsyD Degree?

The PsyD degree adheres to the Vail Model of training in Psychology. It is generally termed the "Practitioner-Scholar" model, which emphasizes applied methods of clinical psychology and inquiry, rather than theoretical and scientific research. The Boulder Model of training typically characterizes Ph.D. Programs in Clinical Psychology. The PsyD is a practice doctorate and referred to as a professional degree while the Ph.D. is a research doctorate and often considered an academic degree. Both can engage in the full range of psychological practice, depending upon their specific training and advanced credentials.

Mission of the Program

The PsyD in Clinical Psychology is a program that prepares doctoral students to serve in a variety of community health settings as professional psychologists. Graduates are proficient in the empirical and theoretical underpinnings of integrated, behavioral health interventions while sensitive to contextual, cultural, spiritual, and socioeconomic environments of the individuals and communities. Advancing the Mission of the University of San Francisco, the primary focus is to address disparities in the delivery of physical and mental health services to the underserved and marginalized.

Program Goals

The PsyD in Clinical Psychology will prepare professional psychologist under a practitioner-scholar model in theoretical and scientific foundations; and to apply evidence-based interventions across a variety of contexts, problems and populations.

Graduates of the PsyD in Clinical Psychology will:

Develop a focus in integrated behavioral health that will allow them to work effectively with individuals and organizations across boundaries of economic, physical, psychological, sociocultural, and spiritual issues.

Be prepared using multidisciplinary approaches through a variety of modalities including consultation, psycho-education, advocacy, and direct clinical care.

Gain an understanding and sensitivity to providing behavioral health services to those who have been traditionally disadvantaged due to socioeconomic, race/ethnicity, gender, religion, or disability status or sexual orientation and others who are underserved in current health care systems.

Program Features

Doctor of Psychology (PsyD) Program - Course of the Program

- The program consists of four years of academic study, including four years of practica (1200-2000 hours), a professional project, and a fifth year internship (1500-2000 hours applied toward licensure), typically completed at another institution. The level of complexity and the number of hours of practica increases each year throughout the first four years. Each practicum placement takes place in the community and includes a course on campus.
- Admission is in the Fall only, with year-round study during Fall, Spring, and Summer semesters. One to three week breaks will occur between semesters.
- Some courses may be taken jointly with students in the Master of Science in Behavioral Health, the Master of Public Health, and the Doctor of Nursing Practice in Psychiatric Nurse Practitioner Programs, and occasionally with students in other USF schools and colleges.
- Credit will be given for courses taken at other accredited institutions that are substantially equivalent to those offered in the PsyD Program up to a maximum of 24 credit hours; transfer courses are reviewed after the student registers for first semester classes.

Student Learning Outcomes

Graduates of the PsyD in Clinical Psychology will acquire the knowledge, attitudes, and skills to function in diverse settings to provide culturally competent, contextually sensitive, integrated behavioral health consultation to individuals and health professionals.

Graduates will:

1. Demonstrate knowledge of the historical and contemporary social and psychological theories of human development and behavior;
2. Integrate behavioral health knowledge, strategies, and skills that allow them to work effectively with individuals and organizations across boundaries of economic, physical, psychological, sociocultural, and spiritual issues.
3. Effectively utilize qualitative and quantitative empirical approaches to the understanding and evaluation of human behavior and psychological interventions;
4. Demonstrate proficiency in practice- and evidence-based approaches to psychological assessment, consultation, intervention, prevention and advocacy;
5. Demonstrate competence in providing evidence-based behavioral health interventions for diverse individuals, groups, and families experiencing a variety of physical, psychosocial, and mental health problems;
6. Develop skills that will allow them to engage in and promote community-based interventions that advance the health and well-being of groups and individuals.
7. Learn to work in a variety of settings serving the underserved, whether in medical centers, community agencies or clinics, or as independent contractors or practitioners offering multiple modalities of behavioral health interventions.

Admission Requirements

- Bachelor's Degree from an accredited institution
- Copies of transcripts from all colleges and universities attended. WES.org and ECE.org course by course transcript evaluation for all classes/degrees taken at schools outside the United States. Official transcripts will be required upon admission.
- Successful completion within the last seven years, with a grade of B or higher, of the following four undergraduate courses (at least 3 credits each):
 - Abnormal Psychology or Psychopathology
 - Human Development or Lifespan Development
 - Research Design Methods
 - Theories of Personality or Theories of Psychotherapy
- A personal statement of interest
- A professional résumé or Curriculum Vitae
- Three letters of recommendation, at least two of which must be from faculty members
- Results of GRE General Test and GRE Psychology Test, taken within five years of application.
- Minimum 3.0 undergraduate GPA (in major and overall)
- TOEFL score of 600 or IELTS score of 100 for international students

The PsyD Program builds upon the foundation of coursework and experience obtained during undergraduate and any prior graduate education. The PsyD Admissions Committee takes into consideration the breadth and depth of an applicant's background, GPA, and any clinical and research experience. Scores on the Graduate Record Examination (including the Psychology Subject Test), in addition to a review of undergraduate and graduate transcripts, provide an assessment of an applicant's general knowledge.

psyd_curriculum

YEAR ONE			
Fall			
PSYD 702	History and Systems of Psychology	2	credits
PSYD 703	Culture and Mental Health	3	credits
PSYD 704	Human Development	3	credits
PSYD 710	Advanced Psychopathology I: Children and Adolescents	3	credits
PSYD 705	Practicum 1A	1	credit
		Semester Total	12 credits
Spring			
PSYD 716	Intellectual Assessment	3	credits
PSYD 714	Community Mental Health and Health Disparities	2	credits
PSYD 711	Advanced Psychopathology II: Adults	3	credits
PSYD 713	Biological Psychology	2	credits
PSYD 715	Practicum 1B	1	credit
		Semester Total	11 credits
Summer			
PSYD xxx	Personality Assessment	3	credits

PSYD 722	Professional Ethics, Law, and Standards	2	credits
		Semester Total	5 credits
YEAR TWO			
Fall			
PSYD 724	Qualitative Research Design, Measurement, and Analysis	2	credits
PSYD 726	Cognitive and Affective Bases of Behavior	3	credits
PSYD 728	Integrated Behavioral Health in Primary Care	3	credits
PSYD 725	Evidence Based Practice I: Humanistic, Psychodynamic, Interpersonal Psychotherapy	3	credits
PSYD 729	Practicum 2A	1	credits
		Semester Total	12 credits
Spring			
PSYD 730	Evidence Based Practice II: Behavioral and Cognitive Psychotherapy	3	credits
PSYD 733	Sociocultural Bases of Behavior	3	credits
PSYD xxx	Quantitative Research Design, Measurement, and Analysis	3	credits
PSYD xxx	Elective	2	credits
PSYD 740	Practicum 2B	1	credit
		Semester Total	12 credits
Summer			
PSYD 735	Evidence Based Practice III: Couples and Families	3	credits
PSYD xxx	Qualifying Exams	1	credit
		Semester Total	4 credits
YEAR THREE			
Fall			
PSYD 745	Evidence Based Practice IV: Groups	3	credits
PSYD xxx	Neuropsychological Screening	2	credits
PSYD xxx	Professional Project: Proposal Development	1	credit
PSYD 750	Practicum 3A	2	credits
		Semester Total	8 credits
Spring			
PSYD xxx	Consultation and Inter-professional Collaboration	3	credits
PSYD xxx	Elective	2	credits
PSYD xxx	Professional Project: Proposal Preparation and Defense	1	credit
PSYD 760	Practicum 3B	2	credits
		Semester Total	8 credits
Summer			
PSYD xxx	Professional Project: Data Collection	1	credit
PSYD xxx	Psychopharmacology	2	credits
		Semester Total	3 credits
YEAR FOUR			
Fall			
PSYD xxx	Theory and Practice of Clinical Supervision	2	credits
PSYD xxx	Professional Project: Data Analysis and Writing	1	credit
PSYD 770	Practicum 4A	2	credits
PSYD xxx	TBD Required	2	credits
		Semester Total	7 credits
Spring			

PSYD xxx	Assessment and Treatment of Substance Abuse and Dependence	2	credits
PSYD xxx	Professional Project: Presentation Preparation and Defense	1	credit
PSYD 780	Practicum 4B	2	credits
PSYD xxx	Elective	2	credits
		Semester Total	7 credits
Summer			
PSYD xxx	Full-Time Clinical Internship at another institution (starts July 1st or September 1st)	0	credits
			0 credits
YEAR FIVE			
Fall			
PSYD xxx	Full-Time Clinical Internship	1	credit
		Semester Total	1 credit
Spring			
PSYD xxx	Full-Time Clinical Internship	1	credit
		Semester Total	1 credit
Summer			
PSYD xxx	Full-Time Clinical Internship	0	credits
		Semester Total	0 credits
		MINIMUM TOTAL NUMBER OF CREDITS	91 CREDITS
ELECTIVE	OPTIONS (2 credits each)		
PSYD xxx	Assessment of Children and Adolescents		
PSYD xxx	Advanced Neuropsychological Assessment		
PSYD xxx	Treatment with Forensic Populations		
PSYD xxx	Child and Family Treatment		
PSYD xxx	Indigenous Healing Practices		
PSYD xxx	Gender, Sex, Sexuality and Health		
PSYD xxx	Aging and Older Adults		

Course descriptions are available in the [catalog](#).

*This is a sample curriculum pattern and is subject to change.

psyd-curriculum-fall-2013

Fall 2013

YEAR ONE			
Fall			
PSYD 702	History and Systems of Psychology	2	credits
PSYD 703	Culture and Mental Health	3	credits
PSYD 704	Human Development	3	credits
PSYD 710	Advanced Psychopathology I: Children and Adolescents	3	credits
PSYD 705	Practicum 1A	1	credit
		Semester Total	12 credits
Spring			
PSYD 712	Research Design and Methodology	3	credits
PSYD 713	Biological Psychology	2	credits
PSYD 714	Community Psychology and Community and Mental Health	2	credits
PSYD 711	Advanced Psychopathology II: Adults	3	credits

PSYD 715	Practicum 1B	1	credit
		Semester Total	11 credits
Summer			
PSYD 721	Statistics for the Social Sciences	3	credits
PSYD 722	Professional Ethics, Law, and Standards	2	credits
		Semester Total	5 credits
YEAR TWO			
Fall			
PSYD 726	Cognitive and Affective Bases of Behavior	3	credits
PSYD 728	Integrated Behavioral Health in Primary Care	3	credits
PSYD 725	Evidence Based Practice I: Humanistic, Psychodynamic, Interpersonal Psychotherapy	3	credits
PSYD xxx	Personality Assessment	3	credits
PSYD 729	Practicum 2A	1	credit
		Semester Total	13 credits
Spring			
PSYD 730	Evidence Based Practice II: Behavioral and Cognitive Psychotherapy	3	credits
PSYD 733	Sociocultural Bases of Behavior	3	credits
PSYD 716	Intellectual Assessment	3	credits
PSYD xxx	Elective	2	credits
PSYD 740	Practicum 2B	1	credit
		Semester Total	12 credits
Summer			
PSYD 735	Evidence Base Practice III: Couples and Families	3	credits
PSYD xxx	Qualifying Exams	1	credit
		Semester Total	4 credits
YEAR THREE			
Fall			
PSYD 745	Evidence Based Practice IV: Groups	3	credits
PSYD xxx	Neuropsychological Screening	2	credits
PSYD xxx	Professional Project: Proposal Development	1	credit
PSYD 750	Practicum 3A	2	credits
		Semester Total	8 credits
Spring			
PSYD xxx	Consultation and Inter-professional Collaboration	3	credits
PSYD xxx	Elective	2	credits
PSYD xxx	Professional Project: Proposal Preparation and Defense	1	credit
PSYD 760	Practicum 3B	2	credits
		Semester Total	8 credits
Summer			
PSYD xxx	Professional Project: Data Collection	1	credit
PSYD xxx	Psychopharmacology	2	credits
		Semester Total	3 credits
YEAR FOUR			
Fall			
PSYD xxx	Theory and Practice of Clinical Supervision	2	credits
PSYD xxx	Professional Project: Data Analysis and Writing	1	credit

PSYD 770	Practicum 4A	2	credits
PSYD xxx	TBD Required	2	credits
	Semester Total	7	credits
Spring			
PSYD xxx	Assessment and Treatment of Substance Abuse and Dependence	2	credits
PSYD xxx	Professional Project: Presentation Preparation and Defense	1	credits
PSYD 780	Practicum 4B	2	credits
PSYD xxx	Elective	2	credits
	Semester Total	7	credits
Summer			
PSYD xxx	Full-Time Clinical Internship at another Institution (starts July 1st or September 1st)	0	credits
		0	credits
YEAR FIVE			
Fall			
PSYD xxx	Full-Time Clinical Internship	1	credit
	Semester Total	1	credit
Spring			
PSYD xxx	Full-Time Clinical Internship	1	credit
	Semester Total	1	credit
Summer			
PSYD xxx	Full-Time Clinical Internship	0	credits
	Semester Total	0	credits
	MINIMUM TOTAL NUMBER OF CREDITS	92	CREDITS
ELECTIVE	OPTIONS (2 credits each)		
PSYD xxx	Assessment of Children and Adolescents		
PSYD xxx	Advanced Neuropsychological Assessment		
PSYD xxx	Treatment with Forensic Populations		
PSYD xxx	Child and Family Treatment		
PSYD xxx	Indigenous Healing Practices		
PSYD xxx	Gender, Sex, Sexuality and Health		
PSYD xxx	Aging and Older Adults		

Course descriptions are available in the [catalog](#).

*This is a sample curriculum pattern and is subject to change.

Public Health Certificate

All USF nursing graduates who are licensed are eligible for the Public Health Certificate, which allows RNs to practice as public health nurses in California. The application form is available in the School of Nursing and Health Professions Office.

RN-MSN (Effective Summer 2012)

Associate Degree to MSN			
Semester 1			
NURS 613	CNL Role: Introduction	1	credit
NURS 501	Transitions to CNL Graduate Education	2	credits
NURS 500	Graduate Writing and Research	4	credits
NURS 600	Foundations in CNL Leadership	2	credits

		Semester Total	9 credits
Semester 2			
NURS 615	CNL Roles Course: CNL as Educator (60 hours)		1 credit
NURS 603	Assessment Across the Lifespan		3 credits
NURS 505	Community Health Nursing		3 credits
NURS 506	Community Health Nursing Practicum (90 hours)		2 credits
		Semester Total	9 credits
Semester 3			
NURS 639	Nursing Inquiry		4 credits
NURS 642	Epidemiology and Population Statistics		4 credits
		Semester Total	8 credits
Semester 4			
NURS 612	Advanced Pathophysiology and Pharmacology		3 credits
NURS 614	Healthcare Systems Leadership		3 credits
NURS 623	CNL Role: Team Manager and Leader (60 role hours)		1 credit
		Semester Total	7 credits
Semester 5			
NURS 628	CNL Role: Clinical Outcomes Manager (60 role hours)		1 credit
NURS 629	Financial Resource Management		3 credits
NURS 640	Healthcare Informatics		2 credits
		Semester Total	6 credits
Semester 6			
NURS 648	Healthcare Policy and Ethics		3 credits
NURS 651	CNL Role: Synthesis		2 credits
NURS 653	Internship: Clinical Nurse Leader (220 hours)		2 credits
		Semester Total	7 credits
		TOTAL	46 credits

BSN to MSN			
Semester 1			
NURS 613	CNL Role: Introduction		1 credit
NURS 600	Foundations in CNL Leadership		2 credits
		Semester Total	3 credits
Semester 2			
NURS 615	CNL Roles Course: CNL as Educator (60 hours)		1 credit
NURS 603	Assessment Across the Lifespan		3 credits
		Semester Total	4 credits
Semester 3			
NURS 639	Nursing Inquiry		4 credits
NURS 642	Epidemiology and Population Statistics		4 credits
		Semester Total	8 credits
NURS 612	Advanced Pathophysiology and Pharmacology		3 credits

NURS 614	Healthcare Systems Leadership	3 credits
NURS 623	CNL Role: Team Manager and Leader (60 role hours)	1 credit
	Semester Total	7 credits
Semester 5		
NURS 628	CNL Role: Clinical Outcomes Manager (60 role hours)	1 credit
NURS 629	Financial Resource Management	3 credits
NURS 640	Healthcare Informatics	2 credits
	Semester Total	6 credits
NURS 648	Healthcare Policy and Ethics	3 credits
NURS 651	CNL Role: Synthesis	2 credits
NURS 653	Internship: Clinical Nurse Leader (220 role hours)	2 credits
	Semester Total	7 credits
	TOTAL	35 credits

Total Role Hours in Practica and Immersion = 400 hours

Course descriptions are available in the [catalog](#).

* Pre-requisites: NURS 600 must be taken in the first semester.

NURS 613 is pre-req for NURS 615, NURS 623 and NURS 628; NURS 623 and NURS 628 are pre-req for NURS 651.

Exemptions: ADNs with a BS or BA do not take NURS 501 or NURS 500 (unless admitted with provisional status)

Guideline: 500 level coursework must be taken in order listed. 600 level coursework may be taken in any order except where pre-requisites are indicated.

RN-MSN (pre-Summer 2012)

Associate Degree to MSN (NUAL/NUBL)		
Semester 1		
NURS 501	Transitions to CNL Graduate Education	2 credits
PSCA 500	Writing (on-line)	4 credits
*NURS 600	Foundations in CNL Leadership	2 credits
	Semester Total	8 credits
Semester 2		
NURS 603	Assessment	3 credits
NURS 505	Community Nursing	3 credits
NURS 506	Community Nursing Practicum	2 credits
	Semester Total	8 credits
Semester 3		
NURS 642	Epidemiology and Populations Statistics	4 credits
NURS 612	Adv. Pathophysiology and Pharmacology	3 credits
NURS 613	Introduction to the CNL Role	1 credit
	Semester Total	8 credits

Semester 4		
NURS 639	Nursing Inquiry	4 credits
NURS 614	Healthcare Syst. Leadership	3 credits
*NURS 623	CNL Role: Team Manager and Leader	1 credits
	Semester Total	8 credits
Semester 5		
*NURS 628	CNL Role: Cl. Outcomes Manager (80 role hours)	1 credit
NURS 629	Financial Resource Mngt	3 credits
NURS 604	Instructional Systems Design/Informatics	3 credits
	Semester Total	7 credits
Semester 6		
NURS 648	Healthcare Policy and Ethics	3 credits
NURS 651	CNL Role: Role Synthesis	2 credits
NURS 653	RN-CNL Internship (300 hours)_	2 credits
	Semester Total	7 credits
	TOTAL	46 credits

BSN (NURL)		
Semester 1		
NURS 602	Epidemiology	3 credits
*NURS 600	Foundations in CNL Leadership	2 credits
	Semester Total	5 credits
Semester 2		
NURS 603	Assessment	3 credits
	Semester Total	4 credits
Semester 3		
NURS 612	Adv.Pathophysiology and Pharmacology	3 credits
NURS 613	Introduction to the CNL Role	1 credit
	Semester Total	4 credits
NURS 639	Nursing Inquiry	4 credits
NURS 614	Healthcare Syst. Leadership	3 credits
*NURS 623	CNL Role: Team Manager and Leader	1 credit
	Semester Total	8 credits
Semester 5		
*NURS 628	CNL Role: Cl. Outcomes Manager (80 role hours)	1 credit
NURS 629	Financial Resource Mngt	3 credits

NURS 604	Instructional Systems Design/Informatics3	3 credits
	Semester Total	7 credits
Semester 6		
NURS 648	Healthcare Policy and Ethics	3 credits
NURS 651	CNL Role: Role Synthesis	2 credits
NURS 653	RN-CNL Internship (220 role hours)	2 credits
	Semester Total	7 credits
	TOTAL	34 credits

Exemptions: ADNs with a BS or BA do not take NURS 501 or PSCA 500 (unless admitted with provisional status)

Guideline: 500 level coursework must be taken in order listed. 600 level coursework may be taken in any order except where pre-requisites are indicated.

* Pre-requisites: NURS 600 must be taken in the first semester.

NURS 613 is pre-req for NURS 615, NURS 623 and NURS 628; NURS 623 and NURS 628 are pre-req for NURS 651.

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.

The School of Nursing and Health Professions became the first private nursing program in California, established in 1954 and accredited by the National League for Nursing when the first students graduated in 1958. The School has been continuously accredited since that time, receiving its most recent affirmation from the Commission on Collegiate Nursing Education (CCNE) in October, 2008 for the full ten years.

The School is committed to advancing the preparation of professional nurses within the Jesuit academic tradition: a strong liberal arts and science foundation coupled with professional knowledge in the discipline of nursing. The curriculum designed for nursing majors at the University of San Francisco is based on a conceptual framework and reflects the philosophy that a professional nurse needs a liberal background for professional development and personal growth. The program prepares men and women for beginning positions in nursing, provides the means for personal and professional advancement, and qualifies them for progression into programs that offer advanced degrees. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the California State Board of Registered Nursing (CABRN); Graduates are eligible to take the National Council Licensing Examination (NCLEX) and are eligible for the California Public Health Certificate.

Special Requirements for Nursing Students

These requirements are based on what is required for generalist and advanced practice preparation. These requirements include:

Mental and Physical Qualifications for Professional Nursing

Please be advised that there are minimum entry qualifications to professional nursing practice. Typically, all nursing employers set up minimal physical and mental standards for employment as a registered nurse. The University of San Francisco wishes to inform prospective students of the general nature of such qualifications, although qualifications may vary among employers. Further, the University of San Francisco wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capabilities for nursing prior to entering the profession of nursing as a graduate. Thus, the following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program:

1. Frequently work in a standing position and do frequent walking.
2. Lift and transfer patient up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
3. Lift and transfer patient from a stooped position to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
4. Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
5. Respond and react immediately to auditory impediments.
6. Physically perform up to a twelve hour clinical laboratory experience.
7. Perform close and distance visual activities involving objects, persons, and paperwork, as well as discriminate depth and color perception.
8. Discriminate between sharp/dull and hot/cold when using hands.
9. Perform mathematical calculation for medication preparation and administration.
10. Communicate effectively, both orally and in writing, using appropriate grammar, vocabulary, and word usage.

11. Make appropriate and timely decisions under stressful situations.

All students in the School of Nursing and Health Professions are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the School of Nursing and Health Professions should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the School of Nursing and Health Professions with regard to students and applicants with disabilities, the school will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be evaluated by nursing faculty, with representation from outside the USF School of Nursing and Health Professions as appropriate.

Conviction of a Crime

Students must be aware that to be eligible to take the NCLEX RN Exam, they are required under law to report ALL misdemeanor and felony convictions. "Driving under the influence" convictions must also be reported. Convictions must be reported even if they have been expunged under Penal Code 1203.4 or even if a court ordered diversion program has been completed under Penal Code Section 1000.

Eligibility to sit for the NCLEX RN exam is determined by the California Board of Registered Nursing. Consideration is given to the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

Undergraduate

Undergraduate School of Nursing

- [Additional Undergraduate Student Requirements](#)
- [Bachelor of Science in Nursing Program](#)
- [L.V.N. 30 Unit Option](#)
- [Public Health Certificate](#)

Vision, Mission, and Values

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 professionals to address the determinants of health, promote policy and advocacy and provide a moral compass to transform health care in order to further equity and positively influence quality, delivery, and access.

School of Nursing and Health Professions Mission

The mission of the School of Nursing & Health Professions (SONHP) is to advance nursing and health professions education within the context of the Jesuit tradition. The school uses dynamic and innovative approaches in undergraduate and graduate education to prepare professionals for current and future practice domains. The goal is to effectively link classroom, clinical and field experiences with expectations for competence, compassion, and justice in health care, protection and promotion 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, an effective public health infrastructure, and, lifelong learning.
- The BSN curriculum is developed around a unique conceptual framework, the Vision, Mission, and Values. The conceptual framework is layered with transition theory and symptom management and enables the BSN student to develop knowledge, skills and attitudes consistent with the profession of nursing.
- The nursing process is represented by the strong foundation in clinical knowledge pertaining to assessment, diagnosis, skills, interventions and management of physiological and psychological symptoms in a culturally sensitive way among patients in a variety of settings.

Core Curriculum

Area A: Foundations of Communication

Public Speaking

Students will:

- Craft and present well organized, thesis-driven speeches.
- Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.
- Deliver speeches using an audience-centered, extemporaneous approach.
- Use rhetorical concepts and principles to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.
- Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address.

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 credits)

- Public Speaking (4 credits)
- Rhetoric and Composition (4 credits)

Area B: Math and the Sciences (8 credits)

- Math or Quantitative Science (4 credits)
- Applied or Laboratory Science (4 credits)

Area C: Humanities (8 credits)

- Literature (4 credits)
- History (4 credits)

Area D: Philosophy, Theology and Religious Studies, and Ethics (12 credits)

- Philosophy (4 credits)
- Theology and Religious Studies (4 credits)
- Ethics (4 credits)

Area E: Social Sciences (4 credits)

- Social Sciences (4 credits)

Area F: Visual and Performing Arts (4 credits)

- Visual and Performing Arts (4 credits)

Integration of Service Learning and Cultural Diversity**Total Core Curriculum Requirements: 44 credits**

* Students must complete RHET 120, RHET 130/131, RHET 195 or RHET 250 with a grade of C- or better.

Additional University Mission Requirements

In addition to completing the Core Curriculum requirements, the baccalaureate degree candidate will have completed a minimum of two courses within the Core or within his/her major that integrate two mission-driven characteristics:

Service Learning and Cultural Diversity. These requirements may be met by completing course sections designated as "SL" and "CD". Courses that integrate service learning as well as courses that meet the Cultural Diversity designation are offered across disciplines and schools.

The Cultural Diversity Requirement will be met by courses that promote understanding and appreciation of the richness and diversity of human culture. The Service Learning Requirement will be met by courses that integrate a form of community/public service into the academic undergraduate learning experience.

Foreign Language Requirement

Why study language? Because language is the human being's distinctive characteristic, and virtually all intellectual activities and forms of social intercourse depend on it. Language links us with our culture and with one another; it mirrors and constructs our experiences; it makes possible the full spectrum of human endeavors. In the broadest sense, a primary objective of the language requirement is to promote an awareness of the essential role language plays in our daily lives. Beyond this, the language requirement:

- exposes the inner workings of both one's native language and the language studied;
- lays a foundation for course work in literature and in other disciplines;
- provides opportunities for personal experience with other languages and cultures;
- enhances professional and career training;
- promotes self awareness and sensitivity to others;

Both the University of San Francisco and the broader San Francisco/Bay Area communities provide an ideal environment for developing an understanding of a variety of cultures. The language requirement encourages students to reshape themselves as sensitive, participating members of a broader multicultural and multilingual community. This participation has many dimensions, and USF students are encouraged to explore them through course work, extracurricular and community activities, as well as study abroad.

Because language lays a foundation on which further academic education is built, another objective of the language requirement is to contextualize and integrate course work in other disciplines. Students are encouraged to approach the study of African, American, Asian and European contributions to human civilization which are culturally and linguistically grounded, and students are encouraged to approach the study of these contributions from within the culture in question, rather than as outsiders. The language requirement provides the point of departure for the development of proficiency adequate to academic and professional needs, and promotes the multidisciplinary study of cultures and societies both outside the United States and within our increasing multicultural communities.

Whether investigating the past, analyzing or constructing the present, or forecasting the future, knowledge of languages and cultures privileges the University of San Francisco student.

Requirements

All candidates for the Bachelor's degree in the College of Arts and Sciences whose native language is English must complete a foreign language requirement. Arts majors must complete the requirement by satisfactorily completing one of the following courses: ARAB 201, ASL 201, FREN 201, GERM 201, GREK, 102, HEBR 102, ITAL 201, JAPN 201, LATN 102, CHIN 201, SPAN 201, SWAH 201, PORT 201, TAGA 201.

Science majors must complete the requirement by satisfactorily completing one of the following courses: ARAB 102, ASL 102, FREN 102, GERM 102, GREK 102, HEBR 102, ITAL 102, JAPN 102, LATN 102, SPAN 102, SWAH 102, CHIN 102, PORT 102, TAGA 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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 Interim Director, Student Housing and Residential Education: Golden Venters
 Director, Student Involvement: Marci Nunez
 Director, One Card and Campus Security Systems: Jason Rossi
 Director, Graduate Student Services: Dan McPherson
 Assistant Dean, Student Disability Services: Tom Merrell
 Assistant Dean, Academic Support Services: Dena Davis
 Assistant Dean, Academic and Faculty Services: Deanna Pachinger
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 Associate Dean for Academic Affairs and Professor: Elena Flores
 Associate Dean for Academic Affairs and Associate Professor: Shabnam Koirala-Azad
 Associate Dean for Strategy, Assessment, and Impact: Christopher Thomas

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 Associate Athletic Director, Athletic Performance: Doug Padron

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Professor of Marketing, Emeritus Ph.D., University of North Carolina at Chapel Hill, 1972.

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