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GRADUATE BULLETIN — 1976 - 1977
AND CREDENTIAL AND POST B.A.
CERTIFICATE PROGRAMS



UNIVERSITY OF SAN DIEGO

UNIVERSITY OF SAN DIEGO
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*BULLETIN OF THE
UNIVERSITY OF SAN DIEGO
GRADUATE DIVISION
1976-1977*



General Information
Degrees and Requirements
Courses of Instruction
Including Credential and Certificate Programs

*Alcalá Park
San Diego, California 92110
(714) 291-6480*

ACADEMIC CALENDAR 1976-1977

IMPORTANT DATES FOR GRADUATE STUDENTS IN ALL PROGRAMS. PLEASE INSURE YOU FOLLOW THIS SCHEDULE.

Fall Semester 1976:

SEPTEMBER 1976

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Wednesday, September 8 - - Registration Day (also 6-7 p.m. before evening classes during first week of school, Th-9th; M-13th; T-14th; W-15th)

Thursday, September 9 - - - - Classes begin

Wednesday, September 22 - - Last day to enroll in a class

Wednesday, October 6 - - - - Last day to pre-register with School of Education for Spring field placements

Wednesday, October 20 - - - Last day to withdraw from classes without academic penalty

Tuesday, October 26 - - - - Last day to petition for November comprehensive examinations and language examinations

Monday, November 1 - - - - Holiday—All Saints Day

Saturday, November 13 - - - Language examinations

Saturday, November 20 - - - Comprehensive examinations

Thursday-Friday,

November 25-26 - - - - - Thanksgiving Holiday

Tuesday, December 7 - - - - Pre-registration for spring semester 1977

Friday, December 10 - - - - Last class day
Deadline to apply for Graduate Fellowships through the California State Aid Commission

Monday-Friday,

December 13-17 - - - - - Final Examination

Intersession (Optional)

Wednesday, January 5, 1977 First class day; registration 8-9 a.m.; 4-6 p.m.

Friday, January 14 - - - - Last day for graduate test scores to be sent to the California State Aid Commission

Tuesday, January 25 - - - - Final examinations; last day of Intersession

Spring Semester 1977:

Friday, January 28 - - - - Registration Day (also 6-7 p.m. before evening classes during first week of school, M-31st; T-Feb. 1; W-2nd; Th-3rd)

Monday, January 31 - - - - Classes begin

Tuesday, February 15 - - - Last day to enroll in a class

OCTOBER 1976

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 1976

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 1976

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 1977

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 1977

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

ACADEMIC CALENDAR 1976-1977 - (Cont'd)

Monday, February 21 - - - - Washington's Birthday—
Holiday

Tuesday, March 1 - - - - - Last day to pre-register with
School of Education for
Summer and Fall 1977 field
placements
Last day to file petitions for
May and August graduation
Last day to file petitions for
April language and
comprehensive examinations
Last day to file petitions to
transfer units from elsewhere

Wednesday, March 16 - - - - Last day to withdraw from
classes without academic
penalty

MARCH 1977

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 1977

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY 1977

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 1977

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 1977

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Monday, April 4 through

Tuesday, April 11 - - - - - Easter Holiday
Saturday, April 16 - - - - - Language examinations
Saturday, April 23 - - - - - Comprehensive examinations
Friday, April 29 - - - - - Deadline for transcripts to
graduate office for all units to
be transferred to USD for
graduation

Thursday, May 5 - - - - - Pre-registration for summer
sessions and for Fall 1977
semester

Wednesday, May 11 - - - - - Last day of classes

Thursday May 12 through

Thursday, May 19 - - - - - Final examinations
Sunday, May 22 - - - - - Commencement

Summer Sessions, 1977:**Pre-Session**

Wednesday, June 1 through

Tuesday, June 21 - - - - -

Regular or Main Session

Wednesday, June 22 through

Tuesday, August 2 - - - - -

Friday, July 1 - - - - - Last day to petition for July
language examinations and
August comprehensives
Saturday, July 30 - - - - - Language examinations

Post Session

Thursday, August 3 through

Tuesday, August 22, 1977

Saturday, August 6 - - - - - Comprehensive examinations

Fall Semester, 1977:

Tuesday-Wednesday,

September 6-7 - - - - - Advising and registration

Thursday, September 8 - - - Classes begin

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COMMUNICATIONS

Depending on the nature of the inquiry, letters or calls to the University should be addressed as follows:

Director, Graduate Division — admission procedures, catalogs, other printed information.

Director of Financial Aid — scholarships, financial aid, grants, loans, student employment.

Director of Graduate Student Housing — housing accommodations.

Vice President for University Relations—contributions and bequests, information about University events, alumni affairs.

Vice President for Business Affairs—all business matters.

Registrar — student records and transcripts.

Director of Summer Sessions — summer sessions information.

Mailing address: University of San Diego
Alcalá Park
San Diego, California 92110

POLICY OF NON-DISCRIMINATION

The University of San Diego does not discriminate on the basis of sex in admission to the University nor in the educational programs and activities which USD operates. Inquiries concerning the application of Title IX of the Education Amendments of 1972 and 1974, and of Part 86 of the corollary guidelines developed by the Department of Health, Education, and Welfare, may be addressed to USD's Director of Academic Services.

It is the policy of the University to admit students, and to hire and promote personnel, regardless of race, color, religious belief, sex, age, national origin or ancestry, unless one or more of the foregoing are a bona fide requirement of a particular position.

The University of San Diego is firmly committed to a policy of equal opportunity in all aspects of personnel relations, including employment, salary administration, training, upgrading and promotion.

MEMBERSHIPS

The University of San Diego holds membership in the:

American Alumni Council
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Assembly of Collegiate Schools of Business
American Catholic Philosophical Association
American College Public Relations Association
American Council on Education
American Library Association
Association of American Colleges
Association of Governing Boards
Association of Independent California Colleges and Universities
California Association of Colleges for Teacher Education
California Council on the Education of Teachers
Catholic Library Association
College Entrance Examination Board
College Scholarship Service
Institute of International Education
Kappa Gamma Pi
National Association for Foreign Student Affairs
National Collegiate Athletic Association
National Association of Student Personnel Administrators
National Catholic Education Association
National League for Nursing
Pacific Coast Association of Collegiate Registrars and
Admissions Officers
United States Catholic Historical Society
Western College Association
Western College Placement Association
Western Council of Higher Education in Nursing

OFFICIAL RECOGNITION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, and is approved for veterans. The Hahn School of Nursing is accredited by the NATIONAL LEAGUE FOR NURSING.

The University of San Diego is authorized by the Commission for Teacher Preparation and Licensing of the State of California to recommend candidates for the Multiple and Single Subject Credentials, The Specialist in Special Education credential and the Pupil Personnel Services credential. All of the above credentials are applicable to both elementary and secondary schools.

THE UNIVERSITY Its Past and Its Present

The independent University which bears the city's name was chartered in 1949. Today the University of San Diego includes the College of Arts & Sciences, School of Business Administration, School of Education, School of Law, and Hahn School of Nursing & Allied Health Sciences. Contiguous to the campus also is St. Francis Seminary for undergraduate men aspiring to the Roman Catholic priesthood; its students take their academic work in the various programs offered by the University.

The years since the University's founding have evidenced a steady development. The San Diego College for Women, the first unit of the University at Alcalá Park, began classes in February, 1952. It was erected, financed, and equipped by the Society of the Sacred Heart, its sixth college in the United States. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800; it was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

The second unit of the University, the College for Men, sponsored by the Diocese of San Diego, was opened in 1954, one of the twelve diocesan institutions of higher education in the United States. Its founder, the Most Reverend Charles F. Buddy, first Bishop of San Diego, envisioned its increasingly influential position in education both for the diocese and for the San Diego community.

The first professional school on the Alcalá Park campus, the school of Law, was inaugurated in 1954. It offers a three-year full-time day

program and a four-year part-time evening program, both leading to the *Juris Doctor* degree.

Change and innovation have marked the educational development of the University of San Diego in recent years. The early efforts to provide richer educational advantages to the students by sharing the curricula of the then separate colleges led to the full legal unification of the institutions in July, 1972 so that there now exists one board of trustees, one president, one administration, one faculty, one student body.

The young men and women who share the life of the University of San Diego and contribute to its growth are a diverse group. They have chosen USD for various reasons; most of them would like to acquire the power to think clearly and independently, to form sound and discriminating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic University, and most of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths insures the presentation of a diversity of views, so characteristic of the pluralistic American society.

A friendly campus atmosphere, opportunity for close rapport between faculty and students, class sizes which facilitate personal attention and instructor accessibility—such are the elements creating the educational environment of the University of San Diego.

PHILOSOPHY AND MISSION OF THE UNIVERSITY OF SAN DIEGO

The University of San Diego is a community of scholars. It shares with all institutions of higher education the search for truth and the pursuit of academic excellence. Students of all races, creeds, and cultural backgrounds are welcome to join the intellectual quest.

The University is committed to ideals of liberal education which emphasizes the potentialities of men and women as human beings and creatures of God. Specialized study in the individual disciplines and in the professions builds upon a general education program which both examines the interrelatedness of knowledge and explores the relevance of knowledge to contemporary issues.

By the intent of its founders and by the mandate of its corporate declaration, the University is a Roman Catholic institution. Its distinctive

characteristic within the pluralistic system of higher education is that it is both independent and Catholic. It is independent in that ultimate responsibility for the governance of the University lies in its own Board of Trustees. It is Catholic by virtue of its commitment to the examination of the Catholic tradition as the basis of a continuing search for meaning in contemporary life.

The University of San Diego seeks to preserve and enrich the dignity of every person who becomes a part of this community. It affords the opportunity for sharing ideas and values from many different traditions. Increased understanding should lead to awareness of a serious responsibility toward all mankind.

Because of the kind of institution the University of San Diego envisions itself to be, it has set as its mission the establishment of a distinctive quality and identity within the diversity of institutions of higher education. Accordingly, the University strives:

1. To foster freedom of inquiry and expression in the quest for truth;
2. To engender a climate conducive to the spiritual, intellectual, cultural, and social development of all members of the University community;
3. To afford each individual the opportunity to strengthen a personal philosophy and value system as the basis for integration of behavior and belief;
4. To create an environment of human concern within which teaching and learning interact to the maximum benefit of each member of the University community;
5. To witness to and probe the Christian message as proclaimed by the Catholic Church;
6. To promote Christian ecumenism and the on-going dialogue among peoples of all religions;
7. To conscientiously evaluate the past both for its own sake and because of the crucial continuity of the past and the present;
8. To provide a basis for reflection and critical judgment on contemporary social and moral issues in a worldwide context.

GOALS OF THE UNIVERSITY OF SAN DIEGO

- A. To maintain and develop the highest level of *quality in the academic programs* of the University:
 1. To recruit and retain faculty with a commitment to excellence in teaching;
 2. To provide an instructional environment which allows for the intellectual development of each student as an individual;
 3. To encourage research as a concomitant of excellent teaching and, wherever possible, to include students in research projects as part of their education;
 4. To achieve the size and diversity of student body and programs necessary to ensure variety, quality, and economic viability;
 5. To review periodically our degree curricula to determine whether new programs might be added which are needed by the community and which the University could do well;
 6. To acquire the academic facilities and equipment necessary for efficiency and excellence;
 7. To emphasize distinguished programs where the University has unique resources or obligations.
- B. To provide *service to the community* consistent with the University's identity as an academic institution:
 1. To make available the intellectual and scholarly resources of the University, on a consulting or contract basis, to Church, governmental, and community groups;
 2. To provide practical assistance to groups in need of University expertise insofar as the assistance flows logically from our academic strengths and instructional programs;
 3. To explore opportunities for students to combine learning with service to the community;
 4. To extend beyond our regular degree curricula to offer courses, seminars, and workshops of interest and value to the community at large.
- C. To maintain the *independence of the University* and to use independence as a creative force in the development of the University:
 1. To use the flexibility allowed by independence so as to be responsive to student academic needs within the framework of our traditional character as an educational institution;

2. To take advantage of our internal adaptability so as to individualize service to students;
3. To ensure freedom of inquiry with minimum interference from external agencies;
4. To shape the life of the University so as to reflect the University's values on fundamental ethical issues.

D. To support and enhance creatively the *Catholic character* of the University:

1. To encourage an imaginative and diversified campus ministry sensitive to the spiritual needs of our undergraduate, graduate, and professional students;
2. To provide academically distinguished instruction in Catholic theology;
3. To make Christian ideals live on campus through an atmosphere of charity among faculty, students, and staff;
4. To foster an awareness of the ethical ideals of Christianity in the hope that students will incorporate these ideals into their personal and professional lives.

E. To develop a University which emphasizes the *integration of liberal and professional learning* by focusing on students' total needs as persons and workers:

1. To retain a commitment to the tradition of liberal education as a value in itself and as a foundation for both life and work;
2. To develop existing schools and add new programs which combine professional excellence with an awareness of the broader imperatives of being human;
3. To seek new ways in which the professional schools and the basic disciplines can cooperate in the education of the whole person;
4. To convey the notions of social justice and community as related to the quality of life;
5. To perpetuate and develop a dynamic and productive relationship between faculty and students;
6. To seek new ways to capitalize on size as a means to academic excellence and human concern.

CAMPUS SETTING

The University of San Diego campus is a 170-acre tableland at the western end of Kearny Mesa, high on a hill commanding inspiring views of the Pacific Ocean, Mission Bay, San Diego harbor, and the surrounding mountains. The campus, named Alcalá Park after the Spanish university city of Alcalá, scene of the labors of St. Didacus (San Diego), is superbly located in an urban area, ideally close to the business, cultural, residential, and recreational areas of California's birthplace and second largest city.

Alcalá Park's buildings include the Immaculata Church; the School of Law; Serra Hall and De Sales Hall; Copley and Law libraries; several houses of studies; graduate and undergraduate student residence apartments; the University dining hall, a theatre, a beautiful chapel, women's residence areas in Camino Hall and Founders Hall, men's residence areas in De Sales Hall; and the University recreation center, comprising an olympic-size swimming pool, gymnasium, stadium, and tennis courts.

Here, in sunny Southern California, the student finds a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish Missions, the theatre, swimming (in the large university pool and in the bay and ocean), boating, surfing, tennis, golf, and many others. Close proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

LIBRARY FACILITIES

The James S. Copley Library is located in Camino Hall. Holdings include more than 160 thousand books and bound periodicals. More than 600 current periodical and serial titles are received as well as newspapers, pamphlets, government documents, recordings, and microfilms, cassettes, and filmstrips.

The main resources of the Library are organized as an open stack book and periodical collection. In its "Special Collections," the library exhibits a rare and precious sampling of the world's cultural treasures in the media of the printed page ranging from the medieval period to contemporary fine printing and binding.

The Marvin Kratter Law Library, located near the Law School facility, with upward of 90,000 volumes, is available to all students.

CULTURAL ACTIVITIES

The University recognizes that an important element of the collegiate experience is an acquaintance with qualified and articulate spokesmen of our time, whether the viewpoints presented are readily shared or annoyingly abrasive. Accordingly, throughout the academic year and during the summer sessions, the University invites to the campus well-known scholars, travelers, and significant figures in public life, to complement classroom study, and, in general, broaden the experience of the student. Graduate students also have numerous opportunities to hear outstanding speakers brought to the campus by the School of Law.

Further, in order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional faculty artists, and brings to the campus professionally executed programs in drama, dance, and music.

CAMPUS MINISTRY

Because the University of San Diego is a Roman Catholic institution of higher learning, it is responsible in a unique way for the development of a viable campus ministry to proclaim the Gospel and the presence of Christ in the midst of the campus community.

To further this pastoral apostolate of service to the entire university, a campus ministry team was established during the 1974-1975 academic year. The students, faculty and administrators who make up the team encourage growth in the areas of liturgical initiative, pastoral counseling, coordination of various expressions of religious life and Christian witness to social and moral issues.

The extension of this campus ministry program will promote ecumenical exchange and allow for creativity and adaptation to the expanding needs of the students, faculty and administration.

UNIVERSITY BOOKSTORE

For the convenience of the student the University operates a bookstore on campus. The bookstore is located on the ground floor of Serra Hall near the Student Union. It adheres to the following policies: transactions at the store are kept separate from other payments; all purchases are cash; checks may be made out for the amount of purchase only. Master Charge or BankAmericard are acceptable at the bookstore. Refunds for books must be accompanied by a cash receipt.

STUDENT SERVICES

Student Health Service

The primary aim of the Health Service is to maintain conditions of sound mental and physical health. A registered nurse is available on week days from 9:00 a.m. to 5:00 p.m. A doctor is available two days a week to make examinations and diagnosis. Two well equipped hospitals, located nearby, offer facilities for surgery and for care of those seriously ill. A medical examination and certificate of health is suggested for each entering student. There is a nominal charge for all medication and supplies dispensed from the Health Center.

EDUCATIONAL DEVELOPMENT CENTER —

Room 303, Serra Hall

The purpose of the Educational Development Center is to enrich the student's academic experience and to increase his or her efficiency in dealing with the normal demands of an academic community. The following counseling, educational, and supportive services are provided to meet student needs:

A. Counseling Services

Adjustment to college life is a prerequisite to academic success. To assist in this adjustment, professional counselors offer help to students who seek increased self-understanding and insight into academic, vocational, and personal problems.

Particular assistance is available to students undecided about an academic major or contemplating a change in the major.

B. Placement Services

The University of San Diego offers opportunities to students to investigate, explore and plan for their careers after they leave the University. This is achieved principally through directed workshops offered by the personnel of the Career/Life Planning and Placement Office.

Other services of this Office include organizing seminars on various careers, arranging for professional recruiter interviews, testing for skills and interests, and individual counseling.

However, students will receive the most practical and long-range assistance by participating in workshops planned to help them assess their own skills and interests, to explore a large spectrum of careers, and to acquire techniques useful throughout life in obtaining entry and later level positions. While seniors are given first choice on course sign-ups, all students in any year or school, or in any major field of study are invited to participate.

C. Educational Services

The Reading Efficiency Laboratory is designed to increase speed of reading and degree of comprehension so that students may profit maximally from their reading activity. Most students double or triple their reading rate and increase their comprehension after completing this program.

The Learning Laboratory is equipped to permit students to study English and Mathematics for review or for increased knowledge. The Laboratory is entirely self-instructional so that students may progress through the programs at their own speed.

The Efficient Study Program is designed to instruct students in effective ways to meet the academic demands of college in order that they may make the most effective use of time.

D. Foreign Student Advisor

The Foreign Student Advisor has the general responsibility for the welfare of all students attending the University on visas. Services provided include academic counseling, immigration matters such as issuing visa renewals, moderating the activities of the International Students Association, and instruction of English as a Second Language.

GRADUATE HOUSING

Housing is available for Graduate students. The available space is assigned on a first come, first served basis. The cost for housing ranges from \$155 to \$210 with the majority of space in the \$180 to \$200 range. The areas for students have recreational and laundry facilities. All areas are within five minutes of the University and the University Sports Center. Each apartment is equipped with a kitchen and they may be rented furnished or unfurnished (the University has a contract with a local furniture vendor and will rent furniture for you at group rates if you request it). Further information is available through the Housing Office, University of San Diego, Alcalá Park, San Diego, California 92110.

RECREATION

The USD Recreation Department is rapidly expanding to offer members of the USD community opportunities to use their leisure time constructively. A great variety of recreational events, some cooperative with San Diego State University, dot the calendar including bike excursions,

camp outings, ski trips and weekend outing events. In the past, large-scale participation has provided tremendous enjoyment to complement the academic experience of USD students.

Students are encouraged to use the facilities of the Student Sports Center, located at the top of the hill east of the football field. Facilities include: heated Olympic-size swimming pool (two low dives, one high), a six-basket gym, two volleyball nets (one indoor, one outdoor); 12 tennis courts (eight on west side of school), six three-wall handball courts, a Universal weight machine and a utility field for jogging, etc. A great variety of equipment can be checked out of the Recreation Office with a USD ID card (including badminton sets, frisbees, softball equipment, footballs, football flags, volleyballs, basketballs, racketball paddles, hardballs, etc.)

GRADUATE STUDENT ASSOCIATIONS AND OTHER ACTIVITIES

There are associations for graduate students in each of the colleges or schools conducting graduate programs: the Graduate Student Association in the College of Arts and Sciences; the M.B.A. Society in the School of Business Administration; and the Graduate Education Student Association in the School of Education. Each organization elects its own slate of officers to represent it before the University Administration. Plans include graduate fellowships, graduate employment assistance, and social functions for the graduate students.

The purpose of the ACCOUNTING SOCIETY is to encourage and promote the study of accountancy in its highest standards. It serves as a medium between students, instructors, and other professional accounting organizations. Members take part in field trips, professional lectures by outsiders, and are encouraged to become members of the American Accounting Association, National Association of Accountants, and also to continue the study of accountancy in graduate schools until their goal is obtained.

The ALCALA PARK PLAYERS offers opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in theatre courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

The BIOLOGY CLUB is organized to offer out-of-class activities to those students interested in the Biological Sciences. Speakers, films, and field trips are presented during the year.

The BLACK STUDENTS UNION represents to the larger USD community the interests, attitudes and culture of the black students on campus at the same time providing the students with an opportunity to share in social and cultural events.

The Congregation of the CHILDREN OF MARY is pre-eminently a spiritual organization, the main purpose of which is the moral and spiritual growth of its members. Founded in 1816, it is established in all houses of the Society of the Sacred Heart throughout the world.

The student chapter of the national COUNCIL FOR EXCEPTIONAL CHILDREN is designed to promote interest in the area of Special Education. Professional journals of the Council keep students abreast of the current developments in this field. The University chapter is open to all interested University of San Diego students.

The FILM FORUM, sponsored by the Associated Students, has a two-fold purpose: it fosters discussion of contemporary issues and problems as explored in significant films; and it encourages the evaluation of movies as an art form.

HONORS GROUP: The University of San Diego is affiliated with several national honor associations: KAPPA GAMMA PI, the National Scholastic and Activity Honor Society for Catholic College Women, in which students who graduate with honors and who have been outstanding for character, service, and leadership are eligible for membership; PHI SIGMA TAU, the national honor society for philosophy majors and minors, which has as its purpose to recognize academic accomplishments, foster scholarly activities, and provide an intellectual and social meeting ground for its members; PI DELTA PHI, the National French Honor Society, in which French majors or minors who maintain a high scholastic standing and serve actively in the French Club are eligible for membership; SIGMA DELTA PI, the National Spanish Honor Society, in which Spanish majors and minors who maintain a high scholastic standing and serve actively in the Spanish Club are eligible for membership; DELTA EPSILON SIGMA, the National Scholastic Honor Society for undergraduates, graduates, and alumnae, the purpose of which is to recognize academic accomplishments, foster scholarly activities, and provide an intellectual meeting ground for its members. Other Honors groups are: OMICRON DELTA EPSILON, open to economics majors who have demonstrated their excellence in the study of economics; membership makes available participation in extra-curricular programs, lectures, discussions, and meetings furthering the study of economics; and SIGMA PSI, a mathematics and science society, the aims of which are to encourage a professional spirit and friendship among those who display a marked interest in science and mathematics; to aid student efforts in

science and mathematics by accumulating sources of information on recent developments in these fields; and to foster individual and joint mathematics and science research projects.

PHI ALPHA THETA, the national honorary society in History is open to both undergraduate and graduate history majors or minors who maintain high grade point averages in this field. The USD chapter has regular social and cultural meetings, participates in regional history conventions through PHI ALPHA THETA, and holds book sales during the academic year.

Responsibility for governing fraternity life and mediating interfraternity relationships on the University of San Diego campus is assumed by the INTERFRATERNITY COUNCIL, an organization composed of students representing each of the social fraternities.

The two social fraternities recognized by the University are: Tau Kappa Epsilon, and Phi Kappa Theta. Each aims to promote the social, intellectual, and moral development of its membership.

The INTERNATIONAL STUDENTS ASSOCIATION is an organization open to all students, especially foreign students; it plans recreational and social events in order to welcome foreign students into the University environment, and to encourage them to preserve the beauties of their own native cultures and to share them with students from other parts of the world.

MECHA-MAYA is the organization on campus representing USD's Chicano students. Its aims are to familiarize the community with the Chicano culture as well as to encourage students to share their mutual heritage.

The MODEL UNITED NATIONS CLUB gives students an insight into the machinery of the United Nations, its problems, its agencies and its operations. Members attend a yearly MUN convention.

MODERN LANGUAGE CLUBS on campus promote a lively interest in the literature and culture of foreign nations by means of conversation, discussion, moving pictures, reading and staging of plays, luncheon meetings at language table in the cafeteria. The French Club was the first language club in operation; the Spanish Club is the second, and the German Club is the third.

MUSIC: Several musical groups are organized on campus. The AL-CALA CHORALE prepares several musical, or combined musical and dramatic performances each year.

The UNIVERSITY SYMPHONY ORCHESTRA performs each semester. Membership is by audition and is open to both students and faculty.

The OPERA WORKSHOP gives a production each semester.

The SOLISTI de ALCALA chamber orchestra gives a number of performances yearly.

The ALCALA TRIO offers performances both at home and on tour.

PEQUOD is published by the University of San Diego, and partially sponsored by the Associated Students of the University. Primarily intended as a literary journal for the publication of poetry, fiction, and criticism written by students and alumni of the University, *Pequod* invites the submission of work by others, both students and professional writers.

The POLITICAL SCIENCE CLUB is designed to stimulate an active interest in political affairs at all levels of government. The club frequently brings to the campus political speakers; it invites members of the Consular Corps for lecture and discussion. A continuing film program is also offered. The club provides analyses of campaigns and electoral decisions. Club members often attain positions in organizations of federal, state and local office holders and seekers. Membership is open to anyone who is interested.

The PRE-MEDICAL CLUB provides students in the pre-professional areas of medicine, dentistry, etc., contact with professionals in these areas as well as counselling and coaching on various aspects of the examinations required for entrance by professional schools.

The PSYCHOLOGY CLUB promotes the interest and creative development of students studying psychology or related life sciences. Programs are designed to augment and enhance the regular curriculum and includes lectures, colloquia, and panel discussions.

PUBLICATIONS: Student publications are the annual, ALCALA; the newspaper, VISTA; and LA GIROUETTE, French Club quarterly.

The department of Natural Sciences sponsors a SCIENCE CLUB for enjoyment and training. These benefits come to the members of the club through their own contributions and through those of outstanding scientists, residents of San Diego or visitors to the city. Field trips to the ocean, mountains, and desert are periodically organized. Visits to Scripps Institution of Oceanography, Palomar, and other scientific centers are also on the yearly agenda.

The SOCIETY FOR THE ADVANCEMENT OF MANAGEMENT, student chapter, promotes field trips for students in Business Administration, and arranges for visiting speakers to lecture on campus regarding the problems and techniques of management in the business world today.

The YOUNG DEMOCRATS and YOUNG REPUBLICANS are organized on campus to foster creative interest in American political life, and to develop in students a sense of responsibility for the welfare of the nation.

THE UNIVERSITY OF SAN DIEGO ALUMNI ASSOCIATION

The Alumni Association promotes camaraderie among former students of the University, keeps alumni informed of innovation at the University, and aids the University through its activities. Special interest alumni groups include:

The Alumnae of the Sacred Heart—a unit of the national Associated Alumnae of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart Schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

Law School Alumni—provides support and guidance to law students and presents professional training sessions for members and students. Can host social events for its membership and the Law School community.

ANCILLARY ORGANIZATIONS

The Children of Mary—a unit of the world-wide Children of Mary Congregation associated with schools and colleges of the Sacred Heart.

The University of San Diego Auxiliary—a women's group organized to promote the interests of the University in the community.

The President's Club—a group of benefactors who support the University with a substantial annual gift and represent the University in a special capacity to the community.

The Alcalá Society—a group of men and women dedicated to perpetuating the spiritual and educational values embodied in the University by making a gift at the level necessary for society membership.

ACADEMIC BENEFACTORS

The Clarence L. Steber Memorial Fund provides financial support towards a faculty position in the School of Business Administration and towards a faculty position in the Department of Religious Studies.

EVENING CLASSES

Most graduate courses are offered evenings usually from 4 to 7 p.m., and 7 to 10 p.m. This enables students to work days and still earn a Master's Degree or a Credential at the University.

FINANCIAL ASSISTANCE

The following is a description of the kinds of financial assistance available to graduate students at the University of San Diego. In addition to these programs, veterans should explore benefits provided by the United States or the State of California through inquiry at the appropriate federal or state offices.

Assistantships and Fellowships

The Graduate Division has a limited number of assistantships and fellowships available for full-time degree students. Interested students should apply directly to the Graduate Division for assistantship information. Deadline date for applications is March 1. Awards are announced by April 15. In the School of Education, the deadline for applications is August 1. Awards are announced by August 15.

Special Education graduate traineeships are available under provisions of Public Law 91-230, as amended. Qualified applicants selected for participation in the program will receive tuition and fees plus a stipend for living expenses. Requests for application forms or additional information should be directed to Director of Special Education, School of Education.

National Direct Student Loan Program

A graduate or professional student may apply for an NDSL annually under this program. To be eligible, the student must be a United States citizen, carry at least one-half the normal full-time academic workload, and we in need of financial assistance in order to continue his education.

Repayment begins nine months after graduation and may be extended over a ten year period at a 3 per cent interest rate. Members of the armed forces, Peace Corps, and VISTA may have their repayment deferred up to three years. Borrowers who teach in schools which serve low income families or who teach the handicapped may qualify for cancellation of the entire obligation at the rate of 15 per cent per year.

The size of the loan the student receives depends on his financial need and on the funds available at the University. The student is required to complete either the Parents Confidential Statement or the Student Financial Statement for The College Scholarship Service and the

appropriate loan application early in the spring preceding the academic year in which assistance is desired. Further details and applications are available from the Director of Financial Aid.

Federally Insured Student Loan Program

Under this program, also known as the Guaranteed Loan Program, the student may borrow up to \$2,500 a year from a participating bank or other commercial lender. Students pay no interest while in school. Repayment begins after graduation at a 7 per cent interest rate.

Payment Plans

Information on payment plans is available from Student Accounts Receivable, (714) 291-6480, ext. 363. Agreement forms for Payment Plans may be obtained from Room 104, De Sales Hall or from Student Accounts Receivable, University of San Diego, Alcala Park, San Diego, California 92110.

EMPLOYMENT

The University of San Diego offers a limited number of job opportunities to graduate students in the various departments of the institution. Information concerning the on-campus jobs available to full-time graduate students (Graduate Assistant Program) may be obtained from the Personnel Office. Information concerning the Work-Opportunity Program may be obtained at the Financial Aid Office. Through the Student Part-Time Placement Center, the University of San Diego assists students in finding off-campus employment not directly related to the institution.

REQUIREMENTS FOR ADMISSION

1. The candidate must hold a bachelor's degree or its equivalent from an accredited four-year college, with satisfactory preparation in the field in which the advanced degree is sought.
2. A student must have a minimum cumulative G.P.A. of 2.5 (4 point scale).
3. Application blanks for admission to the Graduate Division, catalogues, and all required information may be obtained from the Graduate Division. Transcripts of credits in duplicate, 3 faculty recommendations, completed application form, and application fee should be forwarded to the Graduate Division.

UNCLASSIFIED GRADUATE STATUS

Graduate Students with a Master's Degree:

Graduate students with a Master's degree may take as many units as they deem necessary for personal enrichment.

Graduate Students with a Bachelor's Degree:

Graduate students holding a Bachelor's degree or its equivalent may take no more than 6 units of graduate and/or upper division courses without formally applying to the Graduate Division.

Every student must, however, file a Special Student Application, obtainable at the Graduate Office in Founders Hall, Room 108, which must be approved by the school or department involved, stating any exceptions.

ADMISSION OF FOREIGN STUDENTS

The University of San Diego welcomes foreign students who can demonstrate their ability to undertake graduate work with profit in the United States.

Applicants for admission from outside the United States must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work. All records of previous academic work must be translated into English.

Applicants from non-English speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey 08540; admission will not be granted until results of this test are submitted to the University. All foreign students accepted at the University must provide for their financial support from non-University sources.

All foreign students must take the Graduate Record Examination prior to admission. Information on testing dates and centers is available through the Educational Testing Service, Box 955, Princeton, New Jersey, USA 08540.

UNIVERSITY OF SAN DIEGO SEMESTER EXPENSE

Application Fee:

payable when application is made for admission. This fee
is not refundable. It must be paid by all students. - - \$ 20.00

Tuition

payable at registration for each semester

1976-77 (per unit) - - - - -	88.00
1977-78 (per unit) - - - - -	100.00

NOTE: The rate for clergy is 50% of the regular tuition plus fees. This rate applies to priests, religious, and seminarians of the Roman Catholic faith and to clergy of other faiths whose principal support is from the ministry.

Resident Students (Board and Room)

Brochures on Graduate Townhouse Apartments
available upon request.

Graduate Student Associations Fee

1 to 6 units - - - - -	15.00
7 units or more - - - - -	25.00

Special Fees

Education Fieldwork Fees (See Specific Courses) - - - -	Variable
Late Registration - - - - -	10.00
Vehicle Registration Fee per year - - - - -	10.00
Comprehensive Examination Fee - - - - -	10.00
Transcript (first one free) - - - - -	1.00
Thesis Binding Fee - - - - -	25.00
Laboratory and Materials Fees - - - - -	Variable

Refund Policy

Fees are not refundable. Refunds are calculated as of the date the student presents the official withdrawal slip at the Office of the Registrar. Tuition: withdrawal slip dated: a) First Week of the semester: 80% per unit refund; b) 50% per unit refund during the next four weeks.

All expenses must be paid on or before Registration Day.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

Credit Requirements

A minimum of two regular semesters or its equivalent of graduate study at the University of San Diego is required of students working toward the Master's degree. All the units required for the Master's degree must be completed with an average G.P.A. of 3.0. Candidates for the M.A.T. degree must maintain a 3.0 average in both Education and Subject Area courses.

Graduate students are encouraged to register for course work regularly each year. A student may request a leave of absence which normally will be limited to one semester. Students who expect to finish their Master's work solely by attending summer sessions should as far as possible, register each summer.

Transfer of Graduate Credits

With the approval of the department chairman or dean, a maximum of *six semester units* of appropriate graduate level coursework completed within the preceding six years at other accredited colleges and universities may be applied toward the 30 semester units required for the master's degree. *Students must petition for such transfer-in units, and provide transcripts of the completed coursework when filing the petition.*

Graduate students in the School of Education may, with approval, transfer a maximum of six semester units of appropriate coursework applied previously to another graduate degree earned at the University of San Diego or at another accredited institution.

Foreign Language Requirement

In most departments a foreign language is required for the Master of Arts degree. (Consult department requirements.) The Graduate School Foreign Language Testing Program (GSFLT) examination is used. It is given in French, Spanish, German and Russian. Registration forms are available in the Graduate Office. The language examination which may be taken at USD should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate work. *The dates for the language exams are in the calendar of this bulletin.* A foreign language is not required in most of the degree programs in the School of Education.

Time Limits

All requirements for the Master's degree, including the thesis, must be completed within 6 years.

All work for the Master's degree must be completed and the thesis approved in final form by April 30 for those who wish to receive their degree in June; by July 15 for those who wish to receive their degree in August.

Thesis

Where required by the department, the student must present a thesis of original content or interpretation testifying to scholarly research and acceptable style.

The thesis must be completed and approved within two years after the first registration for thesis units. If this time limit is not met, the student must re-register and pay additional tuition for three non-credit thesis units per additional semester.

Comprehensive and Oral Examinations

Either a written comprehensive covering the student's subject matter or an oral examination which will include a thesis defense, may be required, according to the degree program. Forms to petition for comprehensive examinations are available in the Graduate Office. *The dates for comprehensive examinations are to be found in the calendar section of this bulletin.* Master's degree candidates in the School of Education may not apply for admission to the comprehensive examination before the semester or summer in which the final six units of coursework are taken. The comprehensive examination fee is \$10.00.



SCHOOL OF EDUCATION

Rev. William E. Elliott, Ph.D., *Dean*

Jack R. Morrison, Ph.D., *Director of Counselor Education*

DeForest L. Strunk, Ed.D., *Director of Special Education*

Robert L. Infantino, Ed.D., *Director of Teacher Education*

Philip O. Hwang, Ph.D.

Sister Genevieve Lane, Ph.D.

Patricia A. Lowry, Ph.D.

Robert E. Nelson, Ed.D.

Joseph C. Rost, Ph.D.

Thomas A. Shannon, J.D.

Patricia A. Watson, Ed.D.

James O. Cleveland, Ed.D.

Edward S. Fletcher, M.A.

Martin J. Gerstein, Ed.D.

Thomas J. Jacobson, Ph.D.

Scott W. Kester, Ph.D.

Nedra Larsen, M.A.

Julia S. Molloy, M.A.

Earl Peisner, Ed.D.

William Rowley, Ed.D.

M. Clarene Saarni, M.A., M.Ed.

GRADUATE PROGRAMS IN EDUCATION

The Graduate Program in Education at the University of San Diego has as its central focus the preparation of qualified professional personnel in education and related areas. This objective is achieved by providing a sequential graduate program including field and laboratory experiences considered necessary for a comprehensive preparation program.

Low student/faculty ratios allow greater personal attention and instructor accessibility.

Three degrees are granted in the Graduate Division of the School of Education: Master of Arts (M.A.), Master of Education (M.Ed.), and Master of Arts in Teaching (M.A.T.).

Graduate students may choose either the Generalist Program of coursework across the broad spectrum of professional education or a specialized program in any of the following areas: Bilingual/Cross-Cultural Education, Counselor Education, Curriculum and Instruction, Educational Psychology, Master of Arts in Teaching, or Special Education. The academic concentrations for the Master of Arts in Teaching are listed on page 31.

I. GENERALIST IN EDUCATION

The Generalist in Education program is designed to develop competencies in a wide range of school related functions—educational psychology, curriculum and instruction, special education, and counselor education. This program is advantageous for those whose duties encompass a variety of tasks or whose supervisory work requires an understanding and appreciation of the problems faced by specialists in various areas. When inquiring about this program, please specify "Generalist Program" to distinguish it from programs having a concentration in one of the specialized areas below.

II. BI-LINGUAL/CROSS-CULTURAL PROGRAMS

A Bi-lingual/Cross-Cultural (Spanish/English) emphasis may be planned within either the Curriculum and Instruction or the Master of Arts in Teaching program.

In the Curriculum and Instruction program, this emphasis includes the writing of bi-lingual curricula; bi-lingual reading methods; general bi-lingual teaching methods in mathematics, social studies, science, art and music; and historical and cultural emphases in the curriculum.

In the Master of Arts in Teaching programs, subject areas such as History, Political Science, or Spanish may be coordinated with bi-lingual education courses and graduate seminars to achieve a bi-lingual/cross-cultural emphasis.

III. COUNSELOR EDUCATION

The University of San Diego offers coursework leading to (A) the Master's Degree with a concentration in Counselor Education and/or (B) the following Credentials: (1) the Pupil Personnel Services Credential with a specialization in pupil counseling; (2) the California Community College Counselor Credential; and (3) the California Community College Student Personnel Worker Credential.

Both the Master's program in Counselor Education and the Credential Program in Pupil Personnel Services are competency based. The intent is to develop the candidate's applied competencies in using the theory, materials, and techniques of counseling and guidance. The Community College Counselor program is intended to develop during practicum competencies for work at that level.

The Counselor Education programs are designed to prepare candidates from both teaching and non-teaching backgrounds. The programs' flexibility enables the student to pursue a credential and a Master's Degree simultaneously.

The University's approved Pupil Personnel Services Program with a specialization in Student Counseling is the appropriate credential program for personnel wishing to serve as a school counselor in grades K-12 in the California public schools.

In addition to school and community college positions, candidates can prepare for related work in community agencies.

A. MASTER'S DEGREE IN COUNSELOR EDUCATION (M.Ed.—minimum of 30 units)

The typical Master's Program includes courses in: career development, pupil personnel services, tests and measurements, organization and administration of pupil personnel services, counseling theory, group dynamics, practicum, research in education, seminars, and educational psychology (30 units). A Master's degree can be completed in one academic year or on a part-time basis.

B. CREDENTIAL PROGRAMS IN COUNSELOR EDUCATION

Pupil Personnel Services Credential

Upon successful completion of the University's competency-based 39 semester unit Pupil Personnel Service Credential Program, the can-

didate will be endorsed for this credential. Thirty of the 39 units are the candidate's 30 unit M.Ed. program. The remaining 9 units include the prescribed internship (fieldwork) requirements mandated by the State for this credential.

Note: "B" is the minimum competency grade acceptable toward credential requirements in each course.

Local applicants seeking information regarding the credential should confer directly with advisors in the Division of Counselor Education. Non-local applicants are encouraged to confer with the Director of Counselor Education through a person-to-person telephone conference: (714) 291-6480, ext. 264.

IV. CURRICULUM AND INSTRUCTION

A. MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

The Master of Education is designed for teachers who hold a bachelor's degree and a valid teaching credential from an accredited institution. It is intended to increase professional competence. Requirements:

1. A minimum of thirty (30) semester units of upper division and/or graduate work approved by an education advisor, at least 15 of which must be secured in strictly graduate (200) courses. A graduate level course in educational research (Ed. 200) and at least one upper division or graduate level course in educational psychology are required.
2. A comprehensive examination.
3. No thesis requirement.
4. No language requirement.

B. MASTER OF ARTS IN TEACHING (M.A.T.)

The Master of Arts in Teaching is especially designed for teachers holding both a bachelor's degree and a valid credential from an accredited institution and who desire graduate work with equal emphasis given to academic areas and to professional education. The subject areas in which programs are offered are: English, French, History, Political Science, Psychology, and Spanish. Others may be arranged. Requirements:

1. A minimum of thirty (30) semester units of upper division and/or graduate work approved by an education advisor, at least 15 of which must be secured in strictly graduate (200) courses. Generally, these units are distributed as follows: educational re-

search; 12 units in education, three of which must be in educational psychology; 15 units in either the candidate's undergraduate major field or minor field (permission to work in the candidate's minor field must be obtained from the education advisor). Candidates for the M.A.T must maintain a 3.0 average in both Education and Subject Area courses.

2. A comprehensive examination.
3. No thesis requirement.
4. No language requirement.

C. MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

Designed for teachers who hold a bachelor's degree and a valid teaching credential from an accredited institution. It is intended to increase professional competence. Requirements:

1. A minimum of thirty (30) semester units of upper division and/or graduate work approved by an education advisor, at least 15 of which must be secured in strictly graduate courses. Generally, these units are distributed as follows: three units in educational research; 21 units in education, 3 of which must be in educational psychology; 6 units of thesis work.
2. A comprehensive examination.
3. A six-unit thesis.
 - a. The thesis must be written on a subject directly connected with curriculum and instruction and must show power and proficiency in written expression, in educational research, and in independent thought.
 - b. All candidates must show proficiency in educational statistics or its equivalent prior to registering for thesis work; proficiency can be demonstrated either by passing a written examination or by offering evidence of coursework taken in statistics.
4. No language requirement.

V. SPECIAL EDUCATION

In response to the increasing need for qualified personnel in the education of exceptional children, an undergraduate program and a sequential program leading to an M.Ed. in Special Education are offered both during the academic year and summer sessions. Thorough academic training and necessary field experience are available to students preparing for positions as educators of exceptional children. This program fulfills

the California certification requirements for a Specialist Credential in Special Education with emphasis on the area of the Learning Handicapped (the educationally retarded, the learning disabled and the mildly emotionally disturbed) or the area of the Severely Handicapped (the severely mentally retarded, the severely emotionally disturbed, the multiply handicapped, and the autistic).

Graduate traineeships are available under provisions of Public Law 91-230. Qualified applicants selected for participation in the program will receive tuition and fees plus a stipend for living expenses. Requests for application forms or additional information should be directed to Director of Special Education, School of Education, University of San Diego.

The Special Education program at the University of San Diego is a multiple entry program. This allows both undergraduate students and graduate students, with a variety of academic backgrounds, to pursue an appropriate credential and/or graduate degree.

The programs all include a generic preparation in the education of all exceptional children. In addition, the student has the option of selecting one of two advanced Specialization areas. These areas are (a) Severely Handicapped which includes the severely mentally retarded, the severely emotionally disturbed, the multiply handicapped, and the autistic child; and, (b) Learning Handicapped which includes the educationally retarded, the learning disabled, and the mildly emotionally disturbed child.

The requirements of each program may vary for individual students based on their academic and experiential backgrounds. Each candidate and his advisor make the final decisions on the program requirements.

A. UNDERGRADUATE SPECIAL EDUCATION MINOR

This program is open to undergraduate students as an academic minor. Subject to modification and dependent upon the candidate's preparation, the suggested sequence for the minor is as follows:

Suggested Sequence for Special Education Minor*

YEAR	FALL SEMESTER	SPRING SEMESTER
Sophomore		Ed. 190 Psychology of Exceptional Children (3)
Junior	Ed. 191 Psychology of the Mentally Retarded (3) Ed. 196-I Field Experience with Exceptional Children—Generic (3)	Ed. 131 Psychological Foundations of Education (3) Ed. 193 Human Communication (3)

Senior	Ed. 194 Curriculum Development for the Learning Handicapped (3)	
5th Year	Ed. 292 Psychology of the Emotionally Disturbed (3)	Ed. 284 Problems in Teaching the Mentally Retarded (3)
	or	
	Ed. 241 Psychology and Methods for Teachers of the Culturally Different (3)	
	Ed. 298 Counseling of the Handicapped and their Parents (3)	

*As approved in consultation with Special Education Advisors.

B. NON-DEGREE CREDENTIAL PROGRAMS

The Commission on Teacher Preparation and Licensing of the State of California awards the Specialist Credential in Special Education which permits the holder to teach in public schools grades K-12. The University of San Diego's program in Special Education is approved for the Specialist Credential in Special Education in the areas of the Learning Handicapped and of the Severely Handicapped. Programs are also available which incorporate the Standard Multiple Subject Teaching Credential with the Specialist Credential offering the student the opportunity to pursue both programs concurrently.

1. Specialist Credential Program in Special Education—Advanced Specialization: Severely Handicapped

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the State of California. Program emphasis includes basic generic preparation in Special Education with advanced specialization in the area of the Severely Handicapped which includes the trainable mentally retarded, the severely emotionally disturbed, the multiply handicapped and the autistic child.

2. Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the State of California. Program emphasis is on basic generic preparation in Special Education with advanced specialization in the area of the Learning Handicapped which includes the educationally retarded, the learning disabled, and the mildly emotionally disturbed child.

3. Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped—A Five Year Program

This program is open to qualified undergraduate students who wish to obtain a Multiple Subject Credential and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

4. Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped—A Five Year Program

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Learning Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

C. MASTER OF EDUCATION DEGREE PROGRAMS WITH SPECIALIST CREDENTIALS IN SPECIAL EDUCATION

Graduate programs leading to an M.Ed. degree in Special Education combined with a credential program in Special Education.

1. Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped—A Five Year Program

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children and to obtain a graduate degree. Program is subject to approval of division involved.

2. Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in

Special Education—Advanced Specialization: Learning Handicapped—A Five Year Program

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and an Advanced Specialist Credential in Special Education with a graduate degree. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

3. Master of Education in Special Education with Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped

A graduate program leading to a Master of Education degree in Special Education with a Specialist Credential in Special Education. Designed for candidates who hold a bachelor's degree from an approved institution and a valid teaching credential, to enable them to extend their knowledge in Special Education. The minimum 30-unit requirement for this program includes:

1. A minimum of 3 hours in Educational Research.
2. A general Special Education core.
3. A minimum of units in a learning handicapped core.
4. Appropriate restricted electives as recommended by the advisor to complete the minimum program of units.
5. A comprehensive examination, written and/or oral covering the broad areas indicated by the courses taken.

4. Master of Education in Special Education with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped

A graduate program leading to a Master of Education degree in Special Education and a Specialist Credential in Special Education. Designed for candidates who hold a bachelor's degree from an approved institution and a valid teaching credential, to enable them to extend their knowledge in Special Education. The minimum 30-unit requirement for this program includes:

1. A minimum of 3 hours in Educational Research.
2. A general Special Education core.
3. A minimum of units in a severely handicapped core.
4. Appropriate restricted electives as recommended by the advisor to complete the minimum program of units.

5. A comprehensive examination, written and/or oral covering the broad areas indicated by the courses taken.

D. MASTER OF EDUCATION IN SPECIAL EDUCATION

Graduate program leading to a Master of Education degree in Special Education with emphasis on various specialization areas. Designed for candidates who are fully credentialed or certified.

1. Master of Education in Special Education—Emphasis: Mental Retardation

A graduate program designed for fully credentialed or certified students seeking an advanced degree in Special Education with emphasis on educational management of children with reduced intellectual functioning. The **minimum** 30-unit requirement for this program includes:

1. A minimum of 3 hours in Educational Research.
2. A general Special Education Core.
3. A minimum of units in mental retardation core.
4. Appropriate restricted electives as recommended by the advisor to complete the minimum program of units.
5. A comprehensive examination, written and/or oral covering the broad areas indicated by the courses taken.

2. Master of Education in Special Education—Emphasis: Learning Handicapped

A graduate program designed for fully credentialed or certified students seeking an advanced degree in Special Education with emphasis on educational management of children with learning handicaps. The **minimum** 30-unit requirement for this program includes:

1. A minimum of 3 hours in Educational Research.
2. A general Special Education Core.
3. A minimum of units in learning handicapped core.
4. Appropriate restricted electives as recommended by the advisor to complete the minimum program of units.
5. A comprehensive examination, written and/or oral covering the broad areas indicated by the courses taken.

3. Master of Education in Special Education—Emphasis: Severely Handicapped

A graduate program designed for fully credentialed or certified students seeking an advanced degree in Special Education with emphasis on educational management of severely handicapped children.

The **minimum** 30-unit requirement for this program includes:

1. A minimum 3 hours in Educational Research.
2. A general Special Education core.
3. A minimum of units in severely handicapped core.
4. Appropriate restricted electives as recommended by the advisor to complete the minimum program of units.
5. A comprehensive examination, written and/or oral covering the broad areas indicated by the courses taken.

VI. TEACHING CREDENTIAL PROGRAMS

The Division of Teacher Education offers two programs to prepare teacher candidates: the Multiple Subject Credential and the Single Subject Credential. All teaching credentials under the Teacher Preparation and Licensing Law of 1970 (Ryan Act) are issued twelfth grade and below, *i.e.*, they are valid for appropriate assignments at both elementary and secondary levels. The Multiple Subject Credential is the appropriate credential for self-contained classrooms, *e.g.*, in elementary schools or in continuation high schools.

Students may enter either of these credential programs as an undergraduate and complete the approved program as part of a baccalaureate degree.

Students who already possess a B.A. or B.S. degree from an accredited college or university have two options in pursuing the Multiple Subject or Single Subject credential:

- (a) They may petition the University to accept their previous program as equivalent to the University's own approved program;
- (b) They may take the State of California examination for the Multiple Subject or Single Subject credential.

In addition to the above, they must complete successfully the 24 units of the required professional preparation program.

Admission to the Program

Students interested in a teaching career must complete an application form in the Office of the Director of Teacher Education. An interview and a counseling session with the Director or with a member of the Teacher Education faculty should be arranged as early as possible in the Freshman or Sophomore year to assure that all requirements can be completed on schedule within the baccalaureate program. Formal admission to the program is not granted until the student has attained second semester Sophomore status. A cumulative grade point average of at

least 2.5 is required. Multiple or Single Subject requirements should be completed by the end of the Junior year to allow the candidate to complete the 24 units of course work and field experience during the Senior year.

A. BACCALAUREATE DEGREE CREDENTIAL PROGRAMS

1. Multiple Subject Credential Program

This program requires a diversified major equally distributed over four broad academic areas. The recommended program at USD for teacher candidates seeking the Multiple Subject Credential is as follows:

(a) Mathematics and Science	22 units
(b) Social Science	21 units
(c) English and Literature	21 units
(d) Humanities	21 units
Total in diversified major:	85 units

The professional preparation program for the Multiple Subject Credential consists of:

(a) Ed. 130 or 230—Philosophical & Cultural Foundations	3 units
(b) Ed. 131 or 231—Psychological Foundations	3 units
(c) Ed. 132 or 232—Curriculum & Methods of Teaching	3 units
(d) Ed. 134 or 234—Methods of Teaching Reading	3 units
(e) Ed. 331—Directed Teaching (Multiple Subjects)	12 units
Total professional preparation	24 units

Note: To qualify for a CLEAR Multiple Subject credential, the applicant **MUST** have completed (a) a one-unit course in Health Education covering the material prescribed by the Commission for Teacher Preparation and Licensing and (b) a two-unit course (or examination) on the provisions and principles of the United States Constitution. If the Constitution requirement has not been met, a preliminary credential valid for *only one calendar year* will be issued. The Health Education requirement may be met either as part of the baccalaureate program or as part of the required fifth year of study. Political Science 15 satisfies the Constitution requirement; Health Science 160, the Health Education requirement.

2. Single Subject Credential Program

Candidates for this credential must meet the departmental requirements of the specific academic major. The professional preparation sequence for the Single Subject Credential consists of:

(a) Ed. 130 or 230—Philosophical & Cultural Foundations	3 units
(b) Ed. 131 or 231—Psychological Foundations	3 units
(c) Ed. 132 or 232—Curriculum & Methods of Teaching	3 units
(d) Ed. 134 or 234—Methods of Teaching Reading*	3 units
(e) Ed. 332—Directed Teaching (Single Subjects)	12 units
Total professional preparation	24 units

Note: To qualify for a CLEAR Single Subject credential, the applicant **MUST** have completed (a) a one-unit course in Health Education covering the material prescribed by the Commission for Teacher Preparation and Licensing and (b) a two-unit course (or examination) on the provisions and principles of the United States Constitution. If the Constitution requirement has not been met, a preliminary credential valid for *only one calendar year* will be issued. The Health Education requirement may be met either as part of the baccalaureate program or as part of the required fifth year of study. Political Science 15 satisfies the Constitution requirement; Health Science 160, the Health Education requirement.

*Ed. 134 or 234, Methods of Teaching Reading, is not required for Single Subject Credentials in industrial arts, physical education, music, art, or home economics.

B. NON-DEGREE CREDENTIAL PROGRAM

Teacher candidates who have not completed the USD approved program for the Multiple or Single Subject Credential must:

1. Make written application for admission to the Teacher Education Program and arrange for a personal interview.
2. *Either* petition the University to accept their previous program as equivalent to the University's own approved program; *or* take the State of California Multiple or Single Subject Examination in lieu of the approved USD program. (These examinations are given periodically throughout the State of California. A fee of \$30 is charged by the State. Candidates may repeat the examination if necessary but must pay an additional \$30 each time the examination is taken.)
3. Complete the 12 units of professional coursework and 12 units of directed teaching under the supervision of the School of Education of the University of San Diego.

VII. EXTERNAL DEGREE PROGRAMS

As a service to teachers, school administrators, and other interested persons, the University of San Diego offers the opportunity to earn a Master of Education degree by attending graduate level courses in the field at various centers. Courses are offered in El Centro.

Students in the External Degree Program must qualify as graduate students at the University of San Diego. The courses are the same as those offered on campus and are taught by professors from the University's School of Education. External degree students are expected to perform at the same level as students taking the courses on campus during regular or summer sessions.

Courses are sequenced so that the Generalist in Education program can be completed entirely at the field centers. This Program is intended to develop competencies in a wide range of school-related functions—educational psychology, curriculum and instruction, special education, and counselor education. It is especially advantageous for those whose duties encompass a variety of tasks or whose supervisory work requires an understanding of the problems faced by specialists in the above areas.

Qualified students who are not interested in pursuing a degree but who would like to take courses for enrichment or professional growth are also welcome at the External Degree centers.

Note: It is the student's responsibility to meet the deadlines published in this Bulletin on pages 2-3 and under the fieldwork courses.



UPPER DIVISION COURSES

130—Philosophical and Cultural Foundations of Education (3)

An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues. Prerequisite: prior *formal* admission to credential program (page 39) or consent of dean.

131—Psychological Foundations of Education (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes observation of children or adolescents in classrooms and playground situations in 14 one-hour sessions. Suburban and inner-city schools are visited. Prerequisites: Psychology 1 or 2 and prior *formal* admission to credential program (page 39) or consent of dean.

132—Curriculum and Methods of Teaching (3)

A general curriculum course conducted both on campus and in elementary and secondary school classrooms. Grade assignments are appropriate for the students. Prerequisite: prior *formal* admission to credential program (page 39) or consent of dean.

134—Methods of Teaching Reading (3)

Techniques in the teaching of reading are studied and applied in various subjects and grade levels K-12. An eight week practicum in elementary and secondary schools is included. Prerequisite: prior *formal* admission to credential program (page 39) or consent of dean.

141—Psychology and Methods for Teachers of the Disadvantaged (3)

Development of background, procedures, and techniques for teachers of the disadvantaged and a study of human relations, counseling, and teaching methods, with emphasis on assisting teachers to improve academic achievement and levels of aspiration.

142—Psychology and Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)

Development of understandings and teaching strategies appropriate and effective for use with youngsters from Spanish-speaking backgrounds.

144—Bi-Lingual/Cross-Cultural Approaches to Classroom Teaching (3)

A course in bi-lingual/cross-cultural methods utilizing Spanish and English languages and linguistics to prepare bi-lingual elementary

and secondary school teachers. Emphasis is on reading and mathematics in the school curriculum.

160—Health Education (1) (Health Science 160)

The nature and scope of health education, including current problems in individual, family, and community health. Theories and methods of health education are discussed. *This course fulfills the health education requirement of the State of California for Multiple Subjects and Single Subject teaching credentials.*

178—Philosophy of Education (3) (Philosophy 178)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, and methodology, and an assessment of their social and educational significance. Prerequisite: junior standing.

187—Arts and Crafts for Handicapped Children (1 or 2)

A laboratory course designed to prepare teachers and others in the area of arts and crafts for the handicapped.

190—Psychology of the Exceptional Child (3)

Characteristics of and educational provisions for all types of exceptional children, including the mentally and physically handicapped, the emotionally disturbed, the learning handicapped, the sensorily impaired, and the gifted, with special consideration of educational and adjustment problems. (Every semester.)

191—Psychology of the Mentally Retarded (3)

Organic and cultural basis of retardation, intellectual assessment and learning characteristics of the retarded, and consequent problems in social, psychological, and vocational adjustment. (Every semester.)

192—Psychology of the Emotionally Disturbed (3)

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction of problems of counseling, psychotherapy, and effective teaching methods. Prerequisite: Education 131 or consent of instructor.

193—Human Communication (3)

A survey of the communication process (hearing, speech and language) and of development and disorders in auditory, central or expressive processes. (For the classroom teacher or teacher of the handicapped.)

194—Curriculum Development for the Learning Handicapped (3)

A competency-based program including the presentation of philosophy, behavioral objectives, materials and methods of teaching the learning handicapped, with emphasis on education and management. Lectures, school and profession visits, microteaching experiences and the demonstration of teaching competencies. Prerequisite: Education 190, 191, 192, 195, or permission of instructor.

195—Learning Disabilities in Education (3)

A survey course in the identification, diagnosis, evaluation of children with learning disabilities. Educational remediation and management procedures will be included.

196-I—Field Experiences with Exceptional Children—Generic (3)

Directed observation and participation in programs serving all types of exceptional children and youth. Placements in a variety of educational settings serving such exceptionalities. Fieldwork Fee—\$17.

**196-II—Field Experiences with Exceptional Children—
Advanced Specialization (3)**

Directed observation and participation in programs serving either severely handicapped or learning handicapped children. Fieldwork Fee—\$17.

197—Curriculum for the Severely Handicapped (3)

A comprehensive course dealing with programs for developmentally disabled: trainable and profoundly retarded, autistic, and multiply handicapped. Includes teaching methods and materials, competency demands, and lifetime program planning. Emphasis also given on parent involvement and counseling. Prerequisite: Education 190 or consent of instructor.

199—Independent Study (1-3)

Open to qualified upper division students who wish to pursue intensive reading, research, or other projects in an area of special professional concern to the individual. Prerequisite: consent of advisor and instructor and approval of the dean.

Note: It is the student's responsibility to meet the deadlines published in this Bulletin on pages 2-3 and under the fieldwork courses.

GRADUATE COURSES

- 200—Research Design and Methodology (3)**
Study of the major types of educational research, methods of data collection and treatment; critical analysis of reported research; guidelines for thesis preparation.
- 203—Research Projects in Education (3)**
Application of research techniques to a study of a specific problem approved by the advisor. Prerequisite: Education 200.
- 210—Advanced Educational Psychology (3)**
Emphasizes classroom applications of the findings of research in the areas of learning and of individual and group differences. Prerequisite: 9 semester units of upper division or graduate level coursework in educational psychology or psychology.
- 211—Adolescent Psychology (3)**
The study of the physical, emotional, intellectual, and social characteristics of adolescents with emphasis on classroom application.
- 212—Educational Measurement (3)**
Theory and techniques of measurement and appraisal and their contribution to school programs and individual assessment; principles of selection, construction and administration of standardized tests such as intelligence readiness, achievement, interests, aptitudes, personality, etc.
- 214—Theories of Human Learning (3)**
A study of the theories of processes, interactions, and products of human learning. Implications for education will be considered. Prerequisite: Ed. 131 or equivalent.
- 215—Psychology of Human Development and Individual Differences (3)**
An advanced course dealing with different aspects of human growth and development, characteristics common to all persons and ways in which humans differ from one another.
- 216—Behavior Modification (3)**
Principles and Practices: Techniques for changing behavior in home, school and other settings. Research studies, case studies and demonstrations of procedures.
- 219—Individual Psychological Testing (3)**
Theory and practice of intelligence and personality testing, including the administration, scoring, and interpretation of the

Stanford-Binet and the Wechsler Scales. Prerequisite: consent of the instructor. Laboratory fee.

221—Historical and Philosophical Backgrounds of Education (3)

Seminar: a study of the factors and forces from ancient times to the present which have contributed to and influenced the development of the American school system of today.

224—The School in Society (3)

A treatment of the relationship between the community and the school; the sociological aspects of the school, such as role, status, formal and informal groups.

230—Philosophical and Cultural Foundations of Education (3)

An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues. Prerequisite: prior formal admission to credential program (page 39) or consent of dean.

231—Psychological Foundations of Education (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes observation of children or adolescents in classrooms and playground situations in 14 one-hour sessions. Suburban and inner-city schools are visited. Prerequisites: Psychology 1 or 2 and prior formal admission to credential program (page 39) or consent of dean.

232—Curriculum and Methods of Teaching (3)

A general curriculum course conducted both on campus and in elementary and secondary school classrooms. Grade assignments are appropriate for the students. Prerequisite: prior formal admission to credential program (page 39) or consent of dean.

234—Methods of Teaching Reading (3)

Techniques in the teaching of reading are studied and applied in various subjects and grade levels K-12. An eight-week practicum in elementary and secondary schools is included. Prerequisite: prior formal admission to credential program (page 39) and consent of dean.

235—Curriculum Theory and Design (3)

How a curriculum comes into being; traditional and typical programs: trends in curriculum revision; relationship to other aspects of educational planning. Emphasis may be on elementary or secondary school curriculum according to the student's need or interest.

236—Curricular Innovations (3)

The course stresses teacher-initiated curricular changes. Emphasis is on independent study techniques, seminar techniques, the nature of creativity, and methods of program design.

237—Evaluation of Curricular Systems (3)

A study of the essential components of curriculum evaluation designs and the role of the teacher and administrator in evaluating curricular systems. Issues related to curricular aims, content, designs and evaluation are examined with the assistance of curriculum theory.

238—Theories of Instruction (3)

A study of contemporary views of instructional theory, with particular emphasis on the structure of knowledge, instructional models within various disciplines, and research related to various instructional strategies. Prerequisite: Ed. 131 and 132, or equivalent.

239—Advanced Studies in Instructional Methods (1-3)

An advanced course in instructional procedures and the use of materials in specific areas: A—Art; B—Music; C—Mathematics; D—Science; E—English; F—Foreign Language; G—Social Science.

240—Seminar (1-3)

An advanced professional course consisting of reports and discussions of contemporary educational issues, problems, and practices. Topics vary from semester to semester, the specific subjects being announced in the Class Schedule. Prerequisite: approval of advisor.

241—Psychology and Methods for Teachers of the Culturally Different (3)

Development of background, procedures, and techniques for teachers of the disadvantaged and a study of human relations, counseling, and teaching methods, with emphasis on assisting teachers to improve academic achievement and levels of aspiration.

242—Psychology and Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)

Development of understandings and teaching strategies appropriate and effective for use with youngsters from Spanish-speaking backgrounds.

244—Bilingual/Cross Cultural Approaches to Classroom Teaching (3)

A course in bilingual/cross cultural methods utilizing Spanish and

English languages and linguistics to prepare bilingual elementary and secondary school teachers. Emphasis is on reading and mathematics in the school curriculum.

245—Orientation to Bilingual Education

The basic graduate seminar for bilingual (Spanish-English) teachers. Topics include historical background on bilingual education, philosophy of bilingualism, variations of bilingualism in the Spanish-speaking world, and trends and prospectives in BL/CC education in the United States. BL/CC classrooms and neighborhoods serve as field practicum sites for personal involvement with language and culture.

246—Comprehensive Seminar in Bilingual Education

Designed to be taken in the final semester of the Bilingual/Cross Cultural program for the purpose of designing individual bilingual projects appropriate to the needs of the various teachers, specifically utilizing language, history, anthropology, and sociology in curriculum for classrooms K-12. Includes field practicum in bilingual classrooms.

250—Introduction to Educational Administration (3)

An overview of theories of administration as they relate to the organization and control of schools and school systems; the principal tasks in school administration.

251—School Law

Constitutional, statutory, and case law affecting schools and school systems in the areas of contracts, property, liability, personnel, and civil rights.

252—Public School Finance

The constitutional, statutory, and administrative regulatory framework for financing public schools. Trends, issues, and problems in the financing of public education, with special attention to their relevance in California.

253—School Business Management

The theory and practice of administering school funds and facilities, including budgeting and accounting systems.

254—Supervision of the Instructional Program

The theory and techniques of instructional supervision.

255—Staff Personnel Administration

A study of personnel policy as it relates to recruitment, selection,

orientation, compensation, appraisal, promotion or termination of staff. The roles of the board and administration in collective negotiations.

256—Collective Negotiations in Education

The collective bargaining process: its conceptual framework, legal and political bases in California and the nation. Current practices and future trends are discussed. Simulation of negotiations strategies in resolving bargaining impasses in the public sector.

257—School Facility Planning

Procedures for determining school plant needs, evaluating facilities, and planning new or remodeled facilities.

262—Career Development (3)

The course emphasis is on educational, personal and career planning and development. Materials fee.

263—Counseling Theories and Techniques (3)

The course is designed for the preparation of counselors planning careers in schools or in agencies requiring familiarity with educational settings. Materials fee.

264—Thesis (6)

265—Group Guidance and Counseling, Theories and Procedures (3)

A lecture-laboratory-practicum course in which the theories, needs and techniques of facilitating groups, especially in educational settings, will be investigated. Pre-enrollment with the instructor is required. Materials Fee.

266—Tests and Measurements in Pupil Personnel Services (3)

Theory, selection, administration and interpretation of tests commonly used by school counselors. Report writing. Laboratory and materials fee. Pre-registration required.

267-A, B, C—Practicum: Pupil Personnel Services and Supervised Field Experience (6)

Weekly on-campus seminars plus supervised fieldwork in the application of interviewing, testing, and guidance and counseling principles, pertinent to Pupil Personnel Services. Report writing. Analysis of audio and video tapings. Minimal prerequisites: Ed. 262, Ed. 263 and Ed. 266. *The candidate must pre-register with the School of Education by October 1st for Spring and March 1st for Summer and Fall field placements.* Laboratory and materials fee. Fieldwork fee is \$17.

268—Organization and Administration of Pupil Personnel Programs (3)

Basic services, concepts and procedures of Pupil Personnel Services. Procedures in organization and administration of Pupil Personnel Programs with emphasis on school guidance programs in public schools. Materials fee.

269-A, B—Seminar in Counselor Education (3)

An integrated seminar of reports, discussions on current developments and problems in the profession. Prerequisite: Approval of the instructor. Materials fee.

282—Education of the Physically Handicapped (3)

The psychological and physical problems associated with the education of the child with physical handicapping conditions. Includes organic basis of mental and physical defect, educational approaches for the physically handicapped, and the role of the physical, recreational and occupational therapists in the educational milieu.

283—Organic Basis of Mental Retardation (3)

Depth study of etiology, classification, diagnosis, and assessment of mental retardation. Prerequisite: instructor's approval.

284—Problems in Teaching the Mentally Retarded

Seminar on curricular, methodological, vocational, social, and emotional problems associated with reduced intellectual functioning. Prerequisite: Ed. 191. (Spring, every year.)

285—Educational Assessment of Handicapped Children (3)

Introduction to educational assessment of exceptional children, with emphasis on the study and administration of special educational instruments, and appropriate remediation procedures. Prerequisites: Ed. 190, Ed. 191, Ed. 194, or 195, and/or permission of the instructor.

287—Arts and Crafts for Handicapped Children (1 or 2)

A laboratory course designed to prepare teachers and others in the area of arts and crafts for the handicapped.

290—Psychology of the Exceptional Child (3)

Characteristics of and educational provisions for all types of exceptional children, including the mentally and physically handicapped, the emotionally disturbed, the learning handicapped, the sensorily impaired, and the gifted, with special consideration of educational and adjustment problems. (Every semester.)

291—Psychology of the Mentally Retarded (3)

Organic and cultural basis of retardation, development and learning characteristics of the retarded, and consequent problems in social, psychological and vocational adjustment. (Every semester.)

292—Psychology of the Emotionally Disturbed (3)

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction of problems of counseling, psychotherapy, and effective teaching methods. Prerequisite: Education 111 or equivalent. (Fall, every year.)

293—Human Communication (3)

A survey of the communication process (hearing, speech and language) and of development and disorders in auditory, central or expressive processes. (For the classroom teacher or teacher of the handicapped.)

294—Curriculum Development for the Learning Handicapped (3)

A competency-based program including the presentation of philosophy, behavioral objectives, materials and methods of teaching the learning handicapped, with emphasis on education and management. Lectures, school and profession visits, microteaching experiences and the demonstration of teaching competencies. Prerequisite: Education 190, 191, 192, 195, or permission of instructor.

295—Learning Disabilities in Education (3)

A survey course in the identification, diagnosis, evaluation of children with learning disabilities. Educational remediation and management procedures will be included.

296—Seminar in Special Education (1-3)

An integrated special education seminar designed to coalesce current thinking in various aspects of programs for the exceptional child and youth. Course may be repeated. Prerequisite: consent of division director.

297—Curriculum for the Severely Handicapped (3)

A comprehensive course dealing with programs for developmentally disabled: trainable and profoundly retarded, autistic and multiply handicapped. Includes teaching methods and materials, competency demands, and lifetime program planning. Emphasis also given to parent involvement and counseling. Prerequisite: Education 190 or consent of instructor.

298—Counseling of the Handicapped and their Parents (3)

Principles and practices of developmental and vocational counseling for the handicapped and their parents with emphasis on counseling techniques which teachers can utilize.

299—Independent Study (1-3)

Prerequisite: Consent of the advisor and instructor and approval of the dean.

303—Elementary Student Teacher Seminar (1)

Weekly seminar on classroom behavior problems of children. School district guidance and other personnel frequently participate.

331—Student Teaching for the Multiple Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school systems. (Full day for one semester.) Prerequisite: admission to program and consent of credential advisor. *The candidate must pre-register with the School of Education by October 1st for Spring and March 1st for Summer or Fall field placement in student teaching.* Fees: 12 units \$62.

332—Student Teaching for the Single Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school systems. (Full day for one semester.) Prerequisite: admission to program and consent of credential advisor. *The candidate must pre-register with the School of Education by October 1st for Spring and March 1st for Summer or Fall field placement in student teaching.* Fees: \$62.

333—Assessment of Instructional Competencies (6)

An inservice assessment of the instructional competencies usually demonstrated or acquired during student teaching; deficiencies are identified and remediation prescribed. Prerequisite: permission of the Director of Teacher Education.

369—Field Experiences in Pupil Personnel Service (9)

Supervised internship (fieldwork) assignments in Pupil Personnel Services will vary according to the candidate's program and career goals. Designed for the credential candidate, each candidate will assist with Counselor Education responsibilities. The analysis of professional problems. Case studies. Materials fee. *The candidate must pre-register with the School of Education by October 1st for Spring and by March 1st for Summer or Fall field placements.* Fees: 3 units \$17; 6 units \$32; 9 units \$47.

390—Student Teaching in Special Education (8)

Supervised student teaching in settings serving exceptional children and youth. (Minimum of 350 clock hours.) Prerequisite: admission to the program and consent of credential advisor. *The candidate must pre-register with the School of Education by October 1st for Spring and March 1st for Summer or Fall field placement in student teaching.* Fees: 8 units \$42.

393—Externship in Special Education (6)

An inservice assessment of the instructional competencies usually demonstrated or acquired during student teaching in Special Education; deficiencies are identified and remediation prescribed. Prerequisite: permission of the Director of Special Education.

396-I—Field Experiences with Exceptional Children—Generic (3)

Directed observation and participation in programs serving all types of exceptional children and youth. Placements in a variety of educational settings serving such exceptionalities. Fieldwork Fee—\$17.

**396-II—Field Experiences with Exceptional Children—
Advanced Specialization (3)**

Directed observation and participation in programs serving either severely handicapped or learning handicapped children. Fieldwork Fee—\$17.



THE COLLEGE OF ARTS & SCIENCES

THE MASTER OF ARTS IN ENGLISH

1. The student seeking a Master of Arts degree in English must present a transcript of credits in English and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in English is required.
2. Overseas foreign students must take the Graduate Record Examination, aptitude and advanced tests in English literature, on one of the international testing dates, and submit scores with their application form and their transcripts.
3. Thirty units of work in English, at least 15 of which must be in graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
4. Courses or seminars in each of the following areas of study, either in undergraduate preparation or in graduate work:
 - Chaucer
 - Shakespeare
 - Renaissance Literature
 - 17th-Century Literature
 - 18th-Century Literature
 - Romantic or Victorian Literature
 - 20th-Century Literature
 - American Literature
5. A reading knowledge of one foreign language, preferably French or German, to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.
6. A comprehensive examination designed to test the student's knowledge of English literature.
7. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

UNDERGRADUATE COURSES

- 100—Literature in the West: 400-1400 (3)
A study of religious and secular works from St. Augustine through Malory.
- 104—Nordic and Icelandic Literature (3)
A study of epics and sagas such as *Beowulf*, *Nibelungenlied*, *Heimskringla*, *Grettirsaga*, *Njalsaga*.
- 109—Chaucer (3)
Reading and critical analysis of the principal works of Chaucer, *The Canterbury Tales* and *Troilus and Criseyda*.
- 113—Sixteenth Century Studies (3)
Selected readings from prose and poetry of the sixteenth century.
- 116—Shakespeare I (3)
A reading course in the major plays.
- 117—Shakespeare II (3)
Advanced studies in Shakespeare. Prerequisite: English 116 or consent of the instructor. (Offered when sufficient demand.)
- 118—Renaissance Drama (3)
Plays of Marlowe, Jonson, Beaumont and Fletcher, Webster, and others.
- 119—Seventeenth Century Studies (3)
Selected readings from prose and poetry of the seventeenth century.
- 120—Milton (3)
A reading course concentrating on *Paradise Lost* and *Samson Agonistes*; includes shorter poems and selected prose.
- 123—Eighteenth Century Studies (3)
Selected readings from prose and poetry of Restoration and eighteenth century literature.
- 126—Restoration and 18th Century Drama (3)
Readings from the plays of Dryden, Etherege, Wycherly, Congreve, Sheridan, and others.
- 128—Fiction from the 16th to 19th Century (3)
A study of the development of fiction from Sidney's *Arcadia* through the Gothic novel.
- 142—Nineteenth Century Studies (Romanticism) (3)
Selected prose and poetry of major writers of the romantic movement.

- 144—**Nineteenth Century Studies (Victorian) (3)**
Selected prose and poetry of major British writers from about 1850 to 1914.
- 148—**Nineteenth Century British Fiction (3)**
A study of the novels of Austen, Dickens, Thackeray, Trollope, Eliot, and Hardy.
- 152—**American Poetry to 1914 (3)**
A study of poets such as Taylor, Emerson, Whitman, Dickinson, Robinson.
- 155—**American Prose (3)**
A study of prose writings in America from the seventeenth century to the present.
- 156—**American Fiction to 1914 (3)**
A study of major figures such as Cooper, Hawthorne, Melville, Twain, James, and Dreiser.
- 162—**Contemporary British and American Poetry (3)**
A study of poets such as Yeats, Eliot, Pound, Auden, Frost, Stevens, and Williams.
- 163—**Modern Continental Literature (3)**
A reading course in selected major writers of France, Russia, Italy, Spain, Germany since 1850.
- 166—**Modern Drama (3)**
A study of the plays of such writers as Ibsen, Chekhov, Shaw, Brecht, and others to the present.
- 167—**20th Century Literary Criticism (3)**
A study of such writers as Eliot, Richards, Frye, Empson, Burke, Winters.
- 168—**20th Century American Fiction (3)**
Principal works of writers such as, Faulkner, Hemingway, Fitzgerald, and K. A. Porter.
- 169—**20th Century British Fiction (3)**
Principal works of such writers as Conrad, Lawrence, Joyce and E. M. Forster.
- 175—**Advanced Composition (3)**
An advanced course in the writing of non-fictional prose. A study of the theory and practice of expository, descriptive, and critical prose. Required of credential candidates. Limited to 20 students.

176—Creative Writing (3)

Study and practice in the writing of verse, fiction, or drama. Prerequisite: consent of department chairman.

180—Oriental Literature (3)

A reading course in selected works from the literature of India, China, and Japan.

185—Black American Literature (3)

Study of prose fiction, drama, poetry, essays of outstanding literary merit by twentieth-century Black writers.

190—Development of the English Language (3)

A study of the phonology, morphology, and syntax of the English language; examination of the history of vocabulary, and study of current theories concerning English grammar. Required of credential candidates.

197—Colloquium (3)

Course designated by instructor to treat a topic, an author, a group of authors, or a genre. Conducted as an undergraduate seminar. Prerequisite: consent of department chairman.

199—Independent Study (1-3)

Reading and conference for seniors of high scholastic standing. Prerequisite: consent of department chairman.

GRADUATE COURSES

Courses offered on a rotating basis.

200—Literary Criticism and Research (3)

210—Studies in Medieval Literature (3)

Selected texts in prose and poetry from the eighth to the fifteenth century.

220—Sixteenth Century Studies (3)

Selected texts from Tudor and Elizabethan literature; study of continental influences on English writings.

225—Studies in Shakespeare (3)

Detailed study of selected plays of Shakespeare, with attention to textual history, methods of textual criticism, and special problems of interpretation.

- 230—**Seventeenth Century Studies (3)**
Selected texts from the literature of the seventeenth century, with emphasis on writers such as Donne, Herbert, Jonson, Milton.
- 240—**Eighteenth Century Studies (3)**
Seminar on major British writers such as Swift, Pope, Fielding, Johnson, Burke.
- 250—**Nineteenth Century Studies (3)**
Seminar in British or American literature, exclusive of the novel.
- 260—**British Fiction (3)**
Seminar in the novels and/or short stories of writers such as Austen, Dickens, Conrad, Joyce.
- 264—**Thesis (6)**
- 270—**American Fiction (3)**
Seminar in the novels and/or short stories of writers such as Melville, Twain, James, Crane, Faulkner.
- 280—**Modern Drama (3)**
Seminar in major playwrights such as Ibsen, Shaw, Ionesco, Albee.
- 290—**Studies in Poetry (3)**
Selected genre studies; the examination of major figures or movements in English and American poetry.

THE MASTER OF ARTS IN FRENCH

1. The student seeking a Master of Arts degree in French must present a transcript of credits in French and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in French is required of the applicant for the M.A. in French. Candidates who are deficient in this respect will take the necessary undergraduate courses to make up the deficiency before beginning the master's program.
2. Thirty units of work in French, at least 15 of which must be in graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
3. A reading knowledge of a foreign language other than French, to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.

4. A comprehensive examination designed to test the student's knowledge of the field of French literature and civilization.
5. A thesis giving evidence of competence in the candidate's chosen field of independent thought, and of a capacity for original research.

Undergraduate Courses

- 111—**Masterpieces of French Literature (3)**
Study in depth of style and content of selected works. List of readings to be established by the students and professor.
- 112—**French Phonetics and Phonology (3)**
An intensive study of French sounds, diction, and speech and their practical application.
- 121—**French Literature and Civilization from the Gauls to the Organization of France and its "Grandeur" (3)**
Legend and reality that established France through the centuries. Language, Faith, and Reason that made her spirit live. History and Society. Ideas and Ideals.
- 122—**Literature and Civilization of France, from its Glory to the 1789 Revolution (3)**
Study of all aspects of the human "milieu" (historical, political, social, philological, economical and others) that created French literary classicism and why the revolution came about.
- 123—**French Literature and Civilization from the French Revolution to the First World War (3)**
Study of the political, economical, social, religious and ideological forces that transformed the aristocratic society of the 18th century into a "bourgeois" society as witnessed by eminent individuals of the time.
- 124—**Literature and Civilization of France after 1914 up to de Gaulle's Fifth Republic (3)**
Retention of traditional values and factors of change in the linguistic, historical and cultural trends of French society. Literature and arts as a reflection and expression of a changing society.
- 125—**Literature and Civilization of France of Today and Tomorrow (3)**
Global picture of France seen through significant modern masterpieces as well as the media, in which all facets of today's life are reflected. The impact of the intellectual "revolution of 1968" and the aspirations of the young generation for the France of tomorrow.

- 126—Chronological Study of the Literary French Doctrines from the 16th Century to the Present (3)
Classicism, Romanticism, Parnasse, Symbolism, Surrealism, Existentialism, and "Nouveau Roman" as movements born, in part, from theoretical writings. Examples taken from the different movements to illustrate them.
- 128—Contribution of the French Thought (*Pensée*) from the Middle Ages to the Atomic Age (3)
Main trends of French thought through the study of selected texts.
- 138—Structural Linguistics (3)
Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic, and syntactic systems. Linguistic relationships. Presented in English.
- 140—Literature of French Expression Outside of France (3)
The notions of "Francophonie" and "Negritude." Readings from different areas of concentration: Belgium, Switzerland, Canada, Martinique, Madagascar, Lebanon, West Africa, Black Africa, and others.

Graduate Seminars

- 211—*Stylistique comparée et problèmes de traduction* (3)
Familiarisation avec les idiomes français et leur application stylistique en traduction (anglais-français: français-anglais).
- 227—*Idéologies et tendances littéraires de la France contemporaine* (3)
Théorie, critique et développement des principaux genres littéraires contemporains.
- 228—*Le Nouveau Roman* (3)
Lecture et approfondissement des oeuvres essentielles pour la compréhension du Nouveau Roman: Robbe-Grillet, Nathalie Sarraute, Michel Butor et autres.
- 230—*Etudes d'Auteurs Importants* (3)
A. André Malraux—sa conception de l'art est-elle une réponse à la condition humaine.
B. Molière—classique, universel, éternel.
C. Rabelais—ce Géant du XVI^e siècle.
D. Saint Exupéry—sa vie, son oeuvre, son message.
E. Etude des trois Jean (Giraudoux, Anouilh, Cocteau).

235—Etudes Spécialisées (3)

- A. Le Merveilleux et le Fantastique dans la littérature française—recherche de ces éléments à travers les âges.
- B. Littérature Médiévale—étude et pénétration de l'Ancien français des oeuvres médiévales.
- C. Le Surréalisme—son développement, ses représentants.
- D. Le Symbolisme—étude des principaux poètes symbolistes et de leur influence.
- E. L'Existentialisme dans les oeuvres littéraires françaises.

240—Le Roman Féminin de Christine de Pisan a

Marguerite Duras (3)

Etude critique des romancières françaises dans leurs milieux: historique et social.

243—Les Thèmes poétiques dans la littérature française (3)

Lire, connaître, découvrir et approfondir les poètes français et leurs principaux thèmes.

254—La Critique Littéraire en France (3)

La théorie critique et la pratique de critiques qui comptent dans la littérature française.

260—Itinéraires Vers L'absolu (3)

L'évolution de cette littérature qui continue.

264—Thèses (6)

299—Etudes Indépendantes (1-3)

THE MASTER OF ARTS IN HISTORY

1. The candidate must hold a bachelor's degree in history or its equivalent, or have completed such work as the department may require, before beginning the master's program.
2. The two options for an M.A. in history are:
 - a. 24 units of course work, at least 15 of which must be graduate (200) courses; language requirement; a 6 unit thesis and an oral defense of thesis.
A student must have successfully completed nine (9) units of graduate course work and must have passed the language exam before being officially admitted to candidacy for the M.A. degree. The student choosing to write a thesis then makes application to the Department Chairman for his topic, which must be based

upon his graduate concentration. The History Department Reviews the thesis topic and sets up the three-member thesis committee. Consideration of thesis applications takes place three times a year, in mid-October, mid-March, and mid-June.

- b. 30 units of course work, at least 21 of which must be graduate (200) courses; language requirement, and an examination.
3. Historiography and Method, or its approved equivalent, is required of all candidates.
4. All candidates (Plan A and B) must have at least one semester in research and writing (above the requirement of Historiography and Method).
5. The program of study should include two areas of history for the Master's degree. Areas should be selected from the following:
 - Area A: United States
 - Area B: Latin America
 - Area C: Modern Europe
 - Area D: Non-Western World
6. A reading knowledge of one foreign language, to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.
7. For candidates who select the thesis program, an acceptable thesis, preferably on a subject connected with the field of concentration, and showing proficiency in research, independent thought, and power of expression.
8. In Plan B, a written comprehensive examination covering the student's chosen areas.
9. The Graduate Records Examination or Miller Analogies Test and Toefl scores must be submitted by foreign students prior to admittance to the graduate program in history.

UNDERGRADUATE COURSES

100—Historian's Methods (3)

Beginning seminar in historical research; problems of investigation, critical analysis and presentation; correct use of footnotes and bibliography; acquaintance with local libraries and archives. Some attention to the development of historical writing and the philosophy of history. Required in the sophomore year where possible.

108A-108B—Historic and Pre-Historic Archaeology (3-3)

A continuing program in archaeology through field excavations and lab work. Historic sites include Mission San Diego and San

Diego's Old Town State Park; prehistoric sites of four known cultures in this region are to be excavated at intervals. The program is interdisciplinary in nature. Prerequisites: Anthro. 1 and 2 or Hist. 185, or with approval of Chairman, Dept. of History. Course is limited to two semesters.

111-112—Greek and Roman Civilizations I & II (3-3)

Study of the history and institutions of Greece from the birth of the city-states to the death of Alexander the Great. Study of the history and institutions of the Roman Republic and Empire from the foundation of Rome to the end of the fifth century.

121-122—Medieval Institutions I & II (3-3)

A study of the political, social, economic, and cultural foundations of Western civilization. Examination of representative medieval institutions such as the Church and monasticism; the Germanic kingdoms; feudalism; the town, and the university. Topics will also include representative government, rise of the national states, development of commercial institutions and social interaction during the Middle Ages.

131—Renaissance and Reformation (3)

Study of the nature and origin of the new learning, with its impact on the civilization of the late Middle Ages and early modern times. Sixteenth-century Europe studies in the religious, political, economic, and social light of the Reformation Movement and the development of the national monarchies.

133—The Baroque Age (3)

An analysis of seventeenth and eighteenth century moods, movements, and people. Special attention to forces contributing to the Age of Enlightenment.

146—Topics in Nineteenth Century European History (3)

Readings, discussions, and papers on certain major topics such as: The Concert of Europe and revolutions by decades; Romanticism, liberalism, and nationalism; the industrial revolution, capitalism, and the triumph of the bourgeoisie; socialism, utopian and scientific; imperialism and the "Golden Age of Hope." This course may be repeated for credit when the topic changes.

147—Topics in Twentieth Century European History (3)

The century of war; dictatorships; stabilization and its breakdown; the Cold War and its consequences; the New Europe and the Global System. This course may be repeated for credit when the topic changes. (In alternate years this course will be substituted

by a team-taught course called "The Rise and Fall of the Third Reich and the Japanese Empire." History 147/192)

152—Great Britain and the Commonwealth (3)

Transformation of an empire; Third World members of the Commonwealth; the case of South Africa; the Commonwealth and the Common Market.

154—History of Spain (3)

A study of the Iberian Peninsula from pre-Roman times to the modern era. Emphasis upon the geographical setting, influence of the Moslem conquest, and forces contributing to overseas colonization. Special attention given to Spain's role in European affairs.

155—Tsarist Russia (3)

A study of the development of the Russian state from the rise of Kievan Russia to the first twentieth century revolution. Special emphasis on the role of the Tsarist Autocracy, the Orthodox Church, and pan-Slavism.

156—Communist Russia (3)

An analysis of the rise of Bolshevik Russia; examination of the growth of the Soviet state in its prolonged condition of revolution. (In alternate years this course will be substituted by a team-taught course called "Revolutions East and West—Chinese and Bolshevik." History 156/191.)

160-161—Latin America I and II (3-3)

The age of discovery; Indian civilizations; social, political, and religious institutions introduced to the New World; forces contributing to the movement for independence from Spain and Portugal; social and cultural developments. Part II: Rise of Mexico and the nations of South America as independent republics from 1821 to the present. Studies of church-state relationships, dictatorships, land problems, cultural and social institutions, and the Organization of American States.

170—United States Constitutional History I and II (3-3)

English and colonial origins and the first state constitutions; the Articles of Confederation; the convention and ratification of the Constitution; establishment of the new government and constitutional issues related thereto. Additional topics will include Jeffersonian democracy and the judicial nationalism of John Marshall; Jacksonian democracy and the development of states' rights; the slavery controversy, sectional conflict, secession and the Civil War.

Part II

Establishment of civil rights; doctrine of vested rights combined with substantive due process; judicial review vs. states' social legislation; liberal nationalism and the Progressive movement. Topics will also include Wilson's New Freedom, Roosevelt's New Deal; the question of civil liberties; the Communist question and minority movements.

171—Topics in Early American History (3)

Political, economic, social, and cultural history of the colonial period with emphasis upon English, French and other colonial governments. The American Revolution, the Federalist era, Jeffersonian democracy, the Era of Good Feelings, and the Age of Jackson. This course may be repeated for credit when the topic changes.

172—The American Spirit (3)

The development of the American character as forged in the crucible of conflict—conflict of ideas, of economies, and of political systems; conflict of peoples with differing backgrounds, needs, and ambitions.

173—Makers of American History (3)

Studies through the biographical approach of famous Americans from Colonial America to the present day.

174—Civil War and Reconstruction (3)

Political, economic, social, and military aspects of the struggles between the Union and the Confederacy; the aftermath and its effect on the U. S. in later years.

175—Topics in Twentieth Century America (3)

World War I, Capitalism, Democracy, the Roaring Twenties, World War II, the Cold War, Great Depression and other topics. May be repeated for credit when the topic changes.

176-177—United States Diplomatic History I & II (3-3)

Survey of foreign relations of the U. S. from the Revolutionary War to the Spanish-American War. Part II covers U. S. in the 20th century.

178—Topics in Intellectual and Social History of the U. S. (3)

Deals with ideas and movements such as: Constitutionalism, Liberalism, Sectionalism, and Slavery through Reconstruction. Includes topics such as Monetary systems; Communications; Vanishing Frontier; Labor; Trusts; Immigration; the Gilded Age; Mass-Culture and the Lost Generation.

180-181—The American West I & II (3-3)

Discovery, exploration, and settlement of the Trans-Mississippi West to the time of the War with Mexico. Analysis and interpretation of the role of the American Indian, trapping, trading, the United States Army. Part II (181): from 1848 to present day, mining, Indian Wars, agricultural west, water and the arid regions. The American West as a region economically, socially, and politically important. 180 is not a prerequisite to 181.

182—The Spanish Borderlands (3)

Discovery, exploration, and settlement of the North American region from Florida to Alaska encompassing the north-Mexican states and the Pacific Ocean from 1500 to 1800. 182 is not a prerequisite to 183.

183—Mexican-American History (3)

19th and 20th century borderlands studies. Emphasis on U. S.-Mexican relations; the impact in present-day society of the Hispanic and Mexican cultural traits and values.

185—Indians of the Californias (3)

Studies of the Indians of Alta and Baja California from the time of their arrival in North America until the end of Spanish rule, about 1821. Theory and field methods included.

186—The Pacific Ocean in History (3)

History of maritime activities in the Pacific with emphasis on discovery and exploration. Study of Spanish, Portuguese, French, English, Dutch, and Russian sea expansion. Concentration: The Spanish Manila Galleon trade and 18th century scientific expeditions.

187—History of Baja California (3)

History of Lower California from the time of the first Spanish maritime explorations, circa 1520, to the present day. Emphasis on land, sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period.

188-189—History of California I & II (3-3)

Part I: California from its discovery to the Mexican War with emphasis upon Spanish and Mexican cultural contributions. Special attention given to the role of San Diego. Part II: The growth of California from 1848 to the present day with emphasis upon political, economic, and cultural forces explaining the role of California in the 20th century. Part I is not a prerequisite to Part II. (Every year.)

190—Traditional China (3)

A study in depth of key aspects of Chinese culture and what it

means to be distinctively Chinese. This will include the philosophical, sociological, and political evolution of the Chinese civilization through the period of western impact and the collapse of the Ch'ing Dynasty.

191—Modern China (3)

An analysis and interpretation of the continuing era of revolution to the founding of the People's Republic of China. Emphasis will be on the conflicting ideologies of nationalism, Communism, traditionalism, and modernism.

192—Topics in Modern Asian History (3)

A critical study in modern and contemporary problems related to East Asia, including such courses as China and Russia, China and the United States, China and the Third World, Nationalism and Communism in Asia and other relevant topics. The course may be repeated for credit when the topic changes each semester. (In alternate years this course will be substituted by a team-taught course called "The Rise and Fall of the Third Reich and the Japanese Empire," History 147/192, or "Revolutions East and West—Chinese and Bolshevik," History 156/192.)

193—The Nineteenth and Twentieth Century Middle East (3)

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism and the paths to independence.

194—Problems in Post-war Middle East (3)

Alternate courses in such topics as: The Middle East, Trends and Challenges; The Middle East and the Third World; The Middle East and the Great Powers; other relevant topics. The course may be repeated for credit when the topic changes.

195—Nineteenth and Twentieth Century Africa (3)

The investigation of such topics as the Pre-colonial period, Colonial period, and New Imperialism, Colonial Administration, Nationalism, and the road to independence.

196—Problems in Independent Africa (3)

A critical study of contemporary problems in the new African states including alternating courses such as: Africa in the African World; Africa and the Great Powers; Africa in the Third World and other relevant topics. The course may be repeated for credit when the topic changes.

199—Independent Study (1-3)

GRADUATE COURSES

200—Research Techniques (3)

A study and application of the scientific method in the social sciences. Required of all M.A. candidates who have not had a comparable course.

208A-208B—Historic and Pre-Historic Archaeology (3-3)

A continuing program in archaeology through field excavations and laboratory research. Historic sites include Mission San Diego de Alcalá and San Diego's Old Town State Park; pre-historic sites of four known cultures in this region will be excavated at intervals. The program is interdisciplinary in nature. Course limited to one semester each division A & B.

235—Trends in Early Modern Europe (3)

Reports and discussions upon the major political, social, and intellectual developments in the period.

241—Seminar—Topics in Nineteenth Century Europe (3)

Topics vary: Napoleonic Wars and the Congress of Vienna; major movements in the nineteenth century: Liberalism—Nationalism—Imperialism.

244—Seminar—Contemporary European History (3)

Topics vary: Twentieth Century Dictatorships; France and Britain between the two World Wars; World War II; Europe since 1945; European associations since 1945; Espionage in History.

264—Thesis (6)

270—Seminar—U. S. History (3)

Topics vary: Explorations of North America; Studies in Colonial America; American Revolution; Historian as Detective; Man and His Inventions in American Society; The U. S. as a World Power; History of Religious and Cultural Institutions in U. S.; The City in History; Problems in Environmental History.

277—Seminar—Contemporary U. S. History (3)

Topics vary: The Progressive Era; Relations with Mexico; Immigration and the Melting Pot; World War I; The Roaring Twenties; Motion Pictures in American History; World War II; Cold War; Muckrakers and American Society; Great Depression.

280—Seminar—Western America (3)

Topics vary: Readings, discussion, interpretation of topics; Research and writing for history; American West as Symbol and Myth; East vs. West; American Indian; Military History.

284—Seminar—The Spanish Borderlands (3)

Topics vary: The Missionary Frontier of Baja California; Mexico and the American Southwest; The French in the Borderlands; the Pacific and Oceania; Spanish Colonial Institutions.

288—Seminar—California (3)

Topics vary: Hispanic California; Mexican California; Contemporary California.

299—Independent Study (1-3)

Appropriate applications are provided in the Office of the Academic Dean, College of Arts & Sciences, to be completed by student, professor, and Chairman of the Department.

THE MASTER OF ARTS IN INTERNATIONAL RELATIONS

The Department of Political Science offers a 30-hour program leading to the degree of Master of Arts in International Relations.

1. The candidate must hold a Bachelor of Arts degree and have achieved a grade point average of at least 2.5 (on a 4 point scale). His undergraduate work must have included a minimum of 24 hours of upper division work in political science, economics, sociology, or history, not less than twelve hours of which must have been in political science. Undergraduate course work in related disciplines may be acceptable toward meeting the admissions requirements for the M.A. degree in International Relations. Such units, however, are considered on an individual basis.
2. Students may choose between two programs:
 - a. 30 units of course work, of which six units will be devoted to a research thesis (credit in thesis research will not be applied to a degree unless a thesis is submitted and accepted). Twelve of the required units may be taken in upper division undergraduate courses.
 - b. Thirty units, fifteen of which must be graduate courses, plus a written comprehensive examination.
3. Proficiency in one modern foreign language is required.

UNDERGRADUATE COURSES

Political Science 120—International Politics (3)

A study of political relations among nations to include national goals, diplomacy, struggles for power, war, etc. Theories looking to significant patterns in world politics are analyzed and discussed.

127—International Law (3)

The theory and practice of international law. Diplomatic intercourse and its problems. The recognition of states. Treaties and alliances. The International Court.

Economics 133—International Economics (3)

Study of the bases and patterns of international trade of goods, services, and capital movements. Theories of international economics, foreign exchange, balance of payments, and tariffs and their institutional settings are examined. Prerequisite: Economics 1-2.

Political Science 140—Politics of South-South East Asia (3)

Political institutions and politics of selected states from among India, Pakistan, Ceylon, Kashmir, Bhutan, Sikkim, Nepal, Burma, Cambodia, the Koreas, the Vietnams, Laos, Thailand, the Philippines, or Indonesia. Sketches the growth of selected states and the problems and significance in the modern state system.

150—Politics in Great Britain (3)

Political institutions and politics in the United Kingdom; the constitution, cabinet, parliament, parties and elections, foreign policy, economic problems, etc. Deals mainly with today's activities.

154—Politics in Western Europe (3)

A study of the political institutions, politics, and integrative organizations of the Western European nations to include social reform, economic policies, defense arrangements, and foreign policy.

178—Contemporary American Foreign Policy (3)

Problems and issues of current import in American Foreign Policy. The focus is on the decision-making process and the impact of the domestic and international environment on that process.

180—Politics in the USSR (3)

Czarist Russia from 1860. The fall of Czardom and reasons for the Revolution. Governmental institutions of the USSR. Structure of the Communist Party. The political and economic relations with other states.

181—Politics in Eastern Europe (3)

An analysis of the historical, philosophical, and institutional aspects of the politics. The political relations of the countries with the USSR and significant changes in the relations with the West since World War II.

186—Politics in Latin America (3)

Government institutions and political processes of selected Central and South American countries. Includes the historical, geographical, economic, social, and cultural factors that have contributed to present political postures. Countries of major emphasis will be specified. The course may be repeated if the emphasis is changed.

190—Politics in China and Japan (3)

A structural-functional analysis of China and Japan in terms of political culture, power, interests, policies, and religions. Emphasis on the policies and problems following World War II, and relationships with other states in the region.

192—Politics in the Middle East (3)

Comprises a description of the political institutions of the Arab states and the historical background of Arab nationalism. There will be an investigation of the Arab view on regional organization and its impact on functional integration and regional security and the attendant problems of the Arab states in international politics and the Palestine problem.

194—Politics in the African States (3)

The institutions and problems of the non-Mediterranean African states to include current economic and political groupings and the problems posed by arbitrarily set national boundaries and participation in international politics.

GRADUATE COURSES

Political Science 243—World Politics: 1919-1945 (3)

An analysis of politics amongst nations in the period between the end of World War (1919) and the end of World War II (1945).

Political Science 244—World Politics: 1945 to the Present

An analysis of politics amongst nations in the post World War II era.

Political Science 263—Seminar in Research Design (3)

A seminar devoted to the study of research methods in the broad range of topics included in International Relations. The course

deals with acceptable sources, the development of hypotheses, the "tools" of research, the statement of findings and conclusions, and the format for presentation.

264—Thesis

275—Seminar: American Foreign Policy (3)

A study of the major foreign policy decisions currently confronting the United States government. Includes principal issues, background analysis, alternative actions, policies adopted, and results to date.

279—Seminar: Problems in American National Security (3)

An analysis of such factors in national security as disarmament and arms control, nuclear weapons, the theory of deterrence, limited warfare and tactical nuclear devices, collective security arrangements, and guerilla warfare.

280—United States in Southeast Asia (3)

Examines the political implications of the United States' policy throughout the Southeast Asia area.

281—Seminar: Soviet Foreign Policy (3)

The principles guiding the conduct of Soviet foreign affairs, past and present. New trends in foreign policy since the death of Stalin.

292—Foreign Policy in India and Pakistan (3)

Interactions of the foreign relations among themselves and with other states in pursuit of national goals particularly those of the region of East and Southeast Asia.

294—Foreign Policy of China (3)

China's relations with its foreign neighbors and with the West. Nineteenth and twentieth century policy decisions, international attitudes which are based upon Chinese history.

299—Research Project (3)

Directed research under the supervision of a member of the political science department.

The following courses taught by the **SCHOOL OF LAW** are applicable to the M.A. in International Relations. Students desiring to take these courses should consult Professor Herbert I. Lazerow, coordinator for the School of Law.

Comparative Constitutional Law—Darby (2)

This seminar offers the participant an opportunity to carry out

serious and meaningful research on a topic of constitutional law from a comparative point of view. It is divided into three parts: (1) nature and function of judicial review; (2) distribution of power in a federal system; (3) protection of individual rights. Emphasis is placed on an examination of problems within the framework of the legal systems of the United States, the Federal Republic of Germany, and the Soviet Union. A research paper is required. Prerequisite: Constitutional Law.

European Communities Law—Lazerow (2 or 3)

A systematic study of legal problems of European integration within the framework of broader economic and political international organization. After an introductory examination of the legal devices through which power is conferred on international and supranational institutions and of the new lawmaking and judicial patterns, the study concentrates on six functional areas: (1) trade, payments, and commercial policy; (2) protection of competition (including antitrust); (3) establishment of companies, supply of services, and movements of capital; (4) economic and social policy coordination; (5) civil rights; and (6) military and political policy coordination.

Independent Supervised Research

After his first year a student may undertake an independent research project under the supervision of a fulltime faculty member. The amount of credit awarded for the project is determined by the supervising faculty member based upon the scope and depth of the project. The student must also orally defend his research project.

International Law Seminar (2)

This seminar permits the student to select a significant international legal issue, research it in depth and prepare a paper reflecting the research and his original thinking on the issue. Prerequisite: Public International Law or International Transactions.

International Transactions—Darby (2 or 3)

The course considers legal problems, which arise in transactions or relations among individuals, business enterprises, governments or governmental instrumentalities of two or more nations. In the context of both national laws and international law, the course identifies a variety of the legal aspects of doing business abroad.

Law of the Sea—W. Lynch (2)

This course treats that branch of public international law which governs international marine affairs and examines its impact upon

the commercial, political, and security interests of the international community, with special emphasis upon the United States. In addition to discussion of classic customary international law of the sea and the Geneva Convention, the course will focus on the current international preparatory work for the New United Nations Conference of Law of the Sea. Students will analyze the development of new conventional law regulating fisheries, exploitation of seabed oil and other mineral resources, scientific research, navigation, and pollution. Although not a prerequisite, the public international law course would be helpful. A research paper will be required.

Public International Law—Darby (2 or 3)

This course examines the origin, content, and the operation of the law applicable to the relationships of states with other states and with international organizations. Particular coverage is given the procedure for the settlement of disputes, the United Nations, recognition, territory and rivers, maritime jurisdiction, nationality, international agreements, asylum and extradition, treatment of alien force, self-defense, and war law.

The courses listed below and taught by the **SCHOOL OF BUSINESS ADMINISTRATION** are applicable to the M.A. in International Relations. Since in most cases a background in business, finance, or management is required, students desiring to take these courses should consult Dean Clement J. Nouri for approval.

GBA 232—International Economics for Business (3)

A systematic analysis of the determinants and effects of international trade and commercial policy. Topics include the balance of international payments; the foreign exchange market; the consequences of protective tariffs, quotas, and free trade; current international economic problems. Prerequisite: GBA 202 and 203.

GBA 242—Seminar In International Finance (3)

Case studies of foreign trade and investment, impact of trade policies, financial and monetary frameworks of international business, foreign exchange and financing of international business. Prerequisite: GBA 209.

GBA 252—Comparative Management and Culture (30)

This course examines how culture interacts with other organizational variables in establishing the basis for management action and organizational design in both national and multinational firms. Topics include sources of entrepreneurship, the structural changes in work groups that accompany industrialization, technology and

tradition, succession from family to business, the process of rationalization, and national-foreigner conflicts. Prerequisite: GBA 204.

GBA 262—International Marketing Strategy (3)

Case method and analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution.

COURSES IN LIBRARY SCIENCE

Although the University of San Diego does not offer a graduate degree in Library Science, it does make the following courses available:

UNDERGRADUATE COURSES

100—Library in Society (3)

Libraries and the profession of librarianship, evolution of the library as a social institution, functions of the modern library; survey of professional library literature, professional philosophy and ethics.

141—Bibliography and Reference Sources (3)

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

142—Cataloging and Classification (3)

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

154—Reading for Children and Young Adults (3)

Historical background of children's literature and critical analysis of folklore, legends, myths, and modern imaginative literature as an essential part of the whole realm of literary activity. A discussion of the criteria for selection of books suitable for children and adolescents in relation to their interests, special needs, and abilities.

GRADUATE COURSES

244—Building Library Collections (3)

Problems and techniques of collection building relating to the acquisition of book and non-book materials. The student will read widely among current books in different subject fields to establish standards of evaluation and familiarity with reviewing media.

245—Administration (3)

A survey of administration and the place of the library in the organization it serves. Administration within the library, training of staff, handling of personnel, public relations, and professional ethics.

249—History of Books and Printing (3)

A survey of the development from ancient times of man's methods of recording information, and various methods of printing and reproduction.

252—Supervised Experience (3)

Students will do 60 hours of practical work in the University Library. They will work in both the Public and Technical Services areas. In addition, a project will be assigned and carried out under the direction of a Professional Librarian. Prerequisite: 15 units of Library Science which must include 100, 141, 142.

261—Bibliography in Subject Fields (3)

The student will become familiar with authors, publishers, titles, types and levels of materials in specialized subject areas: Humanities, Social and Behavioral Sciences, Science and Technology, Education, Business and Economics. Prerequisite: 141.

THE MASTER OF ARTS IN SPANISH

1. The student seeking a Master of Arts degree in Spanish must present a transcript of credits in Spanish and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in Spanish is required of the applicant for the M.A. in Spanish.
2. Thirty units of work in Spanish, at least 12 of which must be in graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
3. A reading knowledge of a foreign language other than Spanish, to be tested by examination. This examination should be taken prior to the beginning of thesis research, and preferably in the first semester of graduate study.
4. A comprehensive examination designed to test the student's knowledge of the field of Spanish literature.
5. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

6. A Spanish undergraduate major is a prerequisite for the Master of Arts in Teaching degree (Secondary) with a concentration in Spanish.

Note: Graduate units earned at the summer session conducted by the University of San Diego at ITESO in Guadalajara, Mexico, may count towards the M.A. degree. The comprehensive examination will be given in San Diego. Students must register for the thesis in San Diego, and it will be directed by the faculty from the University of San Diego.

UNDERGRADUATE COURSES

- 104—Advanced Spanish Grammar (3)
An intensive study of Spanish Grammar: theory and practice. A comparison of the structure of English and Spanish.
- 110—Applied Spanish Linguistics (3)
Structural, historical, comparative and applied linguistics.
- 112—Spanish Phonetics and Phonemics (2)
The sounds of Spanish and the Spanish phonemic system.
- 121—The Middle Ages and Pre-Renaissance Periods (3)
Spanish literature from the origins to *La Celestina*.
- 122—The Renaissance (3)
The XVI Century: Lyric and epic poetry; the novel; historical and religious prose; origins of the theatre.
- 123—The XVII Century: Prose and Poetry (3)
Cervantes, Góngora, Quevedo, Gracián.
- 125—Neoclassicism and Romanticism (3)
The XVIII Century: Erudition and criticism. The XIX Century: the romantic theatre and poetry; prose up to the "costumbristas" and transitional novel.
- 126—The Nineteenth Century: Post-Romanticism, Realism and Naturalism (3)
Post-romantic poetry, theatre, and prose; the Spanish "novela de tesis," "regional," and "naturalista."
- 127—Twentieth Century Spanish Literature (3)
Spanish prose, poetry, and the theatre from the Generation of 1898 to the present day.

138—Structural Linguistics (3)

143—Mexican Literature (3)

A study of the masterpieces of Mexican literature.

144—Bi-lingual/Cross-Cultural Approaches to Classroom Teaching (3)

A course in bi-lingual/cross-cultural methods utilizing Spanish and English languages and linguistics to prepare bi-lingual elementary and secondary school teachers. Emphasis is on reading and mathematics in the school curriculum.

145—Survey of Spanish American Literature (3)

A cursory study of the history and outstanding works of Spanish American literature.

146—Contemporary Spanish American Literature (3)

Masterpieces of contemporary Spanish-American literature.

150—Ibero-American Civilization (3)

Analysis of the civilizations of Spanish-America and Brazil, and their cultural well-springs in Spain and Portugal.

GRADUATE COURSES

224—The Spanish Theatre of the Golden Age (3)

The history and character of the Spanish theatre; Lope de Vega and his school; Tirso de Molina; Calderón de la Barca, his secular and religious theatre.

225—Epic Poetry and the Romancero (3)

Intensive study of the *Cantares de Gesta* and the *Romancero*.

226—Studies in the Spanish Lyric (3)

An introduction to Spanish versification and studies in Spanish lyric poetry.

227—Cervantes and Don Quijote (3)

An introduction to the biography of Cervantes and studies in the significant aspects of *Don Quijote*.

228—Studies in Spanish Romanticism (3)

Significance of the movement and its manifestations in drama and poetry.

- 230—**History of the Spanish Language (3)**
An introduction to philology. History and development of the Spanish language.
- 241—**Generation of 1898 (3)**
A perspective view of the thoughts and authors who motivated this "new Renaissance of Spanish Literature."
- 242—**Modern Spanish Poetry (3)**
The development of poetry in Spain from "Modernismo" to the present.
- 243—**Modern Spanish Theatre (3)**
New trends in the Spanish Theatre from 1939 to the present.
- 244—**The Theatre of Alejandro Casona (3)**
Analysis and commentary of Casona's works. His generation. The evolution of criticism of the poetic theatre.
- 245—**The Modern Novel in Spain (3)**
The most outstanding Spanish novels from the Civil War to the present.
- 247—**Spanish-American Novel (3)**
An intensive study of the best fiction produced in Latin America in the Twentieth Century.
- 248—**The Spanish American Essay (3)**
Analysis and discussion of Spanish American thought as expressed in essay form from the 16th century to the present.
- 249—**Contemporary Spanish American Theatre (3)**
Study of the outstanding production of Spanish American playwrights of the 20th Century.
- 250—**Study of the Literary Masterpieces of the Spanish Mystics During the Golden Age**
The works of St. Teresa, St. John of the Cross and the other Spanish mystics as seen from a literary perspective.
- 252—**Contemporary Spanish American Poetry (3)**
Modernismo, Post-Modernismo, Vanguardismo, Post-Vanguardismo and the outstanding poets of today.
- 264—**Thesis (6)**
- 299—**Independent Study**



SCHOOL OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION

ADMISSION:

Degree Candidates

Admission to the MBA Program requires:

1. A bachelor's degree from an accredited college or university. No specific undergraduate course prerequisites or fields of concentration are required.
2. An acceptable undergraduate grade point average.
3. An acceptable performance on the Graduate Management Admission Test (GMAT).

The GMAT is required of all degree applicants. The test is given four times annually at many American universities and at some centers abroad. An application for this test may be obtained from the Office of the Dean or of the Director of Graduate and Special Programs or by writing to the Graduate Management Admission Test, Educational Testing Service, Box 966, Princeton, New Jersey 08540.

4. Completed application forms, two complete transcripts of credits from each college or university of attendance, and at least three completed faculty appraisal forms or letters of recommendation.
5. For applicants from non-English-speaking countries, an acceptable performance on the Test of English as a Foreign Language (TOEFL). The test is administered by the Educational Testing Service, Box 899, Princeton, New Jersey 08540.

Applicants who have not yet fully complied with the above requirements may be admitted provisionally and allowed to take courses for credit for no more than one semester.

Special Students

This category is primarily for those students who hold an advanced degree and who desire to take certain specific courses to keep current in their field of interest. Additionally, a limited number of students holding a bachelor's degree from an accredited college or university may be

admitted as special students if the course work will be helpful to them in their jobs.

Persons with exceptional qualifications and business experience who do not hold a bachelor's degree from an accredited college or university may be admitted to certain classes with written permission of the Coordinator of the MBA Program.

Special students must earn a grade of B or better in each course taken in order to retain the privilege of enrolling in courses.

THE OBJECTIVE:

The primary objective of the MBA Program at the University of San Diego is to develop the analytical abilities necessary for effective decision making. The student receives a broad and thorough training in the kinds of problem solving that will best equip him or her for decision-making responsibilities in business and nonbusiness organizations. Methods of instruction vary with subject areas and the preference of instructors.

THE PROGRAM:

The MBA Program embraces 48 semester hours or two years (four semesters) of full-time academic study. No thesis is required and there are no comprehensive examinations. A candidate with prior course work in business administration, economics or mathematics may have his or her program shortened through appropriate course waivers. All courses are offered during the evening hours to accommodate students working full time. A summer session is offered to encourage students to complete the degree in the shortest possible time.

Course requirements for the MBA Program are divided into four parts. Students are expected to observe the prerequisites for course sequence.

PART I. THE PRELIMINARY CORE (18 hours)

The PRELIMINARY CORE is an integral program, and its courses are the only waivable courses in the MBA Program. Specific conditions must be met to qualify for a waiver as described below.

- GBA 301 Accounting Standards and Analysis (3)
- GBA 302 Macroeconomic Analysis for Business (3)
- GBA 303 Management Theory and Practice (3)
- GBA 304 Quantitative Business Analysis (3)
- GBA 305 Marketing Management (3)
- GBA 306 Financial Management (3)

Conditions for Waiver:

- GBA 301 Applicant must have satisfactorily completed six undergraduate semester hours of accounting within a reasonable time.
- GBA 302 Applicant must have satisfactorily completed three semester hours of intermediate macroeconomics within a reasonable time.
- GBA 303 Applicant must have satisfactorily completed both three undergraduate semester hours of management principles and three undergraduate semester hours of business policy within a reasonable time.
- GBA 304 Applicant must have satisfactorily completed both three undergraduate semester hours of differential and integral calculus and three undergraduate semester hours of inferential statistics within a reasonable time.
- GBA 305 Applicant must have satisfactorily completed three semester hours of upper division marketing management within a reasonable time.
- GBA 306 Applicant must have satisfactorily completed three semester hours of upper division financial management within a reasonable time.

Satisfactory performance in undergraduate courses normally will be interpreted to mean a grade of B or better.

All of the above courses may also be waived by examination. Waiver by examination may be attempted only once per course and only during the student's first year in the MBA Program. A nonrefundable fee of \$50 is charged for each examination for waiver.

PART II. THE MANAGEMENT CORE (18 hours)

All PRELIMINARY CORE requirements must be satisfied prior to embarking on Part II. Any exception to this rule requires the prior consent of the Coordinator of the MBA Program.

MANAGEMENT CORE courses are required of all candidates to ensure comprehensiveness in the program, to introduce the functional areas at a sophisticated level, and to establish a common conceptual basis for the analysis of business problems.

- GBA 311 Managerial Accounting (3)
(Prerequisite: GBA 301)
- GBA 312 Microeconomic Analysis for Business (3)
(Prerequisite: GBA 302)
- GBA 313 Organizational Behavior (3)
(Prerequisite: GBA 303)
- GBA 314 Management Science (3)
(Prerequisite: GBA 304)
- GBA 315 Managerial Marketing (3)
(Prerequisite: GBA 305)
- GBA 316 Managerial Finance (3)
(Prerequisite: GBA 306)

In the event of substantial course work and/or experience in any of the above areas, a higher level course in the same area may be substituted for a MANAGEMENT CORE course with the written consent of the Coordinator of the MBA Program.

PART III. ELECTIVES (9 hours)

Students may select *any* three courses from the following list. The courses need not be in the same functional area.

Accounting

- GBA 320 Seminar in Corporate Financial Reporting (3)
(Prerequisite: GBA 311)
- GBA 321 Seminar in Management Control Systems (3)
(Prerequisite: GBA 311)

Economics

- GBA 330 Managerial Economics (3)
(Prerequisite: GBA 312)
- GBA 331 Economic Fluctuations and Forecasting (3)
(Prerequisite: GBA 312)

Finance

- GBA 340 Seminar in Financial Management (3)
(Prerequisite: GBA 316)
- GBA 341 Seminar in Investments (3)
(Prerequisite: GBA 316)

Management

- GBA 350 Human Resources Administration (3)
(Prerequisite: GBA 313)
- GBA 351 Advanced Production Management (3)
(Prerequisite: GBA 314)
- GBA 352 Comparative Management and Culture (3)
(Prerequisite: GBA 313)
- GBA 353 Organization Design and Development (3)
(Prerequisite: GBA 313)
- GBA 354 Seminar in International Business (3)

Marketing

- GBA 360 Marketing Research and Information Systems (3)
(Prerequisite: GBA 315)
- GBA 361 Seminar in Consumer Behavior (3)
(Prerequisite: GBA 315)

Law (From the USD School of Law)

A maximum of six semester hours of first-year law courses to be selected with the approval of the Coordinator of the MBA Program.

PART IV. BUSINESS POLICY (3 hours)

The following course is the capstone course for the MBA Program:

- GBA 390 Policy Formulation and Administration (3)
(Prerequisites: All MANAGEMENT CORE courses.)

REQUIREMENTS FOR GRADUATION

It is the responsibility of students to make sure that they have met all graduation requirements. If they are in doubt, they should consult the Coordinator of the MBA Program prior to registration for the last semester preceding graduation.

Residence

All candidates for the MBA degree are required to complete a minimum of 24 semester hours of graduate credit at USD exclusive of PRELIMINARY CORE courses. No undergraduate courses will be accepted in meeting the degree requirements except as the bases for waivers in the PRELIMINARY CORE. Once a student enrolls in the USD program, he will not ordinarily be permitted to take transferable courses at

other institutions. Exceptions, however, may be granted in unusual circumstances through prior written permission from the Coordinator of the MBA Program.

Continuous Matriculation

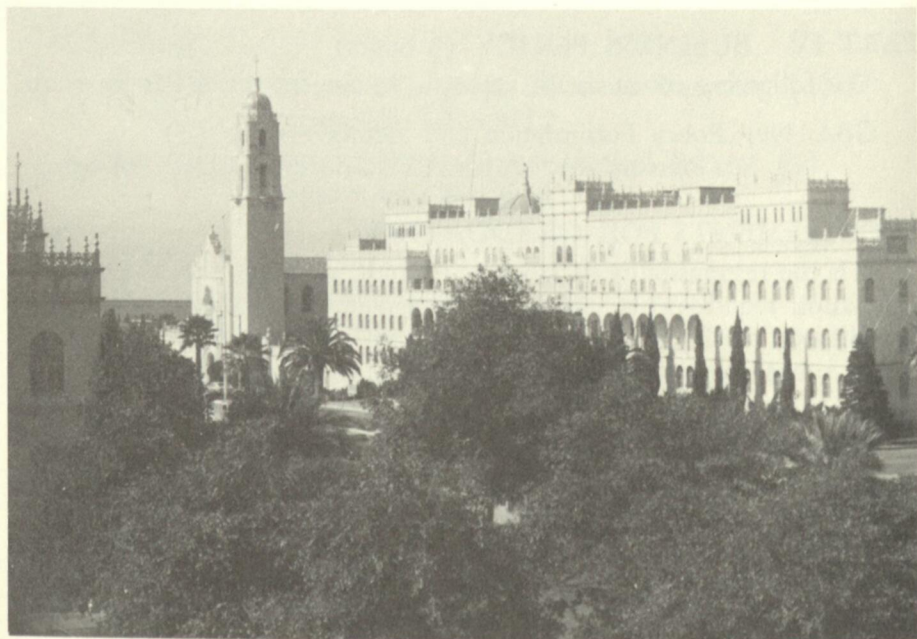
Candidates who discontinue their enrollment for one year or more must apply for readmission. Continuous matriculation may be maintained by the payment of a \$50 fee for the academic year or by the completion of at least one course during the year.

Scholastic Standards

Candidates must complete all course requirements with an overall grade point average of at least 2.75 on a 4-point grade scale. Any student whose cumulative grade point average drops below 2.75 or who fails one or more courses will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to 2.75 by the time they have completed the next 6 semester hours of graduate work will be dismissed from the program.

Time Limit

Candidates have a maximum of six years from the date of initial enrollment to fulfill the degree requirements.



COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM:

PRELIMINARY CORE Courses: 300-309

MANAGEMENT CORE Courses: 310-319

Elective Courses

Accounting	320-329
Economics	330-339
Finance	340-349
Management	350-359
Marketing	360-369

GBA 300 Computer Fundamentals (1)

Studies of electronic computer logic and programming to provide student with the capability to utilize the university's computer facilities.

GBA 301 Accounting Standards and Analysis (3)

The use of published results of corporate operations, financial positions and other accounting data by investors, managers and other interested parties is examined. The student is afforded a solid understanding and appreciation of the conflicts and problems that arise in the preparation, analysis and use of accounting data.

GBA 302 Macroeconomic Analysis for Business (3)

Basic macroeconomic theory; determinants of unemployment, inflation, and economic growth; analysis of economic fluctuations.

GBA 303 Management Theory and Practice (3)

An intensive examination of management theories, management principles and management functions. Included will be goal formulation, planning and forecasting, staffing, and control systems. Theories of organizations, organizational structure, and organization effectiveness will also be addressed. A systems orientation will prevail. Case study.

GBA 304 Quantitative Business Analysis (3)

General structure of decision problems and introduction to mathematical model building; introduction to the basic ele-

ments of differential and integral calculus; applications of probability theory to managerial decision making under uncertainty, including hypothesis testing, analysis of variance, and regression analysis.

GBA 305 Marketing Management (3)

Analysis of marketing policies and practices; the institutions and agencies of distribution; methods of marketing research; relationship of marketing to other areas of business operations. Case study.

GBA 306 Financial Management (3)

Analysis of financial policies and practices of business enterprises; principles of the effective management of the flow of funds for the firm; survey and evaluation of alternative methods of financing, capital budgeting, and capital valuation determination. Case study.

GBA 311 Managerial Accounting (3)

Case studies in the selection and use of relevant costs for internal decision making, control of organizations, planning, and performance evaluation. Cases will involve actual managerial situations which require the use of cost analysis. Materials are drawn from traditional cost accounting, managerial economics, operations research and behavioral science to determine the relevant factors in decisions. Prerequisite: GBA 301.

GBA 312 Microeconomic Analysis for Business (3)

Basic microeconomic theory with applications to business practice; analysis of market demand; analysis of the firm and its technology. Prerequisite: GBA 302.

GBA 313 Organizational Behavior (3)

An intensive analysis and exploration of human behavior in interpersonal situations, small groups and complex organizations. Topics addressed will include leadership, power, communication, conflict and conflict resolution, decision making, and application of behavioral theories and concepts to organizational designs and compensation systems. Case study. Prerequisite: GBA 303.

GBA 314 Management Science (3)

An in-depth examination of the deterministic tools of management science and their application in decision making. This advanced course is intended to equip the student with the tools to analyze complex problems where quantitative analysis and optimization are important. Topics covered include mathematical programming (linear, nonlinear, integer and dynamic), matrix algebra, network analysis techniques (critical path method), inventory control, and decision simulations. Emphasis on application to production and operations problems. Prerequisite: GBA 304.

GBA 315 Managerial Marketing (3)

Case method approach to the development of marketing strategy for the organization and design of integrated product, including service, promotion, pricing, and distribution programs using systems analysis. Intensive analysis of management's marketing problems including market analysis, pricing channels of distribution, promotion, competition, product strategies, and marketing research. Prerequisite: GBA 305.

GBA 316 Managerial Finance (3)

Case studies of the finance function and the financial tools of analysis. Emphasis is placed on financing decisions and valuation models. Topics also include flow of funds and alternative financing sources. Prerequisite: GBA 306.

GBA 320 Seminar in Corporate Financial Reporting (3)

Case studies designed to develop technical competence in the current state of the art in corporate financial reporting practices. Students are provided an understanding of the real world difficulties in resolving financial reporting issues, the evolutionary nature of accounting standards, and the limitations of financial accounting data for decision making purposes. Prerequisite: GBA 311.

GBA 321 Seminar in Management Control Systems (3)

Case studies in the use of accounting data in the control process. Topics include human resource accounting, discretionary expense centers, profit centers, transfer pricing, investment centers, control in nonprofit organizations, and profit planning. Prerequisite: GBA 311.

GBA 330 Managerial Economics (3)

Economic analysis for management decisions; use of micro-economic theory and econometrics in the management of the business enterprise. Prerequisite: GBA 312.

GBA 331 Economic Fluctuations and Forecasting (3)

Macroeconomic analysis of economic fluctuations; stabilization policies; macroeconomic forecasting. Prerequisite: GBA 312.

GBA 340 Seminar in Financial Management (3)

Case studies of the application of financial tools of analysis to the problems of financing, investment and management of the firm's financial resources. Prerequisite: GBA 316.

GBA 341 Seminar in Investments (3)

Case studies of the techniques of security analysis and portfolio management. Topics include operations of securities markets, investment objectives, risk and return. Application of security analysis models is emphasized. Prerequisite: GBA 316.

GBA 350 Human Resources Administration (3)

An in-depth analysis of the role of the staff personnel function. Principles and practices in the selection, staffing, remuneration, training and development of personnel. Case study. Prerequisite: GBA 313.

GBA 351 Advanced Production Management (3)

An in-depth analysis of productive systems, operations planning and control, inventories, scheduling, and man-machine systems. Prerequisite: GBA 314.

GBA 352 Comparative Management and Culture (3)

This course examines how culture interacts with other organizational variables in establishing the basis for management action and organizational design in both national and multinational firms. Topics include sources of entrepreneurship, the structural changes in work groups that accompany industrialization, technology and tradition, succession from family to corporate business, the process of rationalization, and national-foreigner conflicts. Prerequisite: GBA 313.

GBA 353 Organization Design and Development (3)

This course applies the basic findings of sociology and an-

thropology to the problem of organizational design. Programs for the development of organizations are reviewed. Case study. Prerequisite: GBA 313.

GBA 354 Seminar in International Business (3)

The international business structure: nations, commodities, and foreign investments; the international business environment: tariff laws and trading regulations, commercial treaties and agreements, customs unions and preferential trading arrangements, and legal restrictions on international business; alternative methods of engaging in international business; identification and development of foreign markets; international financial institutions and the financing of international business; and taxation of international business.

GBA 360 Marketing Research and Information Systems (3)

This course is intended for future managers working with market data. Principal topics include defining marketing research goals, budgeting of expenditures, estimating the size of markets, delineation of consumers, product research, estimating market response to advertising, price, distribution and selling activities, and test marketing. Cases will be drawn from manufacturing and service industries. The main thrust will be directed to "down-to-earth" problems confronting operating managers, with some attention to data analysis techniques using the computer and to information systems. Prerequisite: GBA 315.

GBA 361 Seminar in Consumer Behavior (3)

A case study approach to demand and segmentation analysis as the basis for formulation of effective marketing strategy and policy. Application of theories, models and measures from the behavioral sciences (demography, economics, sociology and psychology). The purpose of this seminar is to develop the students' ability to use various approaches to defining the organization's target market. Prerequisite: GBA 315.

GBA 390 Policy Formulation and Administration (3)

The object of this course is to develop skills in decision making and problem analysis in areas of managerial and business policy and corporate strategy. This is the integrating course of the MBA Program and will concentrate on application of concepts through case studies and decision simulation exercises. Prerequisites: All MANAGEMENT CORE courses.

UNIVERSITY OF SAN DIEGO, LAWYER'S ASSISTANT PROGRAM

A Certificate Program

Fall Session: September 27 to December 17, 1976

Spring Session: February 21 to May 13, 1977

Summer Session: June 13 to August 26, 1977

THE LAWYER'S ASSISTANT — A NEW CAREER

The Lawyer's Assistant, Paralegal, is a relatively new title. It has come into being because of the increased need for legal services that has required that the workload of most lawyers be more economically and functionally organized.

After extensive study, the American Bar Association has recommended that programs be developed to train this kind of paraprofessional. They recognize that "there are many tasks in serving a client's needs which can be performed by a trained non-lawyer assistant, working under the direction and supervision of a lawyer." The Lawyer's Assistant Program is an answer to this need.

The University of San Diego maintains a continuing job development effort designed to expand opportunities for graduates of our program. Naturally, we cannot and do not guarantee placement of graduates, but every effort will be made to help those who successfully complete the program to secure positions. A six hour pre-employment orientation is included in the program, offering an invaluable aid in preparing each graduate in the search for employment.

BRIEF DESCRIPTION OF PROGRAM

The program includes 200 hours of classroom instruction including 50 hours of Introduction to Law and Legal Research, and 150 hours in one specialty chosen from the following: Corporations; Litigation; Estates, Trusts, and Wills; Real Estate and Mortgages. (The University reserves the right to cancel one or more of the specialties if conditions warrant the same.) In addition, each student will gain valuable field experience by working in one of the legal clinics sponsored by the University of San Diego School of Law.

The Introduction to Law and Legal Research course, required of all students, is designed to provide an overview of areas of the law other than the specialty and to develop the skills necessary to do legal research.

The following are some of the tasks that a graduate of each specialty area can anticipate undertaking when on the job:

Corporations—Under the supervision and control of a lawyer, the graduate will be able to prepare initial and amended articles of incorporation, satisfy state filing requirements, prepare drafts of stock certificates and securities, maintain stock ledgers and books, draft resolutions authorizing cash and stock dividends.

Estates, Trusts, and Wills—The graduate will be able, under the supervision of a lawyer, to assist in preparation of legal documents associated with the planning of estates. In the administrative phase, he/she can participate in the collection of assets, maintenance of records, notification of beneficiaries, preparation of wills and trusts for review.

Litigation—The graduate will be familiar with and able, under the supervision and control of a lawyer, to prepare case profiles based on information in files, to read attorney briefs, check accuracy of the information in the litigation file, organize and index documents obtained through discovery, interview witnesses, trace physical evidence, examine public records, make preliminary drafts of interrogatories and depositions.

Real Estate and Mortgages—The graduate will be able, under the supervision and control of a lawyer, to obtain and record basic information from the client on the real estate transaction, conduct a title search in the records office, prepare preliminary abstract of title, arrange for the purchase of title insurance, assist in obtaining mortgage financing.

EVENING PROGRAM

In addition to the full-time day program, the University of San Diego is pleased to announce an evening Lawyer's Assistant Program. This twenty-four week course is designed to meet the needs of both large and small law firms, corporate law departments, sole practitioners, or legal service organizations. The curriculum will include theory and practical skills in the area of Litigation, Corporations, Estates, Trusts and Wills, Real Estate, Family Law, and Criminal Procedure. An in-depth study of Legal Research Technique and Legal Writing is also included.

Dates: September 21, 1976 to March 12, 1977

Fees—Fall and Spring, 1976-1977:

Application	\$ 25.00
Tuition	1,025.00
Books and Materials	75.00 (approximate)
USD Parking Fee	5.00 (Summer)
	10.00 (Fall & Spring)

For brochure write:

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University of San Diego

Alcalá Park

San Diego, CA 92110

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The Lawyer's Assistant Program is offered in cooperation with the National Center for Paralegal Training.

FUND RAISING MANAGEMENT PROGRAM

A Certificate Program

Fall Session: September 27 to December 17, 1976

Spring Session: February 21 to May 13, 1977

Summer Session: June 13 to August 26, 1977

THE FUND RAISING MANAGEMENT PROGRAM [DEVELOPMENT SPECIALIST] IS A NEW CONCEPT.

WHAT IS DEVELOPMENT?

Development is a profession that calls upon every discipline you have learned in your college years—psychology, management, finance, sociology. It is a technique as well as an art, a profession as well as a vocation.

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And as these services multiply, the art of providing the means becomes increasingly sophisticated, demanding knowledge and commitment and precise skills.

It is this kind of professionalism that produces a level of giving that surpasses that of any nation in the world.

A Career in Development Offers You:

- an opportunity to use your diverse talents and knowledge in a professional capacity.
- an opportunity to make a contribution to your community as you work with top civic, cultural and industrial leaders.

- an opportunity to achieve personal advancement in a growing field.
- an opportunity to be part of the planning of great ideas and concepts and seeing them become a reality.

THE PROGRAM

Clearly, there is an urgent need today for fund-raising management of superior calibre. In this uncertain economic climate, institutions and non-profit agencies cannot afford the services of the poorly prepared or inexperienced.

However, up to now there has been no academic training ground for development; no systematic career preparation has been available to give people background in the sophisticated techniques and knowledge essential to successful performance.

The Development Specialist Program is directed primarily to college graduates who will be an asset to the profession; our program will provide the kind of high level education the profession needs. Our goal is to educate graduates capable of entering positions of responsibility after 12 weeks of intensive study.

The curriculum is designed to give students basic instruction and, subsequently, the option of concentrating on the one or two areas of special interest to them:

Community Service Campaigns	Political Fund Raising
Educational Fund Raising	Ethnic and Religious
Hospital and Health Care	Financing
Financing	

All major aspects of development will be covered and each subject will be taught by an expert. The curriculum will include:

- designing proposals for corporations and industry
- alumni relations
- computer applications for development work
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- legal questions of charitable tax procedures
- public relations and media management
- production of special events

In the first portion of the course, study will be devoted to a broad survey of fund raising and development including the role of the volunteer, the motivation of giving, public relations for fund raising, research of prospects, and foundation and corporate giving patterns.

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The University of San Diego training program is the logical "next step" in the progress of fund raising and development as a profession. The apprenticeship system that functioned successfully in the past is no longer adequate in today's society. And sporadic short courses or specialized workshops cannot take the place of intensive training.

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- + Credibility The high standing of the University of San Diego which validates the high level of the program.
- + Screening The enrollment of college graduates with established ability and commitment
- + Placement To go hand-in-hand with training. The program advisement office makes ongoing surveys of personnel needs and job opportunities, serving as a clearing house of information for employers and students, at no cost to either

Fees for Fall and Spring, 1976-1977

Application (nonrefundable)	\$ 25.00
Tuition	1,500.00
Books and Materials	100.00 (approximate)
Parking Fee, USD	5.00 (Summer)
	10.00 (Fall & Spring)

For brochure write:

DEVELOPMENT SPECIALIST PROGRAM
University of San Diego
Alcalá Park
San Diego, CA 92110

The Development Specialist Program is offered in cooperation with the National Center for Development Training.

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University of San Diego Archives

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Route 4 passes Alcalá Park on Linda Vista Road

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 - a) James S. Copley Library
2. Camino Theatre
3. Rose Room
4. Student Dining Hall
5. Founders Chapel
6. Founders Hall
 - a) Founders Gallery
 - b) French Parlor
 - c) College of Arts & Sciences
 - d) Graduate Office
 - e) Registrar
 - f) School of Nursing
 - g) Summer School Office
7. Information Center
8. Lanai
9. Environmental Studies
10. Immaculata Church
11. De Sales Hall
 - a) Admissions
 - b) Board Room
 - c) Business Offices
 - d) Financial Aid
 - e) Personnel
 - f) Post Office
 - g) President's Office
 - h) Provost's Office
 - i) School of Education
 - j) Security
 - k) University Relations
12. Salomon Lecture Hall
13. USD Print Shop
14. Apostolic Center
15. Law School Library
16. More Hall: School of Law
 - a) More Hall
17. Serra Hall
 - a) School of Business Administration
 - b) Special Events—Housing
 - c) Dean of Students
 - d) Bookstore
 - e) Student Union—Lark
 - f) Educational Development Center
18. Chancery
19. Graduate Apartments
20. Student Apartments
21. Student Apartments
22. St. Francis Seminary
23. USD Stadium
24. Sports Center
 - a) Athletic Offices
 - b) Swimming Pool
 - c) Gym
 - d) Baseball Diamond



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