



SAINT MARY'S COLLEGE OF CALIFORNIA

Graduate and Professional Studies Catalog

2025-2026

The College

- Overview
- History
- Chronological History
- Statement of Mission
- Faculty
- Academic Organization
- Accreditation
- College Policies and Disclosure Summaries

Saint Mary's College of California

Saint Mary's is a comprehensive liberal arts university offering undergraduate and graduate programs that integrate liberal and professional education built upon a foundation of Catholic, Lasallian, and liberal arts traditions. A challenging curriculum, exceptional faculty, and a focus on student success prepare learners for rewarding careers, and full lives.

The core Lasallian principles of social justice, faith in the presence of God, respect for all persons, inclusive community, and quality education are reflected in every aspect of campus life and learning. Rooted in the Christian Brothers' commitment to teaching and learning, Saint Mary's student-centered education shapes individual lives that can transform society.

The Catholic tradition fosters a Christian understanding of the whole person and defends the goodness, dignity, and freedom of each individual in a community that values diversity of perspective, background, and culture.

The liberal arts tradition at Saint Mary's College seeks to educate and engage the intellect in an attempt to resolve the great questions that arise from common human experience through a search that probes for fundamental principles and causes.

This approach develops the intellectual abilities of the whole person, preparing students for life beyond the knowledge and skills needed for any particular profession. It develops critical thinking, an understanding of and respect for different ways of knowing, and a desire for lifelong learning.

The College provides a welcoming environment, knowing that the best academic achievement and social and personal development are realized in an environment that is culturally, spiritually, and ethnically diverse, where every voice is heard and each student has the opportunity to grow, succeed, and serve.

Saint Mary's faculty are deeply committed to teaching and interacting with students, while also being accomplished scholars. They are active members of a close community characterized by small classes, lively discussion, and deep relationships.

The campus, known for its great natural and architectural beauty in the Moraga Valley, is only 20 miles east of San Francisco. Surrounded by hills and woods, the white buildings with red tile roofs are designed in Mission Renaissance style, with the College Chapel as its architectural and spiritual heart.

History

Saint Mary's College of California is one of the oldest colleges in the West. Founded in 1863 by the Roman Catholic Archdiocese as a college for men, the school was originally located in San Francisco, operating for several years under Archdiocesan direction.

In 1868, the De La Salle Christian Brothers assumed direction of the school. Theirs is the world's largest Roman Catholic order dedicated to teaching, founded 320 years ago by St. John Baptist de La Salle, who devoted his life to the ministry of Christian education, especially for the poor. Brother Justin McMahon, FSC, was the first Christian Brother president of Saint Mary's, who traveled to San Francisco accompanied by nine other Brothers. Under their leadership, the College's student body quickly increased from 50 to 200 students, with the first SMC bachelor's degrees awarded in 1872.

The Brothers added a commercial curriculum to the classical and scientific curricula when they arrived in 1868. The College was incorporated by the state of California on May 20, 1872, and the following year the first master of arts degree was conferred. Since that time the Brothers have directed the College and exercised an indispensable role in its administration, instruction, and funding, working collaboratively with distinguished clerical and lay colleagues who fill many significant administrative and faculty appointments.

In 1889, the Saint Mary's campus moved from San Francisco to Oakland to the corner of 30th and Broadway, occupying a facility affectionately known as the "Brickpile." The College operated there until 1928, when it was moved to its current location in Moraga. The original Moraga campus was much smaller than the current campus; 11 of the original buildings, constructed in 1928 and 1929, are still in use today. They include the Chapel, Dante Hall, and Galileo Hall.

In 1940, the Saint Mary's hillside was graced with the addition of "La Cruz de la Victoria," the Cross of Victory. The cross has become a familiar landmark among Saint Mary's students, alumni, professors, and staff. Hiking up to the cross is a popular activity.

After the attack on Pearl Harbor in December of 1941, the United States Navy began using the Saint Mary's campus for pilot training. The Navy's presence on the campus led to significant changes, including moving the main entrance to the front of campus. This resulted in the clear view of the Chapel that greets visitors today. The Navy also built Assumption Hall (now a first-year residence hall) and the world's largest indoor pool, which no longer exists.

Saint Mary's has evolved and changed over the years, with location, size, and demographics completely transformed. Life for SMC's first students in the 19th century was quite different from the student's experience today. Tuition was \$60 per academic year for day students and \$250 for boarding students. A student's day was rigidly scheduled, awakened at 6 a.m. for a day filled with an unvarying schedule of study, class, prayer, meals, and recreation, then lights out at 8:30 p.m.

Nevertheless, traces of the College's past remain-like the ringing of the Chapel bells, the same bells that every Saint Mary's student has heard and remembers. And the College's commitment to service, learning, and community remains very true to its origins. As the SMC community looks to the future of Saint Mary's, we will continue to honor the common thread that connects generations of Gaels.

Chronological History

- 1863** Saint Mary's College on Mission Road in San Francisco dedicated on July 9 by Archbishop Joseph Sadoc Alemany.
- 1868** Arrival of the Christian Brothers, August 11, commercial curriculum established.
- 1872** Chartered by the state of California, May 20, Saint Mary's conferred its first bachelor of arts and its first bachelor of science.
- 1873** First master of arts degree conferred.
- 1889** Saint Mary's College moved to 30th and Broadway in Oakland; the Brickpile dedicated on August 15.
- 1894** Fire severely damaged the Brickpile; the College returned to the San Francisco campus for a year during rebuilding.
- 1901** Civil and mechanical engineering curriculum established.
- 1905** Art curriculum established at Saint Mary's College, the first Catholic college west of the Mississippi to offer a full art curriculum.
- 1906** School of Commerce established.
- 1910** Pre-medical curriculum established.
- 1921** School of Engineering, and School of Foreign Trade established.
- 1924** School of Education, and School of Law (evening) established.
- 1927** The College became the first Catholic men's college to join the Northwestern Association of Schools and Colleges.
- 1928** Saint Mary's College moved to the Moraga campus and was dedicated on September 3; School of Law remained in Oakland, and closed in 1931.
- 1933** School of Economics and Business Administration established.
- 1935** School of Arts and Letters, and School of Science (engineering, pre-medical, pre-dental and science curricula combined) established.

- 1941 World Classics Core Curriculum (now Collegiate Seminar) established.
- 1942-46 After the attack on Pearl Harbor, the Navy conducted preflight training at the College.
- 1946 School of Liberal Arts established.
- 1969 4-1-4 calendar established for undergraduate programs.
- 1970 Women are admitted to Saint Mary's College.
- 1974 Graduate and extended education divisions established.
- 1981 Intercollegiate baccalaureate program in nursing with Samuel Merritt College established.
- 1985 School of Education established.
- 1987 125th anniversary of the College's founding; its 60th year in Moraga.
- 1999 School of Education establishes College's first doctoral program, EdD in Educational Leadership.
- 2004 Geissberger Observatory opens.
- 2007 Brousseau Hall christened, honoring Brother Alfred Brousseau.
- 2008 New home to the Kalmanovitz School of Education-Filippi Academic Hall-opens.
- 2012 Saint Mary's College celebrates its sesquicentennial or 150th anniversary.

Statement of Mission

Saint Mary's College in the 21st century celebrates the three traditions that have sustained it since its earliest years and seeks its future in them: the classical tradition of liberal arts education, the intellectual and spiritual legacy of the Catholic Church, and the vision of education enunciated by Saint John Baptist de La Salle and developed by the Brothers of the Christian Schools and their colleagues in a tradition now more than 300 years old.

The Mission of Saint Mary's College Is:

- **To probe deeply the mystery of existence by cultivating the ways of knowing and the arts of thinking.** Recognizing that the paths to knowledge are many, Saint Mary's College offers a diverse curriculum, which includes the humanities, arts, sciences, social sciences, education, business administration, and nursing, serving traditional students and adult learners in both undergraduate and graduate programs. As an institution where the liberal arts inform and enrich all areas of learning, it places special importance on fostering the intellectual skills and habits of mind, which liberate persons to probe deeply the mystery of existence and live authentically in response to the truths they discover. This liberation is achieved as faculty and students, led by wonder about the nature of reality, look twice, ask why, seek not merely facts but fundamental principles, strive for an integration of all knowledge, and express themselves precisely and eloquently.
- **To affirm and foster the Christian understanding of the human person, which animates the educational mission of the Catholic Church.**

Saint Mary's College holds that the mystery that inspires wonder about the nature of existence is revealed in the person of Jesus Christ, giving a transcendent meaning to creation and human existence. Nourished by its Christian faith, the College understands the intellectual and spiritual journeys of the human person to be inextricably connected. It promotes the dialogue of faith and reason; it builds community among its members through the celebration of the Church's sacramental life; it defends the goodness, dignity, and freedom of each person, and fosters sensitivity to social and ethical concerns. Recognizing that all those who sincerely quest for truth contribute to and enhance its stature as a Catholic institution of higher learning, Saint Mary's welcomes members from its own and other traditions, inviting them to collaborate in fulfilling the spiritual mission of the College.

- **To create a student-centered educational community whose members support one another with mutual understanding and respect.**

As a Lasallian college, Saint Mary's holds that students are given to its care by God, and that teachers grow spiritually and personally when their work is motivated by faith and zeal. The College seeks students, faculty, administrators, and staff from different social, economic, and cultural backgrounds who come together to grow in knowledge, wisdom, and love. A distinctive mark of a Lasallian school is its awareness of the consequences of economic and social injustice, and its commitment to the poor. Its members learn to live "their responsibility to share their goods and their service with those who are in need, a responsibility based on the union of all men and women in the world today and on a clear understanding of the meaning of Christianity." (*From The Brothers of the Christian Schools in the World Today: A Declaration*).

Faculty

The College is, in every sense, a community of scholars. Faculty members are teacher-scholars. They are selected for their dedication to and skill in teaching, and for their desire to share their passion for learning and discovery.

The small size of the College and the commitment of its faculty foster an extraordinarily close and informal relationship between faculty and students. Faculty members are available to students not only in the classroom but outside it as well, for academic advice, guidance, and mentoring. Faculty teach courses at all levels, from first-year through graduate, and faculty members make themselves available to students at all levels. Our small class size and faculty advising system foster close and frequent contact between professors and students.

The College values faculty scholarship because it enhances the intellectual vitality of the faculty and directly animates the entire campus community. Scholarly research ensures that faculty members have a thorough and up-to-date knowledge of the subjects they teach, as well as the appropriate pedagogy in those fields. As part of a community committed to shared inquiry and active learning, faculty scholar-teachers provide models from which students can learn the value and techniques of inquiry, and from which they can learn to value the life of the mind.

The College prides itself on a faculty of remarkable distinction and continually renewed commitment to scholarship and teaching.

Academic Organization

Saint Mary's College is organized into four schools that provide the programs of study for students at the undergraduate and graduate levels.

The School of Liberal Arts offers the degree of Bachelor of Arts in over 20 major fields and the Bachelor of Arts in the Integral Program; Master of Arts in Kinesiology; Master of Arts in Communication; Master of Fine Arts in Creative Writing and Master of Fine Arts in Dance; and a BA degree completion in the Performing Arts.

The School of Science offers the degrees of Bachelor of Science and Bachelor of Arts in over 10 major fields and a dual degree program in engineering, which requires three years at Saint Mary's and two years at an engineering school.

The School also offers a Master of Science in Computer Science and the degree of Professional Science Masters in Biotechnology.

The School of Economics and Business Administration offers the degrees of Bachelor of Science and Bachelor of Arts in nearly 10 major fields. It offers the degree of Master of Business Administration as well as an Online MBA; the degree of Master of Science in Accounting, Business Analytics, Finance, and MS in Management and Technology, and an Executive Doctorate in Business Administration.

The Kalmanovitz School of Education offers undergraduate courses in teacher education and leadership, and a BA completion program. There are seventeen programs in the School of Education including preliminary teaching credentials, pupil personnel services credentials, an administrative services credentials, and a bilingual authorization certificate in Spanish. The School of Education also offers licensure programs in marriage and family counseling and clinical counseling, as well as master's degrees. An Educational Specialist Degree in School Psychology and a Doctorate in Educational Leadership is also offered.

Accreditation

The administration of Saint Mary's College is vested in the Board of Trustees and the President of the College, and is empowered by the charter of 1872 granted by the state of California to confer upon students who satisfactorily complete the prescribed courses of studies in the College, such academic and/or professional degrees and/or literary honors as are usually conferred by universities and/or colleges in the United States.

Saint Mary's College is nationally recognized as a standard four-year college and is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001. The credential programs and licensure in the School of Education are also accredited by the California Commission on Teacher Credentialing and the California Board of Behavioral Sciences. The business and accounting programs are accredited in the School of Economics and Business Administration by the Association to Advance Collegiate Schools of Business (AACSB). The Saint Mary's College Museum of Art, housing the Hearst Art Gallery, is the only art museum in Contra Costa County accredited by the American Association of Museums.

The Schools

School of Liberal Arts

The **School of Liberal Arts** offers an education that lasts a lifetime - one that honors cooperative as well as individual achievement. It promotes the application of learning to solve complex problems, and fosters creativity, self-awareness, and civic engagement. No matter what they study - the fine arts, the humanities, the social sciences - liberal arts students not only complete a degree in their chosen academic area, they also learn to think critically, gather and assess information, solve problems, express themselves with clarity and precision, and collaborate effectively with others.

The hallmark of the School of Liberal Arts is the preparation it gives students for lifelong learning. Technical skills may become obsolete over time, but the skills and values gained through liberal arts coursework will not. Almost every profession requires the intellectual habits of rational analysis, integrative thinking, and ethical decision-making. Today's organizations value students with a liberal arts education because their knowledge, values, and skills prepare them for changing economic conditions.

In the School of Liberal Arts, Saint Mary's College offers LEAP (Liberal Education for Arts Professionals), a Bachelor of Arts degree-completion program for current and former professional dancers (with both hybrid and remote options);

a Master of Arts degree in Communication; a Master of Arts degree in Kinesiology; a Master of Fine Arts in Creative Writing; and a Master of Fine Arts in Dance. Details can be found on the **Programs** page.

School of Science

The **School of Science** has as its primary objective the development of a scientific and mathematical inquiring mind in the context of humanistic values. Students are introduced to fundamental scientific theories and their supporting data, and are encouraged to develop their powers of observation, synthesis, and analysis, as well as their quantitative skills. Familiarity with the scientific methods of knowing and investigative inquiry is enhanced through laboratory experiences and research opportunities.

The academic programs of the School of Science are designed to provide preparation for a wide variety of scientific and technical careers. The School of Science offers a Professional Science Master's in Biotechnology as well as a Master of Science Degree in Computer Science. Details can be found on the **Programs** page.

School of Economics and Business Administration

The **School of Economics and Business Administration** (SEBA) provides student-centered business and management education taught by high quality, research active faculty. Grounded in Lasallian principles and guided by the Liberal Arts tradition, we create collaborative, innovative and experiential learning and service opportunities for our students to maximize their potential as successful professionals creating a difference in their communities. SEBA is committed to the values that are central to Saint Mary's College: academic excellence, personal integrity, ethical behavior, and respect for human dignity.

As teachers, scholars, and mentors, we offer students a rigorous, innovative, and diverse learning experience by leveraging our practice-relevant, pedagogical, and discipline-based research. The concepts drawn from the various disciplines prepare students to be successful in the highly competitive, technologically complex, politically volatile, and culturally diverse global economy of the 21st century. Consideration of the ethical implications and social responsibilities of economic activity and business enterprise is an integral part of each program.

SEBA's curricula consist of coherent groups of courses that balance analytical skills with critical thinking, theory with practice, and technical skills with people skills. The curricula not only provides the mathematical and information-technology skills needed for advanced coursework and careers but it also prepares graduates to manage and lead diverse organizations that are part of business, cultural, and natural ecosystems.

The graduate programs offered by the School of Economics and Business Administration are listed on the **Programs** page.

Kalmanovitz School of Education

The **Kalmanovitz School of Education** (KSOE) and its programs enjoy a stellar reputation for educational excellence and innovation due to its unique student-centered learning environment. Through the practice of shared inquiry, active collaborative learning, and community engagement, students are empowered to lead change according to the principles of social justice and the common good.

Saint Mary's College's commitment to training teachers began in 1967, when coursework and field experiences leading to a secondary teaching credential were established. In 1971, the elementary education program began, and master's degree programs formed soon after. Counseling Leadership began in 1978, and the Department of Education became the School of Education in 1985. In 2000, an Education Doctorate (EdD) in Educational Administration, now Educational Leadership, became the first doctoral program at Saint Mary's College; and in 2014, the Graduate Leadership Department, which includes bachelor's and master's degrees in leadership, became part of the KSOE.

KSOE departments include Counseling, Leadership, and Teacher Education and they range from teaching and counseling licensure to degrees at the masters, educational specialist and doctoral levels.

The KSOE prepares students annually for certificates, credentials, and degrees. A bachelor's degree in Leadership and Organizational Studies is offered for working adults. Master's degrees are offered in education, teaching leadership, general counseling, marriage and family therapy and professional clinical counseling, school counseling, school psychology, career counseling, college student services, leadership, and educational leadership. Credential and certificate programs are offered in eight areas recognized by the California Commission on Teacher Credentialing: administrative services, teaching leadership, multiple subjects (K-8), single subject (secondary), Spanish bilingual teaching, school counseling, school psychology, and special education. The Educational Doctorate degree in Educational Leadership features an emphasis on equity, social justice, collaborative learning, and community-based research. Details can be found on the **Programs** page.

Three academic centers are housed in the KSOE: The **Center for Environmental Literacy (CEL)**, The **Leadership Center**, and the **Comprehensive Literacy Center**. The Center for Environmental Literacy explores and promotes educational programming and professional development opportunities for educators to integrate science and the arts into academia curricula designed for elementary, middle, and high school students, as well as for Saint Mary's College research and coursework. CEL promotes environmental education in schools and communities worldwide. River of Words, CEL's signature program, provides tools for teaching environmental literacy to children, teens, and teachers through art and poetry. The mission of the Leadership Center is to enhance leadership capacity to meet the unique challenges and opportunities in the 21st century. The programs integrate contemporary academic theories of leadership and organizational change with proven, practical, action-based approaches to serving communities, organizations, and society. The Comprehensive Literacy Center within the Kalmanovitz School of Education is proud to serve as the West Coast training center for the professional development of teacher leaders in the United States who implement the Reading Recovery® practice in their classrooms. Reading Recovery is an early intervention program for first graders who are at risk for learning to read and write.

Academic Definitions

- Credit Hour Definition
- Course Numbers
- Grades

Credit Hour Definition

All programs follow a semester calendar with two long terms (Fall and Spring) consisting of 15-weeks of instruction including final exams, a January Term intersession, and multiple Summer Term sessions. Graduate and professional programs may feature courses that only occur during a portion of the Fall or Spring terms, to increase flexibility. The following credit hour definition applies equally to all courses of varying credit, duration, and modes of instruction.

In 15-week semester courses, students are expected to engage in three hours of work per week to receive one Carnegie unit of credit (1 academic hour = 50 clock minutes). The same number of hours will be compressed into a shorter period of time for January Term, Summer Term, or partial-term courses. Approximately one-third of student time should be in the form of direct faculty instruction. In some cases, the ratio of contact to non-contact activity may be adjusted in order to achieve learning outcomes according to pedagogical standards in a particular area of study. Courses requiring more than the amount of contact time described in the standard policy (such as laboratory courses, language courses, studio courses and practica) may require commensurately less non-contact time than others. Courses requiring less than the standard amount of contact time (such as independent studies, internships, service-learning courses and courses utilizing online or hybrid instruction) may require commensurately more non-contact time. In all cases, students should expect to complete the total amount of work regardless of the ratio of contact to non-contact time.

Course Numbers

Saint Mary's offers courses numbered on a scale between 100-999. Courses numbered 499 and lower are intended for undergraduate students, while courses numbered 500 and higher are graduate-level courses.

100-199: Engagement with disciplinary knowledge and skills at a foundational level. These courses contain academic content that is normally studied in the first year of full-time study. These courses may be satisfied through AP, IB, or community college transfer credit.

200-299: Expanding on introductory knowledge and skills. These may require prerequisite coursework, build upon the foundations laid by the Core Curriculum, or represent breadth and depth in lower-division transfer credit. These courses contain academic content that is normally studied in the second year of full-time study, and may function as a gateway into a major or minor program.

300-399: Demonstration of coherence and breadth or depth of knowledge and skills. These courses may require prerequisite coursework, solid foundations laid by the Core Curriculum, or a maturity of perspective and capacity for more significant rigor and workload. These courses contain academic content that is normally studied in the third or fourth year of full-time study.

400-499: Typically reserved for capstone or other experiences that involve synthesis of complex material, higher level evaluation and/or student research.

500-599: Graduate and professional courses. Open to undergraduate students with approval. Used for graduate courses that may be double-numbered (convened jointly) with undergrad and graduate courses.

600-779: Graduate and professional courses. Not open to undergraduate students.

780-799: Master's thesis

800-899: Graduate courses open to both master's and doctoral students.

900-979: Graduate courses limited to doctoral students.

980-999: Doctoral dissertations

Grades

Course Grades and Grade Changes

Faculty report final grades to the Registrar's Office. Course grades are available online for students. Grades are released directly only to the students themselves.

Saint Mary's College employs the following course grades: A, excellent; B, very good; C, satisfactory; D, barely passing; and F, failing. All final grades affect grade point average computation (on an A = 4 points scale), and P (passed), Z (audit), I (incomplete), and W (withdrew) do not affect grade point average computation. Plus/minus grading is permitted. A plus or minus changes the point value of a grade by 0.3 grade point upward or downward respectively (e.g., B+ carries 3.3 points; B-, 2.7); there is no A+.

Final grades are considered permanent and not to be changed except in case of an error in computing, recording, and evaluating a student's work, subject to the approval of the Registrar. When necessary, faculty may secure grade change petitions from the Registrar's Office. Students wishing to appeal a specific grade assigned by an instructor may do so under the Academic Appeals Process. Information on this process may be obtained from the Vice Provost for

Academic Success. Grade changes for prior terms may not occur more than one year from the initial posting of the grades.

Pass / Fail Grading

Some graduate courses are offered on a Pass/Fail (P/F) basis. In courses where a student elects P/F grading, the pass grade (the equivalent of C- or higher on the regular grading scale) will not affect the student's grade point average. A grade of F will count as 0 toward a student's GPA.

Incomplete Grade

In cases of unanticipated or unavoidable circumstances, a student may request an I (incomplete) grade, which provides additional time to complete coursework. Requests must be approved by the course instructor prior to the deadline for the submission of term grades, who must verify that the student had reasonable attendance through the official withdrawal date for that term and was passing the course when the circumstances prompting the petition arose. The student must satisfactorily complete the coursework, and the instructor's change of grade must be submitted to the Registrar's Office within the deadline (37 days past the end of the Fall term, 30 days past the end of the January and Spring term), otherwise the I (incomplete) grade will expire and be changed by the Registrar to an F (failure) grade. In exceptional circumstances, a student may request a one-time extension of the due date, at the instructor and Registrar's discretion. Students may not re-enroll in a course in which they have an uncleared I (incomplete) grade.

Repeating a Course

A course may be repeated at this College or at another college. Unless indicated otherwise in the course description, only the most recently earned grade will be used in computing the grade point average, and only the most recent units earned will count toward graduation. A student must pay tuition for repeating a course.

Graduate and Professional Studies Academic Regulations

- Admissions Requirements
- Academic Standing
- Full- and Part-Time Status
- Residency Requirement
- Transfer Credits
- Grading
- Attendance
- Auditing
- Open Enrollment
- Timely Completion of Degree
- Dual Degree Programs
- Second Master's Degrees
- Student Feedback Surveys
- Degree Requirements
- Advancement to Candidacy
- Theses, Synthesis Projects, and Dissertations
- GPS Academic Appeal Process
- Academic Honor Code
- Adherence to Regulations

Admissions Requirements

Saint Mary's College welcomes applications from students qualified to pursue a program of study leading to a graduate or undergraduate professional degree. The admissions process is designed to evaluate the potential for success in an

individual program. Applicants should consult the department to which they are applying for its specific evaluation requirements and criteria.

Definitions applying to GPS Academic Policies

Graduate student: A student admitted to any graduate-level program at Saint Mary's College.

Professional student: A student admitted to any undergraduate program designed for working adults. For purposes of clarity, these students are also referred to as "undergraduate professional students."

Business day: Refers to all days during which the College is officially open, including days when classes are not in session.

Program director: The administrator responsible for a particular program.

Dean: The administrator responsible for a particular school. In nearly all cases, the dean may delegate responsibilities assigned to them to another party, such as an associate dean.

General Requirements for Graduate Students

Applicants are normally expected to have received a bachelor's degree (for master's degree programs) or a master's degree (for doctoral programs) from a regionally accredited U.S. institution or an equivalent international university prior to the beginning of classes. International students must provide transcripts showing graduation from a recognized college or university with a degree normally requiring 15-16 years of prior education before graduation from college or university.

Applicants must submit two or three letters of recommendation (varies by program) from academic or professional references and official transcripts of all baccalaureate and post-baccalaureate studies.

In evaluating a candidate for admission, the admissions officer or committee reviews the following credentials: the completed application, transcripts from the colleges and/or universities the applicant has attended, and letters of recommendation.

Some schools and programs in the College require standardized examinations, such as the GRE or GMAT, and some schools or programs may conduct admissions interviews or require writing samples or statements of purpose. In reviewing transcripts, admissions officers will take into account the choice of coursework, the rigor of the undergraduate major, the competitiveness of the academic institutions, and the grade point average (GPA). For master's degree and credential programs, an undergraduate GPA of 2.8 or better is generally the standard for admissions consideration. Doctoral programs typically require an undergraduate GPA of 3.0 and a graduate GPA of 3.5.

General Requirements for Undergraduate Professional Students

Applicants to the Liberal Education for Arts Professional program must hold a high school diploma or its equivalent. Applicants to the Bachelor of Arts, Leadership and Organizational Studies program must have earned a minimum of 74 Carnegie Units of acceptable transfer credit.

Applicants must submit two letters of recommendation from academic or professional referees and official transcripts of all baccalaureate studies.

In evaluating a candidate for admission, the admissions officer or committee reviews the following credentials: the completed application, transcripts from the colleges and/or universities the applicant has attended, letters of recommendation, an experiential learning inventory, and an essay or statement of goals. In reviewing transcripts,

admissions officers will take into account the grade point average (GPA). An undergraduate GPA of 2.0 or better is generally the standard for consideration.

Academic Standing

Unconditional Acceptance

Students who meet all program admissions criteria, have complete files, and have been selected for admission by program-specific admissions processes are accepted unconditionally.

Provisional Acceptance

Students whose admissions files are incomplete (e.g., missing test scores, transcripts, etc.) may be provisionally admitted, and must take steps to ensure that their files are completed within one term. The time limit may be extended with the approval of the program director.

Conditional Acceptance

If a student has a complete application but missing requirements, this student may be admitted conditionally. The program director will notify the student in writing how to attain unconditional acceptance and provide a deadline for achieving it.

Academic Probation

Graduate students whose cumulative grade point average in courses constituting the degree falls below a 3.0 (B) average at any time during their course of study are placed on academic probation. They are notified of their status in writing by the Vice Provost for Academic Success or designee. Upon notification, students have one academic term to bring their grade point average up to the 3.0 level. Failure to do so may result in academic disqualification.

Some programs at the College-especially those using P/F grading-may issue the grade of Marginal Performance. The use of Marginal Performance grade is a warning to the student that even though their coursework might merit a passing grade, the work was nonetheless marginal. Students who accumulate two or more Marginal Performance grades or one (1) failing grade may be placed on Academic Probation.

Undergraduate Professional students whose grade point average falls below a 2.0 (C) average at any time during their course of study are placed on academic probation. They are notified of their status in writing by the Vice Provost for Academic Success or designee. Students have one semester to bring their grade point average up to the 2.0 level. Failure to do so may result in academic disqualification.

Academic Disqualification

Graduate students are disqualified from continuing in a program when they have not attained a cumulative grade point average of 3.0 or higher for two continuous terms of enrollment. Two terms of enrollment count as continuous even if a student has taken a leave between terms. Students in P/F programs are subject to disqualification if they receive two

(2) failing grades or one (1) failing grade and two (2) marginal performance grades, or four (4) marginal performance grades.

Undergraduate Professional students are disqualified from continuing in a program when they have not attained a 2.0 grade point average for two or more terms. The Vice Provost for Academic Success or designee notifies students subject to disqualification.

Any student disqualified is barred from further study at Saint Mary's College.

Special Academic Probation

Special Academic Probation is granted at the discretion of the Vice Provost for Academic Success or designee and may be based on the student's extreme personal hardship, serious illness, or a similar reason that justifies poor academic standing. Students facing academic disqualification may request to be placed on Special Academic Probation by filing a Petition for Special Action within two weeks of the notice of disqualification. In addition to explaining their special circumstances, students must also outline how they expect to improve their grades and resume regular academic standing by the end of the next term. If granting Special Academic Probation, the Vice Provost for Academic Success or designee may further specify additional conditions and program requirements for removing academic probation status. Students who fail to meet the conditions of Special Academic Probation are subject to disqualification from further study.

Full- and Part-Time Status

Students should consult with their individual programs in order to determine a course of study that is considered full- or part-time. Full-time status may be a requirement of a program and may determine eligibility for financial aid.

Residency Requirement

"In residence" typically means on the Saint Mary's College campus, but there are common exceptions: Students attending SMC-sponsored overseas programs and students attending at satellite campuses are in residence, as are students enrolled in online or hybrid courses. At least 50 percent of all credential, master's, or doctoral programs must be completed in residence. The remaining 50 percent may consist of transfer credits, challenges, comprehensive evaluations, independent study, and other non-standard classes.

Transfer Credits

Transfer Units for Graduate Students

A limited amount of graduate credit obtained at other accredited colleges or universities may be accepted in partial fulfillment of some requirements for a credential, certificate, master's degree, or doctoral. Generally, no more than two courses (of at least 3-4 units each) can be so approved, but under special circumstances, the dean of the school may approve up to a total of three full-unit courses. Transferred credit does not qualify as work done in residence.

Courses acceptable for transfer credit must:

- Have been graduate courses with clear relevance to course of study,
- Have been taken at a regionally accredited institution of higher education within the last five years. (Coursework may be acceptable beyond five years if the candidate can demonstrate current experience and knowledge.)

- Have been assigned a grade of "B" (or its equivalent or better),
- Not have been supervised fieldwork, field practice, practicum or independent study (with the exception of one semester of credit for the school counseling PPS credential)

Permission to take courses at another institution, after admission to the College, may be granted at the discretion of the program director only if all of the following criteria are met:

- The course is vital to the student's program of study and is currently not available or not offered in a timely fashion at the College.
- The course is offered at the appropriate graduate level and is offered by a regionally accredited institution.
- The total number of transfer units does not exceed the maximum described above.
- Permission must be granted before the course is taken.
- Upon relocation outside of the area, a student may petition for an additional course to be taken at another institution.

Upon completion of the course, the other institution should forward the transcript information directly to the Registrar.

Transfer Units for Undergraduate Professional Students

Credit obtained at other accredited colleges or universities may be accepted in fulfillment of elective and some general education requirements for a bachelor's degree. Transferred credit does not qualify as work done in residence.

Courses acceptable for transfer credit must:

- Have been taken at a regionally accredited institution of higher education or an appropriate and comparable institution in another country,
- Have been assigned a grade of "C-" (or its equivalent or better),
- Be transferable to the University of California if taken at a California community college, except for courses that are related to their current career field or (for LEAP students) the career field to which they are transitioning, which may be transferable to the California State University System,
- Not exceed 10 Carnegie Units for activity units (e.g., physical education),
- Not include remedial subjects and secondary school mathematics,
- May not exceed a total of 74 lower-division Carnegie Units when combined with other courses comprising the bachelor's degree.

Permission to take courses at another institution, after admission to the College, may be granted at the discretion of the program director only if all of the following criteria are met:

- The course is offered by a regionally accredited institution.
- The course meets the criteria for acceptable transfer credit.
- The course is applicable to the student's program and does not exceed the maximum of 74 lower division units allowed toward the bachelor's degree.

- Permission is requested before the course is taken.

Upon completion of the course, the other institution should forward the transcript information directly to the Registrar.

Grading

Graduate Students

Graduate courses are evaluated on the 4.0 scale with "A" being equivalent to 4.0. Pass/fail (P/F) grading is offered in many graduate courses and programs. In most graduate programs, a passing grade (or the grade of "Pass" in a P/F course) is equivalent to a "B-" or higher. In the Professional MBA Program, a passing grade is equivalent to a "C" or higher. Any failing grade must be repeated for credit toward the degree. In some programs, students may be required to complete a particular class with a passing grade before enrolling in subsequent course offerings. All grades will appear on the transcript, but for the purposes of calculating grade point average, only the grade received in the most recent (passing) enrollment will be used. The number of times a course may be repeated for credit with a passing grade is at the discretion of the individual program.

Graduate students who complete their degree with a cumulative grade point average of 3.75 or higher are designated as graduating with Honors by indication on both the transcript and the diploma. Students in P/F courses can also graduate with honors by receiving the grade of "honors" ("H") in five or more courses. Honors recognition in a course is given to students whose standard of performance significantly exceeds that expected in the course and is considered to be rare.

Undergraduate Professional Students

Undergraduate professional courses are evaluated on the 4.0 scale with "A" being equivalent to 4.0. In courses taken P/F in undergraduate professional programs, the grade of "Pass" is equivalent to a C- or higher, and will not impact the student's GPA. Any grade beneath a C- (in letter-graded or P/F courses) needs to be repeated for credit toward the degree.

Undergraduate professional students are awarded honors designation using the traditional Latin honor system: cum laude (3.5 cumulative GPA); magna cum laude (3.75 cumulative GPA); and summa cum laude (3.85 GPA).

Incompletes

An instructor may grant an incomplete ("I") to a student due to circumstances such as a serious illness, personal or family crisis, or extraordinary demands due to employment, or an unresolved Honor Code issue, given that the student is passing the course and has had reasonable attendance throughout the term. The instructor is responsible for determining whether an incomplete is the appropriate grade. Incomplete grades must be cleared by the end of the next term. An extension may be requested in writing prior to the deadline, using the form Student Petition for Exceptional Action. The petition must be approved by the instructor and the program director. Incomplete grades that are not cleared automatically become "F" grades, depending on the default grading status of the course. Students who have two incomplete grade reports for two consecutive semesters may not register for any new courses until the incompletes have been cleared.

Course Grades

Course grades are considered permanent and not to be changed except in the case of an error in computing, recording or evaluating a student's work, or in the case of an Honor Code sanction imposed after grades have been posted. When necessary, faculty may secure a Grade Change Petition from the Registrar's office. Students wishing to appeal a specific grade assigned should consult with their program director for program-specific appeal guidelines.

GPS Attendance Policy

Regular attendance is an important obligation and essential condition for successful academic progress. Absences may seriously jeopardize the successful completion of a course.

The instructor is responsible for communicating the attendance policy for a given course. Students are responsible for all assignments in a course whether or not the assignments were announced during an absence. Penalties for absences depend upon the nature and amount of work missed, of which the faculty member is the sole judge.

It is not permissible to miss regularly scheduled classes for the purpose of intercollegiate athletic practice. A student who misses the first session of a course, even if they are pre-registered, may have their place in that course given away and be denied further attendance in that course. The College recognizes that during a field experience placement or practicum, students may encounter labor disputes that result in a work stoppage (either a strike or a lock-out), a "sick-out," or a slow-down, or other job action. The policies and procedures of the College in such an event are available from the program director.

Auditing

Students may audit College courses without earning College credit, depending on availability. A Petition to Audit a Course form must be filed by the student with the program director. Auditors cannot expect to take examinations or submit written work for evaluation, but may participate in class discussions.

Open Enrollment

Open enrollment is limited to students not matriculated in a graduate program. Students may register as open enrollment students at the discretion of the program. Programs will determine the admissions criteria for open enrollment and the related costs. Open enrollment students must seek approval of the relevant academic dean to finalize registration. No more than one third of overall program units may be accrued through open enrollment in the event of entry into the graduate program.

Continuous Enrollment and Leave of Absence

All students are expected to be continuously enrolled in their program unless otherwise stipulated in program materials. Students who wish to leave the College temporarily must request such a leave in writing from their program director. Students may take leave for one academic term unless otherwise specified by the program. Normally, students who are not enrolled in classes for two consecutive terms will be considered withdrawn and must reapply to the program (and must pay an application fee). Programs are not required to accept such applications for readmission. If students are readmitted, they are held to the catalog requirements of the term in which they are readmitted. Students may file a petition with the program to extend their leave for more than one semester for medical reasons or for active military service. Students may also file to extend their leave on educational grounds. The rationale for this planned leave must document the intention to pursue other activities that clarify educational goals or enrich educational programs. These activities might include travel for educational purposes or on-the-job experience in an area related to the student's field of academic study.

Timely Completion of Degree

It is expected that students will make steady progress toward the completion of their degree. Therefore, students receiving the bachelor's, credential or master's degree have five years to complete their program; students receiving the doctoral degree have eight years. Extensions may be granted for extraordinary circumstances by the dean of the school, but students may be held to new standards and/or asked to verify currency in any coursework taken more than five years prior.

Dual Degree Programs

Saint Mary's allows for students to enroll in courses of study defined as dual degree programs. These programs, which involve students enrolling concurrently in two aligned courses of study, are defined by the College and available to potential applicants. In dual degree programs, students are admitted to the degree programs under the usual processes for the individual programs. These students should ensure that they are seeking clear academic advice in scheduling coursework and fulfilling degree requirements in a timely manner.

Second Master's Degree

Students wishing to take two or more courses of study concurrently that are not defined as dual degree programs are required to file a petition for exceptional action, providing a rationale for working on another degree program before completing the degree program in which they are currently enrolled. This petition must be approved by the Vice Provost for Academic Success. Core courses for one program may not be used to satisfy core requirements of another program.

Student Feedback Surveys

Student feedback surveys should be administered for each graduate and undergraduate professional course offered at Saint Mary's College, and students have the responsibility to participate in these surveys.

Degree Requirements

Students are expected to satisfy degree requirements defined by their individual programs. Please see program materials or program director for specific requirements.

Advancement to Candidacy and Completion of Degree

Each student who plans to become a candidate for a degree is required to:

- Be admitted to a specific program and maintain satisfactory academic progress
- Complete all required courses and reach the minimum unit requirement for the program
- File a Petition for Candidacy with the Registrar.

Students who have advanced to candidacy may be required to take additional exams or participate in final projects in order to complete the requirements for their degree. Some programs also require students to submit a thesis, synthesis project, or dissertation.

Theses, Synthesis Project and Dissertation Guidelines

Filing Theses, Dissertations and Action Research Projects

If a student's degree requires a thesis, dissertation, or action research project, the student must submit the work through ProQuest using the following steps.

1. **Manuscript Review** - The thesis or dissertation chair reviews the final manuscript to ensure that the document meets the program requirements and academic writing standards. The chair can require that the student seek editing support if there are serious academic writing challenges. Before submitting the final manuscript to ProQuest, each program will identify a faculty-approved reviewer (which could also be the thesis or dissertation chair) to examine the manuscript for compliance with APA/MLA standards such as requirements for pagination, Table of Contents, in-text citations, heading levels, margins, and the like. Once students receive feedback from the reviewer, it is their responsibility to make the corrections and to have the revised manuscript accepted by the faculty-approved reviewer.
2. **Signature page** - Before the academic chair signs off on the thesis or dissertation signature page, he or she will coordinate with the faculty-approved reviewer to ensure that the document meets the formatting requirements. The signed signature page is not included in the document submitted to ProQuest. A copy of the completed signature page, however, will be placed in the student's file.
3. **Student Submission** - After the chair has signed off on the thesis or dissertation, students submit their manuscripts to ProQuest according to the guidelines posted on the ProQuest website.
4. **Graduation Check** - Each school or program will identify a school or program ProQuest administrator who will be responsible for overseeing the graduation check and communicating with the Campus ProQuest Administrator. There are four sources of data that must be reviewed for the graduation check: the signature page; a copy of an email, showing verification that the PDF has been downloaded to ProQuest; evidence that all degree requirements have been completed; and evidence that the student is in good financial standing. After all degree requirements have been verified, the school or program ProQuest administrator will notify the Campus ProQuest Administrator to publish the manuscript.
5. **Final Approval and Delivery to ProQuest for Publication** - After each of the above steps has been completed, the Campus ProQuest Administrator will approve the manuscript for publication and electronically deliver the manuscript to ProQuest for publication.
6. **Coordinating with Library Cataloguing and Programs/Schools** - On a regular basis, the Campus ProQuest Administrator will notify the library cataloger and program or school ProQuest administrator about which manuscripts have been approved and published. Students must follow the guidelines located at <http://www.stmarys-ca.edu/graduate-and-professional-studies/about-proquest>

GPS Academic Appeal Process

The academic appeal process provides students with an opportunity to have their appeals heard in a predictable, timely and fair manner. Students are free to pursue any other right or remedy provided by law, but this policy sets forth the exclusive procedures to be followed by a student seeking an administrative resolution to an appeal.

Definition

An academic appeal is a dispute that involves the application of, or compliance with, the academic policies and procedures of Saint Mary's College. Appeals governed by this process generally include outcomes directly related to policies described in the Graduate and Professional Student Academic Policies section of this Catalog. An appeal shall not include challenges to or attempts to change state or federal law, or policies or procedures of Saint Mary's College. Appeals may involve any of the following:

- The interpretation of admissions criteria regarding a particular student's application,
- Probation or disqualification,
- The determination of the number of units taken in residence at Saint Mary's College,
- The determination of transfer course or unit eligibility for degrees at Saint Mary's College,
- Grades,
- Determinations associated with the continuous enrollment/ leave of absence policy,
- Determinations regarding the deadline for completion of degree,
- Determinations regarding the approval of a second master's degree,
- Determination of degree candidacy and conferral of degree,
- Or, any other situation related to academic policies (other than the Honor Code).

General Provisions

A student who elects to file an appeal shall follow the steps described below within the determined time frame.

At each step of the appeal procedure, a colleague or faculty member may accompany the student. Because the appeal process is not a legal process, the student shall not be accompanied or represented by an attorney.

Neither the student filing an appeal nor any faculty member or colleague accompanying the student will be disciplined or discriminated against for participating in the appeal procedure.

After a formal, written appeal has been filed, the issues of the appeal shall not be added to or altered except with the written permission of the dean of the school. If the process reveals that different or additional issues must be part of the appeal, then the changed appeal must be initiated anew.

Appeal Procedures

A student who wants to appeal an academic issue should first discuss it with the involved faculty member (in the case of a grade) or the program director (on other matters) in order to try to work out a satisfactory solution in an informal manner. If a solution satisfactory to all parties is not accomplished through informal discussion, then the appealing student may file a formal appeal.

If an informal resolution cannot be reached, the student must submit a written appeal to the Dean of the respective school. If the involved faculty member is the dean of the school, the appeal should be submitted directly to the Vice Provost for Academic Success, who will carry out the actions attributed to the dean. The written appeal should include a statement of the issue and the desired remedy.

No later than 10 business days after receiving the appeal, the dean shall convene an Appeals Committee.

Appeals Committee and Final Decision

The Appeals Committee shall consist of two full-time faculty members (appointed by the dean), the associate dean, who shall act as chairperson of the committee, and a student appointed by the dean to serve on the committee for a particular appeal. The dean also shall appoint two full-time faculty members as alternates to the committee to be called upon in cases when a faculty member of the committee is disqualified or is otherwise unavailable.

A student who is concerned that a faculty or student member of the Appeals Committee may be biased concerning that student's appeal may communicate this concern to the dean in writing. A committee member who feels a bias concerning a student's appeal may request that the dean appoint an alternate faculty or student member to serve. The dean shall determine if there is an actual or potential bias problem with a faculty or student member of the Committee and shall appoint an alternate when appropriate.

Appeals Committee members:

- Shall review the formal written appeal and all subsequent documentation generated through the Appeal Procedure,
- Shall provide all parties to an appeal the opportunity to be heard by the Committee,
- May conduct interviews and make inquiries in order to receive additional information to assist in its evaluation of the appeal,
- May interpret established policy as it applies to the specific circumstances of the appeal,
- May engage in additional fact-finding and suggest future policy changes to the administration of the College,
- Shall come to a consensus in its decision,
- Shall keep all proceedings of the Committee confidential to the extent possible while carrying out their assigned duty,
- Shall keep minutes and documents pertaining to the appeal in a confidential file separate from the student's regular file.
- The chair of the Appeals Committee shall notify the dean and student in writing of the committee's decision. The decision of the Appeals Committee is final.

Academic Honor Code

Saint Mary's College expects every member of its community to promote and abide by ethical standards, both in conduct and exercise of responsibility towards other members of the community. Academic Honesty must be demonstrated at all times to maintain the integrity of scholarship and the reputation of the College. Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community and betrays those who may eventually depend upon the College's academic integrity and knowledge.

As an expression of support for academic integrity throughout the Saint Mary's learning community and as an administrative tool to discourage academic dishonesty, Saint Mary's has implemented an Academic Honor Code. The Academic Honor Code has been approved by the Associated Students, the Faculty Academic Senate, the Provost and the President of Saint Mary's College.

Student Responsibility: The Pledge

All students, whether undergraduate or graduate, are expected to commit themselves to the following Academic Honor Pledge and abide by the Academic Honor Code. Students affirm this commitment when they accept admission to the College; not having read the Code is not an excuse for violating it. The pledge reads as follows:

As a student member of an academic community based in mutual trust and responsibility, I pledge:

- *To do my own work at all times, without giving or receiving inappropriate aid;*
- *To avoid behaviors that unfairly impede the academic progress of other members of my community; and*
- *To take reasonable and responsible action in order to uphold my community's academic integrity.*

Individual Responsibility

It is the responsibility of every student and faculty member of the College community to know and practice the tenets of the Academic Honor Code. If there is confusion over the appropriateness of a particular action in light of the Code, or if a community member has recommendations about how to amend or alter the Code, those questions and suggestions should be addressed to the Academic Honor Council through the Academic Honor Code Coordinator, or to the program director or dean for adult and graduate programs.

Community Responsibility

In addition to maintaining one's own academic integrity, each member of the academic community should strive to preserve and promote integrity among their peers. This community empowers its members to take appropriate action in support of the Academic Honor Code. If a student, faculty member, staff member, or administrator suspects a violation of the Academic Honor Code, he or she should take action consistent with the Academic Honor Code Procedures. Additional possible actions include:

- Actively encouraging academic integrity among one's peers;
- Using moral suasion to avert a peer's academic dishonesty;
- Alerting a faculty member to suspected violations of academic integrity;
- Educating one another regarding the responsibilities of academic integrity;
- Helping a faculty member maintain an environment that is conducive to integrity.

Adherence to Regulations

The student will be held responsible for adherence to all regulations issued by the College administration, and published in the Academic Catalog and the Student Handbook. Students are also urged to observe notices published in the student newspaper or posted on bulletin boards around campus.

Tuition and Fees

Saint Mary's College is an independent institution and receives no operating support from public funds.

Graduate Programs

Tuition and fees differ by individual graduate program and may be increased annually unless otherwise designated for a specific program and/or cohort model. Graduate students may be eligible for federal financial aid, grants, loans, scholarships, or other sources of support to finance their graduate study. Current tuition and fee schedules, as well as scholarship, fellowship, and other funding information, are available directly from the program.

Payment

All students assume financial responsibility for any charges and/or fees posted to their account. All students further assume the responsibility for understanding Saint Mary's office policies concerning payment deadlines, fees, policies, registration deadlines, and satisfactory academic progress. Finally, students are responsible for updating their current address, email, and telephone information as changes occur.

Tuition charges are due prior to the first day of the term. Lab fees, extra course charges, and other miscellaneous fees are billed as incurred during the academic year. All such charges are due and payable upon notice from the Business Office. Students failing to make payment will have their account placed on hold, will be denied registration, will be unable to attend class or use campus facilities, and will be assessed late fees. Students may also be dropped for non-payment. Saint Mary's College further reserves the right to refer student accounts to a collection agency or report to credit bureaus 180 days after the institution's first communication to the student requesting payment.

Payments may be made by mailing a check (payable to Saint Mary's College) to 1928 St. Mary's Road PMB 4600, Moraga, CA 94575-4600, by electronic check via the MySMC portal (Student Account Center), by credit card with a 2.95% service fee, by cash at our office window, or by wire transfer. In order to ensure proper posting, please notify the Business Office at business@stmarys-ca.edu if payment will be made by wire or ACH transfer. Payments made via our website are posted in real-time to student accounts, while wires and ACH transactions may require extra time due to manual notification and posting. For more information, please visit <https://www.stmarys-ca.edu/student-accounts>. Parents must be set up as Authorized Users by their students in order to view the eBill and make online payments. Students may set up Authorized User profiles on MySMC "Student Account Center" (found under All Apps). Please visit <https://www.stmarys-ca.edu/student-accounts>.

Billing

The official billing method of Saint Mary's College of California is electronic billing, known as eBill. With eBill, an email notification is sent to the student's Saint Mary's email account each time a new bill is available. Students access their eBill by logging into their MySMC account and clicking on the Student Account Center Application under "All Apps". All bills are sent electronically. It is the students' responsibility to read and manage their Saint Mary's email account in order to ensure timely notification of the eBill. Students may forward their Saint Mary's email account to a personal email account.

Withdrawal and Refund Policy

Tuition

If a student withdraws from the College or takes a Leave of Absence, credit is given in the fall and spring semesters to undergraduate students only after receipt by the Office of the Registrar of the written application of the withdrawing student, according to the following schedule: 100% tuition refund through the end of Week 1; 80% tuition refund to the end of the second week of class; 75% tuition refund to the end of the third and fourth week of class. No refunds will be made for withdrawal from the College or Leave of Absence after the fourth week of the term. The above schedule is based on the student's last date of attendance, defined as the date the official notice of withdrawal is given to the

Registrar's Office, or the last date of attendance reported and verified by all of the instructors listed in that term, whichever is earlier.

January Term and Summer Session have different refund schedules, which can be found on the Business Office webpage.

Room and Meals

Students who live in Saint Mary's College housing assume contractual responsibility for occupancy for the entire academic year (fall through spring). Students who live in campus housing are required to contract for meals. For more information on the dates of coverage, refer to the Residence Hall and Dining Hall License, or contact the Campus Housing office.

Overpayments or Financial Aid Proceeds

Refunds will only be issued on credit balances after all allowable charges have been covered and any payment plan is paid in full. Refunds of overpayment may be requested on MySMC or in writing to the Business Office. Refunds from federal loan proceeds (if any) will be issued within 14 days of disbursement. If the disbursement creates a credit, the refund will be issued to the borrower of the loan. Refunds from a personal payment will only be issued upon request after the personal check has cleared. Once the academic term begins, refunds will be available every Wednesday (direct deposit) and Friday (direct deposit and checks) for all valid requests received within the previous 72 hours. Refunds will not be processed prior to the beginning of the term or for any pending aid not yet disbursed. Students have the option to pick up their refund, have it mailed to the address on file, or directly deposited to their checking or savings account. Valid bank numbers must be entered through GaelXpress 2.0 "Refunds, Reimbursements, AP" for the direct deposit option to take effect. Refunds will not be mailed to campus housing. During the first two weeks of each semester, refunds are generally held for pick-up in the Business Office unless the student has selected to be refunded by eReimbursement. SMC encourages eReimbursement as this is the fastest and safest way to receive a refund. For the 2025-2026 academic year, students who have not set up eReimbursement will have their refunds mailed to the home address on file. If the student is no longer eligible to receive financial aid or student loans, their account will be adjusted accordingly. Any refund previously received from these funds must be repaid to Saint Mary's College immediately.

College Policies and Disclosure Summaries

Below is a brief summary of some of the College's policies and disclosures that apply to students. The complete and official policy statements and other disclosures can be found on the Saint Mary's website, including in the online versions of the student, faculty, and staff handbooks.

Non-Discrimination Disclosure

In compliance with applicable law and its own policy, Saint Mary's College of California is committed to recruiting and retaining a diverse student and employee population, and does not discriminate in its admission of students, hiring of employees, or in the provision of its employment benefits to its employees and its educational programs, activities, benefits, and services to its students, including but not limited to scholarship and loan programs, on the basis of race, color, religion, national origin, ancestry, age, gender, sexual orientation, gender identity, marital status, medical condition (including genetic), physical or mental disability.

Section 504 and ADA Coordinator

The Americans with Disabilities Act prohibits discrimination against the disabled in all phases of employment (including recruitment and hiring), and in their access to the facilities, goods, and services of most public places, including all colleges, universities, and other educational institutions. The student Section 504 and ADA coordinator, Julie Scaff, who can be reached at (925) 631-4164, is responsible for evaluating and working with qualified students regarding requests for reasonable accommodations.

Summary of the Policy Prohibiting Discrimination, Harassment (Including Sexual Harassment and Sexual Violence), and Retaliation

Saint Mary's College of California is committed to creating and maintaining a community in which all persons who participate in Saint Mary's programs and activities can work and learn together in an atmosphere free of all forms of discrimination, exploitation, intimidation, or harassment (including sexual harassment and sexual violence) based on a legally protected characteristic or status. Every member of the Saint Mary's community should be aware that Saint Mary's will not tolerate harassment or discrimination on the basis of race, color, religion, national origin, ancestry, age, gender, sexual orientation, marital status, medical condition, or physical or mental disability, gender stereotyping, taking a protected leave (e.g., family, medical, or pregnancy leave), or on any other basis protected by applicable laws. Such behavior is prohibited both by law and by Saint Mary's policy. It is Saint Mary's intention to take appropriate action to enforce this policy to prevent, correct, and if necessary, discipline behavior that violates this policy, which may include suspension, termination, expulsion, or another sanction appropriate to the circumstances and violation. All members of the Saint Mary's community, including faculty, students, and staff, are responsible for maintaining an environment that is free of sexual harassment (including sexual violence and sexual assault), and other forms of discrimination, harassment, and retaliation as described in this Policy.

Reports under this policy may be made directly to the College's Title IX Coordinator below.

Title IX Coordinator

Inquiries regarding compliance with Title IX may be directed to the Title IX Coordinator for Saint Mary's College of California. The Title IX Coordinators are Denise Parish and Angela Alley, and they may be contacted at (925) 631-4212 or by email at deniseparish@stmarys-ca.edu. In addition, the following individuals are Deputy Title IX Coordinators and may also be contacted if you seek support or wish to report an incident of sexual harassment or sexual misconduct: Travis Mason, Associate Dean of Students (t1m12@stmarys-ca.edu) for students; Jenna Johnson (for employees), Kami Gray, SWA/Associate Director of Athletics (for athletes), kgray@stmarys-ca.edu, (925) 631-4521. Additional information regarding Title IX compliance can be found at on our website.

Family Educational Rights and Privacy Act of 1974: A Brief Introduction

FERPA stands for the "Family Education Rights and Privacy Act of 1974." You might also hear it referred to as the "Buckley Amendment." This law protects the privacy of student education records. FERPA applies to all schools that receive funds through an applicable program of the U.S. Department of Education, and thus most colleges and universities are covered by FERPA.

FERPA defines the phrase "education record" broadly as "those records, files, documents, and other materials which 1) contain information directly related to a student; and 2) are maintained by an educational institution.

Annually, Saint Mary's College informs students of their rights and obligations under FERPA. The official FERPA statement of Saint Mary's College can be found on the College website for the Office of the Registrar.

Graduate and Professional Programs

School of Liberal Arts

Master of Arts in Communication

The Master of Arts in Communication at Saint Mary's College of California provides students with the skills needed to excel in either high-demand careers or doctoral programs. Students graduate with the ability to communicate across different contexts; design, implement, and analyze communication research; and communicate effectively and ethically in a globalized context.

The only one of its kind in the Bay Area, the MA in Communication is an accelerated one-year program focused on applied research, highlighting clusters of in-demand communication skills and competencies that give students an edge in the post-graduate job market or when applying for further study. The curriculum centers on a year-long course sequence that walks students through the design, implementation, and analysis of an applied research project. Students develop the quantitative and qualitative research expertise to, for example, help modern data-dependent companies (such as Netflix or Meta that require data to both create products and refine user experiences) succeed in a competitive marketplace, or non-profits and government entities to design, implement, and assess effective communication programs. Some graduates work in the consulting space, helping companies transform their communication structures into profitable outcomes. The program culminates in a two week summer externship experience during which students work as a team with a partner organization to implement a communication project locally or abroad (past locations have included Cuzco, Peru and Thessaloniki, Greece).

This accelerated program offers undergraduates a second degree after only one additional intensive year. Students may select two 500 level upper-division communication elective courses (i.e., bridge courses) in their senior or, in some cases, junior year. Students complete these courses at a graduate level and receive credit toward both graduate and undergraduate degrees. During the intensive year, students complete an additional five core courses and two electives, choosing either a comprehensive exam, a local internship, or an international externship as a culminating experience in June.

Students who do not take the two bridge course requirements during undergraduate (e.g., incoming students from another institution) may also join the program and must complete a total of nine courses during a single year, taking one additional elective in the Fall and Spring semesters to meet the 35 required units for the degree.

Program Director

Veronica Hefner, Ph.D., vh10@stmarys-ca.edu

Learning Outcomes

1. Demonstrate advanced oral and written communication fluency.

2. Practice using communication theory, strategies, and methodologies in real-world situations and professional contexts.
3. Improve communication competence by identifying, interpreting, and explaining the relationship between culture and communication to ethically respond to difference in a globalized context.
4. Appropriately design and implement research projects as a means of understanding communication processes.
5. Effectively analyze and interpret data to make informed decisions in communication contexts.

Required Courses

- COMM 600 - Theories of Communication (Fall)
- COMM 602 - Strategic Mediated Communication (Spring)
- COMM 605 - Applied Research Design (Fall)
- COMM 606 - Applied Research Methods (Jan Term)
- COMM 607 - Applied Research Analysis (Spring)

Electives

Choose four of the offered Bridge Courses, examples below. Bridge course offerings are upper-division undergraduate electives with additional assignments at the graduate level. Students may count two SMC bridge courses taken as an undergraduate toward their MA degree.

- COMM 506 - Intercultural Communication
- COMM 507 - Political Communication
- COMM 508 - Visual Communication
- COMM 512 - Intergroup Communication
- COMM 513 - Rhetorical Criticism
- COMM 516 - Advertising & Civic Engagement
- COMM 517 - Public Relations
- COMM 518 - Communication, Policy and Law
- COMM 522 - American Journalism
- COMM 523 - Sports Journalism
- COMM 532 - Audio Production
- COMM 533 - Video Production
- COMM 543 - Advanced Topics in Media Production
- COMM 544 - Community Media
- COMM 547 - Persuasion
- COMM 558 - Topics in Film: Brazilian Film
- COMM 560 - Communication and Social Justice: Whiteness
- COMM 561 - Communication and Social Justice: Drag
- COMM 562 - Communication Strategy
- COMM 563 - Special Topics
- COMM 564 - Health Communication
- COMM 565 - Social Media and Society
- COMM 567 - Rhetoric of Science
- COMM 568 - Rhetoric of Privacy & Surveillance
- COMM 569 - Democracy and Social Media
- COMM 570 - Group Facilitation and Leadership

- COMM 571 - Identity & Intercultural Communication
- COMM 575 - Media Criticism
- COMM 579 - Latin American Film
- COMM 580 - Brazilian Film
- COMM 581 - Television Criticism
- COMM 583 - Media and Relationships

Externship/Comprehensive Exam

- COMM 690 - Intercultural Externship
OR
- COMM 691 - Comprehensive Exams

Master of Arts in Kinesiology

Since 1976, the Graduate Kinesiology program at Saint Mary's College has prepared students to lead in the evolving fields of sports management, coaching, fitness, and wellness. Grounded in the College's liberal arts tradition, the program features a personalized, seminar-style learning environment that cultivates critical thinking, professional growth, and lasting connections with faculty and peers. Students can tailor their education through two distinct tracks: Sport Management and Sport Coaching.

The Saint Mary's Master of Arts in Kinesiology is a 30-unit in-person program that combines academic rigor with practical experience, preparing students to tackle real-world challenges in sports management, health, and performance. With flexible 16-month or two-year pathways, the program offers a strong foundation in areas like sport psychology, ethics, human performance, and leadership, guided by expert faculty and a customizable curriculum tailored to student goals.

The Graduate Kinesiology program offers multiple on-campus assistantship positions in sports administration and performance in our Division I Athletics program. Students also complete internships with top Bay Area sports organizations and develop a professional portfolio as capstone experiences, preparing them for career success. Graduates go on to thrive in a wide range of careers, including positions in athletic administration, coaching, strength and conditioning, physical education, and higher education.

Program Director

Derek Marks, Ph.D., dwm1@stmarys-ca.edu

Program Learning Outcomes

- Identify and explain relevant theories, research, and practices in the disciplines of Sports Management and Sports Coaching
- Critically evaluate the quality of research in the above-mentioned sub-disciplines.
- Demonstrate the necessary library research skills and computer skills to compose a scholarly review on a chosen topic for each sub-discipline.
- Recognize and implement effective leadership practices in their chosen profession.

- Critically analyze various philosophical perspectives on moral/ethical issues.
- Demonstrate mastery of the principles of risk management as it relates to sport activities in their chosen careers.
- Identify and reflect upon specific values and beliefs that are important to personal success in their chosen career.
- Demonstrate advanced written and verbal communication skills appropriate for professional practice in sports management and coaching.

Sports Management Track Requirements

Core Courses

Sports Management students complete all of the following courses focused on the core principles and foundational theories of the field.

- KINES 600 - Intro to Grad Study & Research
- KINES 605 - Philosophical Basis of Kines
- KINES 620 - Administration of Kinesiology
- KINES 630 - Supervision & Legal Aspects
- KINES 570 - Psychological Analysis of Sport
- KINES 580 - Colloquium

Internship & Capstone

- KINES 704 - Professional Development Practicum
- KINES 705 - Capstone: Portfolio Development

Electives

Sports Management students select four elective courses from the following list, allowing them to tailor their academic experience to align with their specific career goals. Students may also select up to 6 units from outside of the MA Kinesiology program to satisfy the elective requirement.

- KINES 524 - Human Motor Performance
- KINES 571 - Leadership/Governance in Sport Organizations
- KINES 572 - Media & Public Relations -Sports Business
- KINES 574 - Planning & Staging Sporting Events
- KINES 575 - Physiology of Sports Coaching
- KINES 578 - Socio-Cultural Aspects of Sport
- KINES 681 - Applied Concepts of Sports Coaching
- KINES 797 - Independent Study

Sports Coaching Track Requirements

Core Courses

Sports Coaching students complete all of the following courses focused on the core principles and foundational theories of the field.

- KINES 600 - Intro to Grad Study & Research
- KINES 605 - Philosophical Basis of Kines
- KINES 524 - Human Motor Performance
- KINES 570 - Psychological Analysis of Sport
- KINES 575 - Physiology of Sports Coaching
- KINES 681 - Applied Concepts of Sports Coaching
- KINES 580 - Colloquium

Internship & Capstone

- KINES 704 - Professional Development Practicum
- KINES 705 - Capstone: Portfolio Development

Electives

Sports Coaching students select three elective courses from the following list, allowing them to tailor their academic experience to align with their specific career goals. Students may also select up to 6 units from outside of the MA Kinesiology program to satisfy the elective requirement.

- KINES 571 - Leadership/Governance in Sport Organizations
- KINES 572 - Media & Public Relations -Sports Business
- KINES 574 - Planning & Staging Sporting Events
- KINES 578 - Socio-Cultural Aspects of Sport
- KINES 620 - Administration of Kinesiology
- KINES 630 - Supervision & Legal Aspects
- KINES 797 - Independent Study

Master of Fine Arts in Creative Writing

The MFA in Creative Writing was founded in 1995 on the strength of the College's literary traditions and its strong faculty in creative writing. In its 30 years of existence, the Program has graduated more than four hundred students, many of whom have gone on to literary success, publishing creative work and working in the fields of education, publishing, and professional writing.

The MFA in Creative Writing program offers a two-year course of study (44 units) leading to the Master of Fine Arts degree in the genres of creative nonfiction, fiction, or poetry. A third year of study (22 additional units) is available for students to earn a concentration in a second genre. Students in the program typically take six or seven courses per year, over the fall and spring semesters. The core of the program is the writing workshop, which provides an opportunity for writers to work and learn with established writers on developing their own voice, material, and style.

The formation of a community of writers is essential to an effective MFA in Creative Writing. Full-time, continuous attendance is vital. Our program emphasizes an intimate involvement with the development of each writer's aesthetic

and is strongly based on the cohort model. The cohort is reciprocal, informed by what each student brings to the table, and it builds off of each successive workshop or craft class taken by the group.

Program Director

Chris Feliciano Arnold, Professor, cfa1@stmarys-ca.edu.

Student Learning Outcomes

- Engage at a professional level in the writing of their chosen genre (creative nonfiction, fiction, or poetry).
- Articulate the correspondences between their own writing and the corpus of literature and thought that primarily inform their aesthetics.
- Use information technology with a high level of sophistication, either for the purpose of academic research or for the purpose of primary research which may inform a given piece of writing.
- Work effectively as professional writers: publish work in literary journals and magazines; solicit and procure literary agents; solicit and procure publishers for manuscripts or book projects; give public readings; apply for and receive funding for literary projects; exhibit a preparedness for finding employment in various professional fields, such as education, journalism, public relations, publishing, and technical writing.

Poetry Requirements

Writer in the World

Students take Writer in the World in each of their Fall semesters to learn foundational skills and knowledge to help them build a life in the literary arts.

- CW 501 - Writer in the World I
- CW 502 - Writer in the World II

Workshop and Tutorial

Students take Workshop and Tutorial together each semester, working closely with their peers and professors to hone their craft and improve their ability to offer thoughtful critiques on the writing of others.

- CW 641 - Poetry Workshop
- CW 642 - Poetry Workshop
- CW 643 - Poetry Workshop
- CW 644 - Poetry Workshop
- CW 651 - Poetry Tutorial
- CW 652 - Poetry Tutorial
- CW 653 - Poetry Tutorial
- CW 654 - Poetry Tutorial

Craft Seminar

Students take Craft Seminars in their genre twice for 6 units during the program to develop their critical vocabulary and capacity for close reading.

- CW 591 - Craft Seminar in Poetry
- CW 592 - Craft Seminar in Poetry
- CW 593 - Craft Seminar in Poetry
- CW 594 - Craft Seminar in Poetry

Contemporary Poetry

Students take 1 Contemporary course in their genre to familiarize themselves with the literary landscape in their focus area.

- CW 563 - Contemporary Poetry

Electives

Students take 1 elective course in their program, which can be a Craft Seminar in a different genre, a third craft seminar in their primary genre, or an Independent Study/Internship-style course based on literary work they are doing as part of the community. Students should speak with their advisor or program director for more information about these options.

- CW 511 - Special Topics in Creative Writing
- CW 571 - Craft Seminar in Creative NonFiction
- CW 572 - Craft Seminar in Creative NonFiction
- CW 573 - Craft Seminar in Creative NonFiction
- CW 574 - Craft Seminar in Creative NonFiction
- CW 581 - Craft Seminar in Fiction
- CW 582 - Craft Seminar in Fiction
- CW 583 - Craft Seminar in Fiction
- CW 584 - Craft Seminar in Fiction
- CW 761 - Literary Publishing
- CW 762 - River of Words
- CW 763 - Wavebooks
- CW 775 - Community Engagement
- CW 780 - Teaching Assistantship

Thesis

Students will begin working on their thesis with a 1 unit course in their second fall semester, focused on a guided reading and writing schedule, and complete their program through a second thesis course in their final spring semester with an intensive 3-credit course focused on the development of a thesis-length manuscript.

- CW 798 - Thesis I
- CW 799 - Thesis II

Fiction Requirements

Writer in the World

Students take Writer in the World in each of their Fall semesters to learn foundational skills and knowledge to help them build a life in the literary arts.

- CW 501 - Writer in the World I
- CW 502 - Writer in the World II

Workshop and Tutorial

Students take Workshop and Tutorial together each semester, working closely with their peers and professors to hone their craft and improve their ability to offer thoughtful critiques on the writing of others.

- CW 621 - Fiction Workshop
- CW 622 - Fiction Workshop
- CW 623 - Fiction Workshop
- CW 624 - Fiction Workshop
- CW 631 - Fiction Tutorial
- CW 632 - Fiction Tutorial
- CW 633 - Fiction Tutorial
- CW 634 - Fiction Tutorial

Craft Seminar

Students take Craft Seminars in their genre twice for 6 units during the program to develop their critical vocabulary and capacity for close reading.

- CW 581 - Craft Seminar in Fiction
- CW 582 - Craft Seminar in Fiction
- CW 583 - Craft Seminar in Fiction
- CW 584 - Craft Seminar in Fiction

Contemporary Fiction

Students take 1 Contemporary course in their genre to familiarize themselves with the literary landscape in their focus area.

- CW 562 - Contemporary Fiction

Electives

Students take 1 elective course in their program, which can be a Craft Seminar in a different genre, a third craft seminar in their primary genre, or an Independent Study/Internship-style course based on literary work they are doing as part of the community. Students should speak with their advisor or program director for more information about these options.

- CW 511 - Special Topics in Creative Writing

- CW 571 - Craft Seminar in Creative NonFiction
- CW 572 - Craft Seminar in Creative NonFiction
- CW 573 - Craft Seminar in Creative NonFiction
- CW 574 - Craft Seminar in Creative NonFiction
- CW 591 - Craft Seminar in Poetry
- CW 592 - Craft Seminar in Poetry
- CW 593 - Craft Seminar in Poetry
- CW 594 - Craft Seminar in Poetry
- CW 761 - Literary Publishing
- CW 762 - River of Words
- CW 763 - Wavebooks
- CW 775 - Community Engagement
- CW 780 - Teaching Assistantship

Thesis

Students will begin working on their thesis with a 1 unit course in their second fall semester, focused on a guided reading and writing schedule, and complete their program through a second thesis course in their final spring semester with an intensive 3-credit course focused on the development of a thesis-length manuscript.

- CW 798 - Thesis I
- CW 799 - Thesis II

Creative Nonfiction (CNF) Requirements

Writer in the World

Students take Writer in the World in each of their Fall semesters to learn foundational skills and knowledge to help them build a life in the literary arts.

- CW 501 - Writer in the World I
- CW 502 - Writer in the World II

Workshop and Tutorial

Students take Workshop and Tutorial together each semester, working closely with their peers and professors to hone their craft and improve their ability to offer thoughtful critiques on the writing of others.

- CW 601 - Creative Nonfiction Workshop
- CW 602 - Creative Nonfiction Workshop
- CW 603 - Creative Nonfiction Workshop
- CW 604 - Creative Nonfiction Workshop
- CW 611 - Creative Nonfiction Tutorial
- CW 612 - Creative Nonfiction Tutorial
- CW 613 - Creative Nonfiction Tutorial
- CW 614 - Creative Nonfiction Tutorial

Craft Seminar

Students take Craft Seminars in their genre twice for 6 units during the program to develop their critical vocabulary and capacity for close reading.

- CW 571 - Craft Seminar in Creative NonFiction
- CW 572 - Craft Seminar in Creative NonFiction
- CW 573 - Craft Seminar in Creative NonFiction
- CW 574 - Craft Seminar in Creative NonFiction

Contemporary Creative Nonfiction

Students take 1 Contemporary course in their genre to familiarize themselves with the literary landscape in their focus area.

- CW 561 - Contemporary Creative Nonfiction

Electives

Students take 1 elective course in their program, which can be a Craft Seminar in a different genre, a third craft seminar in their primary genre, or an Independent Study/Internship-style course based on literary work they are doing as part of the community. Students should speak with their advisor or program director for more information about these options.

- CW 511 - Special Topics in Creative Writing
- CW 581 - Craft Seminar in Fiction
- CW 582 - Craft Seminar in Fiction
- CW 583 - Craft Seminar in Fiction
- CW 584 - Craft Seminar in Fiction
- CW 591 - Craft Seminar in Poetry
- CW 592 - Craft Seminar in Poetry
- CW 593 - Craft Seminar in Poetry
- CW 594 - Craft Seminar in Poetry
- CW 761 - Literary Publishing
- CW 762 - River of Words
- CW 763 - Wavebooks
- CW 775 - Community Engagement
- CW 780 - Teaching Assistantship

Thesis

Students will begin working on their thesis with a 1 unit course in their second fall semester, focused on a guided reading and writing schedule, and complete their program through a second thesis course in their final spring semester with an intensive 3-credit course focused on the development of a thesis-length manuscript.

- CW 798 - Thesis I
- CW 799 - Thesis II

Creative Writing-Third Year Pathway

Workshop and Tutorial

Students who return for a third-year of study in a secondary genre will take Workshop and Tutorial in that genre together each semester. Students take 10 units of workshop in their second genre, and 2 units of tutorial in their second genre (one Workshop and Tutorial course each semester).

- CW 641 - Poetry Workshop
- CW 642 - Poetry Workshop
- CW 643 - Poetry Workshop
- CW 644 - Poetry Workshop
- CW 651 - Poetry Tutorial
- CW 652 - Poetry Tutorial
- CW 653 - Poetry Tutorial
- CW 654 - Poetry Tutorial
- CW 621 - Fiction Workshop
- CW 622 - Fiction Workshop
- CW 623 - Fiction Workshop
- CW 624 - Fiction Workshop
- CW 631 - Fiction Tutorial
- CW 632 - Fiction Tutorial
- CW 633 - Fiction Tutorial
- CW 634 - Fiction Tutorial
- CW 601 - Creative Nonfiction Workshop
- CW 602 - Creative Nonfiction Workshop
- CW 603 - Creative Nonfiction Workshop
- CW 604 - Creative Nonfiction Workshop
- CW 611 - Creative Nonfiction Tutorial
- CW 612 - Creative Nonfiction Tutorial
- CW 613 - Creative Nonfiction Tutorial
- CW 614 - Creative Nonfiction Tutorial

Craft Seminar

Students take 6 units of Craft seminar in their second genre (or an approved Contemporary/elective course in the genre).

- CW 591 - Craft Seminar in Poetry
- CW 592 - Craft Seminar in Poetry
- CW 593 - Craft Seminar in Poetry
- CW 594 - Craft Seminar in Poetry
- CW 581 - Craft Seminar in Fiction
- CW 582 - Craft Seminar in Fiction
- CW 583 - Craft Seminar in Fiction
- CW 584 - Craft Seminar in Fiction
- CW 571 - Craft Seminar in Creative NonFiction
- CW 572 - Craft Seminar in Creative NonFiction

- CW 573 - Craft Seminar in Creative NonFiction
- CW 574 - Craft Seminar in Creative NonFiction
- CW 563 - Contemporary Poetry
- CW 562 - Contemporary Fiction
- CW 561 - Contemporary Creative Nonfiction

Thesis

Students will begin working on their second thesis project in their second genre with a 1 unit course in their third fall semester, and complete their program through a second thesis course in their final spring semester for 3 units, for a total of 4 units of thesis in the second genre.

- CW 798 - Thesis I
- CW 799 - Thesis II

Master of Fine Arts in Dance

The Master of Fine Arts in Dance at Saint Mary's is a terminal degree program in the arts that follows a low-residency model with 60 units of course work and approximately 2 years to complete. The hybrid format includes brief, focused on-campus sessions in January and Summer, and online courses in Spring and Fall. Cohorts begin each year with a 4-week in-person Summer Term intensive. The combination of online and in-person terms favors working adults and highly motivated professionals seeking to sustain their portfolio as they develop their professional careers.

The Graduate Program in Dance finds its roots in the need for human understanding and expression of the spiritual self. The values of our program are shaped around the quest for truth, authenticity of living, and the building of a community where sensitivity, social justice and global awareness are at the core. The goals of the MFA in Dance enhance the Mission of Saint Mary's College by fostering diverse ways of knowing; developing self-discovery particularly in dialogue with race, power and privilege; and promoting global awareness through unity and responsibility.

The nature of the program is student-centered hinging on peer collaboration, faculty mentoring, and student driven projects. We promote a holistic education where the students, in close dialogue with their professors, become seekers of their own truth as they question how to live an authentic life as dance practitioners who are fully conscious of the current social needs. We foster the integration of intellectual and creative skills so the students discover their unique voice as artists while embodying a clear place of sensitivity toward social and ethical concerns. Our program is rigorous in how we support students to be artists who integrate various ways of knowing and the practices of thinking, moving, and creating, while allowing for personal growth and transformation as they delve into their own research, collaborative projects, and community-based learning processes.

The Graduate Program in Dance also offers three certificates in Dance Management, Lighting, and Somatic Movement Study and Dance Pedagogy. The certificates are listed at the bottom of this page.

Program Director

Rosana Barragan, rb7@stmarys-ca.edu

Faculty

Rosana Barragan (MFA), rb7@stmarys-ca.edu is a Registered Master Somatic Movement Educator; Dynamic Embodiment™ Practitioner; Certified Teacher of BodyMind Dancing™; and Certified teacher of Rudolf Steiner Curative Education. She is currently a U.S. Fulbright Specialist and has served on the Board and working committees of several International Somatic Organizations. Her graduate dance degree is from the Laban Centre in England. She has worked as an educator and founder of dance programs at universities in South America, has been at Saint Mary's since 2008 and is currently the MFA in Dance program director. She has several publications on dance and somatics and her site-specific choreographic and installation work has been awarded internationally. She consistently teaches in the MFA program courses such as Choreography; Seminar in Phenomenology; Somatics; and serves as Thesis Chair.

Cathy Davalos (MFA), cdavalos@stmarys-ca.edu has been at Saint Mary's since 1997 and is the founder of the dance program. She received a BA in Philosophy and Dance and an MFA in Dance from CSU, Long Beach. As Chicana choreographer, her work emerges from her Mexican voice and the constant rediscovery of identity. Davalos makes dances that question heteronormativity using a feminist, Latina, and Chicana perspective. She teaches in the undergraduate and graduate dance programs at Saint Mary's. In the MFA, she consistently teaches courses such as Critical Dance Pedagogy; Laban and Bartenieff Movement Studies; Social Somatics; and serves as Thesis Chair and Thesis Concert Artistic Director.

Rogelio Lopez (MFA), rl9@stmarys-ca.edu is a dancer, choreographer, costume, lighting, and scenic designer. Earned an MFA in Dance from California State University, Long Beach. Rogelio has danced professionally for Vox Theater, PTERO Dance Company, Los Angeles Contemporary Dance Company, Keith Johnson, Hope Mohr, Joe Goode, Ledges and bones, Nina Haft, Davalos Dance Company, and many others. He also directs his own dance company, Rogelio Lopez & Dancers, established in 2015. He currently is the director of Saint Mary's undergraduate dance program. In the MFA, he consistently teaches courses such as Design Methodologies; Costume Design; Choreography; and serves as Thesis Chair.

Shaunna Vella (MFA), svella@stmarys-ca.edu is a choreographer, performer, teacher and activist, whose work in the Bay Area spans over twenty years. With an MFA in Dance degree from Saint Mary's College, her academic scholarship focuses on the interdisciplinary praxis of performance as community ritual, queer performance, political artmaking, somatics and embodiment, and the creation of professional dance productions both in the community and in educational settings. She is currently the Program Director for LEAP (Liberal Education for Art Professionals) at Saint Mary's and teaches in all three dance programs (undergraduate, graduate, and LEAP). In the MFA, she regularly teaches Dance and Performance Studies; Choreography; Dance and Social Justice; and serves on Thesis Committees.

Jia Wu (MFA), jw14@stmarys-ca.edu is a native of China, with a BA in Choreography and Performance from Beijing Dance Academy and an MFA in Choreography from UCLA. She is a choreographer, performer and dance filmmaker, her daring kinetics and provocative works apply Asian dance vocabularies and aesthetics to explore modern issues such as globalization, feminism, and multiculturalism. Her artistic work has been awarded internationally. She has been at Saint Mary's since 2008, and teaches in the undergraduate and graduate dance programs at Saint Mary's. In the MFA, she regularly teaches a Summer Choreography course.

Program Learning Outcomes

1. COMPOSE multidimensional (individual and ensemble) original works through research, embodiment, social/cultural context, theory, and choreographic exploration;
2. DEMONSTRATE the use of somatic tools;
3. EVALUATE works and styles of dance from around the world, using a critical view of dance and social justice to include issues of access, representation, inclusion/exclusion;
4. APPLY one's artistic and pedagogical voice to produce impactful work that fosters lasting change within communities.

Master of Fine Arts in Dance, Creative Practice

Choreography and Performance Courses

Students complete 18 units to further their creative practice and prepare for the performance portion of their thesis. Students take all four choreography courses once each and take the Production Practicum twice.

- DANCE 591 - Choreography IV
- DANCE 593 - Choreography V
- DANCE 690 - Choreography A
- DANCE 692 - Choreography B
- DANCE 694 - Production Practicum - Class must be taken twice

Technique Courses

Students take any two of the following offerings in movement practice.

- DANCE 521 - Advanced Tap
- DANCE 522 - Advanced West African Dance
- DANCE 523 - Advanced Baile Folklorico
- DANCE 524 - Advanced Jazz Dance
- DANCE 525 - Advanced Modern
- DANCE 526 - Advanced Ballet
- DANCE 527 - Advanced Gaga/Improvisation
- DANCE 528 - Advanced Hip-Hop
- DANCE 529 - Advanced Chinese Dance
- DANCE 536 - Advanced Pilates
- DANCE 538 - Advanced Yoga

Theory Courses

Students are required to take the following 12 units of core theory courses.

- DANCE 582 - Dance & Social Justice
- DANCE 586 - Laban and Bartenieff Movement Studies
- DANCE 680 - Seminar in Phenomenology
- DANCE 683 - Critical Dance Pedagogy

Somatics Courses

Students take the following 8 units of somatic courses, which include seminar style and movement practice based learning.

- DANCE 677 - Somatics I
- DANCE 678 - Somatics II
- DANCE 679 - Somatics III
- DANCE 684 - Somatic Movement Seminar
- DANCE 687 - Embodied Bartenieff

Design Courses

Students take 5 units of hands-on design courses to prepare them for production of their own creative work.

- DANCE 510 - Lighting I
- DANCE 600 - Design Methodologies

Elective Courses

Students will take 9 units from the below offerings to complete their degree, from the areas of design, management, or theory.

- DANCE 541 - Dance Production Management
- DANCE 581 - Dance and Performance Studies
- DANCE 611 - Lighting II
- DANCE 612 - Lighting III
- DANCE 620 - Costume Design
- DANCE 640 - Dance Stage Management
- DANCE 642 - Producing
- DANCE 647 - Vectorworks
- DANCE 650 - Sound I
- DANCE 670 - Research Methods
- DANCE 585 - Dance for Camera
- DANCE 797 - Independent Study

Thesis

Students take 6 units of thesis credit in order to complete their performance-based creative practice degree.

- DANCE 801 - Thesis I
- DANCE 802 - Thesis II

Dance Management Certificate

Students take 15 units to complete a certificate in Dance Management

- DANCE 541 - Dance Production Management
- DANCE 640 - Dance Stage Management
- DANCE 642 - Producing
- DANCE 661 - Digital Dance
- DANCE 694 - Production Practicum

Lighting Certificate

Students take 10 units to complete a certificate in Lighting.

- DANCE 510 - Lighting I
- DANCE 600 - Design Methodologies
- DANCE 611 - Lighting II
- DANCE 612 - Lighting III
- DANCE 647 - Vectorworks

Somatic Movement Study and Dance Pedagogy Certificate

Students take 12 units from the following to complete a certificate in Somatic Movement Study and Dance Pedagogy

- DANCE 586 - Laban and Bartenieff Movement Studies
- DANCE 677 - Somatics I
- DANCE 678 - Somatics II
- DANCE 679 - Somatics III
- DANCE 683 - Critical Dance Pedagogy
- DANCE 684 - Somatic Movement Seminar

Liberal Education for Arts Professionals (LEAP)

The LEAP (Liberal Education for Arts Professionals) Program is a Bachelor's in Performing Arts online degree completion program uniquely designed for current and former professional dancers. The LEAP Program is a 3-year, 124-unit program that provides remote learning and affordable higher education of exceptional quality with a part-time, low-impact class schedule.

LEAP provides a well-rounded liberal arts curriculum covering topics within the humanities, as well as social, natural and formal sciences. All courses are taught by incredible faculty from different core requirement disciplines such as English, Math, Anthropology, Biology, Theology and Performing Arts, with attention to adult learners and experiential learning. Small class sizes with cohort-style learning encourages learning-in-dialogue, networking, and provides support systems to ensure student success.

The Bachelor's in Performing Arts supports many professional performers transitioning from the stage to the next stage of their career. LEAP graduates have gone on to excel in various careers and industries, including: Arts Management and Education, Health and Medicine, Media, Journalism, and Communications, Business and Tech and Law and have attended some of the country's top graduate schools.

Program Director

Shaunna Vella, MFA, svella@stmarys-ca.edu

LEAP Program Learning Outcomes

- Demonstrate a familiarity with a wide variety of academic disciplines;
- Demonstrate competence in the skills of careful reading, analysis, critical thinking, interpretation, and communication in both written and oral forms;

- Demonstrate competence with information literacy;
- Construct and apply knowledge of professional performance and life experience to new learning;
- Examine the complex intersections of social identity that illuminate the construction and reinforcement of systems of power and inequality;
- Reflect an understanding of the impact of their own academic experience and how it prepares them for a life of active citizenship and continued learning.

LEAP Core Courses

Take 50 units of the following:

- LEAP 101 - Anthropology: Introduction to Social and Cultural Anthropology
- LEAP 150 - Math: The Art and Practice of Math
- LEAP 180 - Human Biology
- LEAP 250 - Seminar Looking Outward
- LEAP 308 - English: Writing, Research, and Engaged Learning Reflection
- LEAP 350 - Seminar: Looking Forward
- LEAP 381 - TRS: Wealth, Poverty and Economic Justice
- LEAP 400 - Personal and Professional Assessment
- LEAP 401 - Dance and Performance Studies
- LEAP 402 - Dance History
- LEAP 403 - Dance History: World Cultures
- LEAP 404 - Music in Performance
- LEAP 405 - Acting I: Acting for Every Body
- LEAP 498 - Senior Capstone Project

LEAP Performing Art Major Courses

Complete 24 units of the following:

*Units are/can be fulfilled by professional experience documented at program acceptance.

12 units of Dance in Production courses

- LEAP 315 - Dance Production I
- LEAP 316 - Dance Production II
- LEAP 317 - Dance Production III

12 units of Applied Dance courses

- LEAP 320 - Applied Dance: Other
- LEAP 321 - Applied Dance: Tap
- LEAP 322 - Applied Dance: West African
- LEAP 323 - Applied Dance: Baile Folklorico
- LEAP 324 - Applied Dance: Jazz
- LEAP 325 - Applied Dance: Modern
- LEAP 326 - Applied Dance: Ballet
- LEAP 327 - Applied Dance: Gaga/Improvisation
- LEAP 328 - Applied Dance: Hip Hop
- LEAP 329 - Applied Dance: Chinese Dance

- LEAP 330 - Applied Dance: Contemporary
- LEAP 331 - Applied Dance: Partnering
- LEAP 332 - Applied Dance: Egyptian Dance
- LEAP 333 - Applied Dance: Somatics
- LEAP 334 - Applied Dance: Pointe
- LEAP 335 - Applied Dance: Musical Theatre
- LEAP 336 - Applied Dance: Movement for Actors

Prior Learning Assessment

Up to 30 units of credit towards the performing arts degree are credited by prior learning assessment based on professional experience.

Additional Required Courses

The remaining 20 units for the Bachelor's Degree can be earned by transferring courses from another accredited institution or earned through Saint Mary's for a discounted rate.

School of Science

Master of Science in Biotechnology

The Professional Science Master's in Biotechnology at Saint Mary's offers students an elevated education with real-world impact. You'll grapple with complex business and technology issues in innovative ways, learning through hands-on research that takes you from theory to practice—all shaped by actual leaders in the industry to guarantee relevance and success.

Saint Mary's Master's in Biotechnology program is a two-year, hybrid 40-unit program designed for working professionals culminating in a Master's Degree in Biotechnology degree upon graduation. All courses are taught by faculty with in-depth expertise in biotechnology and related fields. Small class sizes with cohort-style learning encourages networking and provides support systems to ensure student success. Students gain hands-on experience in our industry-standard laboratories, tailored courses on the business of biotechnology, and an internship with Bay Area industry leaders in the final semester.

The Master's Degree in Biotechnology activates your career – wherever you choose to go with it. With this Master's degree, you can work with industry leaders in biotech as research associates, scientists, quality control professionals, project managers and more, or continue onto your next educational pursuits – whether it is a doctorate or a business degree.

Program Director

Program Learning Outcomes

- Demonstrate an in-depth theoretical and practical knowledge of modern molecular biology, cell biology, analytical chemistry and biotechnology techniques.
- Explain the legal, social, ethical issues and best practices related to the biotechnology industry.
- Critically evaluate scientific research and effectively communicate findings in oral and written formats.
- Demonstrate a foundational knowledge of the business side of biotechnology.
- Explain the regulatory frameworks that govern product development, research and manufacturing within biotechnology and pharmaceutical industries.
- Apply the knowledge of science and/or business of biotechnology to address practical problems in biotechnology.

Science Courses

Students take 12 units of courses that expose them to hands-on techniques in biotechnology.

- BTECH 501 - Advanced Molecular Biology
- BTECH 505 - Advanced Techniques in Biochemistry and Cell Biology
- BTECH 509 - Advanced Research Methods in Biotechnology - Analytical Methods

In addition, students take 11 units of course work focused on drug development and bioinformatics.

- BTECH 504 - Pharmacology and Pharmacokinetics
- BTECH 507 - Biotechnology Seminar I
- BTECH 508 - Biotechnology Seminar II
- BTECH 510 - Bioinformatics

Biotechnology Business-Related Courses

Students take 9 units of required coursework focused on biotechnology industry practices and regulations.

- BTECH 500 - Introduction to the Biotechnology and Pharmaceutical Industry
- BTECH 502 - Regulations and Good Manufacturing Practices in Drug, Diagnostics and Medical Development
- BTECH 503 - Organizations and Management of Life Sciences Companies
- BTECH 506 - Ethical, Legal, and Social Issues in Biotechnology
- BTECH 516 - Career Preparation Seminar

Students take 3 units from one of the following courses or an approved elective

- BTECH 511 - Management and Leading Contemporary Organizations with a Social Justice Framework
- BTECH 512 - Financial and Managerial Accounting
- BTECH 513 - Project Management
- BTECH 514 - Global Challenges and Opportunities for Biotechnology
- BTECH 515 - Becoming a Lasallian Business Leader

Professional Experience

In addition, students are required to complete 5 units of internship or professional experience from the courses below.

- Take the 1 unit preparation course
- BTECH 780 - Biotechnology Internship Preparation

- Take 4 units from the following
- BTECH 795 - Biotechnology Internship
- BTECH 791 - Professional Development - Independent Study Capstone Experience

Master of Science in Computer Science

The fully-online Master of Science in Computer Science at Saint Mary's College of California provides students with cutting-edge education paired with a clear sense of social responsibility founded in the liberal arts tradition. Students will study algorithms, information security, artificial intelligence, and cyber security with a focus on the impact of technology upon larger society. Graduates of the program will be prepared as leaders in defining how technology can be a tool for achieving justice.

The MS in Computer Science at Saint Mary's provides working professionals, recent graduates and those looking to transition into the field the opportunity to complete a 30 unit Masters degree in as quickly as 1 year. The program is designed with working professionals in mind, with completely online, mostly synchronous classes and the small-cohort learning model that Saint Mary's is known for. The program prepares students to develop advanced knowledge in computer science, while also developing socially responsible leaders in the field. Students complete the program through a client driven practicum course that allows the student hands-on experience working in industry or non-profit organizations, facilitated by Saint Mary's.

The curriculum not only advances the students' knowledge in the field of computer science with an artificial intelligence concentration and cyber security concentration, it also prepares students to articulate ethical complexities behind programming choices in the modern day.

Program Director

Udayan Das, Ph. D. udd1@stmarys-ca.edu

Program Learning Outcomes

1. ANALYZE the correctness and efficiency of algorithmic solutions applicable to computational problem solving.
2. ARTICULATE the ethical complexities behind computational and programmatic choices and implementations, and the ways that computational solutions affect communities, especially disadvantaged communities, and society at large.
3. DEMONSTRATE advanced knowledge of information security principles and security challenges in networks and software systems
4. DEMONSTRATE knowledge of the architecture and design of computing systems ranging from PC architecture to computer networks, and cloud-based systems.
5. APPLY artificial intelligence methods, systems and tools, towards problem solving with an awareness of ethical issues in the deployment of artificial intelligence related to privacy, security, and societal impact.
6. APPLY computational knowledge towards real-world problem solving in preparation for professional work.

Core Courses

Students are take all 5 core courses to build and advance competency in foundational areas of study.

- CS 660 - Advanced Algorithms
- CS 661 - Introduction to Artificial Intelligence
- CS 662 - Information Security
- CS 663 - Computer Systems and Networking
- CS 665 - Graduate Tech Ethics

Specialization

Students are required to specialize in one of the following two specializations, Cyber Security or Artificial Intelligence. Students will take all three courses from their chosen specialization, and once course from the other specialization for a total of 4 courses.

Cyber Security Specialization Courses

- CS 670 - Cryptography and Network Security
- CS 671 - Incident Response and Cyber Security Management
- CS 672 - Digital Forensics

Artificial Intelligence Specialization Courses

- CS 680 - Deep Learning
- CS 681 - Computer Vision
- CS 682 - Language Processing and Knowledge Graphs

Practicum

Students take one practicum course for hands-on application of content learned in the program.

- CS 690 - Practicum
or
- CS 691 - Capstone Experience

School of Economics and Business Administration

Master of Science in Accounting

The MS in Accounting Hybrid program is designed to train students for success in the professional world of accounting in 12 months. With flexible class schedules allowing you to study at night and on weekends, you can complete your MSA journey - all while meeting the 150-hour CPA licensure requirements for the state of California. Our engaging

faculty will prepare you for the real world of business by guiding you through hands-on projects with a small cohort group.

The contacts you make here could last a lifetime as you take advantage of further networking opportunities to interact with accounting firm partners, policy regulators, corporate executives, and seasoned tax professionals. SMC grads go on to excel in public and private sector careers; with 100% job placement success, Gaels with MSA degrees do meaningful work in auditing, bookkeeping, payroll processing, taxation, and risk analysis - and many land jobs at the Big Four.

MS in Accounting Hybrid Program, including Bootcamp: 36 required units over 15 months

MS in Accounting Hybrid Program, without Bootcamp: 30 required units over 12 months

Program Director

Judith Hermis, Ph.D., jmh29@stmarys-ca.edu

Student Learning Outcomes

- Develop a deeper understanding of accounting, principles, theories, and concepts.
- Develop a deeper understanding of taxation principles, theories, and concepts.
- Develop an understanding of auditing principles, theories, and concepts.
- Develop skills in utilizing data analytics and technology to solve accounting and business problems.
- Understand the impact of technology on accounting processes, risks, and controls.
- Understand professional responsibilities and the role of corporate governance, risk management, and internal controls and will be able to recognize ethical weaknesses in accounting situations.

Bootcamp Option (6 units)

An 8-week Summer Bootcamp is available for those without an accounting background, where students take the following two courses:

- ACCTG 610 - Intermediate Accounting I
- ACCTG 611 - Intermediate Accounting II

Required Courses (30 units)

- ACCTG 604 - Governmental and Non-Profit Accounting
- ACCTG 608 - Advanced Legal Issues and Regulatory Framework
- ACCTG 600 - Advanced Managerial Accounting
- ACCTG 601 - Advanced Accounting Analytics
- ACCTG 606 - Advanced Accounting
- ACCTG 603 - Federal Income Taxation of Individuals, Estates, Gifts & Trusts
- ACCTG 613 - Advanced Auditing and Forensic Accounting
- ACCTG 602 - Accounting Information Systems
- ACCTG 607 - Federal Income Taxation of Business Entities and Legal Issues
- ACCTG 609 - Accounting Professional Ethics and Responsibilities

Master of Science in Business Analytics

Saint Mary's is home to the region's very first Master of Science in Business Analytics program, which continues to expand and evolve year after year. We remain dedicated to preparing students for the modern day challenges of real-world business, where leading-edge data scientists perform sophisticated analytics to drive actionable insights for confident and creative decision-making. Throughout this 12-month long program, graduate students are guided by our friendly and knowledgeable faculty of experienced professionals.

Saint Mary's MSBA is designed to demystify the world of data through practical training with real-world data sets and innovative technologies. Highlights from past student projects include working hand-in-hand with Macy's Director of Advanced Analytics, creating a Google-sponsored app, and expanding Zillow's home pricing models. Ultimately, your MSBA degree will not only boost your credibility and earning potential, but your network of business connections and contacts as well.

The MS in Business Analytics requires 33 units over 12 months. This program is STEM Certified.

Program Director

Wenting Pan, Ph.D., wp3@stmarys-ca.edu

Student Learning Outcomes

- Master analytics tools and programming languages to solve business problems.
- Analyze complex datasets to guide business decisions.
- Effectively communicate insights and recommendations to diverse audiences.

Available as a 4+1 Program

SMC undergraduate students may apply for the MS in Business Analytics Program early in their junior year with the plan to begin the 4+1 program, and can take 500-level courses in their late junior and senior years of their undergraduate program.

4+1 Applicants are guaranteed admission into our graduate program but must meet specific criteria:

- Maintain a 3.0 GPA
- Graduate from undergraduate program to matriculate as a graduate student

Students can take two courses (6 credits) in their undergraduate years to count towards the graduate program:

OPS 528 - Programming for Analytics

OPS 545 - Data Management Technology

Students are advised to work with their Academic Advisor and Academic Services to create a course plan for the 4+1 program.

Required Courses (33 units total)

- OPS 522 - Data Analysis
- OPS 545 - Data Management Technology

- OPS 528 - Programming for Analytics
- OPS 546 - Advanced Data Analysis
- ORB 642 - Ethics and Analytics
- FIN 650 - Finance Analytics
- MKT 651 - Marketing Analytics
- OPS 648 - Machine Learning for Business
- OPS 647 - Cloud Computing
- OPS 527 - Data Visualization and Storytelling
- OPS 649 - Optimization
- OPS 659 - Practicum

Master of Science in Finance

Students in Saint Mary's MS in Finance program are able to pursue a graduate degree while working full time, thanks to our 12-month hybrid curriculum. You will be guided through the program by an expert faculty, which is composed of seasoned professionals in the finance sector of the Bay Area. As you hone the quantitative techniques used in financial analysis - including those required by the CFA tests or widely applied across the industry - the coursework you complete as part of your master's in finance could also count toward a Saint Mary's accelerated MBA.

Whether you apply your newfound knowledge and skills in your current job, further studies, or a new career is up to you. Regardless of the path you choose, investing in your master's in finance means an average salary increase of 25% upon graduation.

Ultimately, SMC graduates with MSF degrees gain more than a boost to professional credibility and earning potential; here, you'll find lifelong tight-knit network.

The MS in Finance requires 30 units over 12 months. This program is STEM Certified.

Program Director

Tina Xiaotian Zhang, Ph.D., xz4@stmarys-ca.edu

Student Learning Outcomes

- Apply advanced financial analysis techniques to support strategic decision-making.
- Use adjusted financial statements to produce a sound valuation of a company.
- Develop investment policy statements for institutional and individual investors.
- Demonstrate ethical decision-making in financial and business practices.

Required Courses (30 units total)

Note: An ECON Workshop is required for those students who did not complete an economics course in a prior undergraduate program.

- ACCTG 660 - Accounting
- OPS 663 - Quantitative Methods in Financial Analysis
- FIN 672 - Programming for Finance
- FIN 664 - Corporate Finance
- ACCTG 661 - Financial Statement Analysis
- FIN 665 - Investments and Equity Analysis
- MGT 670 - Ethics, Professional Standards, and Compliance
- FIN 671 - Fintech and AI in Finance
- FIN 667 - Derivatives and Risk Management
- FIN 666 - Fixed Income Analysis
- FIN 668 - Portfolio Management

Master of Business Administration

The Saint Mary's MBA is one of California's top-ranked MBA programs, designed for driven professionals looking to step into leadership roles. Our program offers four specialized concentrations to help you stay ahead in today's fast-changing business world: Finance, Marketing, Business Analytics, and Entrepreneurship.

With our flexible and career-focused approach, you can earn your MBA at your own pace while balancing work and life. Whether you're looking to advance your career, switch industries, or start your own business, our award-winning faculty and dedicated career services team will give you the tools to succeed.

The Traditional MBA requires 15 courses (45 units) over 15-24 months.

The Accelerated MBA requires 12 Courses (36 units) over 12-15 months.

The student's MBA Track is determined upon admission to the program. Both tracks are STEM Certified.

Program Director

Kim Clark, Ph.D., kjc6@stmarys-ca.edu

Student Learning Outcomes

- Demonstrate integrative knowledge of business functional areas to solve business problems.
- Apply quantitative and technical methods to support effective decision-making.
- Develop interpersonal skills to work in a dynamic and diverse team environment.
- Develop awareness and knowledge of ethical decision-making.

Foundation (9 units)

The foundation courses are required for students in the Traditional MBA track.

- ACCTG 507 - Navigating Accounting for Success
- ECON 508 - Applications in Modern Managerial Economics

- OPS 509 - Analytics for Effective Decision Making

Core (30 units)

All students complete the core MBA courses.

- OPS 700 - Operations Management
- ORB 701 - Organizational Behavior and Management
- FIN 702 - Managerial Finance
- MKT 703 - Marketing Management
- MGT 704 - International Business
- ORB 705 - Ethical and Social Aspects of Business
- GMAN 706 - Doing Business in World Regions
- MGT 719 - Global Business Strategy
- MKT 723 - Confident Communication
- OPS 726 - Leading Technologies in Innovating Business

Concentration (6 units)

Students take two hybrid courses from any of the following concentrations:

Finance Concentration

- FIN 764 - Investments and Financial Markets
- FIN 765 - International Finance

Business Analytics Concentration

- OPS 779 - Special Topics in Analytics
- OPS 780 - Data Analysis and Visualization

Marketing Concentration

- MKT 767 - Marketing Research
- MKT 768 - Advanced Topics in Marketing

Entrepreneurship

- MGT 770 - Strategic Entrepreneurship
- FIN 766 - Financing New Ventures

Online Master of Business Administration

The Saint Mary's Online MBA program empowers you to gain the marketable skills needed to advance your career. In as little as 12 months, you can earn an accredited MBA, equipping you with the confidence and expertise to pursue your professional goals. Designed for working professionals, this flexible program lets you learn from anywhere* in the world while engaging with the same rigorous curriculum and award-winning faculty as our Bay Area campus.

* Authorized states to offer distance education can be found here.

The Online MBA requires 36 units over 12 months.

Program Director

Linda Herkenhoff, Ph.D., lherkenh@stmarys-ca.edu

Student Learning Outcomes

- Demonstrate integrative knowledge of business functional areas to solve business problems.
- Apply quantitative and technical methods to support effective decision-making.
- Develop interpersonal skills to work in a dynamic and diverse team environment.
- Develop awareness and knowledge of ethical decision-making.

Required Courses (36 units total)

- MKT 723 - Confident Communication
- OPS 722 - Analytics for Effective Decision Making
- OPS 725 - Strategic Decisions in Operations and Supply Chain
- ACCTG 720 - Navigating Accounting for Success
- ECON 721 - Applications in Modern Managerial Economics
- FIN 728 - Finance for Management Decisions
- MKT 729 - Marketing Management
- ORB 724 - Ethical and Social Aspects of Business
- ORB 727 - Leadership and Management Dynamics
- MGT 730 - Strategic Thinking for Organizational Success
- OPS 726 - Leading Technologies in Innovating Business
- MGT 739 - Capstone

Executive Doctorate of Business Administration

Saint Mary's innovative Executive DBA program is designed for experienced business professionals and managers who want to help forge a more mindful and equitable world at both the social and economic level. With guidance from our expert faculty, practitioner-scholars deepen their understanding of theoretical and analytical concepts, learning to apply that knowledge to complex business scenarios.

As a Doctor of Business Administration, you'll leave our program fully-equipped to excel as a thought leader - whether that means running a company, starting your own firm, or training the next generation of business professionals in the Bay Area and beyond.

The program requires 65.50 units over three years.

Program Director

Navid Sabbaghi, Ph.D., ns27@stmarys-ca.edu.

Student Learning Outcomes

- Apply relevant concepts and theories to analyze practical business problems.
- Develop a literature review grounded in relevant existing knowledge to construct a viable research question.
- Design qualitative and/or quantitative research methods to collect and analyze data that answers an applied research question.
- Create an original research manuscript with contributions to the existing knowledge of the field.
- Communicate research findings effectively, translating them into actionable insights tailored to diverse audiences.

Required Courses (65.50 units total)

Year One

- ORB 907 - Leadership and Organizational Behavior: Theory and Practice
- EDBA 905 - Becoming an Applied Scholar Through Scientific Inquiry
- OPS 901 - Qualitative Research Methods and Data Analysis
- OPS 902 - Quantitative Research Methods and Statistical Analysis
- EDBA 903 - Integrative Research Design
- MGT 908 - Strategy and Business Models for a Global Marketplace
- EDBA 980 - Dissertation Proposal Research Practicum I

Year Two

- MKT 910 - Marketing: Applied Theory and Practice
- FIN 909 - Corporate Finance Seminar
- MGT 911 - Innovation: Theoretical and Silicon Valley Perspectives
- OPS 906 - Operations and Supply Chain: Research and Practice
- ACCTG 900 - Accounting Theory and Application
- EDBA 981 - Dissertation Proposal Research Practicum II
- EDBA 982 - Dissertation Proposal Research Practicum III

Year Three

- EDBA 986 - Dissertation Research Thesis III
- EDBA 985 - Research Colloquium
- EDBA 984 - Dissertation Research Thesis II
- EDBA 904 - Knowledge Dissemination from Theory to Practice
- EDBA 983 - Dissertation Research Thesis I
- EDBA 987 - Dissertation Research Thesis IV

Kalmanovitz School of Education

Counseling Department

Certificate in Trauma Informed Intervention and Treatment

Drawing from the growing field of trauma research and intervention, this Trauma-Informed Treatment Certificate program explores how trauma impacts human development, behavior, and brain functioning. Students in this certificate program will learn to work effectively with individuals and communities experiencing trauma, and learn how to build resilience and resources.

Open to both non-degree and degree-seeking students, the 15-unit Trauma-Informed certificate is appropriate for counselors and therapists, case managers, drug and alcohol counselors, community health workers, pastoral counselors, probation and parole officers, educators, and psychologists.

Required Courses

- FPSY 671 - Trauma, Loss & Grief
- FPSY 572 - Foundations of Trauma Treatment
- FPSY 574 - Neurobiology of Trauma: Risk, Resiliency and Positive Psychology
- FPSY 575 - Spirituality, Community & Trauma

Electives

One elective course is required. Elective options will be offered at least one time per year and include:

- FPSY 676 - Developmental Trauma, Complex PTSD, & Family Systems
- FPSY 677 - Motivational Interviewing and Trauma Informed Care
- FPSY 679 - Healing the Healers: Vicarious Trauma and Trauma Informed Care

Master of Arts in Counseling

The Counseling Department (COUN) aims to prepare counselors to skillfully address the whole person, given the individual's socio-political and cultural context. Faculty members are committed to a holistic, culturally sustaining

approach to counseling, synthesizing physical, intellectual, psychological, emotional, interpersonal, socio-cultural, and spiritual processes and emphasizing the systemic interconnection among these dimensions of our lives. Within this framework, the goal of counselor education matches that of counseling: the empowerment of the whole person, the family, the school, and, ultimately, the community. The faculty members prioritize the healthy personal and professional development of counselors-in-training, as well as their cultivation of self-awareness (particularly in regard to the therapeutic relationship and client-counselor differences), knowledge, demonstration of counseling skills, and ability to critically evaluate and integrate information relevant to this profession. Students are provided with the theoretical and research-based knowledge, experiential practice, supervision, and personal attention needed to become competent counselors. Master of Arts and Education Specialist degree students are required to complete practicum and field experience placements in diverse community, school, and/or college/university settings that are appropriate to their career objectives and designed to make them more well-rounded counselors. They are trained in providing both in person and telehealth services to support the development of competencies that they can adapt to meet the needs of the modern world.

The Counseling Department specializations are designed for people who wish to work in schools, colleges, family service agencies, private practice, or a variety of other counseling settings. Candidates may choose a plan of study leading to an Ed.S. in School Psychology or a Master of Arts (MA) degree in Counseling with a specialization in one of these programs:

General Counseling

Marriage and Family Therapy (MFT) & Professional Clinical Counseling (PCC) (integrated emphasis)

Pupil Personnel Services Credential in School Counseling (PPS in SC)

Higher Education and Student Affairs (HESA)

With the permission of their advisor, students may complete more than one program by taking additional courses and successfully completing all field placement requirements for the chosen programs. Students may also complete a dual MA degree in Forensic Psychology and Counseling.

COUN Mission Statement

The mission of the Counseling Department is to prepare counselors to be competent practitioners and agents for positive personal and social change through advocacy.

COUN Vision Statement

The Counseling Department provides a supportive learning environment that encourages students' personal wellness, cultural awareness, and professional development as counselors. As students seek to learn not only facts but also fundamental principles, they gain insight into their own life experiences and personalities. They embark upon a quest that touches the spirit as well as the intellect, illuminates connectedness as much as individuality, and promotes wonder as much as it instills mastery.

The department enables the development of counselors who affirm and foster the essential goodness, dignity and freedom of all people. Becoming an effective helping professional requires more than learning theories, techniques, and research methods; ultimately, counselors integrate academic knowledge and clinical experience with their own quality of being. They become empathic listeners and potent allies, engage in self-awareness, and develop critical thinking and self reflection skills that will make them effective advocates to address the needs of marginalized populations as well as systemic discrimination. We ask students to be ready to grow, with the struggle and exhilaration that such growth

implies. Self-awareness, self-inquiry, self-reflection, self-understanding, self-compassion, curiosity, and cultural humility are essential traits of effective counselors. Students are required to do their own counseling as well their own inner work to examine who and what they are and believe, considering multiple dimensions, from self-constructs and world views to cultural/ethnic, sexual/gender, spiritual/religious, and other identities, beliefs, values, and biases. Students examine their own backgrounds, personal and familial histories to understand how their unique experiences and upbringing have impacted their development. These foundational skills and processes support their overall development as professional counselors and ability to support their clients on their own personal and mental health journeys.

The department's faculty members are also engaged in their own personal and professional development, thereby modeling as well as teaching the attitudes and behaviors that they value. Students can expect faculty and staff to care about them, treat them with respect, and attempt to accommodate individual needs. In the heritage of Saint Mary's College and the Lasallian tradition, students and faculty are expected to be as committed to a high standard of professional ethics and proactive social responsibility as they are to academic excellence. To this end, the Counseling Department offers a synthesis of foundational information in counseling theory, values, history, and research, as well as competency-based counseling skills, within a holistic, humanistic, multicultural, and systemic framework.

Department Chair and Program Directors

Counseling Department Chair: Suzy Thomas, sthomas@stmarys-ca.edu

General Counseling and Higher Education & Student Affairs (HESA) Program Director: Deborah Sharpe, Ph.D., ATR-BC, dsharpe@stmarys-ca.edu

Marriage & Family Therapy / Professional Clinical Counseling (MFT/PCC) Program Director: Rafineè Butler Hashi, Ph.D., DHS, LPCC, LMFT, rcb12@stmarys-ca.edu

School Counseling Program Director: Suzy Thomas, Ph.D., LPCC, PPS-SC, sthomas@stmarys-ca.edu

Ed.S in School Psychology Program Director, Stephanie D'costa, Ph.D., LP, PPSP, sd43@stmarys-ca.edu

Forensic Psychology Program Director, Talia Moore, Ed.D., tmm27@stmarys-ca.edu

Program Learning Outcomes

1. Theories: Students begin to demonstrate knowledge of and skills in applying a wide range of developmental and counseling theories relevant to counseling in general and specific to their specialization(s) and are aware of the limitations of these theories when working with diverse or multicultural populations. (ILTG Theme 2: Develop Depth and Breadth of Knowledge)
2. Counseling Skills: Students will articulate the core conditions of a high quality therapeutic relationship, both in-person and via telehealth, and demonstrate proficiency in the key concepts of a wide range of microcounseling skills.
3. Personal Growth and Wellness: Students will identify goals and steps and implement action plans that promote their own personal growth and wellness. (ILTG Theme 3: Looking Inward: Identity Development)
4. Professional Development: Students will identify goals and steps and implement action plans that encourage their professional development relevant to their counseling specialization(s). (ILTG Theme 1: Cultivate Habits of Mind; Theme 3: Looking Inward: Identity Development)
5. Culturally Sustaining and Anti-Racist Counseling: Students will demonstrate self-awareness around their own biases, prejudices, limitations, and assets in working with diverse populations. Students will exhibit knowledge of and skills in counseling clients from a wide range of diversity in all its forms (e.g., gender, culture, ethnicity, race, age, sexual orientation, religion/spirituality, physical/mental abilities, class, and social and economic background), and gain competence in the principles of culturally sustaining, emancipatory, and anti-racist counseling practices. (ILTG Theme 3: Looking Inward: Identity Development)

6. **Social Justice and Client Advocacy:** Students will actively promote sensitivity to and awareness of social and ethical concerns, specifically related to the consequences of economic and social injustice. Through coursework and field experiences, students will begin to engage in promoting social justice for their clients/students, and work towards addressing systemic oppression. (ILTG Theme 4: Looking Outward: Community and Global Justice)
7. **Law and Ethics:** Students will demonstrate knowledge of and skills in applying the laws and ethical principles relevant to their counseling specialization(s) and discuss the limitations of ethical codes when working with diverse populations. (ILTG Theme 4: Looking Outward: Community and Global Justice)
8. **Research:** Students will demonstrate their ability to access, evaluate, and apply culturally relevant research practices that emphasize a collaborative approach specific to their counseling specialization(s), as well as professional and effective written and oral communication skills, including APA formatting. (ILTG Theme 2: Develop Depth and Breadth of Knowledge)
9. **Case Management:** Students will demonstrate the skills of goal-setting, assessment, and effective intervention with their clients as relevant to their specialization(s), counseling setting, and scope of practice, and learn to adapt their interventions to meet the needs of their diverse clients.
10. **Technology Literacy:** Students will demonstrate technological and digital literacy skills, use technology in culturally sensitive ways that reflect an understanding of social justice and equity and access implications, engage in ethical practice related to the use of artificial intelligence (AI), and gain skills in virtual and telehealth counseling modalities.

Required Core Courses, MA in Counseling

- COUN 600 - Introduction to Counseling Research
- COUN 601 - Counseling Skills I
- COUN 602 - Counseling Skills II
- COUN 603 - Personal and Professional Development of Counselors
- COUN 604 - Theories of Counseling
- COUN 605 - Issues in Intercultural Counseling & Social Justice
- COUN 610 - Career Counseling
- COUN 611 - Law, Ethics, & Values
- COUN 612 - Human Sexuality
- COUN 613 - Substance Abuse
- COUN 620 - Psychological Testing and Assessment
- COUN 621 - Human Development & Family Relationships
- COUN 622 - Group Theory and Practice
- EDUC 772 - Research Seminar I

Specializations

All MA in Counseling students choose one specialization from the list below. Students may also choose to take dual specializations in MFT/LPCC and School Counseling, or a dual MA degree in Counseling and Forensic Psychology.

General Counseling

General Counseling Course

- COUN 713 - Psych Perspectives of Gender

Field Experience

Students complete six units of fieldwork with weekly seminar discussions.

- COUN 794 - Counseling Field Experience

Exam or Master's Project

Students complete either COUN 797 or COUN 799.

- COUN 797 - CPCE Exam Preparation
- COUN 799 - Counseling Master's Project or Thesis

Marriage & Family Therapy & Professional Clinical Counselor (MFT+PCC)

The MFT+PCC MA is approved by the California State Board of Behavioral Sciences, BBS.

MFT+PCC Courses

Students complete the following courses required for the specialization:

- COUN 701 - Psychopathology
- COUN 711 - Theory and Practice of Couples Counseling
- COUN 721 - Family Systems, Theories, and Applications
- COUN 731 - Treatment of Children
- COUN 741 - Advanced Clinical Practice
- COUN 751 - Community Mental Health Counseling
- COUN 761 - Addictions, Dual Diagnoses, and Recovery-Oriented Treatment
- COUN 771 - Psychopharmacology
- COUN 781 - Counseling Older Adults and Their Families

Field Experience

Students complete six units of fieldwork with weekly seminar discussions.

- COUN 791 - Counseling Field Experience (MFT/PCC)

Exam or Master's Project

Students complete either COUN 797 or COUN 799.

- COUN 797 - CPCE Exam Preparation
- COUN 799 - Counseling Master's Project or Thesis

Pupil Personnel Services Credential in School Counseling (PPS in SC)

The School Counseling MA with Pupil Personnel Services (PPS) credential is approved by the California Commission on Teacher Credentialing, CTC.

PPS in SC Courses

Students complete the following courses required for the specialization:

- COUN 703 - School Counseling Practicum & Action Research
- COUN 713 - Psych Perspectives of Gender
- COUN 723 - School Counseling: Issues & Interventions
- COUN 731 - Treatment of Children
- COUN 733 - Systems Consultation

Field Experience

Students complete six units of fieldwork with weekly seminar discussions.

- COUN 793 - Counseling Field Experience (SC)

Exam or Master's Project

Students complete either COUN 797 or COUN 799.

- COUN 797 - CPCE Exam Preparation
- COUN 799 - Counseling Master's Project or Thesis

Higher Education and Student Affairs

The Higher Education and Student Affairs specialization is currently being redeveloped for launch in a future year.

Dual Specialization: Marriage & Family Therapy & Professional Clinical Counselor (MFT+PCC) with the Pupil Personnel Services Credential in School Counseling (PPS in SC)

Dual Specialization Courses

Students complete the following set of courses for the dual specialization:

- COUN 701 - Psychopathology
- COUN 703 - School Counseling Practicum & Action Research
- COUN 711 - Theory and Practice of Couples Counseling
- COUN 713 - Psych Perspectives of Gender
- COUN 721 - Family Systems, Theories, and Applications
- COUN 723 - School Counseling: Issues & Interventions
- COUN 731 - Treatment of Children
- COUN 733 - Systems Consultation
- COUN 741 - Advanced Clinical Practice
- COUN 751 - Community Mental Health Counseling
- COUN 761 - Addictions, Dual Diagnoses, and Recovery-Oriented Treatment
- COUN 771 - Psychopharmacology
- COUN 781 - Counseling Older Adults and Their Families

Field Experience

Students complete six units of MFT+PCC fieldwork (COUN 791) and four units of SC fieldwork (COUN 793).

- COUN 791 - Counseling Field Experience (MFT/PCC)
- COUN 793 - Counseling Field Experience (SC)

Exam or Master's Project

Students complete either COUN 797 or COUN 799.

- COUN 797 - CPCE Exam Preparation
- COUN 799 - Counseling Master's Project or Thesis

Dual MAs in Forensic Psychology & Counseling

- COUN 601 - Counseling Skills I
- COUN 602 - Counseling Skills II
- COUN 604 - Theories of Counseling
- COUN 605 - Issues in Intercultural Counseling & Social Justice

- COUN 611 - Law, Ethics, & Values
- COUN 612 - Human Sexuality
- COUN 620 - Psychological Testing and Assessment
- COUN 621 - Human Development & Family Relationships
- COUN 622 - Group Theory and Practice
- COUN 701 - Psychopathology
- COUN 721 - Family Systems, Theories, and Applications
- COUN 731 - Treatment of Children
- COUN 771 - Psychopharmacology
- COUN 791 - Counseling Field Experience (MFT/PCC) – taken twice for a total of 6 units
- COUN 797 - CPCE Exam Preparation
- EDUC 772 - Research Seminar I
- FPSY 503 - Foundations of Forensic Psychology
- FPSY 606 - Forensic Psychology and the Law
- FPSY 507 - Psychology of Criminal Behavior
- FPSY 609 - Intervention & Treatment in Forensic Psychology
- FPSY 611 - Forensics: Psychometrics and Assessment
- FPSY 612 - Forensic Psychology Professional Practice Seminar
- FPSY 613 - Alcohol and Substance Abuse or COUN 613 - Substance Abuse
- FPSY 626 - Advanced Issues in Correctional and Community Counseling
- FPSY 650 - Marriage and Family Counseling
- FPSY 671 - Trauma, Loss & Grief
- FPSY 798 - Integrating Seminar (Forensic only)

Master of Arts in Forensic Psychology

Prepare to work as a change agent within your community. This psychology degree program is based on a philosophy of restorative justice and designed to prepare students to make an impact in the criminal justice system. Students learn about engaging individuals through the lens of the principles of forensic psychology, co-occurring mental health and substance use behaviors, and post-traumatic disorders. The program also engages in the critical analysis of our criminal justice institutions, especially in thinking about how various groups informed by race, gender, gender orientation, class, etc., are impacted by our current system of justice.

The Master of Arts in Forensic Psychology is a 35-unit stand-alone, non-clinical degree that prepares its graduates for a career in a variety of settings, including restorative justice organizations, probation, parole and correctional settings. Students will gain theoretical knowledge of the criminal justice system, methods of forensic assessment and forensic intervention and treatment in criminal justice contexts. This program is uniquely based on the principles of restorative justice and therapeutic jurisprudence. Students completing this program are not eligible for state licensure as an MFT or LPCC.

Program Director

Talia Moore, Ed.D., tmm27@stmarys-ca.edu

Program Learning Outcomes

1. Familiarity with the Legal and Criminal Justice Systems

- Students will demonstrate knowledge of the basic principles of the legal and criminal justice systems as well as core legal cases relevant to the practice of Forensic Psychology.
- Demonstrates understanding of the culture of institutionalization and is able to utilize emotional intelligence and set appropriate boundaries when interacting with various individuals in forensic institutional settings.

2. Professional, Ethical and Legal Competence

- Knowledge of forensic psychological evaluation methods, including specialized assessment instruments used in forensic psychological practice.
- Students will develop awareness of the legal and ethical standards as they apply to professional forensic practice.
- Students will demonstrate mastery in their ability to think critically and apply legal and ethical standards to resolve ethical dilemmas while maintaining fidelity to principles of social justice.

3. Diversity and Cultural Competence

- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Students will understand the importance of cultural competence and diversity while demonstrating the capacity to engage in self-reflection, particularly on their implicit biases as evidenced by the ability to monitor their effect on others while engaging in professional activities.

4. Research and Writing Fluency

- Demonstrate ability to gather, read, synthesize and critically evaluate and interpret psychological and psychological research and how it applies to forensic practice and one's own work.
- Communicate effectively through oral and written presentations and reports and demonstrates appropriate use of APA style.

Required Courses

- FPSY 503 - Foundations of Forensic Psychology
- FPSY 605 - Advanced Human Diversity Issues in Counseling
- FPSY 606 - Forensic Psychology and the Law
- FPSY 507 - Psychology of Criminal Behavior
- FPSY 609 - Intervention & Treatment in Forensic Psychology
- FPSY 611 - Forensics: Psychometrics and Assessment
- FPSY 612 - Forensic Psychology Professional Practice Seminar
- FPSY 613 - Alcohol and Substance Abuse or COUN 613 - Substance Abuse
- FPSY 626 - Advanced Issues in Correctional and Community Counseling
- FPSY 686 - Supervised Field Placement
- FPSY 798 - Integrating Seminar (Forensic only)

Elective

Students complete one elective course from the following list:

- FPSY 671 - Trauma, Loss & Grief

- FPSY 572 - Foundations of Trauma Treatment
- FPSY 574 - Neurobiology of Trauma: Risk, Resiliency and Positive Psychology
- FPSY 575 - Spirituality, Community & Trauma
- FPSY 676 - Developmental Trauma, Complex PTSD, & Family Systems
- FPSY 677 - Motivational Interviewing and Trauma Informed Care
- FPSY 679 - Healing the Healers: Vicarious Trauma and Trauma Informed Care

Ed.S. in School Psychology

Our Education Specialist in School Psychology candidates acquire the knowledge and skills to become competent school psychologists and social justice advocates in PreK-12 schools.

Our program of study is aligned with the National Association of School Psychologists' (NASP) Model for Comprehensive and Integrated Psychological Services which focuses on data-based decision making and accountability, consultation and collaboration, and direct and indirect academic and mental health services for children, families, and schools. Our candidates learn about the history, theories, and research behind the field of counseling and specifically school psychology, and gain a variety of tools to support the success of all students with respect for human diversity and social justice; these tools include consultation, collaboration, counseling, and assessment at individual, group, classroom, and school-wide levels to support the academic, social, and emotional success of all students. In keeping with CCTC requirements, our program gives primary emphasis in helping public school pupils achieve academic success by emphasizing the importance of student support services.

Successful completion of a program of study of the Education Specialist in School Psychology program at Saint Mary's College of California, leading to a specialist degree* and Pupil Personnel Services Credential in School Psychology, involves a combination of coursework, fieldwork, and a culminating project, as well as meeting the PPS standards and registering for the credential.

School Psychologists are eligible to become Licensed Education Psychologists (LEPs) through the California Board of Behavioral Sciences (BBS) after completing 2 years of full-time work as a credentialed School Psychologist. LEPs' scope of practice includes providing diagnoses of psychological disorders related to academic learning processes; providing psychological counseling for individuals, groups and families; developing treatment programs and strategies to address problems of adjustment; coordinating intervention strategies for management of individual crises; and consulting with other educators and parents on issues of social development and behavioral and academic difficulties (California Board of Behavioral Sciences, 2011).

- 66 units, usually takes 3 to 4 years; designed to build skills that are applicable beyond the workplace and to help you grow and succeed
- Fall and Spring semester courses meet in person Monday - Thursday in the late afternoon / evenings & alternate Saturdays

Program Director

Stephanie D'Costa, Ph.D., sd43@stmarys-ca.edu

Student Learning Outcomes

1. Theories: Students begin to demonstrate knowledge of and skills in applying a wide range of developmental and counseling theories relevant to counseling in general and specific to their specialization(s) and are aware of the limitations of these theories when working with diverse or multicultural populations. (ILTG Theme 2: Develop Depth and Breadth of Knowledge)
2. Counseling Skills: Students will articulate the core conditions of a high quality therapeutic relationship, both in-person and via telehealth, and demonstrate proficiency in the key concepts of a wide range of microcounseling skills.
3. Personal Growth and Wellness: Students will identify goals and steps and implement action plans that promote their own personal growth and wellness. (ILTG Theme 3: Looking Inward: Identity Development)
4. Professional Development: Students will identify goals and steps and implement action plans that encourage their professional development relevant to their counseling specialization(s). (ILTG Theme 1: Cultivate Habits of Mind; Theme 3: Looking Inward: Identity Development)
5. Culturally Sustaining and Anti-Racist Counseling: Students will demonstrate self-awareness around their own biases, prejudices, limitations, and assets in working with diverse populations. Students will exhibit knowledge of and skills in counseling clients from a wide range of diversity in all its forms (e.g., gender, culture, ethnicity, race, age, sexual orientation, religion/spirituality, physical/mental abilities, class, and social and economic background), and gain competence in the principles of culturally sustaining, emancipatory, and anti-racist counseling practices. (ILTG Theme 3: Looking Inward: Identity Development)
6. Social Justice and Client Advocacy: Students will actively promote sensitivity to and awareness of social and ethical concerns, specifically related to the consequences of economic and social injustice. Through coursework and field experiences, students will begin to engage in promoting social justice for their clients/students, and work towards addressing systemic oppression. (ILTG Theme 4: Looking Outward: Community and Global Justice)
7. Law and Ethics: Students will demonstrate knowledge of and skills in applying the laws and ethical principles relevant to their counseling specialization(s) and discuss the limitations of ethical codes when working with diverse populations. (ILTG Theme 4: Looking Outward: Community and Global Justice)
8. Research: Students will demonstrate their ability to access, evaluate, and apply culturally relevant research practices that emphasize a collaborative approach specific to their counseling specialization(s), as well as professional and effective written and oral communication skills, including APA formatting. (ILTG Theme 2: Develop Depth and Breadth of Knowledge)
9. Case Management: Students will demonstrate the skills of goal-setting, assessment, and effective intervention with their clients as relevant to their specialization(s), counseling setting, and scope of practice, and learn to adapt their interventions to meet the needs of their diverse clients.
10. Technology Literacy: Students will demonstrate technological and digital literacy skills, use technology in culturally sensitive ways that reflect an understanding of social justice and equity and access implications, engage in ethical practice related to the use of artificial intelligence (AI), and gain skills in virtual and telehealth counseling modalities.

Courses

- COUN 601 - Counseling Skills I
- COUN 602 - Counseling Skills II
- COUN 604 - Theories of Counseling
- COUN 605 - Issues in Intercultural Counseling & Social Justice
- COUN 731 - Treatment of Children
- SPSY 623 - Learning Development & Cognition in Social Context
- SPSY 624 - Introduction to Psychological Assessment
- SPSY 625 - SP Neuro-Cognitive Assessment
- SPSY 700 - Legal and Professional Foundations of School Psychology
- SPSY 702 - Instructional Strategies and Interventions
- SPSY 712 - Systems Consultation
- SPSY 722 - School, Family, & Community Engagement

- SPSY 732 - SP Assessment of Social and Emotional Functioning
- SPSY 742 - SP Child/Adolescent Psychopathology
- SPSY 752 - Behavioral Strategies & Interventions
- SPSY 762 - Research Methods and Program Eval
- SPSY 772 - School Psychology Practicum Seminar
- SPSY 782 - School Psychology Fieldwork Seminar & Supervision
(must be taken twice)
- SPSY 792 - Internship Supervision and Seminar (must be taken twice)
- SPSY 798 - Portfolio Defense (must be taken twice)

Leadership Department

Bachelor's of Arts in Leadership & Organizational Studies (BALOS)

The BALOS program is currently being redeveloped for launch in a future year.

Master of Arts in Leadership

Our **Master of Arts in Leadership** program equips you with adaptive leadership skills to foster collaboration, drive meaningful change, and respond effectively to the evolving challenges facing organizations today. These challenges increasingly arise from rapidly shifting social, technological, and economic landscapes in an interconnected and globalized world.

Designed for professionals seeking to lead with purpose and innovation, this pioneering program offers flexibility, practical skills, and personal growth opportunities. Engage in learning with a diverse network of peers from public, private, and non-profit sectors while exploring contemporary leadership theories and practices.

By developing a broad range of competencies - from systems thinking to relational intelligence - you'll be prepared to lead with confidence and creativity in environments that are constantly evolving.

Program Structure

Total Units: 30 units

Modality: Hybrid (In-person executive weekends + online components)

Program Duration: 15 months

Modality

The MA in Leadership program is offered in a low-residency format designed for working professionals and adult learners seeking a flexible, engaging, and community-oriented graduate experience. Each course includes two weekend in-person sessions held on the Saint Mary's College campus, typically spaced 3-5 weeks apart. Between residencies, students engage in online learning, including readings, discussions, team projects, and faculty-guided reflections. This hybrid approach allows students to balance full-time work and life commitments while progressing through a transformative 15-month leadership journey in a cohort-based model that fosters deep connection, collaboration, and real-world application.

Program Director

Dr. Alfonso Montero, Interim Program Director

Program Learning Outcomes

1. **Leadership:** Critically evaluate and apply traditional and emerging paradigms of leadership to develop a values-based, context-responsive leadership practice.
2. **Scholarship:** Demonstrate the ability to integrate lived experience with leadership theory through clear, compelling communication and applied research methods.
3. **Personal Dimension:** Engage in critical self-reflection and cultivate multiple intelligences to support ethical awareness, self-development, and leadership alignment with personal values.
4. **Social Dimension:** Practice inclusive communication and collaboration by engaging diverse cultural perspectives and promoting equity, belonging, and justice in leadership settings.
5. **Applied/Integrative:** Integrate leadership identity, scholarship, and personal and social awareness into applied, systems-informed leadership practices that advance meaningful change.

Year 1

Fall Term

- LDSH 600 - Values in Action
- LDSH 601 - Practice of Building a Learning Community

Jan Term

- LDSH 670 - Art and Science of Coaching

Spring Term

- LDSH 605 - Leadership, Innovation, and Systems Change

Year 2

Summer Term

- LDSH 625 - Equity, Creativity, Belonging and Liberation
- LDSH 671 - Team Coaching / Group Facilitation

Fall Term

- LDSH 620 - Action Learning for Leadership and Change
- LDSH 630 - Leadership, Systems, and Interdependence

Ed.D. in Educational Leadership for Equity and Social Change

Our EdD program empowers current and aspiring leaders to develop the capacities and skills to transform lives, schools, organizations, and communities.

The innovative curriculum, offered in a hybrid format, is designed so working professionals can complete all degree requirements, including the dissertation, in three years. Courses invite learners to apply theory and research directly to their own practice.

With equity at the core of the curriculum, our graduates become educational and community leaders who address the causes and consequences of systemic injustice. They are critical scholar-practitioners who understand the challenges of our increasingly complex and global society and have the capacity and tools to adapt to the changing demands of the 21st century.

Program Directors

Monique Lane, Ph.D., mll5@stmarys-ca.edu

Tangela Blakely Reavis, Ph.D., tyr1@stmarys-ca.edu

Year 1

FALL

- EDAD 815 - Critical Social Theories
- EDAD 860 - Introduction to Doctoral Inquiry

SPRING

- EDAD 816 - Leadership for Equity and Social Change
- EDAD 865 - Qualitative Research Methods

SUMMER

- EDAD 817 - Humanizing Leadership Praxis
- EDAD 870 - Qualitative Research Methods

Year 2

FALL

- EDAD 818 - Equity Focused Learning Organization
- EDAD - Specialization Elective I

SPRING

- EDAD 819 - Critical Perspectives on Policy and Advocacy
- EDAD 915 - Dissertation Proposal Research Seminar

SUMMER

- EDAD 920 - Preliminary Review
- EDAD - Specialization Elective II

Year 3

FALL

- EDAD 925 - Dissertation Proposal
- EDAD 983 - Dissertation Research & Writing I

SPRING

- EDAD 930 - Dissertation Data Collection and Analysis
- EDAD 984 - Dissertation Research & Writing II

SUMMER

- EDAD 985 - Dissertation Research & Writing III

Teacher Education Department

Bilingual Authorization in Spanish (BILA)

The Bilingual Authorization in Spanish (BILA) is an added authorization that prepares you to teach in bilingual, dual-immersion, and dual language classrooms from TK-12th grade. It can be added onto a preliminary or clear Multiple Subject Credential (MSTE), Education Specialist Credential (SPED), or Single Subject Teaching Credential (SSTE). It can also be combined with an Master of Arts in Teaching (MAIT).

In our online Bilingual Authorization program, you will develop the capacity to teach in a way that honors and builds onto the linguistic resources that bilingual students bring to the classroom to enhance their language, literacy, and content learning in Spanish and English.

Program Director

Jonathan Montoya, Ph.D., jlm53@stmarys-ca.edu

Guiding Principles

- Honoring and supporting students' bilingualism and multilingualism to create inclusive and socially just classrooms
- Centering the experiences of students and families who have historically been marginalized in the education system
- Understanding language and literacy development as sociocultural processes
- Creating rigorous learning experiences with responsive and differentiated support for students
- Developing an inquiry stance to create innovative and responsive pedagogy

Courses

- BILA 500 - Methods and Materials in Spanish Bilingual Classrooms
- BILA 503 - Sociocultural Contexts of Bi/Multilingualism in Latinx Communities

Multiple Subject Credential (MSTE)

Earning a Multiple Subject Teaching Preliminary Credential provides a firm foundation for your career as a K-8 public school teacher. Our teaching program is one of the most well-respected in the area, and our credentialed students are some of the most qualified educators to teach in K-8 schools in California.

The Multiple Subject Credential consists of 38 units of in-person coursework. Students start in the summer term and typically take 1 year (Summer, Fall, Janterm, Spring) to complete the program.

Program Director

Jill Rathjen, M.Ed., jar2@stmarys-ca.edu

Student Learning Outcomes

- Design lessons and deliver instruction that is linguistically, culturally and developmentally appropriate to students.
- Learn and develop effective methods for cultivating a caring, supportive, nurturing, and rigorous classroom community (within our teacher education classrooms and at school sites).
- Use a variety of formative and summative assessments to meet the needs of different learners, including student self-assessment and self-reflection as partners in teaching and learning.
- Ensure that all students have full opportunities for academic success, without regard to ethnicity, race, gender, culture, social class, language or disability.
- Demonstrate professional practice growth in partnership with school sites, communities, families, and students.
- Demonstrate that you have met all of the Teacher Performance Expectations set by the California Commission on Teacher Credentialing.

Courses

- TED 501 - Learning, Development, and Culture
- TED 502 - Introduction to Special Education
- TED 503 - Teaching Emergent Bilingual Students
- MSTE 511 - Fieldwork Seminar I
- MSTE 512 - Fieldwork Supervision I
- MSTE 517 - Introduction to Field Experience
- MSTE 521 - Fieldwork Seminar II
- MSTE 522 - Fieldwork Supervision II
- MSTE 523 - Technology in the Classroom
- MSTE 542 - Preparation for Teacher Performance Assessment
- MSTE 545 - Curriculum and Instruction: Social Studies
- MSTE 549 - Curriculum and Instruction: Science
- MSTE 550 - Curriculum and Instruction: Mathematics

- MSTE 563 - Curriculum and Instruction: Literacy I
- MSTE 564 - Curriculum and Instruction: Literacy II
- MSTE 575 - Health and Physical Education

Education Specialist Credential (SPED)

Our special education credential program is one of the most well-respected in the educational community, and our students emerge as highly-qualified educators with the ability to teach in public and private schools throughout California from Kindergarten through 12th grade. Our programs combine current research and theory with real-life classroom experience to round out your education. Coupled with Saint Mary's Lasallian pedagogy and a commitment to social justice, students are prepared to be reflective teachers and leaders in their school and community.

Our Education Specialist Mild-to-Moderate Credential program provides candidates with learning opportunities in a wide range of settings and service options for students with disabilities. This credential will prepare you with the knowledge and skills necessary for a successful and rewarding career teaching and providing services to students in grades K-12 in California with:

- Autism spectrum disorder
- Specific learning disabilities
- Emotional disturbances
- Mild-to-moderate intellectual disabilities
- Other health impairments (including ADD and ADHD)

The Education Specialist Credential consists of 37 units of in-person coursework. Students start in the summer term and typically take 1 year (Summer, Fall, Janterm, Spring) to complete the program.

Program Director

Jill Rathjen, M.Ed., jar2@stmarys-ca.edu

Student Learning Outcomes

- Design lessons and deliver instruction that is linguistically, culturally and developmentally appropriate to students.
- Learn and develop effective methods for cultivating a caring, supportive, nurturing, and rigorous classroom community (within our teacher education classrooms and at school sites).
- Use a variety of formative and summative assessments to meet the needs of different learners, including student self-assessment and self-reflection as partners in teaching and learning.
- Ensure that all students have full opportunities for academic success, without regard to ethnicity, race, gender, culture, social class, language or disability.
- Demonstrate professional practice growth in partnership with school sites, communities, families, and students.
- Demonstrate that you have met all of the Teacher Performance Expectations set by the California Commission on Teacher Credentialing.

Courses

- TED 501 - Learning, Development, and Culture
- TED 502 - Introduction to Special Education
- TED 503 - Teaching Emergent Bilingual Students
- MSTE 563 - Curriculum and Instruction: Literacy I
- MSTE 564 - Curriculum and Instruction: Literacy II
- SPED 542 - Practicum for Teacher Performance Assessment
- SPED 582 - Positive Behavior Support
- SPED 591 - Fieldwork Supervision I
- SPED 592 - Best Practices for the Education Specialist
- SPED 593 - Educational & Assistive Technology for Mild/Moderate Disabilities
- SPED 594 - Fieldwork Seminar I
- SPED 595 - Fieldwork Supervision II
- SPED 597 - Consultation, Collaboration & Communication for the Ed Specialist
- SPED 598 - Fieldwork Seminar II
- SPED 599 - Assessment and Program Planning

Single Subject Teaching Credential (SSTE)

Our teaching credential programs are the most well-respected in the educational community, and our students emerge as highly-qualified educators with the ability to teach in public/private schools throughout California from 6th through 12th grade. Our programs combine current research and theory with real-life classroom experience to round out your education. Coupled with Saint Mary's Lasallian pedagogy and commitment to social justice, students are prepared to be reflective teachers and leaders in their school and community.

We offer a Single Subject Teaching Preliminary Credential in 9 subjects:

Art, Dance, English, Mathematics, Music, Physical Education, Science, Social Science, and World Language.

The Single Subject Credential consists of 34 units of in-person coursework. Students start in the summer term and typically take 1 year (Summer, Fall, Janterm, Spring) to complete the program.

Program Director

Jill Rathjen, M.Ed., jar2@stmarys-ca.edu

Student Learning Outcomes

- Design lessons and deliver instruction that is linguistically, culturally and developmentally appropriate to students.
- Learn and develop effective methods for cultivating a caring, supportive, nurturing, and rigorous classroom community (within our teacher education classrooms and at school sites).
- Use a variety of formative and summative assessments to meet the needs of different learners, including student self-assessment and self-reflection as partners in teaching and learning.

- Ensure that all students have full opportunities for academic success, without regard to ethnicity, race, gender, culture, social class, language or disability.
- Demonstrate professional practice growth in partnership with school sites, communities, families, and students.
- Demonstrate that you have met all of the Teacher Performance Expectations set by the California Commission on Teacher Credentialing.

Courses

- TED 501 - Learning, Development, and Culture
- TED 502 - Introduction to Special Education
- TED 503 - Teaching Emergent Bilingual Students
- SSTE 515 - Foundations of Secondary Education
- SSTE 527 - Preparation for Teacher Performance Assessment
- SSTE 540 - Culturally Responsive Classroom Environment
- SSTE 550 - Instructional Design I
- SSTE 550L - Instructional Design Content Breakout
- SSTE 554 - Foundations of Literacy
- SSTE 574 - Fieldwork Supervision I
- SSTE 575 - Fieldwork Seminar I
- SSTE 576 - Health Education
- SSTE 580 - Instructional Design II: Content Specific Area
- SSTE 585 - Fieldwork Seminar II
- SSTE 586 - Fieldwork Supervision II

Master of Arts in Teaching

The Master of Arts in Teaching is an individualized, project-based graduate program for teachers who want to deepen their knowledge of how to teach their subject, as well as enhance their understanding of contemporary educational issues and pedagogical content knowledge. The add-on Catholic Educator Emphasis allows participants planning to work in Catholic schools to delve into the intersections of faith and education, as well as the ways in which Catholic education serves as a tool for social change in marginalized communities.

How long is the program?

Credential + MAIT

Students who already hold a bachelor's degree can earn their teaching credential and their Master of Arts in Teaching in just 18 months.

Multiple Subject: 38 MSTE credential units + 12 MAIT units = 50 units

Single Subject: 34 SSTE credential units + 12 MAIT units = 46 units

Education Specialist: 37 SPED credential units + 12 MAIT units = 49 units

Classes for our one-year credential programs meet on campus. Credential completers can opt to continue with the online Master of Arts in Teaching program.

Online MAIT Only (current teachers)

The 30-unit online MAIT-only program is made up of four core courses and at least one elective. Applicants who have completed a credential as a post-baccalaureate student at Saint Mary's College or another accredited program in California can typically complete the program in 11 months. Other options include an accelerated 6-month schedule (recommended for students who can attend full-time during the summer, with no other commitments), or courses can be spread out over multiple years. It is possible to take classes only during summers if that is most convenient for you. The program must be completed within 5 years.

The program culminates in the design of an original Capstone Project, to be used in the classroom or broader school community.

Applicants who do not hold a California teaching credential are still eligible to earn their Master of Arts in Teaching at Saint Mary's College. For more details, contact admissions at ksoe@stmarys-ca.edu.

For students who earned their credential as undergraduates at Saint Mary's

MAIT is 30 units total: Up to 9 units of dual credit is accepted from your completed SMC credential program. The remaining 21 units will be 12 units of required SMC graduate level MAIT courses, plus electives.

For credentialed non-Saint Mary's College applicants

MAIT is 30 units total: Up to 15 units of post-baccalaureate credits accepted from the credential program you completed. The remaining 15 units will be 12 units of required SMC graduate level MAIT courses, plus electives.

For non-credentialed applicants

MAIT is 30 units total: Up to 15 units of post-baccalaureate credits may be accepted. Students will complete 12 units of required SMC graduate level MAIT courses, plus electives.

For credentialed Catholic Education Emphasis applicants

MAIT is 30 units total: Up to 12 units of post-baccalaureate credits accepted from the credential program you completed. The remaining 18 units will be 12 units of required SMC graduate level MAIT courses, plus two 500 level TRS courses (6 units) for the emphasis in Catholic Education. Your capstone project will also center on a topic related to Catholic Education.

For non-credentialed Catholic Education Emphasis applicants

MAIT is 30 units total: Up to 12 units of post-baccalaureate credits may be accepted. Students will complete 12 units of required SMC graduate level MAIT courses, plus electives, plus two 500 level TRS courses (6 units) for the emphasis in Catholic Education. The capstone project will also center on a topic related to Catholic Education.

Program Director

Jill Rathjen, M.Ed., jar2@stmarys-ca.edu

Learning Outcomes

1. Create a set of guiding questions focused on a subject area and topic taught in school in which the student wishes to develop deep expertise; utilize these guiding questions in self-directed study, professional development and field-based experiential learning.
2. Access, evaluate and summarize resources and experiences for improving understanding of content knowledge, pedagogical knowledge and pedagogical content knowledge, by seeking answers to the guiding questions, including carrying out in-depth interviews with experienced teachers of the chosen subject.
3. Assess, summarize and communicate the usefulness of a wide variety of content-specific educational resources, including primary texts and materials, secondary sources, sites for experiential learning, textbooks, and computer-mediated learning environments.
4. Demonstrate the integration of knowledge acquired in the program by creating a web-based repository for content-specific resources, with full documentation of sources, organized and annotated in a way that makes it useful for other educators.
5. Investigate and articulate major challenges involved in teaching in a specific subject area, locate and read relevant theory and research, and develop pedagogical strategies, approaches and techniques to improve instruction in this area.
6. Summarize, synthesize and reformulate research findings, theories and applications of pedagogical content knowledge for a specific subject area, in the form of a broad and deep review of the scholarly literature in the area.
7. Design and create a Capstone Project synthesizing the learning constructed during the course in the areas of content knowledge, pedagogical knowledge and pedagogical content knowledge, as well as progress in the application of this knowledge in teaching a specific topic. Deliver a summary presentation of this project to the Kalmanovitz School of Education.

Required Courses

- MAIT 601 - Introduction to Inquiry
- MAIT 602 - Content Knowledge
- MAIT 603 - Pedagogical Knowledge
- MAIT 604 - Capstone Project
- MAIT 610 - Special Topics in Education

Electives

Students complete 18 units of electives. Up to a certain number of post-baccalaureate credits (see above) from other institutions may be used to complete elective requirements. Students who earned their credential as undergraduates at Saint Mary's may count up to 9 units of their credential coursework toward the electives category.

For the emphasis in Catholic Education, 6 of the elective units must consist of:

- TRS 520 - The Vocation and Spirituality of the Catholic Educator
- TRS 524 - Liturgy, Sacraments, and Faith Formation in Catholic Education

Graduate and Professional Course Descriptions

Course Descriptions

Any course listed in this catalog with a prerequisite assumes a grade of C– or better in the prerequisite course, unless specified otherwise by the department or program in its course listings.

Courses numbered 100 to 299 are lower-division; courses numbered 300 to 499 are upper-division; courses numbered 500 to 999 are graduate. For more information on course numbers and, please visit our [Academic Definitions](#) page.

Final information concerning course offerings and class schedules will be issued at the time of registration for each term. January Term courses are listed separately in the JanTerm catalog (top right, drop down menu). The College reserves the right to cancel any course for enrollment or administrative purposes.

Kalmanovitz School of Education

BILA 500 - Methods and Materials in Spanish Bilingual Classrooms

Prerequisites

Fluency with oral and written Spanish is required, at least at ACTFL intermediate-high level.

This course prepares bilingual teacher candidates to apply research and theory on bilingual language and literacy development to support the language, literacy, and content learning of emergent multilingual students in Spanish bilingual classrooms. Candidates are introduced to the history of bilingual education in California and the goals, opportunities, and challenges of different bilingual program models. They learn how to leverage both languages and create interdisciplinary instruction that integrates content learning and language and literacy development in both Spanish and English. This course is taught primarily in Spanish. Prerequisites: Fluency with oral and written Spanish is required, at least at ACTFL intermediate-high level. This course supports bilingual teacher candidates to apply learning from BILA 501: Methods and Materials in Spanish Bilingual Classrooms in their own teaching practice. Teacher candidates will be supported to engage in an inquiry process over the semester. Candidates will identify a focal student and use formative and summative assessment to learn about their language and literacy abilities in both Spanish and English. Based on this assessment analysis, candidates will engage in a series of three lesson cycles to support their focal student's learning—designing instruction, teaching, video recording lessons, and analyzing their recordings and formative assessment data to inform their subsequent instruction. Finally, they will reflect on their focal student's learning over time and on their own learning as educators. This course is taught bilingually in Spanish and English.

Course credits: 3

BILA 503 - Sociocultural Contexts of Bi/Multilingualism in Latinx Communities

Prerequisites

Fluency with oral and written Spanish is required, at least at ACTFL intermediate-high level.

This course supports Spanish bilingual teacher candidates to develop an understanding of the diverse histories and cultures of Latinx communities in the United States and enact an asset stance that honors and builds on students' and families' linguistic and cultural resources in the classroom. Candidates will learn about historical and contemporary patterns of Latin American immigration in the U.S. and California and the diverse transnational experiences of Latinx communities. The course also provides a foundational understanding of bilingualism and language use and development in bi/multilingual contexts. The course is taught in Spanish and, through the course, candidates develop and demonstrate Spanish proficiency at at least the advanced-low level.

Course credits: 3

COUN 600 - Introduction to Counseling Research

This course introduces students to behavioral science research methodology and application and provides students with skills for accessing counseling literature through several venues (e.g., Internet, databases). The course includes an introduction to fundamental concepts of research design and methodology, as well as the basic types of statistical analysis. Ethical issues in designing and conducting research and disseminating the results are covered, as well as additional elements and aspects of reviewing and evaluating the professional literature in counseling and education, to promote the students' abilities to appropriately and effectively apply research to practice.

Course credits: 1

COUN 601 - Counseling Skills I

This course provides a conceptual and experiential introduction to counseling skills (verbal, nonverbal and para-verbal) that lead to client empowerment and positive behavior change. Using a range of theoretical and structured, skills-based approaches, students will develop beginning skills in attending, responding, rapport-building, reflective listening, demonstrating empathy, and asking open- and close-ended questions. Self-awareness, awareness of dynamics of power and privilege, and the development of multicultural competencies will be emphasized throughout the course. The course involves a lecture and discussion/activity component, as well as coordination and supervision of small training groups in which students work with a counseling skills trainer to practice and develop their emerging skills in effective listening, counseling, and communication.

Course credits: 3

COUN 602 - Counseling Skills II

Prerequisites

COUN 601 previously, COUN 604 previously or concurrently.

This course completes the students' counseling immersion experience, which is grounded in humanistic psychology and a variety of other counseling theories. Using a structured, skills-based approach, students will continue to practice basic counseling skills (e.g., attending, rapport-building, observing, listening, and responding with interchangeable empathy). Students will further develop skills in appropriate confrontation, immediacy, and self-disclosure, as well as helping clients with meaning making, interpretation, and goal setting. Self-awareness, awareness of dynamics of power and privilege, and the development of multicultural competencies will be emphasized throughout the course. The course involves a lecture and discussion/activity component, as well as coordination and supervision of small training groups in which students work with a counseling skills trainer to practice and continue to develop their skills in effective

listening, counseling, and communication.

Course credits: 3

COUN 603 - Personal and Professional Development of Counselors

Self-awareness and compassionate self-understanding, personal growth, and on-going professional development are essential to the well-being and effectiveness of counselors. This is a foundational course in the Counseling Department designed to provide graduate students with a general introduction to the field of counseling and to the program; to introduce students to integral and holistic health as it pertains to counseling; and to inspire students to understand, respect, and care for themselves personally and professionally, now and throughout their lives. This course provides information, experiences, and resources from a variety of educational, psychological, and cultural contexts crafted to enhance personal and sociocultural awareness, health, well-being, and responsibility.

Course credits: 3

COUN 604 - Theories of Counseling

This foundational course provides students with an overview of the historical development of psychotherapy and counseling theories including both traditional and more recent theories, as well as transpersonal and Eastern approaches. An emphasis is placed on understanding the major theorists' basic assumptions about human nature and mental health, and their primary concepts, general approach, and techniques. Application of various theories is demonstrated through video, role-play, in-class group activities and/or transcripts in the textbooks. Students are encouraged to further investigate those theories that most interest them and to begin developing their own holistic, integrated counseling philosophy. The course includes an introduction to the findings of research evaluating the efficacy and efficaciousness of a wide variety of counseling theories.

Course credits: 3

COUN 605 - Issues in Intercultural Counseling & Social Justice

This is a 3-unit graduate counseling course that is required for all SMC students earning a master's degree in counseling across all counseling specializations in the COUN department. Intercultural Counseling and Social Justice is a three-unit course, designed to address the social and political context of counseling individuals, families, and groups with diverse identities and social locations. Other areas of investigation include the intersections of race, ethnicity, class, gender, sexual orientation, age, physical ability, and the impact of oppression. Intercultural communication patterns and multicultural counseling theory and practice are emphasized, along with the role of the counselor as an advocate, ally, and agent of social change.

Course credits: 3

COUN 610 - Career Counseling

Prerequisites

COUN 604 and COUN 620 previously, COUN 602 previously or concurrently.

This course provides students with the knowledge and skills to help their future clients/students to understand and direct their career development. Major areas of study include: 1) an introduction to career development models and theories; 2) strategies for career decision making and planning across the lifespan (including normal life transitions); 3) use and interpretation of career assessment instruments; 4) understanding and use of occupational, economic, and labor market information and resources; 5) job seeking skills; 6) exploration of career education programs for diverse populations in a variety of educational and work settings; and 7) knowledge, skills, and abilities that address the

requirements for the CCTC Pupil Personnel Services (PPS) Credential in School Counseling.

Course credits: 3

COUN 611 - Law, Ethics, & Values

This course investigates legal, ethical, and values issues as they relate to counseling students in all specializations in the Counseling Department. The class is designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. The instructor must be familiar with major laws and ethical principles in the field of counseling in general, as outlined by the American Counseling Association (ACA) Code of Ethics. Students will be exposed to specific laws related to their specializations (e.g., school counseling or school psychology, marriage and family therapy) in other courses. This course focuses on local, state, and national laws governing the general practice of professionals in the counseling field.

Course credits: 3

COUN 612 - Human Sexuality

This Human Sexuality course is designed for counselors who will encounter topics of sexuality in their professional work with clients and students. It will provide a safe environment for students to acquire increased comfort and understanding of their own sexual attitudes, values, and beliefs, as well as those of others. By the end of the course, students will have an understanding of: (1) the biology and anatomy of human sexuality, (2) the cultural, sociological, psychological and ethical factors related to sexuality, and (3) how to encourage sexual health by helping to educate their clients and facilitating their clients to empower themselves.

Course credits: 1

COUN 613 - Substance Abuse

This course will introduce you to some of the basic principles and practices in the field of substance abuse. We will examine contemporary perspectives on alcohol and other drug use and addictive behavior, including smoking, compulsive gambling, eating disorders, and sexual addictions. We will examine the effects of these substances on individuals, families, and the community at large with a focus on gender and ethnicity differences in addicted populations. The course will provide an introduction to the basic principles of substance abuse theory and treatment and to the assessment and diagnosis of these problems.

Course credits: 2

COUN 620 - Psychological Testing and Assessment

The goals of this course are to introduce the students to assessment theory and procedures, to provide experience in administering and scoring tests, and to interpret assessment data. The focus is on the use of assessment in schools and clinical settings, and the current issues and trends in testing. Students will be encouraged to critically review current testing procedures and biases in assessment and to advocate for responsible and multiculturally competent test usage for clients. The instructor must be skilled in teaching the foundations of statistics and statistical analysis of assessment tools, and familiar with the administration and interpretation of such instruments.

Course credits: 3

COUN 621 - Human Development & Family Relationships

This course is an exploration of the individual and family life cycles, emphasizing the contextual relevance of history, culture, ethnicity, class, religion, and gender. Major traditional and more recent developmental theories are examined, with an emphasis on relevant research and their applicability to all genders and families from diverse cultures and backgrounds. Influences of developmental issues on individuals and family relationships are addressed. Clinical implications are identified and considered.

Course credits: 3

COUN 622 - Group Theory and Practice

Prerequisites

COUN 601, COUN 602, and COUN 604 completed previously.

In this course, students develop the knowledge and skills necessary to participate in and lead groups. This course includes a survey of group counseling theories, techniques, and research; discussion of professional, ethical, multicultural, and clinical issues in group practice; review of the developmental stages of groups; and practice as group members and leaders. This course is taught in an experiential format, with both live group counseling and lecture/discussion components. The instructor must be skilled in group counseling theory and in the practice of facilitating groups.

Course credits: 3

COUN 701 - Psychopathology

Prerequisites

COUN 601 previously, COUN 604 previously or concurrently.

This course provides classification of abnormal behaviors, and affective and personality disorders, utilizing the DSM 5. It also addresses the etiology, assessment, diagnosis, treatment, and prognosis of mental disorders, with referral implications for various diagnoses.

Course credits: 3

COUN 703 - School Counseling Practicum & Action Research

Prerequisites

COUN 600 and COUN 601, previously.

This 3-unit course is designed to give PPS-SC students practical experience in problem-solving and action research in a school setting. Students will spend 50 hours in 1-2 school sites shadowing school counselors and identifying and exploring an actual, school-based problem or issue related to school counseling. Using the principles of collaborative action research, students will work in teams to design and implement an assessment tool that addresses the identified problem or issue. Students will spend class time processing their shadowing experiences, learning about collaborative action research, and working together to find ways to approach the identified problem or issue. Students will be mentored throughout the semester by 2nd- and 3rd-year students in the field experience class. Final team projects will be presented in the field experience class at the end of the semester and at the KSOE Action Research Conference.

Course credits: 3

COUN 704 - Foundations of Higher Education and Student Services

Prerequisites

COUN 601 previously, COUN 604 previously or concurrently.

This course introduces counseling students to the field of higher education and student affairs: theory, research, practice, and current issues. As an introduction to this professional field, this course examines the historical, theoretical, and functional foundations of higher education and explores the role(s) of the counselor and student affairs administrators in higher education settings. The course aims to develop and build upon the counselor's working knowledge of multicultural and diverse client/student populations and consider an equity and inclusion framework to provide culturally relevant and appropriate student affairs interventions and supports by not only understanding and adhering to that framework, but by advocating for social justice in education, and in higher education in particular. Understanding the oppressive foundational constructs of higher education systems provides students with the ability to form their perspectives to develop their careers as counselors.

Course credits: 3

COUN 711 - Theory and Practice of Couples Counseling**Prerequisites**

COUN 601, COUN 602, COUN 604, and COUN 621 previously.

COUN 721 and COUN 791 previously or concurrently.

This two (2)-unit course teaches students how to apply a range of micro counseling skills in a couples setting and presents clinical theories, concepts, and interventions required to work with couples. Simulated experiential practice, live and video demonstrations, personal processing reading responses, clinical assignments, student demonstrations and presentations, and a final paper are the primary methods used for instruction. Personal relationship patterns and countertransference issues that may impact work with couples are emphasized. The instructor must be skilled in couples counseling theory and in the practice of working with couples.

Course credits: 2

COUN 713 - Psych Perspectives of Gender

This two (2) unit graduate counseling course serves as an introduction to the psychology of gender, with an emphasis on the psycho-social effects of the "genderization" of women and men from a systemic, multicultural, feminist perspective. History, theories, research and constructs regarding the personal-political implications of sexism and gender norms are examined. Non-sexist and gender-fair counseling approaches and research methods are delineated; attention is paid to gender-specific issues pertinent to mental health and well-being.

Course credits: 2

COUN 714 - Social Justice in Higher Ed: Theory Practice & Research**Prerequisites**

COUN 601, COUN 602, COUN 604, COUN 611, COUN 621, and COUN 704 previously.

COUN 605 previously or concurrently.

The course examines the historical, theoretical, and functional foundations of student affairs in the context of leadership and equity in higher educational institutional settings. This course aims to develop and build upon counselors' working knowledge of first generation and diverse client/student populations in order to promote culturally relevant and appropriate student affairs professional leadership development and to advance an understanding of how student services can impact and promote social justice advocacy. Special attention is paid to social justice issues in education,

specifically in higher education settings. The course is intended to assist students to develop an understanding of governance and organizational structure of institutions of higher education, while introducing students to the need for leadership and social justice advocacy in higher education.

Course credits: 3

COUN 721 - Family Systems, Theories, and Applications

Prerequisites

COUN 601 and COUN 621 previously, COUN 602 previously or concurrently.

This course provides an introduction to the theories and practice of family therapy, and includes an overview of family systems theories: natural systems, psychodynamic, experiential, structural, communications, strategic, and postmodern. The content covers three essential areas of study: (a) theoretical concepts and models of systems theory and family therapy, along with related research and professional issues; (b) practical information, techniques, and procedures; and (c) issues concerning today's couples and families, including those family contexts that do not conform to the traditional nuclear family model. Throughout the course, all contexts relevant to the process of therapy, including gender, culture, and ethnicity, will be explored. The impact of domestic violence (DV), gender, and culture on family dynamics will also be reviewed.

Course credits: 3

COUN 723 - School Counseling: Issues & Interventions

Prerequisites

COUN 601 previously, COUN 621 previously or concurrently.

This course combines a synthesis of theory, an overview of current issues, and an introduction to the application of counseling skills in the school setting for children and adolescents. Assessment, crisis intervention, referral process, pupil advocacy, systems consultation, group work, and supportive/educational counseling for K-12 students and their families will be discussed.

Course credits: 3

COUN 731 - Treatment of Children

Prerequisites

COUN 601 and COUN 621 previously, COUN 602 previously or concurrently.

Treatment of Children is a survey class on a variety of theories, techniques and modalities to the treatment of children individually and in a family context. This class includes social justice, multicultural and trauma-informed frames from which to conceptualize children and youth clinical cases. Some of the modalities which will be introduced and practiced are play, art, and sand tray therapy. This class will teach you how to apply said modalities to theoretical orientations. Discussion will include: 1) assessment, 2) therapeutic relationships, 3) complex trauma, 4) historical and intergenerational trauma, 5) socio-emotional wellness, 6) infant/child and parent psychotherapy, 7) treatment planning, 8) divorce, 9) peace corners, 10) domestic and community violence, 11) bullying, 12) child symptomatology, 13) development and 14) socio-cultural constructs. Through the readings, discussions and experientials, this course will look at the historical development of child therapy, key theoreticians and practitioners in the field.

Course credits: 3

COUN 733 - Systems Consultation

Prerequisites

COUN 703 previously, COUN 793 previously or concurrently.

This three (3)-unit graduate counseling course serves as an analysis of organizational systems and organizational development consulting skills. There is an emphasis on the individual and team consultation processes. In addition, students will strengthen methods of initiating and maintaining consultative relationships with and among teachers, staff, and parents to prevent school failure and increase the success, of pupils who have physical, social, intellectual, and emotional needs.

The course will begin with an overview of consultation and collaboration, including the generic model of consultation and the various stages of the consultative process. Students will examine the school as an organization and the issues and trends that face schools from a psychosocial perspective. As the theoretical and functional foundations are laid, students will begin to develop their understanding of the many roles school counselors and school psychologists take within school-based settings, and how they can serve as catalysts for systems change and social justice through their facilitation of multi-tiered systems of support that promote resilience, ameliorate risk, and create a positive learning environment for all students. Lastly, students will become familiar with models of counselor intervention, collaboration, and consultation with special emphases on Caplan's mental health and behavioral models and Lambert's model of consultee-centered mental health consultation in school-based settings.

Course credits: 3

COUN 741 - Advanced Clinical Practice**Prerequisites**

COUN 600, COUN 601, COUN 602, COUN 604, and COUN 621 previously.

This course provides an introduction to current trends in psychotherapy theory, research, and practice, with an emphasis on application to advanced counseling students pursuing a clinically focused specialization (i.e. MFT/PCC, CSS/PCC). Summaries of psychotherapy research are reviewed to support building an informed integrative approach to counseling. Central topics include the therapeutic relationship, evidence-based practice, integrative approaches to psychotherapy, mindfulness practices, and the inclusion of spiritual and religious issues in counseling. Considerations for treatment include a review of case conceptualization, assessment, and treatment planning.

This course is taught using a seminar discussion format. Students are expected to attend class prepared by completing all readings and developing critical discussion questions. The instructor's role is to act as facilitator and to provide expert guidance and case examples in relation to the practical application of psychological theory and the integration of spiritual concerns as a multicultural skill set.

Course credits: 3

COUN 751 - Community Mental Health Counseling**Prerequisites**

COUN 600, COUN 601, COUN 602, COUN 604, COUN 605, and COUN 621 previously.
COUN 701 previously or concurrently.

This is an advanced counseling course designed to prepare students to understand the community mental health system and the role of counselors in community mental health settings, including counseling in context, outreach to distressed and marginalized clients, client and system advocacy, community collaboration and developmental and preventive interventions. This course considers the limitations of the person-focused counseling paradigms. Drawing from principles of social justice, science, theory and professional expertise, this course examines culturally-responsive community-based programs in crisis, disaster and/or trauma counseling and clinical work with severely mentally-ill populations. Attention is given to developing needs assessments in order to design, implement, and evaluate community counseling programs, interventions and systems and systems that include families and communities as

partners in these programs.

Course credits: 3

COUN 761 - Addictions, Dual Diagnoses, and Recovery-Oriented Treatment

Prerequisites

COUN 601, COUN 602, COUN 604, COUN 611, COUN 613, COUN 621, and COUN 701 previously.
COUN 605 previously or concurrently.

This one-unit advanced course expands on the basic principles of substance abuse theory, assessment, diagnosis, and treatment introduced in COUN 761. The course addresses addiction issues from prevention to treatment and long-term care, with a special focus on the effects of substance use and abuse on populations at risk for addiction. Addictions such as eating disorders, compulsive overeating, gambling, online gaming, sexual addictions, and so on, are also discussed throughout the course. Key topics include assessment, diagnosis, and treatment of substance abuse disorders and addictions, as well as co-occurring disorders. Medical, legal, social, political, and racial aspects of substance use issues are covered through readings and discussions, as well as course assignments. Current best practices, including the recovery-oriented systems of care (ROSC) approach to treatment, are presented; the importance of community resources, support systems/individuals, client advocacy, and multicultural competence are stressed.

Course credits: 3

COUN 771 - Psychopharmacology

Prerequisites

COUN 601, COUN 604, and COUN 701 previously

This course provides an introduction to the biochemical and neurological structures involved in psychological functioning. Overview of the various classes of psychotropic medications commonly used to treat psychiatric illnesses, including antidepressants, anxiolytics, antipsychotics, and mood stabilizers, etc. Overview of possible therapeutic benefits and side-effects/risks associated with their use. Review of ethical and legal considerations, communication with psychiatrists, primary care physicians, and client/consumers.

Course credits: 3

COUN 781 - Counseling Older Adults and Their Families

Prerequisites

COUN 601, COUN 602, COUN 604, and COUN 621 previously.

In this class, we will explore the biological, social and psychological changes and transitions that occur during late adulthood (age 60 on) until death. We will examine both normative and non-normative life trajectories and life events and changes, especially in the context of socio-historical, cultural, and demographic factors, discuss the choices that people face in their later years, and the factors that contribute to decision-making by adults. Various social identities, such as gender, class, race/ethnicity, and religion, will be utilized as analytic frameworks to understand the variability across adulthood, both in the U.S. and in other countries. Issues related to long-term care and mental health issues of older adults will be addressed. Assessment and reporting of elder and dependent adult abuse and neglect, and related treatment, will also be included.

Course credits: 1

COUN 791 - Counseling Field Experience (MFT/PCC)

The primary purpose of the course is to develop a learning network and consultation skills with other colleagues in the class. Additional emphases will include analysis and discussion of specific therapy issues. MFT/LPCC licensing requirements will be revisited as will strategies for working with particular client situations and specialized clinical areas. Time will be devoted to case discussions by seminar attendees and topics of special interest to field placement seminar students. Up to three one-hour consultations are available with the professor upon request.

Repeatable

Yes

Course credits: 1-3

COUN 793 - Counseling Field Experience (SC)

Students are engaged in their fieldwork in clinical, school or college settings appropriate to their program specialization(s) and career objectives. Weekly seminars are provided for the specific specializations. In addition, supervision is provided by program approved field supervisors and university supervisors. Via the seminars and supervised experiences, advanced training in applying the Counseling Skills Model and other coursework to the students' field placement(s) is provided. This advanced training includes interviewing, assessment, diagnosis, prognosis, advising, educating, and counseling as appropriate to the students' field placements. Also addressed are an integration of theories and techniques, as well as the cultural, legal, and ethical issues relevant to the fieldwork site and the students' specialization(s). Personal and countertransference issues involved in the students' field experience are addressed and discussed as needed.

Repeatable

Yes

Course credits: 1-3

COUN 794 - Counseling Field Experience

Students are engaged in their fieldwork in clinical, school, or college settings appropriate to their program specialization(s) and career objectives. Weekly seminars are provided for Higher Education & Student Affairs (HESA), Career Counseling, HESA/PCC, and General Counseling students. This advanced training in the field includes higher education law and ethics, assessment, advising, educating, and counseling as appropriate to the students' field placements. Also addressed is an integration of theories and techniques, as well as the cultural, legal, and ethical issues relevant to the fieldwork site and the students' specialization(s). Students may present-in both formal and informal ways-client/student cases for peer consultation and feedback. Personal and countertransference issues involved in the students' field experience may be identified and discussed as needed. The instructor for this course must have both theoretical and practical skills in a setting appropriate for the seminar.

Repeatable

Yes

Course credits: 1-3

COUN 797 - CPCE Exam Preparation

This course is designed to prepare students to take the Counselor Preparation Comprehensive Exam (CPCE) and includes an overview of knowledge and skills in the field of counseling. The course covers eight common core areas of study to prepare students to sit for the CPCE as part of the completion of their master's program.

Course credits: 3

COUN 799 - Counseling Master's Project or Thesis

Prerequisites

COUN 600 and EDUC 772, previously.

This course is designed to provide support to masters candidates in the data collection, data analysis, and written presentation of their thesis project. Topics to be covered include the IRB proposal process, data collection and analysis strategies, and data discussion and graphical presentation strategies. Students will learn from and support each other as they trouble-shoot challenges that arise. Students are expected to consult with their thesis chair while completing the requirements of this course.

Course credits: 3

EDAD 815 - Critical Social Theories

Critical theories question power, oppression, and the status quo. They aim to critique and change society by uncovering the assumptions that keep humans from a complete understanding of how the world works. The implicit goal of a critical social theory is to advance the emancipatory function of knowledge, thus answering the question, what are the possibilities for true human freedom?

In this course, learners will interrogate and analyze structures of social, cultural, and political power from a variety of theoretical perspectives and evaluate how these theories explain and offer practical solutions to social problems. As hooks (1994) notes, "confronting one another across difference means that we must change ideas about how we learn; rather than fearing conflict we have to find ways to use it as a catalyst for new thinking, for growth (p. 113)." Through rigorous texts, engaged discussion, and self-reflexive assignments, this course aims to deconstruct oppressive worldviews and cultivate a collective critical consciousness among our learning community (Freire, 1970).

Course credits: 4

EDAD 816 - Leadership for Equity and Social Change

The Ed.D. program embraces leadership as a purposeful, collaborative, values-based process that ultimately affects social and organizational change. A leader's sense of self contributes to their ability to understand others and work with them toward the achievement of common goals. Thus, learning about leadership is understanding ways to foster deep change in oneself and the world.

With these precepts in mind, this course is designed to engage learners in current scholarship and practice about leadership approaches that promote equitable outcomes in educational and social service settings. The course will provide students with a foundation in systemic, organizational and personal leadership models that promote equity in access and outcomes for individuals from traditionally underserved groups. With a lens toward advancing equity, diversity, inclusion, and belonging, the goal of this course is to equip learners with skills and knowledge to build connections, work collaboratively, and take action that may contribute to positive personal, organizational, and community change.

Course credits: 4

EDAD 817 - Humanizing Leadership Praxis

The purpose of this course is for current and future leaders to develop inclusive perspectives and effective approaches to support diversity and equity in 21st-century organizations. As we develop our critical lens and healthy critique of systems of teaching and learning, we also move towards understanding our agency in bringing about change within the personal and professional systems in which we operate. The course builds on two major elements of the Saint Mary's

College Doctoral Program-transformational leadership and reflective practice. Leadership is viewed as applying new skills and knowledge to create and change organizations. The ability to critically reflect on and challenge one's assumptions and privileges, evaluate value systems, and accept multiple perspectives is integral to developing the leadership skills necessary to affect change.

In this course, doctoral scholars are supported by ongoing research that develops foundations for scholarly practitioners to draw upon in service to all human beings. Schools, for instance, have long been regarded as part of the fabric of social justice in our American democracy as they pursue the goal of providing a means of equal opportunity to all children. Throughout this course, we will explore how well schools and other organizations have met equity aims and examine ways leaders can achieve such goals. We will discover how organizational leaders can collaborate with colleagues, youth, community agencies, and other institutions to work for social justice collaboratively.

Course credits: 4

EDAD 818 - Equity Focused Learning Organization

The practice of leadership in the 21st century takes place in a dynamic, global, interdependent world of great complexity. Our practice of leadership requires an awareness that is commensurate with the characteristics of this world within which we take action. Key to the development of this awareness is systems thinking. This course presents new theory and conceptual models for diagnosing and interpreting the dynamics within human systems and integrates many of the conceptual models learned in previous courses. The course applies specific systems models to the analysis of organizational problems rooted in learners' practices. Within this lens, particular emphasis is placed on identifying the sources and consequences of inequity in organizations and building strategies for social change. Throughout the course and culminating in a final project, students examine an adaptive leadership challenge through a systems thinking lens and identify leverage points and opportunities for systemic change.

Course credits: 4

EDAD 819 - Critical Perspectives on Policy and Advocacy

This course presents contemporary policy issues in American education and investigates the role of social and political groups in creating policy. Candidates will also examine the literature and debates on key issues regarding the relationship between schools and the larger society. The class will engage in critical theoretical frameworks to critique policy and examine systems of power and oppression based on race, class, gender, and other dynamics.

Course credits: 4

EDAD 860 - Introduction to Doctoral Inquiry

This course will help students become skilled and critical consumers of educational research; encourage working professionals to base their work on inquiry and reflection, and provide preliminary tools to prepare students to conduct original research in pursuit of their doctoral dissertations and beyond. Students will gain a general understanding of the principal characteristics of different kinds of educational research including the relationship between critical inquiry and methodology.

Course credits: 4

EDAD 865 - Qualitative Research Methods

This course has three learning goals: Help students become skilled and critical consumers of qualitative educational and social science research; Foster the competencies and dispositions for educational and community leaders to base their work on inquiry and reflection and become practitioner-researchers; and, Provide the tools to prepare students to conduct original research in pursuit of their doctoral dissertation and beyond.

Course credits: 4

EDAD 870 - Qualitative Research Methods

This course is designed to help students become skilled and critical consumers of quantitative educational and social science research; foster the competencies and dispositions for educational and community leaders to base their work on inquiry and reflection and become practitioner-researchers; and provide the tools to prepare students to conduct original research in pursuit of their doctoral dissertation and beyond.

Course credits: 4

EDAD 915 - Dissertation Proposal Research Seminar

This course is designed to support students in the conceptualization and development of the research literature connected to their dissertation topic. Students will develop theoretical frameworks to explore research questions of interest. Additionally, students will explore the connections between these frameworks and quantitative, qualitative, and mixed-methods research designs, while considering issues of validity, reliability, subjectivity, generalizability, and limitations. In addition to applications for dissertation research design, an emphasis is also placed on understanding the various models of educational assessment and using data to make decisions in the workplace. Finally, this course is designed to support students as they review the literature and prepare a literature review for their dissertations.

Course credits: 4

EDAD 920 - Preliminary Review

Students will complete their Qualifying Paper in order to move on to the dissertation writing stage of their doctoral program. The Qualifying Paper is a draft of the dissertation chapters 1, 2, and parts of 3. [In other words, the problem, purpose, question, theoretical framework, literature review, epistemological assumptions and research design]. This course will continue the work begun in Dissertation Proposal Research Seminar and will be developed under the guidance of the dissertation chair.

Qualifying Paper will be submitted to and approved by the dissertation committee.

Course credits: 2

EDAD 925 - Dissertation Proposal

This 4-unit course is designed to assist the doctoral candidate in writing chapters one (the introductory chapter) and three (the methods chapter) of their dissertation proposal. The students are expected to consult with their dissertation chair while completing the requirements of this course. During this course, students will become familiar with the Dissertation Proposal Hearing process

Course credits: 4

EDAD 930 - Dissertation Data Collection and Analysis

This course is designed to provide support to doctoral candidates in the data collection and analysis phase of their dissertation work. Topics to be covered include the IRB proposal process, data collection strategies, and data analysis strategies. Students will learn from and support each other as they trouble-shoot challenges that arise. Students are expected to consult with their chair while completing the requirements of this course

Course credits: 4

EDAD 983 - Dissertation Research & Writing I

In this 1-unit course, taken in the student's first semester of dissertation writing, students will be guided by their dissertation chair through the dissertation research and writing process including the proposal hearing and defense.

Course credits: 1

EDAD 984 - Dissertation Research & Writing II

In this 2-unit course, taken in the student's second semester of dissertation writing, students will be guided by their dissertation chair through the dissertation research and writing process including the proposal hearing and defense.

Course credits: 2

EDAD 985 - Dissertation Research & Writing III

In this 3-unit course, taken in the student's third semester of dissertation writing, students will be guided by their dissertation chair through the dissertation research and writing process including the proposal hearing and defense.

Course credits: 3

EDTL 600 - Developing Learning & Teaching Practice

Learners will have opportunities to explore and transform their beliefs about teaching and learning. Current best practices will be shared to increase participants' competence in planning, designing, and delivering instruction to all students. Learners will demonstrate subject matter knowledge, based on content standards and frameworks.

Course credits: 3

EDTL 610 - Connecting Teaching & Learning Practice

Learners will apply concepts of learning, teaching and reflection, both independently and collaboratively. They will apply, document and demonstrate their learning through participation in Learning Community sessions. The focus will be on the California Standards for the Teaching Profession. Learners will develop lessons which are integrated,

collaborative, and process oriented.

Course credits: 3

EDTL 700 - Exploring Teaching & Learning Leadership

Learning community members will further examine teaching and learning practices. The development of individual learning plans using an inquiry-based model will guide participants toward demonstrating continued professional growth.

Course credits: 3

EDTL 710 - Investigating Reflective Learning

Learners deepen their understanding of learning, teaching and reflection, both independently and collaboratively. They will apply, document and demonstrate their learning through participation in Learning Community sessions. The focus will be on the California Standards for the Teaching Profession. Learners will develop lessons which are integrated, collaborative, and process oriented.

Course credits: 3

EDTL 811 - Teaching Leadership Theory to Practice

In this course, candidates will explore the personal beliefs that guide their practice and expand their development as teacher leaders committed to promoting educational equity. Course readings and assignments will provide both a macro overview of the affordances and constraints of our current system and a micro investigation into how rich learning environments can be structured to meet the needs of historically marginalized students. Candidates will also engage with research-based knowledge about how teachers assume leadership and draw on principles of adult learning theory to sharpen their communication and facilitation skills. As such, presentation techniques will be modeled, practiced, and critiqued.

Course credits: 3

EDTL 841 - Teaching Leadership to Transform School Culture

In this course, candidates will advance their development as transformative teacher leaders. Specifically, this class supports learners' understanding of and engagement with equity and social justice issues within U.S. educational institutions. Candidates will review, critically assess, and synthesize appropriate theoretical frameworks and pertinent empirical literature to articulate the values that motivate progressive social change. That is, self-reflexivity, critical dialogue, collective wisdom, humility, and a deep commitment to the communities we serve. Additionally, the curriculum will support learners' acquisition of effective facilitation strategies and prepare candidates for SMC's Action Research Conference.

Course credits: 3

EDUC 613 - English Bridging I from Descubriendo la Lectura (DLL)

Prerequisites

Successful completion of training in Descubriendo la Lectura at selected school districts affiliated with the Comprehensive Literacy Center at Saint Mary's College.

This course is part of a two-semester plan designed to bridge teachers trained in Descubriendo la Lectura to English.

Course credits: 2

EDUC 614 - English Bridging II from Descubriendo la Lectura (DLL)**Prerequisites**

Successful completion of training in Descubriendo la Lectura and successful completion of EDUC 613.

This course is part of a two-semester plan designed to bridge fluent Spanish-speaking teachers trained in English to DLL so that they can offer early intervention in reading and writing to Spanish-speaking students who will learn to read in Spanish and will have access to Spanish-speaking teachers.

Course credits: 2

EDUC 615 - Spanish Bridging to Descubriendo la Lectura (DLL) from English**Prerequisites**

Successful completion of training in at selected school districts affiliated with the Comprehensive Literacy Center at Saint Mary's College.

This course is part of a two-semester plan designed to bridge fluent Spanish-speaking teachers trained in English to DLL so that they can offer early intervention in reading and writing to Spanish-speaking students who will learn to read in Spanish and will have access to Spanish-speaking teachers.

Course credits: 2

EDUC 616 - Descubriendo la Lectura (DLL) from English**Prerequisites**

Successful completion of training at selected school districts affiliated with the Comprehensive Literacy Center at Saint Mary's College; successful completion of EDUC 615.

This course is the second part of a two-semester plan designed to bridge teachers trained in English to DLL.

Course credits: 2

EDUC 617 - Assessment (Training for Teachers)**Prerequisites**

Acceptance into training in at selected school districts and agencies affiliated with the Comprehensive Literacy Center at Saint Mary's College. This course is taught off campus at selected school districts by trained Leaders affiliated with the Comprehensive Literacy Center at Saint Mary's College.

This course is taught by Leaders who hold a Master's Degree and have successfully completed 12 to 16 units of Graduate Level post-Master's coursework at Saint Mary's College and who are employed by local school districts as credentialed teachers. The purposes of this course are to enable prospective Teachers to: administer, score and interpret

records of oral reading; administer, score and interpret other assessment tasks of early literacy acquisition; develop skill in summarizing results of early literacy assessment tasks; construct an assessment kit of materials for observing student's literacy development; and acquire observational competency in determining student's strengths related to early literacy acquisition.

Course credits: 2

EDUC 618 - Procedures

Prerequisites

Acceptance into training in at selected school districts and agencies affiliated with the Comprehensive Literacy Center at Saint Mary's College; successful completion of EDUC 617. This course is taught off campus at selected school districts by trained Leaders affiliated with the Comprehensive Literacy Center at Saint Mary's College.

The purposes of this outcome-based course are to enable prospective teachers to: develop skill in the teaching of students identified for intervention; acquire observational expertise for determining student's on-going literacy development; maintain and utilize records of student progress to inform instruction; demonstrate teaching students for peer observations and critique; and develop reflection of teaching through self-analysis of teaching. In addition, teachers will be able to: understand the theoretical base for early intervention programs; develop their own theoretical understandings of literacy, of the reading/writing processes, and learning in general; and compare and contrast theoretical positions regarding learning and literacy.

Course credits: 3

EDUC 619 - Advanced Procedures

Prerequisites

Acceptance into training at selected school districts and agencies affiliated with the Comprehensive Literacy Center at Saint Mary's College; successful completion of EDUC 617 and 618. This course is taught off campus at selected school districts by trained Leaders affiliated with the Comprehensive Literacy Center at Saint Mary's College.

The purposes of this outcome-based course are to enable prospective teachers to: develop skill in the teaching of students identified for intervention; acquire observational expertise for determining student's ongoing literacy development; examine the effectiveness of teaching decisions made during lessons in light of known theory, clinical experiences and actual practice; engage in self-evaluation and reflection of theory and practice leading to on-going professional growth and effective teaching; understand the theoretical base for early intervention programs; develop theoretical understandings of literacy, of the reading/writing processes, and learning in general; and examine current research using a theoretical framework. This is a continuation of the first semester of work through which several themes are being explored.

Course credits: 3

EDUC 627/727 - Early Literacy Small Group Instruction I

Prerequisites

Acceptance into training as a Teacher or Leader, working as a trained Leader; successful completion of Saint Mary's courses EDUC 617, 618 and 619 or EDUC 720, 721 and 722 or by special permission of the instructor.

This is the first of a two-part intensive course designed to train teachers and leaders in methods of instructing small groups of emergent readers and writers with techniques and activities adapted from principles and procedures, combined with best practices supported by research. Based on theoretical principles of observation and responsive teaching, this course utilizes an intervention instructional model for working with low-achieving readers. The course

focuses on the components of literacy programs and specialized procedures for working with students from Kindergarten through high school. Leaders will gain knowledge and experience in designing literate environments based on collective evidence of students oral and written behaviors.

Course credits: 2

EDUC 628/728 - Early Literacy Small Group Instruction II

Prerequisites

Acceptance into training as a Teacher or Leader, working as a trained Leader; successful completion of Saint Mary's courses EDUC 617, 618 and 619 or EDUC 720, 721 and 722 or by special permission of the instructor.

This is the second of a two-part intensive course designed to train teachers and leaders in methods of instructing small groups of emergent readers and writers with techniques and activities adapted from principles and procedures, combined with best practices supported by research. Based on theoretical principles of observation and responsive teaching, this course utilizes an intervention instructional model for working with low-achieving readers. The course focuses on the components of literacy programs and specialized procedures for working with students from Kindergarten through high school. Leaders will gain knowledge and experience in designing literate environments based on collective evidence of students oral and written behaviors.

Course credits: 2

EDUC 631A - Language and Literacy Instruction I

This course utilizes an early intervention instructional model for working with low-achieving readers and writers. It is part of a two-part yearlong course.

Course credits: 3

EDUC 631B - Language and Literacy Instruction II

This course utilizes an early intervention instructional model for working with low-achieving readers and writers. It is part of a two-part yearlong course.

Course credits: 3

EDUC 633 - Specialized Assessment in Early Literacy Instruction

Prerequisites

Acceptance into training as a Literacy Coach at Saint Mary's College. Successful completion of EDUC 632.

The course focuses on the principles of early intervention for diagnosing literacy problems including an understanding of emergent literacy and the experiences that support it. Special attention will be placed on designing individualized and group instructional interventions targeted toward those students in greatest need or low proficiency levels, including knowledge of instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.

Course credits: 3

EDUC 634 - Continuing Contact II

Prerequisites

Approval of instructor.

This course will focus on the continued learning applied toward the small group differentiation model. An additional focus will be on linking theory into practice.

Course credits: 2

EDUC 635 - Research in Language and Literacy**Prerequisites**

Acceptance into training as a Literacy Coach at Saint Mary's College. Successful completion of EDUC 632, 633 and 634.

This course explores the contributions and latest research of linguists, sociolinguists, and psycholinguists to language and literacy acquisition; description of methods and techniques employed in literacy research; and designing and conducting a research project in literacy progression.

Course credits: 3

EDUC 637 - Supervision and Organization of Reading Programs**Prerequisites**

Acceptance into training as a Literacy Coach at Saint Mary's College. Successful completion of EDUC 632, 633, 634, 635 and 636.

This course examines the implementation and coordination of programs designed to help students improve their reading and writing, including those supported by federal, state, and local funding.

Course credits: 3

EDUC 638 - Professional Experiences**Prerequisites**

Acceptance into training as a Literacy Coach at Saint Mary's College. Successful completion of EDUC 632, 633, 634, 635, 636 and 637.

This course requires professional experience in a selected school district, state agency, or university sites related to the student's long-term professional goals and requires a paper related to the experience.

Course credits: 3

EDUC 645A - Curriculum for Language and Literacy I**Prerequisites**

Approval of instructor.

The course will focus on the components of an early language and literacy program and specialized procedures for working with below-grade level students in grades preschool through special attention will be placed on: assessments in reading, writing and language acquisition; organization and delivery of an early language and literacy instructional program that utilizes the adopted core instructional materials and supplemental materials for oral language development and English language learners; development of visual processing strategies (letter and word work, analyzing spelling

patterns from writing samples, analyzing visual strategies from records of oral reading); and evaluating student's reading and writing progress across events and time.

Course credits: 2

EDUC 645B - Curriculum for Language and Literacy II

Prerequisites

Approval of instructor.

The course will focus on the components of an early language and literacy program and specialized procedures for working with below-grade level students in grades preschool through special attention will be placed on: assessments in reading, writing and language acquisition; organization and delivery of an early language and literacy instructional program that utilizes the adopted core instructional materials and supplemental materials for oral language development and English language learners; development of visual processing strategies (letter and word work, analyzing spelling patterns from writing samples, analyzing visual strategies from records of oral reading); and evaluating student's reading and writing progress across events and time.

Course credits: 2

EDUC 651 - Literacy Lessons Assessment

Prerequisites

Acceptance into training at selected schools and agencies affiliated with the Comprehensive Literacy Center at Saint Mary's College. This course is taught off campus at selected school districts.

This course is taught by Leaders who hold a Master's Degree and have successfully completed 12- 16 Units of Graduate Level post Master's coursework at Saint Mary's College, and who are employed by school districts as credentialed teachers. The purposes of this course is to enable teachers of Special Education Students or English Language Learners to: administer, score and interpret records of oral reading; administer, score and interpret other assessment tasks of early literacy acquisition; develop skill in summarizing results of early literacy assessment tasks; and acquire observational competency in determining student's strengths related to early literacy acquisition for special populations.

Course credits: 2

EDUC 652 - Literacy Lessons Procedures

Prerequisites

Acceptance into training at selected schools and agencies affiliated with the Comprehensive Literacy Center at Saint Mary's College. This course is taught off campus at selected school districts. Successful completion of EDUC 651. This course is taught off campus at selected school districts by trained Leaders affiliated with the Comprehensive Literacy Center at Saint Mary's College.

The purposes of this outcomes-based course is to enable teachers of Special Education Students or English Language Learners to: develop skill in the teaching of students identified for early intervention; acquire observational expertise for determining student's on-going literacy development; maintain and utilize records of student progress to inform instruction; demonstrate teaching students for peer observations and critique; and develop reflection of teaching through self- analysis of teaching. In addition, teachers will be able to: understand a theoretical base for early literacy development. Develop their own theoretical understandings of literacy, of the reading/writing processes, and learning in general; compare and contrast theoretical positions regarding learning and literacy for special populations.

Course credits: 3

EDUC 653 - Advanced Literacy Lessons Procedures

Prerequisites

Acceptance into training at selected school districts and other agencies affiliated with the Comprehensive Literacy Center at Saint Mary's College; successful completion of EDUC 651 and 652. This course is taught off campus at selected school districts by trained Leaders affiliated with the Comprehensive Literacy Center at Saint Mary's College.

The purposes of this outcomes-based course is to enable teachers of Special Education Students or English Language Learners to: develop skill in the teaching of student identified for early intervention; acquire observational expertise for determining student's ongoing literacy development; examine effectiveness of teaching decisions made during lessons in light of known theory, clinical experiences and actual practice; engage in self-evaluation and reflection of theory and practice leading to ongoing professional growth and effective teaching; understand the theoretical base for early intervention develop theoretical understandings of literacy , of the reading/writing processes and learning in general; and examine current research using a theoretical framework This is a continuation of the first semester of work through which several themes are being explored for special populations.

Course credits: 3

EDUC 720 - Assessment Training for Leaders

Prerequisites

Acceptance into training as a Leader at Saint Mary's College. Suitable candidates must hold a Master's Degree and must have 3 to 5 years of successful classroom teaching experience. In addition, the candidate must have local administrative approval for enrolling in this program and must also have District Superintendent approval. This course is taught by Trainers who have been trained and certified according to the Standards and Guidelines.

The purposes of this course are to enable prospective Leaders to administer, score and interpret records of oral reading; administer, score and interpret other assessment tasks of early literacy acquisition; develop skill in summarizing results of early literacy assessment tasks; construct an assessment kit of materials for observing students s's literacy development; and acquire observational competency in determining students's strengths related to early literacy acquisition. In addition, Leaders in Training learn how to teach classroom teachers and reading specialists how to administer valid assessment tasks, how to analyze and interpret them based on factual evidence, and how to use assessment information to inform instruction.

Course credits: 2

EDUC 721 - Clinical Practice I for Leaders

Prerequisites

Acceptance into training as a Leader at Saint Mary's College; successful completion of EDUC 720. This course is taught by Trainers according to the Standards and Guidelines.

The purposes of this outcome-based activity course are to enable prospective Leaders to: develop their own theoretical understandings of literacy, of the reading/writing processes, and learning in general; to compare and contrast theoretical positions regarding learning and literacy, to examine observed practice using a theoretical framework; and evaluate the utility of the theory for producing better literacy education. The seminar consists of two semesters of coursework throughout which several themes will be explored.

Course credits: 3

EDUC 722 - Theoretical Seminar

Prerequisites

Acceptance into training as a Leader at Saint Mary's College; successful completion of EDUC 720 and 721. This course is taught by Trainers who have been trained and certified as Trainers according to the Standards and Guidelines.

The purposes of this outcome-based course are to enable prospective Leaders to: develop skill in the teaching of students identified for intervention; acquire observational expertise for determining student's ongoing literacy development; examine effectiveness of teaching decisions made during lessons in light of known theory, clinical experiences and actual practice; engage in self-evaluation and reflection of theory and practice leading to on-going professional growth and effective teaching; understand the theoretical base for the early intervention programs; develop theoretical understandings of literacy, of the reading/writing processes, and learning in general; relate theory to work with students and with teachers; compare and contrast theoretical positions regarding learning and literacy; articulate ideas and concepts in a way that will be understandable to practicing educators; examine current research using a theoretical framework; examine observed practice using a theoretical framework; apply knowledge in settings beyond; and evaluate the utility of the theory for producing better literacy education. The seminar is a continuation of the first semester of work through which several themes are being explored.

Course credits: 3

EDUC 723 - Clinical Practice II

Prerequisites

Acceptance into training as a Leader at Saint Mary's College; successful completion of EDUC 720, 721 and 722. This course is taught by Trainers according to the Standards and Guidelines.

The purposes of this outcome-based activity course are to enable prospective Leaders to: develop their own theoretical understandings of literacy, of the reading/writing processes, and learning in general; compare and contrast theoretical positions regarding learning and literacy; examine observed practice using a theoretical framework; and evaluate the utility of the theory for producing better literacy education.

Course credits: 3

EDUC 724 - Supervision of Literacy Programs

Prerequisites

Acceptance into training as a Leader at Saint Mary's College; successful completion of EDUC 720, 721, 722 and 723. This course is taught by Trainers who have been trained and certified as Trainers according to the Standards and Guidelines.

The purpose of this course is to study the models of professional development and clinical supervision of reading teachers. The coursework consists of field work in developing skills for administering, implementing, and evaluating a district or regional project.

Course credits: 1

EDUC 734 - Theory and Practice in Literacy

Prerequisites

Acceptance into training as a Literacy Coach at Saint Mary's College. Successful completion of EDUC 632 and 633.

This course examines theories of cognitive, linguistic, cultural, and socio-historical learning and their practical

implications for teaching students. An emphasis is placed on observation and responsive teaching for preventing literacy failures.

Course credits: 3

EDUC 772 - Research Seminar I

This course has three primary goals: Help students become skilled and critical consumers of education research; encourage educational and clinical professionals to base their work on inquiry and reflection, or to become practitioner-researchers; and provide the tools to prepare students to conduct original research in pursuit of their Master's thesis and beyond.

Course credits: 3

EDUC 775 - Intro to Action Research

This course is designed to develop students as reflective practitioners. Students will deepen their understanding of the concept and the value of practitioner-as-researcher. MATL candidates will explore different teacher/action research models and library and online resources. In this course, students will develop their action research question, complete an IRB application for their study, begin to support their ideas with relevant literature, and complete a solid rough draft of Chapter I and an outline of Chapter 3.

Course credits: 3

EDUC 776 - Research Framework and Design

This course follows Introduction to Action Research and is designed to further candidates' knowledge and experience with action research. While learning the components of action research, candidates proceed with their own Action Research Inquiry Projects: formulate a research question and a research design, locate and review relevant literature, and collect data. This course will challenge candidates to integrate the core program concepts and vision into their classrooms through action research learning. Candidates reflect upon action research in the context of contributing to knowledge about education and to their professional development. MATL candidates' continued inquiry and involvement with the action research process will provide opportunities to make classrooms more effective for students and teachers.

Course credits: 3

EDUC 777 - Data Collection and Analysis

This course follows EDUC 776 Research Framework and Design and is designed to deepen candidates' knowledge of and experience with action research. This course will define and develop teachers' capacities to analyze and use data to inform instruction. Students will deepen their understanding of using protocols to build learning communities and systematically analyze student work. Candidates will develop and implement methods and procedures as they continue their Action Research Projects. Candidates' continued inquiry and involvement with the action research process will provide opportunities to make classrooms more effective for students and teachers.

Course credits: 3

EDUC 778 - Synthesis for Teaching Leadership

This course intends for learners to carry out their action research independently and collaboratively with their advisors and document their Action Research Project in writing. Candidates will present their action research findings at the Action Research conference and prepare the finished written document of the Action Research Project. Learners will continue applying, documenting, and demonstrating their professional growth to complete requirements with their research and faculty advisor.

Course credits: 3

EDUC 782 - Research Seminar II

This course has three primary goals: help students finalize their research/synthesis project topic and design; continue to encourage students to base their work on inquiry and reflection, or to become practitioner-researchers; and support students in conducting and completing original and high quality research, beginning with design development and continuing through data collection, analysis and interpretation. Offered in Fall and Spring terms.

Course credits: 3

EDUC 792 - Masters Thesis or Master Synthesis Project

The 01 section of the final thesis and synthesis courses (EDUC 792 and EDUC 797) are for independent work with the student's chair. This means there are no meetings and the course does not count toward a faculty member's workload. The instructor of record is usually the Associate Dean who checks with each of the students' chairs and then submits a grade (or an Incomplete) at the end of the term. The 01 section is the section that gives students the full 3 units of coursework required for the master's degree and they pay the full 3 unit tuition for that course. They only take it once. Then they register for the in progress (IP) sections which are under each faculty chair. The IP courses carry an in-progress (not tuition). They must register for an IP course each long term until they finish their thesis or synthesis.

Course credits: 3

EDUC 797 - Masters Thesis or Master Synthesis Project

The 01 section of the final thesis and synthesis courses (EDUC 792 and EDUC 797) are for independent work with the student's chair. This means there are no meetings and the course does not count toward a faculty member's workload. The instructor of record is usually the Associate Dean who checks with each of the students' chairs and then submits a grade (or an Incomplete) at the end of the term. The 01 section is the section that gives students the full 3 units of coursework required for the master's degree and they pay the full 3 unit tuition for that course. They only take it once. Then they register for the in progress (IP) sections which are under each faculty chair. The IP courses carry an in-progress (not tuition). They must register for an IP course each long term until they finish their thesis or synthesis.

Course credits: 3

FPSY 503 - Foundations of Forensic Psychology

This course explores the various facets of the field of forensic psychology, including models, practices and procedures. Psychological constructs in forensic psychology will be reviewed, including developmental, behavioral, cognitive, social, and biological models of understanding human behavior. The course will cover landmark legal cases relevant to the practice of forensic psychology, potential careers in psychology including expert testimony, legal consultation, and

forensic assessment in the criminal justice system. The course also reviews ethical principles and dilemmas in the practice of forensic psychology, correctional psychology and working in the juvenile justice system. Relevant case law will be covered to provide a historical perspective of the increasing important role of forensic psychology in our country.

Course credits: 3

FPSY 507 - Psychology of Criminal Behavior

This course focuses on evidence-based theories of criminal behavior, including biological, psychological and sociological theories. The relationship of trauma and SUD to criminal behavior will also be explored, methods of prevention, early intervention and treatment. It is designed to introduce the student to the complexities of developmental (juvenile) delinquency, adult crime including criminal homicide, sexual offenses, SUD and co-occurring disorders, human aggression, economic and public order crime. The course will cover biological, sociological, psychological theories of criminal behavior.

Course credits: 3

FPSY 572 - Foundations of Trauma Treatment

This course provides students with a comprehensive and integrated approach to the assessment, diagnosis, and treatment of trauma. The bio-physiological, psycho-emotional, spiritual, and cultural effects of trauma will be addressed. Major models of the treatment of trauma will be covered, including dynamic, somatic, and cognitive behavioral approaches. Exploration of familial and societal healing are covered, as unresolved trauma can lead to patterns of generational abuse affecting families, cultures and societies.

Course credits: 3

FPSY 574 - Neurobiology of Trauma: Risk, Resiliency and Positive Psychology

This course explores the neurobiology of trauma and its resonance with the theory and practice of positive psychology, including spirituality and the constructs of emotional well being and happiness. Course will emphasize exploration of diverse spiritual resources for their contributions to healing: developing personal strength and courage, coping with negative emotions, exploring gratitude and forgiveness.

Course credits: 3

FPSY 575 - Spirituality, Community & Trauma

This course explores the current findings in psychology and theology as pertain to counseling from a psychological and spiritual development perspective. Focus on spiritual and developmental aspects as they relate to factors of risk, resiliency and human diversity including examination of healthy developmental processes interrupted by severe trauma, neglect, and addictive processes. Using theoretical constructs of lived spirituality and developmental psychology, course will examine issues of adulthood including ongoing perceptions and coping with the construction of meaning, values and relationships in everyday life. Course focuses on the counseling impact of developmental and spiritual positions of therapist and client.

Course credits: 3

FPSY 605 - Advanced Human Diversity Issues in Counseling

This course focuses on the application and internalization of various cultural and other diversity contexts and their implications for counseling psychology with any population. Topics include emotional reactions in multicultural scenarios, spiritual and religious diversity, activism and organizational multicultural competence, classism, an ecological approach to assessment and treatment. Emphasis will be on MFT/LPCC principles and personal therapist qualities, with a focus on collaborative treatment approaches and advocacy for the severely mentally ill. This course will include meeting with consumers of mental health services.

Course credits: 3

FPSY 606 - Forensic Psychology and the Law

This course introduces research at the intersection of psychology and law including interview methods, psychological assessment with a focus on competency to stand trial, SUD and the law. Students will learn about risk assessments, juvenile and family law, community education, human diversity, restorative justice and criminal responsibility, jury selection and decision-making processes, eyewitness testimony.

Course credits: 3

FPSY 608 - Substance Use Assessment & Treatment

This course educates students regarding the effects of psychoactive substances on mental health and well-being, with a particular focus on co-occurring disorders, the developmental impact of substance use, and larger cultural and socio-economic diversity issues. This course is taught from a harm reduction perspective, and will introduce students to current theories of dependence, methods and protocols for detoxification, relapse prevention, and evidence-based treatment models.

Course credits: 3

FPSY 609 - Intervention & Treatment in Forensic Psychology

This course focuses on interventions for and treatment of victims and offenders in the forensic system. Students will review the major mental illnesses and models of intervention and treatment, particularly those suited to forensic contexts. Dialectical Behavior Therapy (DBT) and other trauma informed cognitive-behavioral strategies for engagement such as motivational interviewing, crisis intervention and de-escalation techniques will be presented. Students will have opportunities to practice these skills in a variety of classroom activities.

Course credits: 3

FPSY 611 - Forensics: Psychometrics and Assessment

This course is designed to familiarize students with the psychological assessments used to measure risk, including assessing the risk for violence and recidivism. Course objectives include how to understand and evaluate the reliability, validity, and other pertinent psychometric properties of forensic psychological assessment tools. The course explores interpretation of assessment data and how it may be used in a forensic context.

Course credits: 3

FPSY 612 - Forensic Psychology Professional Practice Seminar

This course introduces students to the ways in which forensic psychologists interface with the diverse agencies in the civil/legal systems. Special topics include providing accessible services that support re-entry, emphasis on referrals and health disparities that prevail for forensically involved individuals, group process, including multi-disciplinary professional communication in integrative settings, and community identified best practices for treatment of substance use, mental health, and other life sustaining services.

Course credits: 3

FPSY 613 - Alcohol and Substance Abuse

This course will examine some of the basic principles and practices in the field of substance abuse. We will study and appraise contemporary perspectives on alcohol and other drug use and addictive behavior, including smoking, compulsive gambling, eating disorders, and sexual addictions. We will learn to recognize and assess the effects of various substances and use or abuse on individuals, families, and the community at large with a focus on gender and sociocultural differences in addicted populations. The course will introduce the basic principles of substance abuse theory and treatment and to the assessment and diagnosis of these problems.

Course credits: 2

FPSY 626 - Advanced Issues in Correctional and Community Counseling

This course is designed to elevate students' ability to conduct professional counseling duties within the framework of institutional (i.e., prison or jail) and community systems. Focus will be on practical implications of system-imposed limitations including, prioritizing security concerns in correctional treatment, working with correctional/security/organizational staff, assessing and negotiating issues of diversity, rank, and standing in correctional/organizational cultures, and understanding professional constraints as a function of political concerns within and between organizations. Students will also explore best practice for community policing and correctional programming.

Course credits: 3

FPSY 646 - Domestic Violence Assessment and Treatment

This course includes spousal or partner abuse assessment, detection and intervention strategies including knowledge of trauma, SUD, human diversity factors, same gender abuse dynamics and community resources. A strong emphasis is placed on the relationship between SUD, trauma and violence. Students will explore the various types of abusive patterns that occur in intimate relationships and the family dynamics tied to these patterns.

Course credits: 1

FPSY 650 - Marriage and Family Counseling

This course examines assessment, diagnosis, and treatment planning for couples and families with focus on transformed definitions of "home" and "family". Course reviews law/ethics relating to couples and families, relational and systemic therapies and use of evidence-based practices. Attention to risk, stress and resiliency as it relates to diversity: socioeconomics, AOD, severe mental illness, sexuality and co-occurring disorders. Emphasis is on collaborative approaches to treatment of families, recovery-oriented care and community resources. Course meets with mental health consumer families.

Course credits: 3

FPSY 671 - Trauma, Loss & Grief

This course is an exploration of grief, loss and trauma, and how they relate to issues of diversity, including socioeconomic, human sexuality, domestic violence, child abuse, severe mental disorders and substance use. The course focuses on assessment, diagnosis and treatment planning including recovery-oriented care, community resources/advocacy; personal qualities of the therapist and general MFT principles of relational, systemic and collaborative approaches; an overview of psychopharmacological considerations as they may relate to grief, loss and trauma.

Course credits: 3

FPSY 676 - Developmental Trauma, Complex PTSD, & Family Systems

This course prepares students for trauma-informed practice with children, youth and families as well as adults who have experienced trauma in childhood. The course will highlight the role of development, family systems and culture in trauma-specific assessment, referral and interventions. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events such as abuse, neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events including those who have come into contact with the child welfare and juvenile justice systems. It will address the level of functioning of primary care giving environments and the capacity of the community and systems to facilitate restorative processes.

Course credits: 3

FPSY 677 - Motivational Interviewing and Trauma Informed Care

The aim of this class is to explore the evidence-based practice known as Motivational Interviewing (MI) and its "cousin" the Transtheoretical Theory of Change Model (TTM), also known as the Stages of Change. These new ideas & practices help clinicians to shift from the old problem-centered disease model interventions of treating substance use disorders and behavioral disorders of clients/consumers to ones based in science. These evidence-based practices (EBPs), such as MI, serve as a place of origin when designing interventions - with clients and consumers, not for them.

Course credits: 3

FPSY 679 - Healing the Healers: Vicarious Trauma and Trauma Informed Care

This course is building on core competencies related to community based mental health and addiction services with trauma survivors and to integrate and operationalize an understanding about trauma, and its sequelae into core program services. The basic philosophy and practice of trauma informed care is examined across several, specific service components: assessment and screening, residential services, substance use and case management services as well as contraindicated approaches for working with survivors of acute, developmental, community, discrimination based, gender and race based traumas. Students will learn to identify and effectively manage compassion fatigue and professional quality of life issues guided by evidence based practice. Students will learn to maintain an essential trauma informed stance of curiosity, hopefulness, non-intrusion and non-coercion based care, re-framing clinical practice itself to become trauma informed.

Course credits: 3

FPSY 686 - Supervised Field Placement

This course is for Forensic Psychology students only. Small group supervision based on the Forensic student's field placement experience. Students will critically review system dynamics and working in a forensic context with peer review and input. Topics addressed include assessment in forensic contexts, evidence-based assessments that are utilized for predicting risk and recidivism, cultural practices in the criminal justice system, working with juveniles in community contexts, and utilizing community resources advocacy and case management techniques.

Course credits: 3

FPSY 686 - Supervised Field Placement

This course is for Forensic Psychology students only. Small group supervision based on the Forensic student's field placement experience. Students will critically review system dynamics and working in a forensic context with peer review and input. Topics addressed include assessment in forensic contexts, evidence-based assessments that are utilized for predicting risk and recidivism, cultural practices in the criminal justice system, working with juveniles in community contexts, and utilizing community resources advocacy and case management techniques.

Course credits: 3

FPSY 798 - Integrating Seminar (Forensic only)

As the final course determining graduation, all master's level students take the Integrating Seminar and write a culminating paper. Counseling and Dual students are given a set of questions at the beginning of the semester designed to assist them in integrating and articulating their learning from the program. The culminating paper includes a description of the student's theoretical approach toward counseling via a case presentation, along with a review of pertinent literature and reflections on countertransference, working with difference, and personal and professional growth. Forensic students will complete a research paper in which they have the opportunity to demonstrate their knowledge of and mastery of forensic concepts,

with an eye toward restorative justice. The paper is expected to be clear and well written; content should demonstrate how well the student synthesizes material and develops and expresses responses, and must conform to APA standards.

Course credits: 3

LDSH 600 - Values in Action

What has constituted leadership in our parents' generation, and the associated values and skills necessary to be successful as a leader, has changed dramatically in our lifetime. Globalization, multiculturalism, technology, and the ever-turbulent nature of organizational life require new kinds of knowledge and skills on the part of managers and leaders. What is your vision for making a contribution to this world, and what unique gifts do you bring? What combination of values represents your vision of leadership? This course seeks to provide language and experience to help us begin to explore both the inner and outer dimensions of leadership, through reading, writing, coaching, and experiential exercises. What role do our values, or soul, play in mediating between our inner and outer lives? We invite you to bring your whole self, shadow and light, into this exploration, where we explicitly hope to develop practical action in leadership suitable to the 21st century. Many of the concepts and practices introduced will be further developed in subsequent courses in the program.

Course credits: 3

LDSH 601 - Practice of Building a Learning Community

This course is an introduction and orientation to the MA in Leadership Program and establishes the foundation for success in the program in four distinct and interrelated ways. One, the course acquaints the student to key values, principles, concepts, practices and methods of the program. Two, it helps to facilitate the transition into graduate level study, as well as into learning in an adult serving blended in-person and online program. Three, the course enables students to develop important skills that enable effective engagement in the coursework, with learners in the cohort, and in learning and practicing leadership within and outside of the program. And four, the course begins the journey in which a collection of individual learners who enter the program with unique backgrounds, needs, and aspirations, and eventually develops into a community of learners.

Your participation in this learning community journey provides you with the experiential ground for learning leadership as a relational and social process, which is seen by many as necessary for practicing leadership in an interdependent world. This leadership learning journey also provides you with practical knowledge in building learning communities in contexts in your work and life.

Course credits: 3

LDSH 605 - Leadership, Innovation, and Systems Change

This course lays the groundwork for understanding and practicing a new paradigm of leadership; one that promotes meaningful systems change to transform people and their institutions toward a state of flourishing. Incorporating several key ideas, experiences and practices from the previous two courses, and utilizing a case-in-point pedagogy, this course provides a deep and expansive exploration of contemporary leadership frameworks and theories, their underlying values and worldviews. By delving more deeply into established leadership theories and perspectives, learners enhance their practice of leadership, taking to heart the oft-quoted view of the pioneering social psychologist Kurt Lewin, who said, "There is nothing so practical as a good theory." In other words, the course examines the interdependent links among experience, theory, practice, and development.

This course is intended to enhance one's capacity to critically and creatively think about leadership, to be more inclusive of different perspectives and practices of leadership, and as a result be more responsive to different

organizational and cultural contexts. We do this through learning about several key distinctions in the field of leadership theory from over the past decade, such as transactional and transformational, technical and adaptive, heroic and post-heroic, leader-centric and relational, and hierarchical and networked leadership. Another key distinction explored is the one between management and leadership and their interplay in organizational life.

Given the view that leadership is primarily focused on fostering meaningful systems change. The course also acquaints learners with the fundamental ideas of complex systems theory and systems change, drawing up the work of various systems theorists to explore such concepts as feedback, system levels, orders of change, and complexity, essential to addressing the complex and adaptive challenges in today's organizations. Finally, this course explores the role that action learning, innovation and creativity and transformative learning plays in leadership practice and its development.

Course credits: 6

LDSH 620 - Action Learning for Leadership and Change

This course is designed to provide participants with assessment, learning, research tools, and practice necessary to effect sustainable and collaborative change in their organizations and communities. The course provides an overview of participatory inquiry strategies that are useful in initiating and sustaining significant change in human systems, ranging from small work units, divisions or whole organizations, and communities. In addition to this overview, participants will learn in greater depth about two specific action research strategies--action inquiry method (AIM) and collaborative inquiry (CI, also known as cooperative inquiry).

Learners are invited to integrate, demonstrate, and synthesize 21st century leadership practices as they carry out an action learning project in which they have a compelling interest. They will design and implement an action learning case-study project using one of the action research methodologies on a topic that addresses a need, problem, issue, opportunity or question within a specific group, institution or community. While drawing on the processes, values, skills, and theories learned so far in the M.A. in Leadership Program, the project offers the opportunity to practice 21st century leadership at the personal and organizational level. The action learning (case study) project serves to enhance learners' existing practices of leadership in their lives and work, as well as prepare them for new opportunities to expand their practice of leadership in new roles and fields.

Course credits: 4

LDSH 625 - Equity, Creativity, Belonging and Liberation

We live in an ever complex and interconnected global environment. In our multicultural society, one of the cornerstones of effective leadership is the capacity to engage differences creatively and support the flourishing of followers. More recently there has been a shift in how differences are understood and worked with - a shift that takes us into territory of belonging, to work towards equity creatively, in ways that are liberating. To truly understand differences requires a willingness to move across a line, or boundary, which defines that difference. The starting point is increasing understanding of one's own dimensions of difference, often a difficult and disorientating task as we rarely notice "the water in which we swim." Learners will examine their own histories and social identities and how these inform the lenses through which they approach cultural differences. They will be exposed to a variety of conceptual models and practical communication skills, which will allow them to make meaning of and engage effectively across differences to engage in bridging. Through review and discussion of articles of authorities in the field, they will gain a deeper understanding of the complexity of the diversity issues in the United States. They will then connect this learning to their practice of leadership.

Course credits: 4

LDSH 630 - Leadership, Systems, and Interdependence

As an integrative course at the end of the MA in Leadership program, Leadership, Systems and Interdependence draws upon elements from many of the courses that precede it, including: Values in Action; Leadership, Innovation, and Systems Change; Equity, Creativity, Belonging and Liberation; Action Learning for Leadership and Change; The Art and Science of Coaching, and Group Facilitation and Team Coaching. Learners will continue working on their Leadership Development Plans (LDP), with emphasis on their design for systems leadership practice, and ongoing learning and development through Action Research. This course emphasizes the practice of equity and social justice movements as places of learning about moving toward purpose and creating transformative change in a wide variety of locations and formations. With the last revision of the LDP, learners will also consider their future leadership practice, and what steps they will take to continue to learn and develop as they leave the program. Learners will begin to focus on both how they exercise leadership in the workplace and in community, and how they lead themselves. Specifically, in this module learners will, individually and in peer working groups, explore approaches to continuous engagement, organizational change, learning and feedback that draw connections between self-awareness and systems awareness; illuminate blind spots; and lead to an understanding of how to be a learning organism continuously growing in leadership capacity.

Course credits: 4

LDSH 670 - Art and Science of Coaching

As a specialized focus of leadership practice coaching and facilitation enhances your effectiveness in facilitating learning and change, improve performance, foster conditions that promote learning and collaboration, in service of personal and organizational wellbeing and aspirations.

Building upon the theory, methods and skills of coaching for learning and change in individuals in the course The Art and Science of Coaching, this course introduces learners to theories, methods and skills of coaching and facilitating in group settings. The course examines the various types and ingredients of effective facilitation, which enables individuals and groups to improve their performance in how they work together and in achieve desired outcomes. It focuses on three distinct yet interrelated areas, which weave throughout the course--group and meeting facilitation, team learning, and group and team coaching. Specific techniques and skills are also explored including how to design agendas, make appropriate interventions, promotes optimal conditions for learning, address conflict, and foster collaboration. The practical knowledge gained has direct application to facilitating in group and team settings in the workplace as well as learner's synthesis project research groups. In addition, the course introduces a framework for ongoing practitioner development in group facilitation and coaching.

Course credits: 3

LDSH 671 - Team Coaching / Group Facilitation

As a specialized focus of leadership practice coaching and facilitation enhances your effectiveness in facilitating learning and change, improve performance, foster conditions that promote learning and collaboration, in service of personal and organizational wellbeing and aspirations. Building upon the theory, methods and skills of coaching for learning and change in individuals in the course The Art and Science of Coaching, this course introduces learners to theories, methods and skills of coaching and facilitating in group settings. The course examines the various types and ingredients of effective facilitation, which enables individuals and groups to improve their performance in how they work together and in achieve desired outcomes. It focuses on three distinct yet interrelated areas, which weave throughout the course--group and meeting facilitation, team learning, and group and team coaching. Specific techniques and skills are also explored including how to design agendas, make appropriate interventions, promotes optimal conditions for learning, address conflict, and foster collaboration. The practical knowledge gained has direct application to facilitating in group and team settings in the workplace as well as learner's synthesis project research groups. In addition, the course introduces a framework for ongoing practitioner development in group facilitation and coaching.

Course credits: 3

MAIT 601 - Introduction to Inquiry

This course prepares students for inquiry-based learning and completing the master's program. Students reflect individually and collaboratively on areas of their professional preparation that they would like to improve and/or investigate more deeply. After choosing a subject area for further investigation, students generate a list of guiding questions on content and pedagogy in that area. Students learn how to extract and summarize essential information from research articles and primary content sources, and how to use the library and library databases to access this material. Students write a reflection on their existing teaching knowledge and their personal goals for the MAT.

Course credits: 1

MAIT 602 - Content Knowledge

In this course, students expand and develop their disciplinary expertise as a teacher. Students conduct an investigation in which they seek answers to a set of guiding questions focusing on content knowledge, by collecting, analyzing, sharing and reflecting on three types of subject-specific resources (primary, secondary, and experiential) to be used in their future work as classroom teachers. In addition, students read and discuss analyses of contemporary issues in education and situate their inquiry within the broader educational community. As an element of their electronic portfolio, students create an annotated online collection of content resources for teaching in their subject area.

Course credits: 3

MAIT 603 - Pedagogical Knowledge

In this course, students engage in a deep examination of how pupils learn and how to teach specific K-12 subjects. The course includes readings in contemporary and classic learning theory as well as library research into subject-specific learning and teaching. During the course, students focus on investigating their guiding questions related specifically to pedagogy, through reading, observation of teaching, and interviewing experienced teachers. They also apply educational research and learning theory to the analysis of classroom teaching. Students begin the process of designing their Capstone Project, and add to their e-portfolio a full academic Literature Review within their chosen subject area.

Course credits: 3

MAIT 604 - Capstone Project

During this course, students complete a Capstone Project of their own design, and present this project as well as their reflections on meeting the guiding questions developed at the beginning of the program. The Capstone Project should synthesize the knowledge gained in the areas of educational theory, research, content knowledge and pedagogical content knowledge. It could be a curriculum unit, a multimedia project, a professional development experience, or another project approved by the student's instructor. The Final Presentation addresses the student's progress during the program as well as highlights from the Capstone Project.

Course credits: 2

MAIT 605 - Capstone Project Continuation

This is a continuation course for students in the MAIT program who need additional term(s) to complete their Capstone Project. This course is repeatable each term until the capstone project is complete.

Course credits: 0

MAIT 610 - Special Topics in Education

Rotating topics, see List of Electives for current topic or contact the Program Assistant

Course credits: 3

MSTE 511 - Fieldwork Seminar I

The purpose of this course is to support credential candidates as they complete their first Supervised Teaching placement (fieldwork). Candidates will discuss and reflect on their development as teachers and professionals, extend their knowledge of classroom management, and learn how to establish a caring and culturally-responsive classroom community. Candidates will also undertake a close examination of the California Arts Educational Framework and learn how to incorporate the arts into their instruction.

Course credits: 2

MSTE 512 - Fieldwork Supervision I

This course supports the field supervisors' observations and student consultations. This course does not meet in person, but instead supports the candidate in their fieldwork placement at school sites.

Course credits: 1

MSTE 517 - Introduction to Field Experience

This course introduces candidates to the social, historical, cultural, legal and ethical foundations of education. Candidates will engage with multiple models and implementation of classroom practices to support all students in safe and effective learning environments. Candidates become familiar with the Common Core State Standards and Teacher Performance Expectations (TPEs) of the California Commission for Teacher Credentialing. Throughout the course, candidates explore methods of classroom management, design and write lesson plans, explore assessment, set goals for supervised teaching and begin the process of developing a classroom management plan.

Course credits: 3

MSTE 521 - Fieldwork Seminar II

Concurrently

This course is to be taken concurrently with Supervised Teaching II.

Prerequisites

MSTE 511

The purpose of this course is to support credential candidates as they complete their second Supervised Teaching placement (fieldwork). Candidates will discuss and reflect upon their development as teachers and professionals while they explore challenging issues impacting children and teachers in education. In this course, candidates will refine their classroom management and professional development plans, continue their study of methods and strategies for establishing caring and culturally responsive classroom communities. Candidates will establish communication with parents and engage broadly with the school and community. Candidates will also extend

their knowledge of how to incorporate the arts into their instruction and deepen their knowledge of the California Arts Educational Framework.

Course credits: 2

MSTE 522 - Fieldwork Supervision II

This course supports the field supervisors' observations and student consultations. This course does not meet in person, but instead supports the candidate in their fieldwork placement at school sites.

Course credits: 3

MSTE 523 - Technology in the Classroom

Candidates will learn and evaluate how instructional design and delivery are at the forefront for best practices when integrating technology into the curriculum. The use of technology in the classroom is no longer an add on or an additional subject to be taught, but rather a way to seamlessly access curriculum for collaboration, communication, creativity, and critical thinking. This course will prepare candidates for designing digital curriculum that enables all students an opportunity to access and apply learning in authentic ways.

Course credits: 1

MSTE 542 - Preparation for Teacher Performance Assessment

This course supports candidates through the completion and submission of a comprehensive Teaching Performance Assessment, which is required by the California Commission on Teacher Credentialing. At Saint Mary's, this requirement is fulfilled by completing the CalTPA. Candidates receive specific support and opportunities to reflect on teaching, to connect theory and practice, and to analyze student work. Candidates also receive support in the technical aspects of completing the assessment, such as editing video, scanning documents and saving video material.

Course credits: 1

MSTE 545 - Curriculum and Instruction: Social Studies

This course is designed to introduce candidates to History-Social Science pedagogy and the History-Social Studies Framework and Content Standards for Students. Candidates learn instructional methods and technological tools and resources for use in social science and integrated humanities and social science curriculum. The course emphasizes research on how children construct understandings of history and society, develop historical thinking skills, and learn about multiple perspectives. Candidates learn to design instructional objectives, plan lessons and assess student learning with special emphasis on providing access to the core curriculum for English Learners and students with special needs. Universal access to the curriculum through incorporating Specially Designed Academic Instruction in English (SDAIE Strategies) and developing Academic Language are specifically addressed. This course is aligned with the California 2042 Standards.

Course credits: 3

MSTE 549 - Curriculum and Instruction: Science

This course is designed to immerse prospective K-8 school teachers to the theoretical concepts, instructional methodology and appropriate materials for use in science education. The emphasis of this course is on science teaching; in addition, the integration of selected mathematical concepts and other subjects is modeled and addressed. The course focuses on children's thinking in science, curriculum planning, teaching reflection, and teaching/assessment techniques that promote differentiated instruction that facilitates the learning of science by all students.

Course credits: 3

MSTE 550 - Curriculum and Instruction: Mathematics

This course is designed to introduce prospective elementary and middle school teachers to the California Common Core State Standards for Mathematics as a foundational resource for understanding the elementary and middle school mathematics curriculum. The course will introduce candidates to the theoretical concepts, instructional methodology, and appropriate materials for use in mathematics education. It focuses on assessment, curriculum planning, and teaching techniques that promote differentiated instruction that facilitates the learning of mathematics by all students.

Course credits: 3

MSTE 563 - Curriculum and Instruction: Literacy I

In this course, Multiple Subject Teacher Education (MSTE) and Education Specialist (SPED) candidates will learn, apply, and demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language in an early childhood elementary classroom (TK-grade 3). Candidates will develop the pedagogical knowledge, skills and abilities to emphasize making meaning, language development, effective expression, content knowledge, and foundations skills (CTC, 2016). The course incorporates content included in the Reading Instruction Competence Assessment (RICA) and is aligned with the 2016 California Teaching Performance Expectations (TPEs), Preliminary Multiple Subject Credential Program Standards, CTC Reading/Language/Literature Content Specifications and subject specific skills, English Language Development Standards and the California Common Core Standards for English Language Arts. This course provides research-based pedagogical practices to support inclusive literacy instruction in classrooms that reflect the diversity of California's public schools.

Course credits: 3

MSTE 564 - Curriculum and Instruction: Literacy II

In this course, Multiple Subject Teacher Education (MSTE) and Education Specialist (SPED) credential candidates will learn, apply, and demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language in an upper elementary classroom (grades 3-6). Candidates will develop the pedagogical knowledge, skills and abilities to emphasize making meaning, language development, effective expression, content knowledge, and foundations skills (CTC, 2016). The course incorporates content included in the Reading Instruction Competence Assessment (RICA) and is aligned with the 2016 California Teaching Performance Expectations (TPEs), Preliminary Multiple Subject Credential Program Standards, CTC Reading/Language/Literature Content Specifications and subject specific skills, English Language Development Standards and the California Common Core Standards for English Language Arts. This course provides research-based pedagogical practices to support inclusive literacy instruction in classrooms that reflect the diversity of California's public schools.

Course credits: 3

MSTE 575 - Health and Physical Education

This course examines concepts of health and physical education in the schools. Emphasis is on current health issues for children and adolescent views in the context of child development; on the responsibilities of teacher and the school community in promoting child health; on curricular strategies that contribute to the healthful behavior of children; and instruction in the Health and Physical Education Frameworks for California.

Course credits: 1

SPED 542 - Practicum for Teacher Performance Assessment

This course supports candidates through the completion and submission of a comprehensive Teaching Performance Assessment, which is required by the California Commission on Teacher Credentialing. At Saint Mary's, this requirement is fulfilled by completing the CalTPA. Candidates receive specific support and opportunities to reflect on teaching, to connect theory and practice, and to analyze student work. Candidates also receive support in the technical aspects of completing the assessment, such as editing video, scanning documents and saving video material.

Course credits: 1

SPED 582 - Positive Behavior Support

SPED 582 is designed to teach candidates for the Educational Specialist teaching credential the competencies needed in order to maintain a safe and productive learning environment for all students in the classroom. The purposes of the course are to provide students with (a) an understanding of the basic theory, terms and behavioral principles of human behavior, (b) the skills to apply those principles to teaching and effective classroom management, and (c) an opportunity to reflect on how evidence-based practice in positive behavioral support and classroom management interfaces with cultural values, traditions, communication, learning styles, and relational patterns of culturally diverse students and their families.

Course credits: 3

SPED 591 - Fieldwork Supervision I

Course credits: 1

SPED 592 - Best Practices for the Education Specialist

This course provides an introduction to assessment, curriculum and instruction, and case management of Individualized Education Programs (IEPs). Candidates will also gain knowledge and skills related to the teaching of reading (standard 9), teaching English learners (standard 10), curriculum and instruction for students with disabilities (Standard 13), and the broad range of services delivery options in K-12 public schools.

Course credits: 3

SPED 593 - Educational & Assistive Technology for Mild/Moderate Disabilities

This course provides opportunities for candidates to acquire the ability to use computer based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

Course credits: 1

SPED 594 - Fieldwork Seminar I

This course is designed to introduce Education Specialists Candidates to issues, curricula, and best practices for teaching the core curriculum Standards in California public schools based on the Curriculum Frameworks and Content Standards approved by the California State Board of Education. In addition, candidates will continue to develop knowledge and skills in best practices associated with supporting access to the General Education curriculum by students with mild/moderate disabilities. This course will extend candidates' knowledge and skills to organize and implement instruction effectively for students with diverse backgrounds and with diverse learning needs, including English learners. Candidates will demonstrate skills in the use of differentiated instructional strategies that ensure that all students have access and achievement in relation to the content Standards. Candidates will demonstrate the ability to create a positive, inclusive climate of instruction for all students in a broad range of service delivery options. This course will also provide support, direction, and enrichment to candidates while in the first phase of student teaching or employed as interns.

Course credits: 2

SPED 595 - Fieldwork Supervision II

Course credits: 3

SPED 597 - Consultation, Collaboration & Communication for the Ed Specialist

Education Specialists preparing to work with students who have mild to moderate disabilities must be skilled at creating, developing, and implementing individualized education plans that include appropriate accommodations and modifications in order to facilitate access to learning in a variety of environments. Academic, behavioral and social, vocational and community goals are realized through the adherence to state and federal laws and regulations, specialized curricula, specific teaching strategies and adaptive technologies.

Candidates will develop the capacity to successfully build positive relationships with families, staff, colleagues, service providers and private or non-public agencies. Topics include effective communication skills necessary to successfully collaborate with parents, caregivers, professional and paraprofessional staff. Culturally and linguistically related issues experienced by families and parents of those with special needs will also be addressed. Course topics are based upon current federal and state laws and best practices realized by the educational community.

Course credits: 2

SPED 598 - Fieldwork Seminar II

This course is designed to prepare Education Specialists Candidates for addressing issues, curricula, and best practices for planning, implementing, and evaluating transitional life experiences for students across the lifespan. This course also has a major focus on post-secondary transition planning, implementation and evaluation. The course also extends candidates' knowledge of teaching the common core curriculum standards in California public schools based on the Curriculum Frameworks and Content Standards approved by the California State Board of Education. In addition, candidates will continue to develop knowledge and skills in best practices associated with supporting access to General Education curriculum by students with mild/moderate disabilities. This course will extend candidates' knowledge and skills to effectively organize and implement instruction for students with diverse backgrounds and with diverse learning needs, including English learners. Candidates will demonstrate skills in the use of differentiated instructional strategies

that ensure that all students have access and achievement in relation to the content standards. Candidates will demonstrate the ability to create a positive, inclusive climate of instruction for all students in a broad range of service delivery options. This course will also provide support, direction, and enrichment to candidates while in the first phase of student teaching or employed as interns.

Course credits: 2

SPED 599 - Assessment and Program Planning

This course is designed for candidates enrolled in the Preliminary Educational Specialist Mild/Moderate Disabilities credential program, and for candidates in the Reading Specialist certificate. The course includes an overview of the principles of testing, including measures of central tendency, variability, and correlation. The course will include evaluations of tests currently used in the public schools and in special education programs. Course assignments will include practice in the administration and scoring of representative samples of formal and informal assessment instruments. There will be an emphasis on the interpretation of assessment results and using assessment results to develop appropriate instructional programs, as well as a review of ethical and educational policy issues related to educational testing. This course requires fieldwork.

Course credits: 3

SPED 630 - Current Issues & Emerging Practices

SPED 630 - Candidates will develop a professional perspective of current issues in special education and emerging practices. Candidates will examine educational policies and practices in relation to fundamental issues, theories, and research in education. Coursework and readings will emphasize philosophy and history of special education within the context of general education, laws governing special education services and programs, and the status of special education within society.

Course credits: 3

SPSY 623 - Learning Development & Cognition in Social Context

This course examines theories and research in child development, infancy through adolescence, across cognitive, physical, social, linguistic, and emotional domains as it relates to the practice of school psychologists in preK-12 settings. Emphasis is placed on how students develop in academic domains and the use of curriculum based assessments to inform identification of struggling learners and effective interventions. Students will develop a critical and historical perspective of the systems of schooling in the United States, how this history impacts students and families, and the behaviors, attitudes, and pedagogical practices that challenge dominant ideologies that perpetuate systemic inequalities in preK-12 schools.

Course credits: 3

SPSY 624 - Introduction to Psychological Assessment

This course is an introduction to psychological assessment and provides an understanding of the standard psychological measures most often used in school and clinical settings. Testing principles such as reliability, validity, true score variability, and analysis and applications of normative data act as a foundation for the course, as do the ethical and social implications of assessment and evaluation of learners. Research pertaining to standard assessment devices, their use, and consequent interpretations is critically reviewed. School Psychology candidates gain experience in the development of informal methods, as well as the administration, scoring, and interpretation of selected formal

instruments pertinent to the understanding of basic psychological processes and the ability to think and reason. The foundations of writing psycho-educational assessment reports are reviewed and practiced.

Course credits: 3

SPSY 625 - SP Neuro-Cognitive Assessment

The focus of Neuro-Cognitive Assessment is on the evaluation, selection, administration, scoring, and interpretation of a variety of standardized cognitive/neuropsychological assessment instruments. School Psychology candidates build a strong foundation in the skills necessary to identify various disabling conditions related to neuro-cognition, such as specific learning disabilities, cognitive impairment, and attention disorders. The limitation of tests and the ability to critically evaluate an assessment instrument will be woven throughout the presentation of the materials covered. School Psychology candidates develop the skills necessary to effectively communicate the analysis and results of the assessment, as well as make recommendations based on findings of the assessment.

Course credits: 3

SPSY 700 - Legal and Professional Foundations of School Psychology

This course is designed as an introduction to the laws, ethical guidelines, and professional issues that shape applied psychological work with children and adolescents. Because schools are an important context in which most children learn and develop, all professionals who seek to work with children and adolescents need to be familiar with the unique challenges, opportunities, and constraints that derive from providing psychological services within schools. Course content will cover the emergence of the profession of school psychology, its transition over time, continuing issues in school psychology role change, legal and ethical concepts of importance to the field, and the development of individual identity as an ethical psychologist who is committed to children's best interest. Class time will be spent on lectures and presentations; student-led discussion will be heavily emphasized. Both formal assignments and discussions are designed to encourage and increase student participation. Conducting a critical analysis of each reading and providing substantive contributions to the class discussions are necessary to succeed in this course.

Course credits: 3

SPSY 702 - Instructional Strategies and Interventions

The purpose of this class is to provide an overview of the theories and processes of psychological and educational consultation at the individual and systems level. Students will learn and apply consultation skills within a problem-solving model of service delivery. Students will learn to attend to cultural factors, values, and community context during consultation.

Course credits: 2

SPSY 712 - Systems Consultation

This three (3)-unit graduate counseling course serves as an analysis of organizational systems and organizational development consulting skills. There is an emphasis on the individual and team consultation processes. In addition, students will strengthen methods of initiating and maintaining consultative relationships with and among teachers, staff, and parents to prevent school failure and increase the success of pupils who have physical, social, intellectual, and emotional needs.

The course will begin with an overview of consultation and collaboration, including the generic model of consultation and the various stages of the consultative process. Students will examine the school as an organization and the issues

and trends that face schools from a psychosocial perspective. As the theoretical and functional foundations are laid, students will begin to develop their understanding of the many roles school counselors and school psychologists take within school-based settings, and how they can serve as catalysts for systems change and social justice through their facilitation of multi-tiered systems of support that promote resilience, ameliorate risk, and create a positive learning environment for all students. Lastly, students will become familiar with models of counselor intervention, collaboration, and consultation with special emphases on Caplan's mental health and behavioral models and Lambert's model of consultee-centered mental health consultation in school-based settings.

Course credits: 3

SPSY 722 - School, Family, & Community Engagement

This course is designed for second year school psychology graduate students to learn and apply models, theories, research, and practices of school psychology in family-school collaboration in diverse schools. We will study evidence-based school-wide, group, and individual approaches for improving school climate, parent engagement, home-school communication, and interventions involving families, school staff, school psychologists, and others. We will also study bilingual education and their impacts on family-school collaboration. Each student will demonstrate knowledge of principles and research in family systems, strengths, needs and cultures, and skills in bridging across cultural and language differences to develop inclusive, trauma-informed, and supportive learning environments.

Core goals for the semester are for students to:

Investigate principles and research for understanding cultural and contextual factors, family systems, strength-based practices, and building positive family-school collaboration.

Study evidence-based, trauma-informed practices for strengthening school climate and family engagement to promote children's learning, socialization, and mental health.

Collaborate with others in applying models and research to design, implement, and evaluate services that promote inclusive and supportive learning environments.

Course credits: 3

SPSY 732 - SP Assessment of Social and Emotional Functioning

The student will develop an understanding of the assessment of social, emotional and behavioral skills in the schools.

The format of the course will be lecture, class discussion, case study presentations and lab work with test instruments.

The course objectives are to provide the following:

A viable framework for understanding assessment of social, emotional and behavioral skills in the schools.

Familiarity with the impact of culture, race, socioeconomic status, gender, and age on social, emotional and behavioral skills development and assessment.

Beginning professional skills in the administration, scoring and interpretation of a battery of social, emotional and behavioral assessment instruments.

Beginning professional skills in the integration of results from an assessment into a complete psycho-diagnostic report.

Course credits: 3

SPSY 742 - SP Child/Adolescent Psychopathology

The purpose of this course is to increase the students' understanding of the various psychological disorders including diagnoses and theories of etiology. The developmental perspective, within a social/economic/cultural context will be emphasized. The students will gain an understanding of the impact of psychopathology on the child and adolescent's achievement within the school setting. Interventions, treatment modalities, and options for support including psychological, psychopharmacological, and educational therapies will be embedded within the coverage of each of the

various disorders. Students will understand and demonstrate the ability to work through all components of a case study/case formulation. Risk and protective factors will be emphasized as an important component to case formulations. Students will be expected to include recent research from peer reviewed journal in order to further their understanding of current and future directions within the field of child and adolescent psychopathology.

Course credits: 3

SPSY 752 - Behavioral Strategies & Interventions

SPSY 752 is an introductory course designed to teach students the competencies needed in order to establish and maintain a safe and productive learning environment for students with mild/moderate disabilities. Students will learn how to identify and understand how behavior is related to the context in which it occurs and how behavior serves a purpose or function for the student. Students will conduct a Behavior Intervention Case Study with data, analysis, and summary which includes utilizing appropriate surveys and data collection tools. A Behavior Intervention Plan (BIP) that is student specific will be developed based upon positive behavior supports, prevention strategies and special education law.

Course credits: 3

SPSY 762 - Research Methods and Program Eval

This course has three primary goals: To help students become skilled and critical consumers of education and psychological research; encourage school psychologists to base their work on inquiry and reflection, or to become practitioner-researchers; and provide the tools to prepare students to conduct program evaluations of intervention effectiveness.

Course credits: 3

SPSY 772 - School Psychology Practicum Seminar

First-year School Psychology candidates are provided the opportunity to engage in field-based activities in various areas of professional training. Practica will occur in supervised school settings and in the accompanying seminars at Saint Mary's College, according to specific requirements stated by the California Commission on Teacher Credentialing (CCTC).

Within the first few weeks of the semester a 50 hour placement in a school setting under appropriate supervision will commence. Students will act as participant observers of the many processes of both general and special education as it is implemented in schools. To this end, School Psychology candidates will shadow a school psychologist, observe in classrooms, attend Student Study Team or Response to Intervention Team meetings, attend an IEP and 504 meeting, observe assessment and identification procedures, and collaborate and consult with a teacher. A weekly 3-hour seminar is designed to support the School Psychology candidate's school-based experience as well as personal, and professional development. More specifically, the seminar will explore through the readings, class discussion, and assignments the multifaceted role and function of the School Psychologist as a change agent.

Course credits: 1

SPSY 782 - School Psychology Fieldwork Seminar & Supervision

Fieldwork School Psychology candidates are required to work a minimum of 450 hours (for many students this is Year 1 + Year 2 field experience); 300 hours must be in a pre-K to grade 12 school setting providing direct and indirect pupil services; up to 150 hours of experience may be offered through on-campus agencies or community agencies (e.g., private schools, community mental health centers). The four basic field experience settings for school psychologists

include pre-school, elementary school, middle school, and high school. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both the fieldwork and the internship experiences. The option of one school site setting for field placement is available to the Fieldwork School Psychology candidate, at which point the student will accrue 450 hours at that one placement, and 200 hours at a different level during their internship experience. The Fieldwork Placement allows the School Psychology candidate to gain opportunities for supervised experience in collaboration and consultation with a variety of stakeholders, multitiered systems of prevention and intervention, individual and group counseling, individual assessment, educational planning and evaluation, and program planning and evaluation in preK-12 settings. The School Psychology candidate is required to demonstrate developing skills in counseling, consultation, and assessment to a school-site supervisor as well as to the faculty supervisor in the corresponding seminar at Saint Mary's College. This weekly seminar is designed to support the School Psychology candidate's school-based experience, personal, and professional development. More specifically, students will explore the multifaceted role and function of the School Psychologist as an agent of social justice within preK-12 public schools in the United States. Ultimately, the candidate will deepen their understanding of what it means to be a School Psychologist and begin to develop a professional identity as a School Psychologist. Additionally, the main goals of the fieldwork seminar and experience are to understand the National Association of School Psychologists' Model for Comprehensive and Integrated School Psychological Services, with specific focus on data-based decision making in the pre-referral intervention process, student-level interventions and instructional supports to develop academic skills, and student-level interventions and mental health services to develop social and life skills. Students will also continue to develop their assessment skills, with specific focus on specific learning disabilities, attention and executive functioning disabilities, and emotional and behavioral disabilities.

Course credits: 3

SPSY 792 - Internship Supervision and Seminar

This is a two-semester seminar that accompanies the school-based internship placement. Intern School Psychology candidates are required to accrue 1200 clocked hours of field and professional experience. The internship must include eight hundred (800) clock hours in a pre-kindergarten to grade 12 school-site setting providing direct and indirect services. Up to 400 hours of field experience and professional development may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; or (c) relevant educational research and evaluation activities. The school setting allows the Intern School Psychology candidate to expand their understanding of providing a fair and equal education to preK-12 students in a culturally/racially and economically diverse setting. The internship school setting provides opportunities for the Intern School Psychology candidate to fulfill the following duties of the PPS Credential in School Psychology:

Provide services that enhance academic performance

Design strategies and programs to address problems of adjustment

Consult with other educators and parents on issues of social development and behavioral and academic difficulties.

Conduct psycho-educational assessment for purposes of identifying special needs.

Provide psychological counseling for individuals, groups, and families.

Coordinate intervention strategies for management of individuals and school-wide crisis.

The Student Learning Outcomes as well as the class assignments are tied to the CTC standards such that the Intern School Psychology candidate is required to demonstrate skill in the fulfillment of the aforementioned duties to an appropriate school-site supervisor as well as the COUN 541 supervisor at Saint Mary's College. A weekly seminar is designed to support the Intern School Psychology candidate's school-based experience, personal, and professional development. Often the agenda will be open as to allow a forum for discussion and questions geared to the issues the candidates confront at the school sites. Additionally, the course instructor will present information and guidance to promote the development of expertise in all areas related to roles and responsibilities of the school psychologist.

More specifically, the seminar will explore through the readings, class discussion, and scenario/case consideration the multifaceted role and function of the School Psychologist. Ultimately, the candidate will deepen his/her understanding

of what it means to be a School Psychologist and begin to develop professional identity as a School Psychologist.

Repeatable

Yes

Course credits: 3

SPSY 798 - Portfolio Defense

This is a two-semester course that accompanies the school-based internship course and placement. Components of the school psychology portfolio must be completed at the student's internship site (description of the Internship requirements are in COUN/SPSY 792). The school psychology portfolio is completed on an individual basis with your chair. Upon completion of the final portfolio, you will take part in an oral defense of your work with all the school psychology faculty. The student will meet with their chair on an as needed basis, and work toward completion of the various components of the portfolio project. Guidelines for the project are found in this syllabus. Ultimately, the candidate will deepen their understanding of what it means to be a School Psychologist and begin to develop professional identity as a School Psychologist.

Repeatable

Yes

Course credits: 3

SSTE 515 - Foundations of Secondary Education

SSTE 515 serves as the introductory course to the Single Subject Credential Program and to the art of teaching. This intensive course functions as a cognitive roadmap for the content to follow, as well as an immersion into the complex ecology of the classroom and systems of education. Within this class, students will consider who they are and what they wish to offer to the profession of teaching and to the communities in which they serve.

Course credits: 3

SSTE 527 - Preparation for Teacher Performance Assessment

The purpose of this course is to support students as they prepare for their Teacher Performance Assessment (TPA). Within this broad purpose, the course has two primary goals: (1) to help students understand what is required of them in the CalTPA Teaching Event and plan how to meet each of these requirements (Tasks); (2) to learn how to participate in a professional learning community for the purpose of pedagogical self-study and development, particularly as aspiring urban educators. In addition to these primary goals, the course also supports the work of other courses in helping students develop the competencies (TPEs) they need to successfully complete their preparation for a Single Subject teaching credential.

Course credits: 1

SSTE 540 - Culturally Responsive Classroom Environment

In this course, students will examine and apply various critical frameworks to their respective classrooms and schools; engage in activities that challenge them to reflect on who they are including: ideologies, prior experiences, behaviors, attitudes, and actions; and develop projects within their classroom communities that push against systemic inequality. As a learning community, students will critically analyze how diverse social positions, trauma, and identities influence,

inspire, and inform the culturally responsive classroom.

Course credits: 3

SSTE 550 - Instructional Design I

In this course, students will learn to design effective lesson plans that are student-centered, culturally enriched, aligned to curriculum standards, infused with content knowledge, enlivened by real world applications and active learning, and developmentally appropriate. This course is designed to help teacher candidates develop the knowledge, skills and strategies necessary to create and maintain positive and productive learning environments, and ensure multiple access points into the curriculum in order for all learners to meet high academic standards.

Course credits: 3

SSTE 550L - Instructional Design Content Breakout

This course will provide students with content specific support with the goal of developing their pedagogical practices, including, differentiation strategies, technology integration, use of rubrics & assessments, & meeting the needs of the diverse learners in the classroom. This class will support the students in their SSTE 550 course with content focused lesson plan and backwards planning support. Through readings, discussion, and a close look at student work students will receive support on how to best meet the needs of students in their content area.

Course credits: 1

SSTE 554 - Foundations of Literacy

This course will explore literacy through the lens of secondary curriculum, specifically addressing the integration of reading and writing across content areas, academic language, vocabulary, comprehension, and digital literacy. We will explore how disabilities (ie: dyslexia) can impact literacy instruction and ways to meet students' needs. We will address the literacy needs of ELL speakers of non-dominant varieties of English, students with disabilities and other youth. We will look at ways to develop students' capacities as effective readers, writers, listeners and speakers via asset based pedagogies.

Course credits: 3

SSTE 574 - Fieldwork Supervision I

This course supports the field supervisors' observations and student consultations. This course does not meet in person, but instead supports the candidate in their fieldwork placement at school sites.

Course credits: 1

SSTE 575 - Fieldwork Seminar I

This course builds on what students are learning in SSTE 550: Instructional Design I, and SSTE 550L: Subject Matter Methods. In this class, students will continue to be challenged as intellectuals and as critically reflective practitioners. Students will take what is learned and directly apply it to observations of their cooperating teachers and to their own teaching practices. Students will also be called to integrate what has been learned in their placements into their methods class. The two are not separate; rather theories, principles, classroom practice, and reflection inform one another in the praxis cycle.

Course credits: 2

SSTE 576 - Health Education

Health Education examines concepts of health and health education in the schools. Emphasis will be placed on current health issues for children and adolescents viewed in the context of child development; on the responsibilities of teachers and the school community in promoting child health; and on curricular strategies that contribute to the healthful behavior of children.

Course credits: 1

SSTE 580 - Instructional Design II: Content Specific Area

This course is intended to prepare content teachers for California classrooms. At its heart the course will be focused on Pedagogical Content Knowledge: the knowledge of students, content, pedagogy, and teaching in the context of a community. Accordingly, it will be very practical in nature as most class sessions and assignments will be centered on instructional planning and core practices as they relate to teaching English including content specific exploration of EdTPA. Reflection about how, what, and why one makes any content and instruction choice will be at the forefront of all class discussions, activities and assignments. We will read and analyze a variety of crucial and culturally relevant lessons, units and projects that explicitly strive to challenge inequities and empower students as change agents. Finally, teachers will learn how to be reflective practitioners who regularly engage in praxis with one another to meet the needs of the diverse learning styles in the classroom.

Because this class will be held in a small group format, assignments and readings have the potential to be adjusted based on student needs.

Course credits: 3

SSTE 585 - Fieldwork Seminar II

The course will provide students the opportunity to discuss instructional strategies, share experiences in the classroom and troubleshoot areas of concern as they work toward cultivating a positive classroom community. Through readings, reflection and collaboration, students will address current educational issues with an emphasis on meeting the needs of the diverse populations in the classroom.

In addition this course will include a focus on classroom assessment to support students' understanding of fair equitable measures of student achievement and progress.

Course credits: 2

SSTE 586 - Fieldwork Supervision II

This course supports the field supervisors' observations and student consultations. This course does not meet in person, but instead supports the candidate in their fieldwork placement at school sites.

Course credits: 3

TED 501 - Learning, Development, and Culture

This course examines how children and adolescents learn and develop cognitively, socially, psychologically, and morally both as individuals and as members of the diverse range of families, cultures, and communities in California. We look at ways teachers can create positive, inclusive, and culturally responsive classroom learning communities. The development of the learner is examined from multiple theoretical perspectives, and candidates practice applying these theories to understanding what happens in the classroom. We examine the impact of race and socio-economic status on classroom equity, student self-esteem, and empowerment/ disempowerment. We also investigate critical thinking, creativity, and reflection, while beginning to learn how to create developmentally, linguistically, and culturally appropriate learning activities and assessments.

Course credits: 3

TED 502 - Introduction to Special Education

The purpose of this course is to introduce general and special education teacher candidates to the goals of inclusion of people with disabilities in schools and society. Candidates will be provided with a variety of opportunities to understand the experiences of people with disabilities. Through critical reflection, candidates will analyze their personal experiences with ableist beliefs about dis/abilities. The course will support candidates to understand how the foundational principles of the Individuals with Disability Education Act (Public Law 94-142; 1976 to 2004) aim to prevent exclusionary practices within schools and promote inclusion in, and access to, the general education setting. The course provides candidates with an understanding of how to support the physical, cognitive, and affective characteristics and development of individuals with disabilities through the key tenets of Universal Design of Learning. Furthermore, the course recognizes people with disabilities have intersectional identities and come from diverse cultural and linguistic backgrounds. Therefore, the course content examines their experiences in society and schools at the intersections of disability, race, language, culture, and gender identities. Overall, the course emphasizes the following:

1. the history of the field of special education;
2. state and federal special education legislation;
3. anti-racist pedagogy in Universal Design for Learning;
4. assistive technology tools;

in order to provide teachers with the tools to design anti-racist, linguistically supportive, inclusive classrooms for students with various disabilities whom K-12 teachers may encounter and instruct in a variety of settings.

Course credits: 3

TED 503 - Teaching Emergent Bilingual Students

This course prepares teacher candidates to support emergent multilingual students as general education elementary or secondary teachers or education specialists. The course introduces students to research and theory on additional language development, state and federal policies governing the education of English learners, and different instructional program models for serving multilingual students. Candidates learn how to scaffold and differentiate literacy and content instruction for students who are learning English and how to create opportunities for English language development across the curriculum. In addition, students learn how to use formative assessment practices and design culturally and linguistically responsive pedagogy, as well as how to collaborate with multilingual families to support their children's learning.

Course credits: 3

TED 590 - Internship Fieldwork Supervision I

This field supervision course is for credential candidates across the three teaching credentials (MSTE, SSTE, SPED) who are teachers of record on an intern credential. The supervision includes participation in 6-7 classroom observations by their supervisor and follow-up discussions with the college supervisor.

Course credits: 2

TED 591 - Internship Fieldwork Supervision II

This field supervision course is a continuation course for credential candidates across the three teaching credentials (MSTE, SSTE, SPED) who are teachers of record on an intern credential. The supervision includes participation in 6-7 classroom observations by their supervisor and follow-up discussions with the college supervisor.

Course credits: 2

School of Economics and Business Administration

ACCTG 500 - Financial Accounting

This course focuses on the concepts and principles that underlie corporate financial statements prepared for external users, including the balance sheet, income statement and cash flow statement.

Course credits: 3

ACCTG 501 - Managerial Accounting

Prerequisites

ACCTG 500: Financial Accounting

This course examines the internal use of accounting as a management tool. Emphasis is on cost concepts and analysis of cost variances. Topics include cost-volume-profit analysis, process and activity-based costing, cost allocation, budgeting and performance measures.

Course credits: 3

ACCTG 507 - Navigating Accounting for Success

From a financial accounting perspective this course will focus on the content, concepts, and underlying principles that relate to corporate financial statements including the balance sheet, income statement and cash flow statement. In addition it also will also cover ratio analysis and stockholders equity related transactions.

From a management accounting perspective the course will also cover the internal use of accounting information as a management tool for decision making purposes. Emphasis will be on cost concepts and analysis of cost variances. Topics to be covered will include cost-volume-profit analysis, job order cost accounting, process cost accounting, activity-based costing, budgeting and budget analysis, performance measures, and decision making.

Course credits: 3

ACCTG 520 - Financial & Managerial Accounting

This course focuses on the concepts and principles that underlie corporate financial statements prepared for external users, including the balance sheet, income statement and cash flow statement. The course also examines the internal use of accounting as a management tool. Emphasis is on cost concepts and analysis of cost variances. Topics include cost-volume-profit analysis, process and activity-based costing, cost allocation, budgeting and performance measures.

Course credits: 3

ACCTG 600 - Advanced Managerial Accounting

This advanced course focuses on how managers generate and use accounting information within their organizations for planning and controlling operations, making short and long-term decisions, and evaluating and rewarding personnel. The content includes topics such as C-V-P analysis, budgeting, variance analysis, and differential cost analysis. A variety of pedagogical techniques, including cases, projects, and student presentations are used to discuss real world managerial accounting issues.

Course credits: 3

ACCTG 601 - Advanced Accounting Analytics

Data has proliferated in business and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. The focus of this class is on concepts as well as various data analysis tools such as Advanced Excel, Weka, Tableau/Power BI, IDEA Audit Software, iXBRLAnalyst, Structured Query Language (SQL) using SAS, Microsoft Access, Microsoft SQL Server Management Studio, Excel 2016, and MySQL, and Python, and more.

Course credits: 3

ACCTG 602 - Accounting Information Systems

The Advanced Accounting Information system course will focus on IT architecture components and the use of cloud-based models for IT infrastructure, platforms, and services. In addition, the course will focus on the business processes they enable and controls over processing integrity. The course will also cover System availability and IT change management.

Course credits: 3

ACCTG 603 - Federal Income Taxation of Individuals, Estates, Gifts & Trusts

This course examines the concepts and laws related to federal taxation of individuals, trusts, estates, and gifts. It is also designed to give students the tools and techniques to identify, understand and evaluate tax planning opportunities. Oral and written communication skills are emphasized.

Course credits: 3

ACCTG 604 - Governmental and Non-Profit Accounting

This course focuses on the accounting and financial reporting issues of governmental units, not-for-profit organizations, colleges and universities, and some health care entities. The course covers fund accounting and financial reporting for state and local units under GASB Statement No. 34 and not-for-profit accounting principles.

Course credits: 3

ACCTG 606 - Advanced Accounting

The first part of this course reviews accounting for business combinations. The rest of the course covers accounting for multinationals, foreign currency transactions, segment reporting, and partnerships - formation, operations, changes in ownership interests, and liquidation.

Course credits: 3

ACCTG 607 - Federal Income Taxation of Business Entities and Legal Issues

This course examines the concepts and laws related to federal taxation of partnerships, C corporations, S corporations, and tax-exempt organizations. It is also designed to give students the tools and techniques to identify, understand and evaluate tax planning opportunities. Oral and written communication skills are emphasized.

Course credits: 3

ACCTG 608 - Advanced Legal Issues and Regulatory Framework

This course examines the legal implications of business transactions, particularly as they relate to accounting, auditing and financial reporting. In addition, students are required to apply the knowledge gained to evaluate the economic substance of client transactions, including purchase agreements, loans and promissory notes, sales contracts, leases and commitments. Oral and written communication skills and professional research skills are emphasized.

Course credits: 3

ACCTG 609 - Accounting Professional Ethics and Responsibilities

This capstone course focuses on identifying, researching and appropriately resolving situations that might be unethical or a violation of professional standards. Oral and written communication skills and professional judgment are emphasized.

Course credits: 3

ACCTG 610 - Intermediate Accounting I

The first in a two-course series in intermediate financial accounting, designed to deepen the students' understanding of financial reporting practices and principles. The topical coverage includes an in-depth treatment of the elements of the income statement and the asset section of the balance sheet. Attention is given to examples of current reporting practices and to the study of the reporting requirements promulgated by the Financial Accounting Standards Board.

Course credits: 3

ACCTG 611 - Intermediate Accounting II

The second in a two-course series in intermediate financial accounting. The topical coverage includes an in-depth analysis of current and long-term liabilities, stockholder's equity, earnings per share calculations, the revenue recognition principle, accounting for income taxes, pension accounting, lease accounting, and the statement of cash flows.

Course credits: 3

ACCTG 613 - Advanced Auditing and Forensic Accounting

This course focuses on advanced topics related to the auditing standards promulgated in the U.S. for audits of public companies, private companies, governmental entities, not-for-profit entities and employee benefit plans. In addition, the course focuses on the standards promulgated by the International Auditing and Assurance Standards Board (IAASB) and the differences between these standards and U.S. auditing standards. It also focuses on the application of accounting and auditing skills to detect financial discrepancies and the presentation of fraud cases for criminal proceedings and litigation.

Course credits: 3

ACCTG 660 - Accounting

This course covers accounting concepts and principles that underlie corporate financial statements, including balance sheet, income statement, and cash flow statement. This core course in Financial Accounting covers the accounting principles and methods (US Generally Accepted Accounting Principles 'GAAP' and International Financial Reporting Standards 'IFRS') used in preparing the three principal financial statements—the balance sheet, the income statement, and the statement of cash flows. This course emphasizes the rationale for and implications of the fundamental accounting concepts. We use problems to enhance the learning of these concepts and to bridge the gap between the preparation of financial statements and their interpretation and use in various decision situations.

Course credits: 3

ACCTG 661 - Financial Statement Analysis

This course builds on the introduction of accounting principles by covering a selection of advanced accounting concepts applied in financial statement reporting and analysis. In addition, the course builds on the introduction of valuation models and valuation techniques by covering additional valuation models and techniques. The course gives students an opportunity to apply the financial statement reporting, analysis, and valuation models and valuation techniques covered in the course by valuing actual companies.

Course credits: 3

ACCTG 720 - Navigating Accounting for Success

From a financial accounting perspective this course will focus on the content, concepts, and underlying principles that relate to corporate financial statements including the balance sheet, income statement and cash flow statement. In addition it also will also cover ratio analysis and stockholders equity related transactions.

From a management accounting perspective the course will also cover the internal use of accounting information as a

management tool for decision making purposes. Emphasis will be on cost concepts and analysis of cost variances. Topics to be covered will include cost-volume-profit analysis, job order cost accounting, process cost accounting, activity-based costing, budgeting and budget analysis, performance measures, and decision making.

Course credits: 3

ACCTG 740 - Accounting for Executives

We begin our comprehensive approach to accounting by sharpening your understanding of the accounting concepts, principles, and conventions underlying financial statements, and what motivates a manager to select a particular accounting treatment, and how this choice affects financial statements as well as how it affects the analysis of those statements. We then move on to demonstrating how you can use accounting information for best-practice organizational planning, control, and decision-making. You will develop skills in such areas as cross driver analysis, budgeting, variance analysis, cost-volume-profit analysis, capital budgeting, differential cost analysis, and optimal performance evaluation schemes which incent ethical managerial behavior rather than the reverse. Much of what you learn is also applicable globally.

Course credits: 3

ACCTG 900 - Accounting Theory and Application

Accounting is the language of business and its role is key in communicating financial information to all parties engaged in any type of commerce. In this course, emphasis is placed on developing a conceptual framework and set of skills for addressing questions broadly, related to accounting information. Specifically, we will focus on the decisions of what, how, and to whom to communicate information and the consequences of these communications. The course will prepare students to conduct research on the use of accounting information: in the firm's internal decision-making and performance evaluation functions; in the contractual relationships between the firm and both internal and external parties; in the functioning of capital markets; and by other stakeholders and potential stakeholders in the firm.

Course credits: 2.5

ECON 508 - Applications in Modern Managerial Economics

Applications in Modern Managerial (Business) Economics (AMBE) analyzes current macroeconomic and microeconomic events and trends, and how they affect firm-executive level decision-making; the impact on industry, markets, customers, stakeholders, stockholders, employees, and operations; and organizational structure of the firm, as it adapts to constant change. The focus is on model building, applications and data analysis, and how these models and their outcomes drive decisive business decision-making under uncertainty. Contemporary (orthodox-unorthodox) fiscal and monetary policy analysis is used to understand dynamic systematic risks to the firm.

Course credits: 3

ECON 521 - Managerial Economics

This course, an overview of selected economics topics, introduces micro- and macro-economic concepts and analytical techniques used in managing businesses. Topics include consumer behavior, production and cost, market structures and market failure, fiscal and monetary policy, and international trade and finance.

Course credits: 1.5

ECON 662 - Economics

This course covers concepts and analytical techniques from microeconomics and macroeconomics including market structures, fiscal and monetary policy, international trade, international financial markets, spot and forward exchange rates, interest rate parity and purchasing power parity.

Course credits: 3

ECON 721 - Applications in Modern Managerial Economics

Applications in Modern Managerial (Business) Economics (AMBE) analyzes current macroeconomic and microeconomic events and trends, and how they effect firm-executive level decision-making; the impact on industry, markets, customers, stakeholders, stockholders, employees, and operations; and organizational structure of the firm, as it adapts to constant change. The focus is on model building, applications and data analysis, and how these models and their outcomes drive decisive business decision-making under uncertainty. Contemporary (orthodox-unorthodox) fiscal and monetary policy analysis is used to understand dynamic systematic risks to the firm.

Course credits: 3

ECON 741 - Applied Economics

This course introduces the requisite micro and macroeconomic tools needed to analyze business problems. The emphasis is on establishing a practical link between basic economic concepts and a wide range of contemporary business problems, including economic data analysis for business decision-making, forecasting, demand analysis, pricing and cost analysis. Topics include market structure, cost and production, international trade and finance, national income determination, and monetary and fiscal policy

Course credits: 3

EDBA 903 - Integrative Research Design

This course emphasizes the research methods for both qualitative and quantitative data. The course will introduce various research approaches, explore their use, and guide students in applying them. By using pertinent scholarly and practitioner research, learners will investigate research methods used with secondary data and global information systems. Research methods for collecting primary data and the associated measurement concepts will also be covered. Students will become familiar with best practices in fieldwork design. Classroom sessions will include lectures, discussions, intensive group work related to the projects, and instruction in the associated software tools for each topic.

Course credits: 2.5

EDBA 904 - Knowledge Dissemination from Theory to Practice

This course provides a framework to transfer evidence-based knowledge into the business world in order to implement findings. Students will learn ways to communicate results and bring research findings to target audiences, including those in the work place. Dissemination strategies will be discussed.

Course credits: 2.5

EDBA 905 - Becoming an Applied Scholar Through Scientific Inquiry

This course introduces students to the scientific method, the philosophy of science, process of scientific inquiry, and understanding applied scholarly research. Students will gain skills in reading, understanding and critiquing scholarly papers, and conducting literature review. Topics such as foundations of theory development, grounded theory, hypothesis testing, scholarly rigor, and research methods will be discussed. Students will begin identifying their research interest and focus in this course.

Course credits: 2.5

EDBA 980 - Dissertation Proposal Research Practicum I

In this research practicum, the emphasis is on selection of paper topic, refinement of the primary research question and literature review. The student will work with his/her advisor to complete the course deliverable. The deliverable is a thoroughly researched "front-end" of a scholarly paper, including refinement of research question and adequate literature review.

Course credits: 6

EDBA 981 - Dissertation Proposal Research Practicum II

In this research practicum, the emphasis is on further refinement of the primary research question and development of hypotheses. The deliverable for the course is steeped in grounded theory.

Course credits: 3

EDBA 982 - Dissertation Proposal Research Practicum III

In this research practicum, the student works on methodology for the research project and begins development of a pilot study. Students are expected to defend their dissertation proposal by the end of this academic term.

Course credits: 6

EDBA 983 - Dissertation Research Thesis I

Students work on the dissertation phase of the EDBA program with their dissertation advisor and committee members. Students develop and execute a complete research project that aims to address practical problems that are relevant within the student's own workplace or interest areas.

Course credits: 3

EDBA 984 - Dissertation Research Thesis II

Students work on the dissertation phase of the EDBA program with their dissertation advisor and committee members. Students develop and execute a complete research project that aims to address practical problems that are relevant within the student's own workplace or interest areas.

Course credits: 3

EDBA 985 - Research Colloquium

This course provides a hands-on experience for students to develop, improve, and strengthen their scholarly work by engaging with and receiving feedback from faculty and peers. Course content includes developing research questions, literature review, theoretical framework, testable hypotheses, improving scholarly writing skills, and giving presentations. The final deliverable will vary depending on the stages of your dissertation.

Course credits: 2.5

EDBA 986 - Dissertation Research Thesis III

In this course, students formally work on and present their dissertation work to other students, dissertation committee members and faculty members. Students are expected to revise their work based on constructive feedback from faculty and other students. Students will also learn to give feedback for faculty research presentations.

Course credits: 6

EDBA 987 - Dissertation Research Thesis IV

Students work on the dissertation phase of the EDBA program with their dissertation advisor and committee members. Students develop and execute a complete research project that aims to address practical problems that are relevant within the student's own workplace or interest areas.

Students are expected to complete defense (oral and written) of their dissertation by the end of the spring academic term. Doctoral candidates who do not complete their dissertation defense by the end of year three, spring semester, will need to enroll in the EDBA 999 Thesis Continuation course until the completion of their oral and written defense.

Course credits: 6

FIN 532 - Managerial Finance

This course introduces the principles of corporate finance. It focuses on the measurement of value in a corporation. Topics include financial markets, free cash flow forecasting, present value analysis, the theory of risk and return, portfolio theory, and asset pricing models. The course also applies finance principles into major financial decisions in a corporation. Topics include cost of capital, capital budgeting, capital structure, and value based management.

Course credits: 3

FIN 650 - Finance Analytics

This course focuses on the applications of analytics in finance and related fields through econometric analysis and financial modeling. Concepts of financial analytics will be introduced via exercises such as: Creating a portfolio and evaluate its performance; Estimating asset pricing models using econometric techniques; Understanding and applying portfolio optimization methods; and Explore the fundamentals of options markets, and options trading. Topics will include the Capital Asset Pricing Model (CAPM), Markowitz efficient frontier, binomial trees and the Black-Scholes option pricing model.

Course credits: 1.5

FIN 664 - Corporate Finance

This course introduces the principles of corporate finance and their application in business today. It focuses on the measurement and creation of value in a corporation. Topics include financial markets, financial statements, free cash

flow forecasting, present value analysis, the theory of risk and return, portfolio theory, asset pricing models, cost of capital, capital budgeting, capital structure, and value based management.

Course credits: 3

FIN 665 - Investments and Equity Analysis

This course provides an overview of domestic and global securities markets, portfolio theory, portfolio management, and concepts of equity analysis. It introduces the models that are used to estimate the expected return and risk of securities and focuses on theoretical and practical aspects of working with securities data, portfolio optimization for constructing portfolios, and portfolio performance attribution and evaluation.

Course credits: 3

FIN 666 - Fixed Income Analysis

This course introduces the principles of valuation and portfolio management techniques for fixed income securities including types and characteristics of bonds, the term structure of interest rates, yield spreads, spot rates and forward rates, measurement of interest rate risk using duration and convexity, mortgage- backed securities and prepayment risk, asset- backed securities, international bonds, and credit analysis.

Course credits: 3

FIN 667 - Derivatives and Risk Management

This course introduces the principles of derivatives, the mechanics of how they work, the models used to value them, the markets they are traded in, and how they can be used for risk management. Derivatives include options, forwards, futures, and swaps. Derivatives markets are very large in volume and derivatives are traded by financial institutions and non-financial corporations; derivatives trading can affect other markets as well so it is critical to understand what they are and how they work.

Course credits: 3

FIN 668 - Portfolio Management

This course covers portfolio management which is the process of constructing, managing, and monitoring investment portfolios for individuals and for institutions (e.g. pension plans and university endowment funds). The course covers a broad range of topics including the use of equity / fixed income / alternative investments / derivatives, asset allocation, passive and active equity and fixed income strategies, behavioral finance, investment policy statements, portfolio immunization, the regulatory environment, taxes, international investing, performance measurement / benchmarking / attribution, and ethical application of portfolio management.

Course credits: 3

FIN 669 - Financial Engineering and Risk Management

This course covers Risk Management which is the process of identifying, quantifying, and adjusting the risk(s) in a portfolio and/or business operation to the desired risk levels. The course takes a mathematical approach to recognize, quantify, and manage three primary forms of financial risk: interest rate risk, equity market risk, and foreign exchange

risk. The course covers how to use derivatives including Futures, Forwards, Options, and Swaps to manage portfolio risk. The course will also discuss various other sources of risk such as liquidity risk and commodity risk.

Course credits: 2

FIN 671 - Fintech and AI in Finance

In today's rapidly evolving world, Fintech and Artificial Intelligence (AI) are fundamentally transforming traditional financial models. This course offers an exploration of how technologies such as blockchain, digital payments, Robo-Advisors, and AI-powered investing are driving innovation across banking, lending, and investment sectors. Through a combination of lectures, guest speakers, case studies, and real-world applications, students will investigate the technical, regulatory, and ethical dimensions of these innovations.

Course credits: 2

FIN 672 - Programming for Finance

Prerequisites

OPS 663

This course equips students with Python programming skills tailored specifically for financial analysis and modeling. The course blends theoretical foundations with hands-on coding exercises to build robust financial models, conduct risk-return analysis, and execute Monte Carlo simulations and portfolio optimization. Additionally, SQL is introduced for data management.

Course credits: 3

FIN 702 - Managerial Finance

Prerequisites

ACCTG 507 and ECON 508; waived for Accelerated MBA students

You will develop a foundational understanding of corporate finance principles with an emphasis on their analytical application to decision-making in investment, financing, and dividend policy. Key topics include quantitative approaches to asset valuation, risk assessment, financial statement analysis, and financial forecasting. The course also covers advanced methodologies for capital budgeting, asset management, short- and long-term financing strategies, cost of capital estimation, and the optimization of capital structure to enhance financial decision-making and corporate performance.

Course credits: 3

FIN 728 - Finance for Management Decisions

This course introduces the principles of finance and their application in management decisions in today's global environment. It focuses on the measurement and creation of value in a corporation. Topics include financial markets, financial statements, free cash flow forecasting, present value analysis, the theory of risk and return, portfolio theory, asset pricing models, cost of capital, capital budgeting, capital structure, and value based management.

Course credits: 3

FIN 749 - Goal-Centered Finance

In this course, you will learn how to apply the key principles of finance in managing contemporary organizations. Centered on the measurement and creation of value, this course will make you adept at analyzing financial statements and financial markets responsibly, in both domestic and global contexts, and will give you considerable expertise in present value analysis, the theory of risk and return, portfolio theory, asset pricing models, and cost of capital, capital budgeting, and capital structure.

Course credits: 3

FIN 763 - Advanced Financial Management

You will continue your study of corporate finance topics that were introduced in Managerial Finance. Special attention will be placed on leasing and mergers and acquisitions, with an emphasis on techniques of valuation.

Course credits: 3

FIN 764 - Investments and Financial Markets

Prerequisites

All Foundation courses (waived for Accelerated MBA Students) and completion of FIN 702.

This course is designed to provide an overview of the financial markets and investment vehicles available to the financial manager. Topics include the banking system, bank and non-bank financial institutions, and the market behavior of financial intermediaries. The emphasis of the course is on portfolio optimization and the analysis of a variety of financial instruments, including equity, debt and options.

Course credits: 3

FIN 765 - International Finance

Prerequisites

All Foundation courses (waived for Accelerated MBA Students) and completion of FIN 702.

This course explores the issues and financial techniques that are important for firms with international operations. Topics include the foreign exchange markets, and the management of transaction, operating, interest rate and translation exposures. The course also focuses on international sources of capital, the cost of capital and capital budgeting in an international context, political risk, and import/export financing.

Course credits: 3

FIN 766 - Financing New Ventures

Prerequisites

All Foundation courses (waived for Accelerated MBA Students).

This course augments the Managerial Finance course in the Professional MBA program. The critical issues in financing new ventures and social enterprises are examined. Additionally, the course addresses the differences between entrepreneurial finance and conventional administrative or corporate finance. The process of crafting financial and fund-raising strategies and the critical variables involved, including identifying financial life cycles of new ventures, a financial strategy framework, and investor and donor preferences, are explore

Course credits: 3

FIN 909 - Corporate Finance Seminar

This course considers a broad range of issues faced by corporate financial managers with respect to the valuation of projects, divisions, and entire companies. It introduces the modern theories of corporate finance and their applications. Topics include financial markets, free cash flow forecasting, present value analysis, the theory of risk and return, and cost of capital.

Course credits: 2.5

GMAN 706 - Doing Business in World Regions

Prerequisites

OPS 700 and MGT 704

This experiential international immersion course features a study trip to key countries with economic significance. The objective of the course is to learn about a selected country's dynamic cultural, economic, and business environment through hands-on learning such as lectures by the world-class hosting university faculty, company visits, and interactions with local managers. Through this course, students will raise awareness about broader social, cultural, political, economic, business and strategic factors when evaluating companies and organizations in visiting countries. This course has two components; the on-campus pre-travel and post-travel classes, and the 8-9 day overseas trip, which is taken during the quarter breaks. Past destinations include China, South Korea, Hong Kong, and Spain. Travel Fee: TBD - Changes yearly

Course credits: 3

MGT 631 - Creativity and Innovation

In this course, students develop their creativity thinking, sharpen their idea generation process, and learn to stimulate creativity in more meaningful and manageable ways. Students will also gain a better understanding of the appropriate context to cultivate and implement creativity in the workplace. The purpose of the course is to help students acquire skills to form novel, useful and fresh solutions to new and unfamiliar problems.

Course credits: 1.5

MGT 639 - Consulting Capstone Project

This project-based course aims to provide students with the strategic tools to address a specific problem or opportunity faced by Bay Area organizations of multiple natures (for-profit, non-profit, or governmental agency), such as strategic planning, competitor analysis, industry and environmental analysis, a resource and capability audit, strategic partnerships, as examples. Students will work in small teams to develop implementable recommendations that will be presented in the form of an oral presentation and written report to the manager and faculty member, as the final deliverable. The project is also designed to provide students with an introduction to international business and strategy concepts. The project will involve working on a specific assignment for a local business, to gain an appreciation for local management practices and competitive dynamics.

Course credits: 3

MGT 670 - Ethics, Professional Standards, and Compliance

This course provides a basic introduction to business ethics, specifically examining the ethical and professional responsibilities required by the CFA Institute as presented in its Code of Ethics (the "Code"), Standards of Professional Conduct (the "Standards"), and related best practices guidelines. The Code and the Standards represent the most widely- accepted international attempt to create a unified set of standards for conduct in the finance industry. A thorough knowledge of the Code and the Standards is helpful for any finance professional to navigate the particularities of ethics in the finance industry and to evaluate and implement his or her own firm's code of ethics. The course curriculum is designed around the CFA Program and the Learning Outcome Statements indicated in the CFA Institute Candidate Body of Knowledge which are covered in all three levels of CFA exams. A solid understanding of the Code and Standards is critical to successful completion of the CFA Program and responsible financial management.

Course credits: 1

MGT 704 - International Business

This course focuses on the international business environment and the strategic choices facing companies with international business operations. Topics include the structure and competitive dynamics of international industries, trade and trade theory, forms of transnational and multinational business, global competition and global strategies, balance of local demands and global integration, culture and government roles in international business, international financial and currency markets, and management issues in multinational firms.

Course credits: 3

MGT 705 - Managing Creativity and Innovation

In this course, students develop their creativity thinking, sharpen their idea generation process, and learn to stimulate creativity in more meaningful and manageable ways. Students will also gain a better understanding of the appropriate context to cultivate and implement creativity in the workplace. The purpose of the course is to help students acquire skills to form novel, useful and fresh solutions to new and unfamiliar problems.

Course credits: 3

MGT 719 - Global Business Strategy

Prerequisites

OPS 700, FIN 702, and MKT 703

This integrative course provides a rigorous framework for formulating corporate objectives, systematically assessing market opportunities, and developing data-driven long-term strategies. Emphasizing quantitative analysis and evidence-based decision-making, the course focuses on evaluating and coordinating the activities of the entire business enterprise. Participants will apply this analytical framework-along with quantitative tools and methodologies acquired in prior coursework-to develop, model, and implement strategic initiatives at both the business unit and corporate levels.

Course credits: 3

MGT 730 - Strategic Thinking for Organizational Success

Why do some organizations succeed and others fail? Why are some industries more attractive than others? Why, within a given industry, are some firms successful and others not? In this course, we will try to find answers to these questions with a primary goal of gaining an understanding of strategies that increase the probability of success and reduce the probability of failure for organizations. You will learn to think like a general manager with a more holistic, comprehensive approach with a focus on problem solving, decision-making, and implementation capability in your

organization. In particular, we will focus on competitive advantage and how firms create and sustain it.

Course credits: 3

MGT 739 - Capstone

This course integrates several business disciplines such as finance, accounting, marketing, and strategy to formulate, analyze, and implement effective business strategy. You will analyze complex business situations to make strategic decisions under conditions of uncertainty.

Students will work in teams to operate computer simulated companies for eight years, acting as the co-managers of a multinational manufacturing company. Through this simulated management exercise, students are equipped to solve open-ended problems in innovative ways

Course credits: 3

MGT 759 - Competitive Strategy

This course builds upon and integrates the core functional areas of business as it delves deeply into the rich variety of strategies which enable firms to achieve sustainable competitive advantage in domestic and global markets, while upholding and promoting organizational values characteristic of a responsible corporate citizen. We equip you with concepts and models in areas essential to the formulation, analysis, and implementation of business unit and corporate strategies.

Course credits: 3

MGT 770 - Strategic Entrepreneurship

Prerequisites

All Foundation courses (waived for Accelerated MBA Students).

This integrative course will introduce a strategic approach to entrepreneurship by providing an understanding of how to formulate and implement startup and growth strategies. The main focus will be on helping you differentiate between an idea and an opportunity, increasing your awareness of the risks and rewards of entrepreneurship, as well as developing your skills in problem solving with inadequate information and in decision making under uncertainty. The course will also include the topics of market assessment, developing the business plan, forming and leading the executive team, managing rapid growth with limited resources, and exit/harvest strategies for new ventures.

Course credits: 3

MGT 771 - Social Entrepreneurship From a Global Perspective

This course will provide concepts, analytical perspectives, skills and experiences to provide innovative and entrepreneurial solutions at the intersection of non-profit organizations, public services and businesses, to tackle social problems and environmental challenges we face both in our local communities and at a global level. The focus will be on existing and emerging business models in social ventures, approaches to growth and partnership options between and among the business, non-profit and social sectors.

Course credits: 3

MGT 882 - Creativity, Innovation, and Entrepreneurial Mindset

This course will introduce you to the fields of entrepreneurship and innovation with a main focus on helping you develop your creative thinking, sharpen your idea generation process, and learn to stimulate your creativity in more meaningful and manageable ways. You will gain a better understanding of the appropriate context to cultivate and implement creativity in the workplace, differentiate between an idea and an opportunity, and develop your skills in problem solving with inadequate information and in decision making under uncertainty. The purpose of the course is to help you acquire skills to form novel, useful, and fresh solutions to new and unfamiliar problems and engage in customer validation for your innovation.

Course credits: 3

MGT 883 - New Venture Creation and Financing

This course will introduce you to think strategically about creating, growing, and financing new ventures through the initial fast-paced stages. We will discuss designing and evaluating business models, effective market positioning, managing rapid growth with limited resources, and assessing capital needs based on sophisticated cash-flow modeling. The course also covers strategies for acquiring early-stage external financing by successfully pitching to potential investors such as family, friends, bankers, angel investors, venture capital investors, and alternative financing sources; and it covers exit/harvest strategies for successful new ventures. We will provide you with sophisticated views on viable legal forms of business for startups and the role of intellectual property rights in bringing innovations to market.

Course credits: 3

MGT 908 - Strategy and Business Models for a Global Marketplace

This course explores the theory and practice of developing and implementing strategies for gaining competitive advantage in the domestic and global business environment. The course reviews and integrates the growing theoretical body of knowledge in the fields of strategic management and international business with an emphasis on moving from local to global strategies. We will explore variety of empirical approaches used to research the international competitive strategy process to include exploration of the accelerating globalization of industries, and the institutional contexts that both facilitate and impede the formation and implementation of global strategies as well as evolving business models. The class will specifically focus on theoretical debates to emerging research and real-life emerging challenges facing firms today and their possible solutions.

Course credits: 2.5

MGT 911 - Innovation: Theoretical and Silicon Valley Perspectives

Creativity and innovation are the key drivers of success for many of today's leading companies. This course focuses on advanced research in the fields of organizational strategy and performance. The course outcomes will add increased depth and breadth to the synthesis of critical thinking, analysis, research writing and evaluation regarding organizational innovations and competitive advantages. The literature on this discipline is abundant. A focus of this course is to enable students to develop their own mental map of theories and concepts for application of innovation in real-world managerial and leadership settings. The course will include an in depth review of theoretical approaches, their similarities and differences and their practical application, with a special emphasis on theoretical tensions and ongoing inquiries that can lead to new organizational insights.

Course credits: 2.5

MKT 503 - Management Communication

This course is designed to evaluate and sharpen your business writing and speaking skills. You will be introduced to argumentation as an advanced form of communication that is crucial for effective managerial performance. The

emphasis is on the manager's use of language as a tool to identify issues, solve problems and communicate policy.

Course credits: 3

MKT 533 - Marketing

This course provides an overview of the key issues, concepts, and models used in analyzing marketing problems and implementing marketing activities. Topics include segmentation, targeting, positioning, consumer and organizational buying behavior, marketing research, marketing mix framework (4Ps: product, price, place and promotion) and ethical/social considerations in marketing. The course will use an applied approach and will include case studies as well as a real world client based project where students will have the opportunity to apply the concepts and tools learned in this class. The project will also provide an opportunity for students to apply their previously learned data analysis skills to analyze market research data to come up with implementable recommendations.

Course credits: 3

MKT 623 - Business Communications

This course introduces students to the study of formal argument to prepare them for the ethical communication decisions they will make in today's global economy. Students will learn professional written and oral communication by reviewing and applying editing principles, analyzing audiences, and developing organizational structures. Emphasis will be placed on the development of persuasive arguments to recommend solutions and initiate action. The course also includes special emphasis on argument and oral presentation in a competitive environment. Students will generate ideas for business solutions and learn to develop organizational strategies, manage opposition, use effective visual aids, present as individuals and as teams, and refine delivery skills. Students will give and receive feedback to maximize their success in business

Course credits: 1.5

MKT 651 - Marketing Analytics

This course provides students with the background and techniques that enable them to recommend marketing decisions that are supported by data analytics. Students will learn a variety of statistical techniques, including the use of appropriate software, which can help inform several marketing decisions such as demand forecasting, segmentation, and targeting, pricing, distribution, and promotion.

Course credits: 3

MKT 703 - Marketing Management

This course provides an overview of the issues, concepts, and models used in analyzing marketing choices and managing marketing activities. Topics include market measurement and segmentation, consumer and organizational buying behavior, marketing mix analysis and management, marketing research, product management, marketing strategy, and public policy and ethical considerations in marketing.

Course credits: 3

MKT 723 - Confident Communication

Want to feel more confident and be more credible in business? This course focuses on the oral and written communication skills managers need to collaborate, facilitate, present, and write effectively. Students will develop critical thinking skills to address employee engagement, culture, managing expectations, remote work, negotiation skills, conflict management and crisis communication. High impact communication drives business globalization, teamwork, and technology for a changing world. Think differently and build skills to ensure your success!

Course credits: 3

MKT 729 - Marketing Management

This course provides an overview of the marketing discipline from a managerial perspective. Fundamental and contemporary concepts, models and analytical tools in the discipline will be covered so that students can apply them to make better business decisions. Key topics include: customer analysis, marketing research, segmentation, targeting, positioning as well as integrated product, pricing, communication and distribution strategies and policies

Course credits: 3

MKT 743 - Leadership Communication

This course is designed to evaluate and sharpen your business writing and speaking skills and to show you how language can be used as a tool to identify issues, solve problems and communicate policy. You will be introduced to argumentation as an advanced form of communication that is crucial for effective managerial performance. You will also gain expertise in the various forms of professional writing, oral presentation, audience analysis, and copy editing.

Course credits: 3

MKT 750 - Global Marketing

Here is where you will acquire the analytical tools and frameworks that will enable you to make effective and responsible marketing decisions in support of your organization's overall strategy and in service to the organization's economic and social objectives. You will learn how to investigate consumer behavior, analyze industries, segment and target markets, create customer value through product policy, position brands, design channels of distribution, as well as how to develop communication channels and pricing policies. Through practical case studies you develop a keen appreciation for how global markets function.

Course credits: 3

MKT 767 - Marketing Research

Prerequisites

All Foundation courses (waived for Accelerated MBA Students) and completion of MKT 703.

This course explores both quantitative and qualitative approaches to understanding markets and customers. Topics include the use of secondary information and databases, interviews and focus groups, and survey research and test marketing. The course emphasizes using marketing research in new product development.

Course credits: 3

MKT 768 - Advanced Topics in Marketing

Prerequisites

All Foundation courses (waived for Accelerated MBA Students) and completion of MKT 703.

This course will introduce advanced techniques in marketing, both analytical tools and decision-making frameworks, as well as emerging issues both from academic research and corporate practice such as online consumer behavior, marketing in social networks or marketing in non-profit settings. By its very nature, the content of this course will be flexible to reflect the latest thought and practice.

Course credits: 3

MKT 769 - International Marketing

This course deals with the distinctive issues and problems involved in the marketing of goods and services in foreign or international markets. Topics include the evaluation of foreign market opportunities; market entry strategies; social, political and cultural considerations in international marketing; international product design issues; and marketing mix strategies.

Course credits: 3

MKT 910 - Marketing: Applied Theory and Practice

This seminar gives students a useful background for doing academic research as an applied scholar in the field of marketing. The course explores academic research in marketing utilizing a variety of empirical methods. Readings will include theory-driven published academic research as well as practitioner-oriented research addressing current issues of relevance to marketing practitioners.

Course credits: 2.5

OPS 506 - Quantitative Methods

This course introduces analytical methods for data analysis to support managerial decisions. Topics include basic statistics, sampling and statistical inference, and linear regression models.

Course credits: 3

OPS 509 - Analytics for Effective Decision Making

This course is designed to encourage your appreciation of the practical and intellectual significance of data analysis in business. You should develop a working and critical understanding of basic principles and techniques of data analysis in the areas of descriptive statistics, probability and inference. Students will gain a familiarity in the use of a standard statistical software package (Excel) to analyze data for decision making in business situations. Upon completion of this class you should be willing and able to engage in quantitative, qualitative and probabilistic thinking/ investigation about issues in business.

Course credits: 3

OPS 522 - Data Analysis

This course equips students with the ability to apply and interpret classical statistical methodologies to analyze a business decision setting. Topics include Descriptive Statistics, Probability and Probability Distributions, Interval Estimation, Hypothesis Testing, Experimental Design, Analysis of Variance (ANOVA), and Linear Regression. R will

also be introduced in this course.

Course credits: 3

OPS 526 - Spreadsheet Modeling

The Spreadsheet Modeling course teaches you to recognize and translate managerial decision scenarios into structured mathematical models and find optimum solutions using Excel. Upon completion of this hands-on interactive course, you will enhance your problem-solving capabilities and spreadsheet skills. Topics include linear programming, integer linear programming, and simulation.

Course credits: 1.5

OPS 527 - Data Visualization and Storytelling

This course prepares students to develop both creative and technical skills to transform data into impactful visual reports that effectively communicate insights to a target audience. Students will learn to ingest, organize, and visualize both quantitative and qualitative data using Tableau, while applying design principles to create clear, elegant, and intuitive charts, graphs, and dashboards that support managerial decision-making. Topics will also include the ethical use of AI in visualization and storytelling, examining AI-driven tools, biases, and best practices to ensure responsible and transparent applications. Upon completion of key learning modules, students will earn training badges certifying their proficiency in software tools, ethical data storytelling, and design principles.

Course credits: 3

OPS 528 - Programming for Analytics

This course prepares students to build well-designed code modules that follow basic programming concepts and logic flow. It covers the fundamental concepts of computer programming using a standard programming language such as Python. Topics include data structures, control structures, data input/output, object-oriented programming, exception handling, and debugging. Concepts and methods introduced in the course are illustrated with simple data analysis examples.

Course credits: 3

OPS 529 - Transforming Supply Chain with Data and AI

In today's rapidly evolving business environment, the integration of Data and AI into supply chain management is critical to the success of a company. This course aims to provide you with a broad overview of supply chain management, and equips you with essential concepts and techniques for analyzing and optimizing a supply chain. Upon completion of this course, you will experience hands-on experience in applying AI tools to improve processes, demand forecasting, inventory management, supply chain visibility, quality management, and to support supply chain sustainability.

Course credits: 3

OPS 535 - Programming for AI-Powered Business Solutions

This course introduces students to Python programming, starting with the basics and fundamental programming concepts, including variables, compound data types (such as lists, tuples, sets, and dictionaries), loops, conditionals (if statements), functions, and debugging. Students will then progress to learning key libraries like Pandas and NumPy,

gaining skills in loading data into DataFrames and preparing it for use with pre-built, pretrained AI models. These AI models will be applied to various business applications, enabling students to leverage AI tools to solve real-world business challenges. Hands-on projects throughout the course will ensure students develop both strong programming foundations and the ability to use AI in practical scenarios.

Course credits: 3

OPS 545 - Data Management Technology

This course prepares students to effectively manage data through database theory and tools. Topics include relational database structure, database queries and reports, and database management issues such as concurrency control, data security and integrity. Structured Query Language (SQL) and a structured database software package will be used in the course.

Course credits: 3

OPS 546 - Advanced Data Analysis

This course is designed to equip students with advanced techniques for data analysis. It builds on the Data Analysis course. Topics include Regression, Logistic Regression, Non-linear Regression, Time Series Analysis, Nonparametric Methods, Bayesian Probability Updating, and Decision Analysis. Students will continue learning R in this course.

Course credits: 3

OPS 647 - Cloud Computing

Cloud Computing covers the fundamental topics and concepts of cloud infrastructure in order to solve large data analysis problems. Topics covered in this course include cloud architectures such as Amazon Web Services, cloud programming, cloud transport using Docker Containers, mobile cloud applications for Internet of Things (IoT), social network analysis using cloud services, cloud performance, and cloud security.

Course credits: 3

OPS 648 - Machine Learning for Business

This course prepares students to develop systems to measure, monitor and predict the evolution of key enterprise variables and performance indicators and present them in the form of usable information supporting the business decision-making process. Topics include project management, data warehousing, business reporting and performance management, data mining, text mining, and big data strategies.

Course credits: 3

OPS 649 - Optimization

This course prepares students to address optimization problems in supply chain management and various business processes. Students will learn how to translate business scenarios into mathematical models and how to use linear/nonlinear programming to identify optimal solutions. Topics include Linear Programming, Integer Linear Programming, Binary Programming, Inventory Models, and Simulation. A programming language (AMPL) will be introduced in this course.

Course credits: 3

OPS 659 - Practicum

This is the capstone course of the program. Armed with knowledge and skills they learn through the program, student teams take on real life analytics projects and will present and defend their findings and recommendations to faculty and analytics experts.

Course credits: 3

OPS 663 - Quantitative Methods in Financial Analysis

This course covers analytical methods for data analysis including discrete and continuous probability distributions, descriptive statistics, sampling and statistical inference, correlation, simple and multiple linear regression, and time series analysis.

Course credits: 3

OPS 700 - Operations Management

Prerequisites

OPS 509, Waived for Accelerated MBA Students

This course focuses on quantitative and qualitative models for managing operations. Topics include decision models, forecasting techniques and time series analysis, process analysis, waiting line management, linear programming, statistical control, aggregate planning, supply chain management and project management.

Course credits: 3

OPS 722 - Analytics for Effective Decision Making

This course is designed to encourage your appreciation of the practical and intellectual significance of data analysis in business. You should develop a working and critical understanding of basic principles and techniques of data analysis in the areas of descriptive statistics, probability and inference. Students will gain a familiarity in the use of a standard statistical software package (Excel) to analyze data for decision making in business situations. Upon completion of this class you should be willing and able to engage in quantitative, qualitative and probabilistic thinking/ investigation about issues in business.

Course credits: 3

OPS 725 - Strategic Decisions in Operations and Supply Chain

Strengthen your statistical thinking and reasoning skills through this introduction to analytical methods. The data analysis approach used in this course is designed to support managerial decisions in various business contexts. Some of the key topics include basic statistics, sampling and statistical inference, and regression models. The course topics will focus on a critical approach to statistical evidence and its relevance to business decisions.

Course credits: 3

OPS 726 - Leading Technologies in Innovating Business

In this course, students survey and receive hands-on exposure to technologies that innovate the business landscape. The aim is to provide enough knowledge and exposure to equip future managers with the introductory background needed

to collaborate with technology teams on a business problem. Students will be introduced to a high-level programming language and use that knowledge to survey the applications of artificial intelligence, machine learning, web/cloud computing, and blockchain to business problems.

Course credits: 3

OPS 742 - Data Analytics for Executives

This course arms you with knowledge of probability theory and inferential statistics and demonstrates their uses in business decision-making. You will become skilled in the many uses of data as critical components in organizational decision processes. In particular, you will learn quantitative tools such as data visualization, probability models, interval estimation, hypothesis testing and regression analysis which you will use as the analytical foundation for other courses in the program.

Course credits: 3

OPS 747 - Supply-Chain Management

The course provides you with a broad overview of operational issues in manufacturing and service organizations, and equips you with an assortment of quantitative and qualitative techniques for analyzing and optimizing business processes. Your managerial tool kit will be considerably enhanced by learning how to make use of time series analysis, process analysis, queuing theory, models of inventory management, total quality management and the six sigma approach, and global supply chain management.

Course credits: 3

OPS 760 - Programming for Analytics

This course prepares students to build well-designed code modules that follow basic programming concepts and logic flow. It covers the fundamental concepts of computer programming using a standard programming language such as Python. Topics include data structures, control structures, data input/output, object-oriented programming, exception handling, and debugging. Concepts and methods introduced in the course are illustrated with simple data analysis examples

Course credits: 3

OPS 761 - Advanced Data Analysis

This course is designed to equip students with advanced techniques for data analysis, forecasting and decision-making, applying them through case studies, and projects. It builds on the Data Analysis course. Topics include Logistic Regression, Non-linear Regression, Time Series Analysis, Nonparametric Methods, Bayesian Probability Updating, and Decision Analysis. This course involves extensive use of Excel and an introduction to the statistical software R.

Course credits: 3

OPS 762 - Data Visualization and Story Telling

This course prepares students to create compelling narratives to effectively transmit the results of their analysis. Students learn various techniques and tools to present analytical results visually, communicate information clearly, and articulate the business insights revealed by analytics effectively. Topics will include data visualization software packages (e.g. Tableau) to present data dynamically, visual querying linked multi-dimensional visualization,

dashboards, geographical information system (GIS), animation, personalization, and actionable alerts.

Course credits: 3

OPS 779 - Special Topics in Analytics

Prerequisites

All foundation courses (waived for Accelerated MBA students)

This course provides an in-depth exploration of emerging and advanced topics in Business Analytics, focusing on tools, technologies, and strategies that are shaping the analytics landscape. Topics may change each year based on current trends and faculty expertise. Themes may include, but are not limited to, generative AI, machine learning, ethical analytics, and applications of analytics in various industries. Through hands-on projects, case studies, and critical discussions, students will examine how analytics can drive strategic decision-making and innovation in a data-driven world.

Course credits: 3

OPS 780 - Data Analysis and Visualization

Prerequisites

All foundation courses (waived for Accelerated MBA students)

This course is designed to equip students with advanced data analysis and fundamental visualization skills essential for informed business decision-making. Building upon foundational statistical knowledge, the course delves into sophisticated analytical techniques using R or Excel, covering topics such as descriptive statistics, linear regression, nonlinear regression, logistic regression, and analysis of variance (ANOVA). Students will also learn to craft compelling narratives by mastering data visualization skills with R or Excel, enabling them to present complex data effectively. Through practical examples and projects, students will enhance their ability to interpret data insights and communicate them clearly to stakeholders, bridging the gap between data analysis and strategic business decision-making.

Course credits: 3

OPS 880 - Business Analytics with Python

This course is designed to introduce various data analytics skills. Students will learn the main Business Analytics concepts through case studies and projects. After the course, the students will be able make informed business decisions through rigorous data analysis. Either R or Python will be introduced.

Course credits: 3

OPS 881 - Data Modeling and Visualization

This course equips students with the analytical skills to translate managerial decision scenarios into structured mathematical models and find optimal solutions using Excel. This course also prepares students to create compelling narratives to effectively present the results of their data driven analysis. Students learn data visualization software packages (e.g. Tableau) to present data effectively and dynamically. Topics include linear programming, integer programming, simulation, and data visualization.

Course credits: 3

OPS 901 - Qualitative Research Methods and Data Analysis

This course emphasizes the analysis of qualitative data. The course will introduce various interpretive analytic approaches, explore their use, and guide students in applying them to qualitative data. By using pertinent scholarly and practitioner research, learners will investigate qualitative methods used in conducting primary research and develop skills to apply those methods to real world settings that address contemporary business issues. The use of computer software for coding textual data will also be included. Classroom sessions will include lectures, discussions, intensive group work related to the projects, and instruction in the associated software tools for each topic.

Course credits: 2.5

OPS 902 - Quantitative Research Methods and Statistical Analysis

This course emphasizes the analysis of quantitative data. The course will introduce various analytic approaches, explore their use, and guide students in applying them to quantitative data. By using pertinent scholarly and practitioner research, learners will investigate quantitative methods used in conducting primary research and develop skills to apply those methods to real world settings that address contemporary business issues. The use of statistical software for modeling and graphing will also be included. Classroom sessions will include lectures, discussions, intensive group work related to the projects, and instruction in the associated software tools for each topic.

Course credits: 2.5

OPS 906 - Operations and Supply Chain: Research and Practice

This course on operations management and supply chain explores the fundamental issues and recent developments in operations management. Learners investigate the role of operations within the firm. Review and analysis of pertinent scholarly and practitioner research are used to enhance the learning experience and assist students to develop a framework for understanding, analyzing, and addressing contemporary operations management and supply chain issues.

Course credits: 2.5

ORB 504 - Legal Aspects of Business

You will be introduced to the legal framework for business and to significant legal issues involved in the conduct of business. Topics include the legal system, forms of business, corporation in law, shareholders' rights and liabilities, intellectual property, competitive torts and unfair competition, antitrust law, contract law and negotiation, and areas of conduct in which law shapes managerial behavior.

Course credits: 3

ORB 530 - Managing Contemporary Organizations & Leading Teams

This course provides you with theory-based knowledge of managerial and organizational processes from a behavioral point of view, along with the necessary tools to enable you to design those processes prudently and optimize their uses. It aims to provide theoretical and practical approaches to better enhance interpersonal, dyadic and organizational processes. Teamwork continues to be a major thrust of current management thinking among managers and academics alike. This course aims to help develop you into a competent leader of teams, along with a deeper understanding of the elements common to high performing teams. This course utilizes a multi-method approach to not only demonstrate the value of using teams but also to see how that understanding translates to actual changes in both your behavior and those of the members of teams you manage.

Course credits: 3

ORB 625 - Leading Ethically and Socially Responsible Organizations

This course examines ethical leadership and corporate responsibility. It explores ethical decision-making, corporate culture, and the broader societal role of organizations. The course considers the complexities of modern business environments, technological advancements, regulatory frameworks, and the tensions between innovation and accountability.

Course credits: 3

ORB 642 - Ethics and Analytics

This course equips students with the insight necessary to be an ethical analyst aware of the legal, policy, and ethical implications of data. Central to this is that students develop a perspective on the ethical dilemmas surrounding the data life-cycle including collection, storage, processing, analysis, and use. Topics include: an introduction to the dominant ethical traditions, privacy, data security, data property rights, data accuracy, fraud, negligence, and unanticipated outcomes as well as codes of conduct. It includes constraints and considerations for specific industry and institutional domains, data-types, and collection methods.

Course credits: 1.5

ORB 701 - Organizational Behavior and Management

You will develop a scientifically grounded understanding of managerial and organizational processes through the lens of behavioral science. Leveraging this knowledge, you will analyze workplace behaviors and apply evidence-based approaches to enhance motivation, organizational commitment, leadership effectiveness, job satisfaction, group and team dynamics, and the optimization of organizational design.

Course credits: 3

ORB 705 - Ethical and Social Aspects of Business

This course examines the tie between business and its social setting. Topics include non-market environments of business, issues of ethics and social responsibility in market systems, relation between social trends and politics, comparative market systems, regulation and externalities, and corporate governance issues. Our underlying goal will be to better understand how well your core moral values have guided your professional lives so far and to equip you to more fully utilize these values in your decision-making as leaders. You tacitly rely on moral values in your everyday professional lives, but what are these values at bottom? How have they shaped your decision-making in important roles and situations, and how should they do so going forward? How can you remove obstacles for moral decision-making in your organization? This class will help you to systematically understand your moral values so that you can better articulate them to others, reflect on how these values could more holistically shape your professional decision-making, and prepare for engaging others in values-based decision-making.

Course credits: 3

ORB 724 - Ethical and Social Aspects of Business

This course examines the tie between business and its social setting. Topics include non-market environments of business, issues of ethics and social responsibility in market systems, relation between social trends and politics,

comparative market systems, regulation and externalities, and corporate governance issues. Our underlying goal will be to better understand how well your core moral values have guided your professional lives so far and to equip you to more fully utilize these values in your decision-making as leaders. You tacitly rely on moral values in your everyday professional lives, but what are these values at bottom? How have they shaped your decision-making in important roles and situations, and how should they do so going forward? How can you remove obstacles for moral decision-making in your organization? This class will help you to systematically understand your moral values so that you can better articulate them to others, reflect on how these values could more holistically shape your professional decision-making, and prepare for engaging others in values-based decision-making.

Course credits: 3

ORB 727 - Leadership and Management Dynamics

This course explores the fundamental concepts and practices of leadership and management within the context of organizational theory. It delves into the roles and responsibilities of leaders and managers in driving organizational success, focusing on how they influence and shape corporate culture, employee behavior, and strategic direction. Through case studies, practical simulations, and discussions, students will gain insights into leading change, managing conflict, and fostering innovation in complex business environments. The course also emphasizes the ethical dimensions of leadership and management, preparing students to navigate the challenges of guiding organizations in a global, rapidly changing world. This course is part of the MBA program with a focus on organizational theory and is designed for future leaders and managers seeking to develop advanced strategic and operational expertise.

Course credits: 3

ORB 744 - Firm Governance and the Regulatory Environment

This course introduces the student to think critically about business ethics, corporate social responsibility, and corporate governance concepts. The course addresses how the regulatory environment affects business operations and management. The subjects covered include employment law and relevant federal regulations, including civil rights, and equal employment opportunity legislation affecting employer/employee relationships; intellectual property and unfair business practices; and how contract law affects various business transactions and relationships, focusing on compliance and responsible business strategies that are preventative rather than reactive.

Course credits: 1.5

ORB 745 - Leading with Integrity

This course prepares leaders to address moral issues and challenges that arise in organizations and industry at large. Students will develop a clear understanding of the responsibilities of business in social and government contexts. They will also learn how to anticipate the unexpected moral issues and challenges that arise in their organization and industry at large and respond with integrity by modeling ethical decision making and balancing the needs and interests of stakeholders in a principled manner. They will be equipped to guide the creation of organizational structures and cultures that cultivate ethical deliberation and action

Course credits: 1.5

ORB 748 - Managing & Leading Organizations

The course provides you with theory-based knowledge of managerial and organizational processes from a behavioral point of view, along with the necessary tools to enable you to design those processes prudently and optimize their uses. You will develop leadership skills that promote, in yourself and others, ethically and socially responsible behavior as you engage others in areas such as motivation, job satisfaction, commitment, positive team dynamics, effective

negotiation, and cross-cultural understanding. You will emerge from the course with a solid understanding of organization structure and the key principles of organizational design, as well as gain not just theoretical approaches to organizational change, but practical methods useful for building momentum around the need for change and widespread acceptance of change objectives.

Course credits: 3

ORB 907 - Leadership and Organizational Behavior: Theory and Practice

This seminar on Organizational Behavior and leadership topics and leadership focuses on application of management theory in the business world. This course addresses seminal and current management concepts, theories and constructs. An emphasis will be on the application of organizational behavior and leadership theories to the business arena. Students will learn how to conduct substantive scholarly literature review and develop testable hypotheses to address and capture relevant and cutting-edge OB topics for application in business situations.

Course credits: 2.5

School of Liberal Arts

COMM 506 - Intercultural Communication

An exploration of intercultural communication within various national contexts, though primarily U.S.-based. The courses will include an examination of the roles of identity, history, power, language, cultural values, nonverbal communication, migration, cultural space, popular cultural communication and relationships. Students will also become familiar with intercultural communication theories and with approaches to studying intercultural communication. Seeks to provide a basis for comprehending the relationship between culture and communication and for understanding cultural practices, differences and similarities.

Course credits: 4

COMM 507 - Political Communication

The interplay of the press, politics, and public policy is a key feature in understanding our democracy today. This course examines the role of communication, information, and media technologies in the electoral and legislative processes. Special attention is given to how the Internet and other media have altered the political landscape.

Course credits: 4

COMM 508 - Visual Communication

In this course, students study visual culture, learn to do visual analysis and explore key ideas in visual communication including visual methodologies, such as compositional interpretation, semiotics, discourse analysis and psychoanalytic analysis. Possible topics include exploration of the visual components of advertising, video games, technology, photography, film, television, news, the body, comics, theme parks and museums.

Course credits: 4

COMM 512 - Intergroup Communication

This course offers a theory-driven understanding of interpersonal communication and covers concepts such as nonverbal communication, listening, intimate relationships, family relationships, interracial relationships, conflict and its management, forgiveness, negotiation, gender, perception and self-concept, technology's role in communication, as well as relationship development, maintenance, struggles, and termination.

Course credits: 4

COMM 513 - Rhetorical Criticism

This course will provide students the opportunity to learn and practice rhetorical criticism. Students will analyze artifacts (textual, visual, online) by employing methods such as Neo-Aristotelian criticism, cluster criticism, fantasy-theme criticism, feminist criticism, generic criticism, ideological criticism, metaphor criticism, narrative criticism, pentadic criticism, generative criticism, and queer criticism.

Course credits: 4

COMM 516 - Advertising & Civic Engagement

This course is designed to give students an understanding of both the theory and practice of advertising through the medium of civic engagement projects. The first half of the course will allow students to study the underlying theories of the practice of advertising; in the second half, students will have the opportunity to apply these theories in the form of advertising campaigns for on-campus clients.

Course credits: 4

COMM 517 - Public Relations

This course provides an in-depth understanding of the theories of public relations and the ways in which they are practiced throughout our society, both in the marketplace and in the political realm. Emphasis is on application of these theories in student-authored projects that focus on civic engagement in the community. This course affords students the opportunity to research, plan, execute, and evaluate a public relations campaign.

Course credits: 4

COMM 518 - Communication, Policy and Law

This is a survey course that examines the law related to communication professions and the media. It covers the First Amendment and other rights which come into conflict with it, the context in which laws regulating media and communication are made, and application of the law to contemporary situations. It is designed to familiarize the student with structures and functions of American law and the legal system related to issues in media law. The course also explores political and public policy issues in media law related to democracy, ethics, and technology.

Course credits: 4

COMM 522 - American Journalism

An introduction to the craft of news writing and reporting in print and electronic news media. Historical development of newspapers, journals, blogs, and magazines-in print, on television/radio, and online; emphasis on journalism as a profession and ethical conduct.

Course credits: 4

COMM 523 - Sports Journalism

American culture, its contests, and its celebrations have moved from the sports page to the front page. This course explores the history, literature, and practice of sports journalism in print, TV/radio, and new media. Students will examine issues of gender and ethics, develop editorial criteria for sports coverage, and learn "best practices" in writing for print and broadcast.

Course credits: 4

COMM 532 - Audio Production

Recognizing the importance of the sonic arts in contemporary forms of media, this course introduces students to: (1) basic acoustical theory, (2) musical concepts as related to media production, (3) aesthetic and technical elements of sound design, (4) audio field recording, and (5) non-linear audio editing and post-production techniques. Students produce podcast projects and build sound designs for film scenes from scratch.

Course credits: 4

COMM 533 - Video Production

This course introduces students to the basics of digital video production. Topics covered include: (1) introduction to film language and sound design, (2) video camera basics and video-production workflow, (3) cinematography and lighting, (4) non-linear video editing, and (5) post-production techniques. Students write, direct and edit short narrative films.

Course credits: 4

COMM 543 - Advanced Topics in Media Production

This course delves into areas of specialization and advanced applications in media production. Possible topics may include web design, digital photography, motion graphics, video game design, animation, DVD authoring, and advanced audio engineering.

Course credits: 4

COMM 544 - Community Media

In this course, students will study communal and non-commercial media production in the context of social movements and grass-roots activism. They will create videos and multimedia content with and about Saint Mary's College and the surrounding community. The class will develop a student's basic interviewing skills, event videography and rapid-response reporting techniques. Students will familiarize themselves with a variety of tools and methods for the dissemination of digital content.

Course credits: 4

COMM 547 - Persuasion

This course examines the theory and practice of persuasive communication in a variety of forms ranging from public relations campaigns to visual media, political debate, religion, and music. Course emphasizes the utility of classical and modern rhetorical frameworks for understanding contemporary persuasive efforts in a broad range of contexts, as well as other persuasive theories, including Robert Cialdini's influential theory, Sherif's social judgment theory, and Miller's information processing theory.

Course credits: 4

COMM 558 - Topics in Film: Brazilian Film

This is an interdisciplinary and cross-cultural course where we will emphasize the socio-economic and political issues that gave rise to specific movements - Third Cinema, Cinema Novo and New Brazilian Cinema and travels through a more recent contemporary cinema. This course is designed to introduce the students to the cinematic work of a number of Brazilian film artists, and to develop a more detailed and creative reception of each film. By studying Brazilian cinema, students will learn about cinematic traditions and cultural realities significantly different from their own. They will acquire knowledge of the social, cultural and political issues that have shaped these traditions, as well as develop a deeper understanding of the aesthetic forms and film theories that have defined this cinema both in the past and in the present. Students will also become familiar with important approaches to studying film, for example the idea of national cinemas and cinema of resistance.

Course credits: 4

COMM 560 - Communication and Social Justice: Whiteness

This course will explore whiteness, communication, and culture broadly. As such, we will explore how whiteness is interrelated with communication, rhetoric, culture, identity, ideology, interpretation, etc. More specifically, we will explore what we mean by "whiteness," social construction of whiteness, white fragility, white identity, cross-racial dialogue, histories of whiteness, black perspectives on whiteness, James Baldwin's work on whiteness, whiteness as a strategic rhetoric, rhetorical strategies of whiteness, white rhetorics of crime/prison, whiteness and media, rhetorics of white backlash/disadvantage/victimization/affirmative action, whiteness and the far right, and white anti-racism/anti-racists.

Course credits: 4

COMM 561 - Communication and Social Justice: Drag

This course is designed to give you theoretical, practical, and experiential knowledge, related to drag, gender performativity, identity, as well as drag's communicative/rhetorical aspects. We will examine how gender, race, sexuality, representation, performance, and religion relate to drag. We will work to recognize and identify how drag is and can be employed to work toward social justice.

Fee
\$50

Course credits: 4

COMM 562 - Communication Strategy

This course examines the strategic design behind writing, planning, and campaigning in the various spaces that strategic communication is necessary, e.g., public relations, advertising, public health, corporate settings, and nonprofit organizations. Students learn how to create strategic plans and strategic campaigns, as well as develop skills for strategic writing. This course mixes theory with practice.

Course credits: 4

COMM 563 - Special Topics

These are topical, special-interest courses exploring an area of study or particular problem in the field of communication. Topics cover the range of communication theory, rhetoric and persuasion, law and public policy and visual media. Credit values vary.

Course credits: 4

COMM 564 - Health Communication

This course introduces students to the principles, theory, and practice of health communication. Emphasis is placed on understanding the communication process as it pertains to health communication in various contexts: patient-provider communication, health communication theories, strategic planning for health campaigns, social media and health concerns (e.g., privacy), community-based healthcare strategies (i.e., strategic, intercultural, patient/provider, family, etc.). Students develop critical thinking skills, refine real-world application skills in the health context, and understand the dynamic roles of health communication in diverse situations.

Fee

\$30

Course credits: 4

COMM 565 - Social Media and Society

This course is a two-part journey through the recent integration of social media into society. In the first section, we will explore the historical roots of new and social media, spending time understanding how to use social media effectively and how it is related to the individual. In the second section, we will investigate how social media relates to our relationships with others, interpersonally and within organizations. An understanding of social scientific research methods is helpful, but not required. Throughout, we will apply theories of communication to the study and design of social media sites and discuss the ways in which social media may influence various important social domains. General concepts and topics include identity formation and maintenance, privacy, and aspects of social media. Social media sites in various contexts such as relationship maintenance, organizations and advertising, health, and multitasking will be examined. The objective is to provide students with the knowledge, critical thinking ability, and practical skills they will need to effectively produce, consume and assess the potential cognitive, social, and political impact of social media.

Course credits: 4

COMM 567 - Rhetoric of Science

This course is both a seminar about how we think about science and our scientific worldview, and also a practical course on how to communicate science. This course is part Journalism, part Marketing, part Professional Writing, and part Media Criticism. This class will focus on the scientific concept of evolution and revolutions in the context of the disciplines of biology/biochemistry (human evolution and development), cosmology (the evolution and development of the universe), geoscience and chemistry (climate change) and cognitive science (the evolution and development of

neural networks and artificial intelligence). We will read/watch/listen to scientists talking about their research and discuss how that research relates to the "everyday world."

Course credits: 4

COMM 568 - Rhetoric of Privacy & Surveillance

This seminar will consider the history and current applications of technologies and cultures of surveillance. How and why did we get to the point where almost all of our activities leave a trace? What is our level of tolerance for mass surveillance? Are we willing to let the state into our bedrooms? Are we more comfortable letting our stores and shopping services understand us? What sorts of laws and policies do we need to protect our sense of personal integrity? And is privacy worth anything these days anyway? This course will allow students to survey a broad range of approaches and issues, both within the U.S. and globally. We will read the latest work as well as some classic contributions to the field.

Course credits: 4

COMM 569 - Democracy and Social Media

Democracy and social media looks at the connections between the ideology of democracy and the medial qualities of social media. After examining the basic assumptions about democracy and about social media, we will turn to the question of what happens when we think about democracy as a medium and social media as an ideology. Is democracy merely a tool of marketing, or is marketing a tool of democracy? We will read several case studies about social media and politics (internet fundraising, the recent revolutions in Middle Eastern countries, the Occupy movement, The Wikileaks case, etc.), as well as carry out qualitative studies of recent social media events using thematic analysis.

Course credits: 4

COMM 570 - Group Facilitation and Leadership

This course works on the development of techniques and strategies for formal rhetorical argument as applied to informal and formal group processes in contemporary businesses. Includes communication management within multicultural settings, discussion and analysis of organizational needs assessment, communication auditing and decision-making.

Course credits: 4

COMM 571 - Identity & Intercultural Communication

This course aims to develop a critical cultural consciousness. Students begin by examining their own cultural identities and then learn how to view interactions with others through the lens of intercultural communication. Through self-awareness and understanding how identity, culture, and communication work together, students learn critical skills to enhance their intercultural competence. Students work in groups to apply these insights by developing a diversity training activity grounded in theories of identity and intercultural communication.

Course credits: 4

COMM 575 - Media Criticism

This course examines the ways we perceive the media in the United States. It explores the media at three levels: reporting or communicating using the media, analyzing the mechanisms of media themselves in terms of genre,

technology and theory, and attempting to see beyond the media in terms of the ways it affects and effects our sense of reality. It explores how legal, political, social, administrative, economic, and technological factors contribute to determining public policy on media issues. We will begin by examining the ways that the media are unique in their technologies and genres, then will add to analyzing the media through contemporary theory, and will then add again analysis based on the interactions of media and society.

Course credits: 4

COMM 579 - Latin American Film

This is an interdisciplinary and cross-cultural course where we will emphasize the socio-economic and political issues that gave rise to a specific movement - Third Cinema - and its implications to the current Cinema of a specific region - Latin America. Additionally, this course is designed to introduce the students to the cinematic work of a number of Latin American film artists, and to develop a more detailed and creative reception of each film in light of the historical, social, and political realities of each country. As we study the films from the region, students will gain insights into the political and cultural history of Latin America as well as understand the ways that history has shaped each country's respective cinema. Students will also become familiar with important approaches to studying film, for example the idea of national cinemas and cinema of resistance.

Course credits: 4

COMM 580 - Brazilian Film

This is an interdisciplinary and cross-cultural course where we will emphasize the socio-economic and political issues that gave rise to a specific movement - Third Cinema and Cinema Novo, all the way to a more recent contemporary cinema. This course is designed to introduce the students to the cinematic work of a number of Brazilian film artists, and to develop a more detailed and creative reception of each film. By studying Brazilian cinema, students will learn about cinematic traditions and cultural realities significantly different from their own. They will acquire knowledge of the social, cultural and political issues that have shaped these traditions, as well as develop a deeper understanding of the aesthetic forms and film theories that have defined this cinema both in the past and in the present.

Course credits: 4

COMM 581 - Television Criticism

This is a theoretical and practical course with the objective of introducing students to Television Critical Studies, or what is commonly called, within academics, "television criticism" (a parallel with literary criticism). The course will rely on a series of interdisciplinary theories that place television as a unique meaning-producing medium. We will dissect television's narrative and non-narrative structures and its uses of mise-en-scene, cinematography/videography, editing, and sound. Additionally, we will confront the critical methods that have been applied to critically understand the social, cultural, political, and economical issues surrounding the medium: semiotics, genre study, ideological criticism, cultural studies, and so on. On the practical side, students will have the opportunity to develop their own academic criticism as well as a critical review of a TV show they currently enjoy viewing to have a more nuanced understanding of how it affects them and those around them.

Course credits: 4

COMM 583 - Media and Relationships

This course examines how media exposure, consumption, and production can contribute to the development, maintenance, and behavioral norms within human relationships. Focused primarily on screen media, the course covers a variety of interpersonal and media communication theories and asks students to understand the intersection of the

communication medium with the attitude and belief of the user.

Course credits: 4

COMM 600 - Theories of Communication

This is an introductory course to the graduate program in the field of Communication. This course attempts to prepare students for their graduate work by introducing the history of the field and the position of Intercultural Communication in relation to other sub-fields. Students will also learn the academic writing convention of the discipline, get introduced to relevant campus resources (library, Canvas, etc.), and set up their personal portfolio space.

Course credits: 4

COMM 602 - Strategic Mediated Communication

This course examines media and mediated forms of communication as they intersect with cultural, economic, political or social contexts. The focus is on both the analysis and strategic use of mediated communication for various occasions, including development, social change, crisis response, corporate/organizational digital presence, and social justice. The course integrates both critical and practical approaches to understanding effective mediated communication.

Course credits: 4

COMM 605 - Applied Research Design

This course is designed to focus on methods of data gathering. In this course, students will learn designs of quantitative and qualitative research, such as experiment, survey, interview, participant observation, and ethnography. Students design a project to address a particular intercultural communication phenomenon, and the importance of proper research design for professional applications, including project or training assessment and evaluation. Each student's proposed research project will be executed in the Applied Research Methods course.

Course credits: 4

COMM 606 - Applied Research Methods

This course prepares students to execute a research project using both quantitative and qualitative data analysis. The primary foci of data analysis include (M)ANOVA, regression, and mediation and moderation analysis for quantitative survey data and coding based on the grounded theory approach for the qualitative data. Continuing from the Applied Research Design course, students will collect and analyze the data and interpret and report the results.

Course credits: 3

COMM 607 - Applied Research Analysis

This course prepares students to analyze a research project using both quantitative and qualitative data analysis. The primary foci of data analysis include (M)ANOVA, regression, and mediation and moderation analysis for quantitative survey data and coding based on the grounded theory approach for the qualitative data. Continuing from the Applied Research Methods course, students will analyze the data and interpret and report the results.

Course credits: 4

COMM 690 - Intercultural Externship

This final experience works as a "capstone" that synthesizes and builds upon the competencies learned in the MA courses. Students choosing this option spend two weeks on campus and two weeks traveling to a site (international unless global health and safety measures requires a domestic site) to conduct an applied research project as a group. Site preference, whenever possible, is given to Lasallian partner organizations working in international settings. Students act as consultants and assist the client organization in the development and execution of a data-driven research project. The cost of travel for this course is not included in tuition.

Course credits: 0

COMM 691 - Comprehensive Exams

Students who choose this option complete their ""capstone"" requirement by completing a 6 hour exam in June split between questions drawn from the core classes and a bibliography of texts chosen by the student that reflect the elective courses and areas of emphasis completed by the individual student for the degree. Students will defend the answers to their exam in a one hour presentation with faculty from the program. There is no extra cost for this option.

Course credits: 0

CW 501 - Writer in the World I

Over the course of the semester, students will attend a series of readings, craft talks and master classes led by writers, editors and agents. In addition to sharing their own work and scholarship, the speakers will address topics relevant to the three genres of the MFA Program, as well as discuss what it means to be a "writer in the world"-one who balances a creative writing life with the demands of the profession. Sample topics include applying to residencies, publishing, book proposals, poetry publishing, publicity, community, professional options after the MFA, and other topics determined in collaboration with the students.

Course credits: 2

CW 502 - Writer in the World II

Over the course of the semester, students will attend a series of readings, craft talks and master classes led by writers, editors and agents. In addition to sharing their own work and scholarship, the speakers will address topics relevant to the three genres of the MFA Program, as well as discuss what it means to be a "writer in the world"-one who balances a creative writing life with the demands of the profession. Sample topics include applying to residencies, publishing, book proposals, poetry publishing, publicity, community, professional options after the MFA, and other topics determined in collaboration with the students.

Course credits: 2

CW 511 - Special Topics in Creative Writing

In this dynamic Special Topics in Creative Writing course, graduate students will undertake advanced study of literary craft across multiple genres, navigating the boundaries and intersections that define contemporary creative writing. This multi-genre course is designed to expand the creative horizons of aspiring writers, offering them the opportunity to experiment with new forms and approaches to fiction, poetry, and creative nonfiction. Through a carefully curated syllabus that includes reading contemporary works, engaging in critical discussions, and participating in generative writing workshops, students will explore the nuances of each genre while also investigating the fluid borders that connect them.

The course will encourage students to push beyond traditional genre constraints to discover their unique voice and style. With a focus on contemporary issues and themes, students will be challenged to respond to the current literary landscape, incorporating diverse perspectives and innovative techniques into their work. Each class session will be a blend of lecture, discussion, and generative workshop, creating a supportive environment where students can share their work and receive constructive feedback from peers and the instructor. Students will also have the opportunity to engage with guest speakers from various writing backgrounds, providing insights into the professional world of writing and publishing.

By the end of the course, students will have produced a substantial portfolio of multi-genre works, demonstrating their ability to cross genre boundaries and contribute to the evolving field of creative writing. This course is ideal for students looking to push the limits of their creative practice, exploring new territories in their writing and preparing themselves for a versatile career in the literary arts.

Course credits: 3

CW 561 - Contemporary Creative Nonfiction

This course is a literary survey of contemporary nonfiction, including the personal essay and narrative nonfiction. Students will investigate the relationship between art and culture, between the writer and his / her society. The course will place special emphasis on formal analysis of themes and patterns in contemporary writing. Writers likely to be included are Jo Ann Beard, Joan Didion, Dave Eggers, Lucy Grealy, Pico Iyer, Mary Karr, Philip Lopate, Richard Rodriguez, Terry Tempest Williams and Tobias Wolff.

Course credits: 3

CW 562 - Contemporary Fiction

A careful study of a range of important works by contemporary writers of novels and short stories with attention to thematic and formal analysis. Writers to be studied may include Martin Amis, Margaret Atwood, Michael Cunningham, Don DeLillo, Nadine Gordimer, Louise Erdrich, Carole Maso, Toni Morrison, Alice Munro, Joyce Carol Oates, and John Edgar Wideman.

Course credits: 3

CW 563 - Contemporary Poetry

This course will examine a variety of different trends in contemporary poetry and enable students to distinguish between some of the most important voices. The course is likely to explore the relations between contemporary poets and some of their precursors with an eye toward how these writers have affected such post-World War II movements as the confessional school, the beats, open field, the New York School, the Black Arts Movement, and the Language poets. It will also consider the poetry of the present day in which there is far less of a consensus as to which poets, trends or schools are central.

Course credits: 3

CW 571 - Craft Seminar in Creative NonFiction

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics ' narrative structure, point of view, or dialogue ' and others may be thematic in nature or explore a subgenre of nonfiction ' personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

CW 572 - Craft Seminar in Creative NonFiction

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics ' narrative structure, point of view, or dialogue ' and others may be thematic in nature or explore a subgenre of nonfiction ' personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

CW 573 - Craft Seminar in Creative NonFiction

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics ' narrative structure, point of view, or dialogue ' and others may be thematic in nature or explore a subgenre of nonfiction ' personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

CW 574 - Craft Seminar in Creative NonFiction

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics ' narrative structure, point of view, or dialogue ' and others may be thematic in nature or explore a subgenre of nonfiction ' personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

CW 581 - Craft Seminar in Fiction

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics ' narrative structure in the novel, point of view, or dialogue ' and others may be thematic in nature ' historical fiction, realism or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

CW 582 - Craft Seminar in Fiction

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics ' narrative structure in the novel, point of view, or dialogue ' and others may be thematic in nature ' historical fiction, realism or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

CW 583 - Craft Seminar in Fiction

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics ' narrative structure in the novel, point of view, or dialogue ' and others may be thematic in nature ' historical fiction, realism or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

CW 584 - Craft Seminar in Fiction

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics ' narrative structure in the novel, point of view, or dialogue ' and others may be thematic in nature ' historical fiction, realism or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

CW 591 - Craft Seminar in Poetry

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics ' figuration, the line, or open field theory ' and others will be thematic in nature ' politics and poetics, revolution and poetics, psychoanalysis and surrealism, nature poetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress

Course credits: 3

CW 592 - Craft Seminar in Poetry

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics ' figuration, the line, or open field theory ' and others will be thematic in nature ' politics and poetics, revolution and poetics, psychoanalysis and surrealism, nature poetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress

Course credits: 3

CW 593 - Craft Seminar in Poetry

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics ' figuration, the line, or open field theory ' and others will be thematic in nature ' politics and poetics, revolution and poetics, psychoanalysis and surrealism, nature poetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress

Course credits: 3

CW 594 - Craft Seminar in Poetry

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics ' figuration, the line, or open field theory ' and others will be thematic in nature ' politics and poetics, revolution and poetics, psychoanalysis and surrealism, nature poetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress

Course credits: 3

CW 601 - Creative Nonfiction Workshop

This course gives students the opportunity to explore material in various areas of nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that will emerge from individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising nonfiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

CW 602 - Creative Nonfiction Workshop

This course gives students the opportunity to explore material in various areas of nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that will emerge from individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising nonfiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

CW 603 - Creative Nonfiction Workshop

This course gives students the opportunity to explore material in various areas of nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that will emerge from individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising nonfiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

CW 604 - Creative Nonfiction Workshop

This course gives students the opportunity to explore material in various areas of nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that will emerge from individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising nonfiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

CW 611 - Creative Nonfiction Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 612 - Creative Nonfiction Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 613 - Creative Nonfiction Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 614 - Creative Nonfiction Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 621 - Fiction Workshop

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students will grapple with the questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from the individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

CW 622 - Fiction Workshop

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students will grapple with the questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from the individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

CW 623 - Fiction Workshop

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students will grapple with the questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from the individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

CW 624 - Fiction Workshop

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students will grapple with the questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from the individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

CW 631 - Fiction Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 632 - Fiction Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 633 - Fiction Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 634 - Fiction Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 641 - Poetry Workshop

The primary aim of this course is to allow the students as much freedom as possible in their writing while teaching them the skills to identify their strengths and weaknesses. The most important work for the student will be to locate his or her style or voice, with encouragement to produce at least one new poem per week. By the end of the course, the students should develop the terminology and the critical skills for revising poetry, and should develop a good

understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they will analyze their own poems with particular attention to their development over the semester.

Course credits: 5

CW 642 - Poetry Workshop

The primary aim of this course is to allow the students as much freedom as possible in their writing while teaching them the skills to identify their strengths and weaknesses. The most important work for the student will be to locate his or her style or voice, with encouragement to produce at least one new poem per week. By the end of the course, the students should develop the terminology and the critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they will analyze their own poems with particular attention to their development over the semester.

Course credits: 5

CW 643 - Poetry Workshop

The primary aim of this course is to allow the students as much freedom as possible in their writing while teaching them the skills to identify their strengths and weaknesses. The most important work for the student will be to locate his or her style or voice, with encouragement to produce at least one new poem per week. By the end of the course, the students should develop the terminology and the critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they will analyze their own poems with particular attention to their development over the semester.

Course credits: 5

CW 644 - Poetry Workshop

The primary aim of this course is to allow the students as much freedom as possible in their writing while teaching them the skills to identify their strengths and weaknesses. The most important work for the student will be to locate his or her style or voice, with encouragement to produce at least one new poem per week. By the end of the course, the students should develop the terminology and the critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they will analyze their own poems with particular attention to their development over the semester.

Course credits: 5

CW 651 - Poetry Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 652 - Poetry Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 653 - Poetry Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 654 - Poetry Tutorial

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

CW 661 - Composition Pedagogy

Students who are offered positions teaching writing classes for the undergraduate program will take Composition Pedagogy to prepare them for their teaching assignment in the coming year.

Course credits: 3

CW 699 - Independent Study

Students work one-on-one with a faculty member to design an Independent study course around their academic, professional or teaching interests.

Course credits: 1-3

CW 761 - Literary Publishing

Students work with faculty and peers as editors and staff on literary publishing projects, including New Overland Review, SMC's annual volume of prose, poetry and art.

Course credits: 3

CW 762 - River of Words

For nearly 30 years, River of Words has brought educators, students, writers and artists together to foster environmental literacy. In this course, students work with faculty and graduate students in the MFA program as well as the School of Education to administer the annual contest River of Words which reaches thousands of students across the world.

Course credits: 3

CW 763 - Wavebooks

Students work with a faculty mentor on the editing and publishing of poetry through Wavebooks Press. This internship style course offers students the ability to gain experience in the publishing process.

Course credits: 3

CW 775 - Community Engagement

Students can receive elective credit for their work with local schools or literary organizations, in which they are volunteering.

Course credits: 3

CW 779 - Internship

Students can receive elective credit for their work with local schools or literary organizations, in which they are volunteering.

Course credits: 1-3

CW 780 - Teaching Assistantship

Students who have taken Composition Pedagogy can receive academic credit for teaching writing circle classes to the undergraduate population.

Course credits: 3

CW 798 - Thesis I

A course of directed reading and writing to help students craft a thesis project proposal, devise a plan for completing a first draft by the end of Fall semester, and undertake the careful study of books that are in direct aesthetic or thematic relation to their work.

Course credits: 1

CW 799 - Thesis II

Prerequisites

CW 798

An intensive semester of guided writing and revision in order to complete and defend a thesis-length manuscript as the final requirement of your MFA in Creative Writing.

Course credits: 3

CW 805 - Book Manuscript Intensive

For students who have completed their degree, they are matched up with a mentor and work over the semester to refine their writing with the goal of publishing. This course is aimed at non-matriculated students who have completed an

MFA program.

Course credits: 5

DANCE 510 - Lighting I

Lighting design is important to all visual art forms for the simple reason that without lighting there is no vision. Learning about lighting design shows artists not only how lighting is essential for the revelation of form but also how to control that revelation.

This class will teach the basics of lighting design and demonstrate some of the basic concepts of working with a light lab, light plot and hung stage lighting.

Course credits: 2

DANCE 521 - Advanced Tap

Advanced Studio Instruction in various styles of Tap dance. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 522 - Advanced West African Dance

Advanced studio instruction in West African dance forms. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 523 - Advanced Baile Folklorico

Advanced studio instruction in Ballet Folklorico and Mexican Folk Dance. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 524 - Advanced Jazz Dance

Advanced studio instruction in various styles of Jazz dance. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 525 - Advanced Modern

Advanced studio instruction in various modern or non-western forms. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course.

Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 526 - Advanced Ballet

Advanced studio instruction in Ballet using a somatic approach. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 527 - Advanced Gaga/Improvisation

Advanced studio instruction in Gaga, Improvisation, and/or Contact Improv. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 528 - Advanced Hip-Hop

Advanced studio instruction in Hip-Hop dance forms. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 529 - Advanced Chinese Dance

Advanced studio instruction in dances of the Chinese diaspora. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 536 - Advanced Pilates

Advanced studio instruction in Pilates. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 538 - Advanced Yoga

Advanced studio instruction in one or more yoga practices. A 1 unit technique course requires the student to attend movement classes in the style of their choosing, and complete any reflection assignments related to the course. Participation, and effort are also a factor towards the students' completion of this requirement.

Course credits: 1

DANCE 541 - Dance Production Management

Dance Production Management is an in-depth exploration of production management for dance, investigating management techniques including: communication skills, team building, assertiveness, goal setting, time management, stress management and an overview of production organization. This course will investigate all aspects of the production process including: creative problem solving, scheduling, planning, negotiating techniques, contracts and hiring, budgeting, venue selection, touring, and more. Students will consider the role of the production manager in the field of dance including an examination of how that role varies depending on company style and structure.

Course credits: 3

DANCE 581 - Dance and Performance Studies

Dance and Performance Studies is a seminar course that focuses on key issues in the theory of performance. Performance Studies has a multidisciplinary approach blending the strengths of anthropology, sociology, theatre studies, literary criticism, philosophy, history, and the arts. Performance practice will be analyzed across this variety of disciplines in relation to dance. Topics can include issues of representation and identity, presence, community, social efficacy, space, corporeality, audience, and globalization. Students will apply different approaches and contemporary methodologies for analyzing performances of various kinds within their social, cultural, and historical context. Students will develop thinking, doing, writing and speaking about performance and how it frames the experience of corporeality and embodiment.

Course credits: 3

DANCE 582 - Dance & Social Justice

This course illuminates the intersection of dance, social justice and a range of human rights concerns of the twenty-first century. We acknowledge the urgency to address oppressive systems and ideologies that create oppression, violence, poverty, scarcity of resources, and fear for people around the world. We as dancers know the power and transformative nature of movement, creativity and dance to heal and transform communities, to fight oppressive systems, and to create social change and beauty in the world. In this class we work together to co-create a space for each individual student to engage in critical self-awareness through an intersectional lens, to participate in cross-cultural communication, and to begin to address systemic change through dance making practices.

Course credits: 3

DANCE 585 - Dance for Camera

All movements and choreography will be metamorphosed into an art of film. It will give our students a great opportunity to incorporate a new media into dance making. The course will contain both concept based and experience based learning in both choreography and video production. Students will receive information through viewing video material, reading theoretical and technical texts that pertain to cinema, video production and dance for camera while receiving hands on experience with choreography for the camera, directing dancers, dancing with video cameras, Final Cut Pro, Compressor, DVD Studio Pro, iTunes & Garage Band software on Apple computers.

Course credits: 3

DANCE 586 - Laban and Bartenieff Movement Studies

Laban Bartenieff Movement Studies (LBMS) is divided into four parts: Body (Bartenieff FundamentalsSM), Effort, Shape, and Space. This class examines theory, vocabulary and embodiment of all categories. Through observations,

experiential explorations, reflective writing, and assessment of individual movement practices, students delve into the perspectives on human movement that LBMS provides, as well as specific applications to students' unique interests in teaching and choreography.

Course credits: 3

DANCE 591 - Choreography IV

The choreography in-person courses build upon each other to enhance the study of making dances at the graduate level. Finding individuality and a unique voice is an essential focus of inquiry. Students are guided to discover further choreographic strategies to create solo and group dances for the stage or studio, as well as for non-conventional sites. Students are asked to take risks and create challenges to enable experimentation and innovation. We highlight the value of perception over judgment, and acceptance over approval when viewing and discussing the work. Students are encouraged to freely explore movement inventions and focus on the process. Improvisation, collaboration, choreographic theory, and feedback methods will be discussed to assist in the artistic process. Students in Choreography IV continue to practice a variety of choreographic strategies. Students in Choreography V demonstrate a mastery of choreographic strategies. Choreography A introduces students to new choreographic strategies and prepares them for further graduate work.

Course credits: 3

DANCE 593 - Choreography V

The choreography in-person courses build upon each other to enhance the study of making dances at the graduate level. Finding individuality and a unique voice is an essential focus of inquiry. Students are guided to discover further choreographic strategies to create solo and group dances for the stage or studio, as well as for non-conventional sites. Students are asked to take risks and create challenges to enable experimentation and innovation. We highlight the value of perception over judgment, and acceptance over approval when viewing and discussing the work. Students are encouraged to freely explore movement inventions and focus on the process. Improvisation, collaboration, choreographic theory, and feedback methods will be discussed to assist in the artistic process. Students in Choreography IV continue to practice a variety of choreographic strategies. Students in Choreography V demonstrate a mastery of choreographic strategies. Choreography A introduces students to new choreographic strategies and prepares them for further graduate work.

Course credits: 3

DANCE 600 - Design Methodologies

Design Methodologies for Dance explores the underlying principles of the design process, the development of traditional design styles, and the techniques employed in developing a design. Various styles and methods are demonstrated through the lens of each area of design for dance and their development is explored with a critical view of social and historical contexts.

Course credits: 3

DANCE 611 - Lighting II

Lighting II is an intermediary look at the methods of choreographic expression through light building on the basics from Lighting I. This class explores the history of lighting design for dance, examining the development of design styles for varying genres through various historic and social contexts. Students explore attempts to capture, describe, define or interpret light in diverse fields such as religion, philosophy, poetry, literature, science, performance,

architecture, art, installation, film and photography. After establishing common visual references, designers are guided to develop their own concepts and styles. Students hone their ability to articulate lighting ideas through visual, verbal, and written media.

Course credits: 2

DANCE 612 - Lighting III

Lighting III is an advanced look at the methods of choreographic expression through light. Students work to develop full lighting concepts for one or more pieces, including design, references, programming of the light board and coordination with the sound design of the piece.

Course credits: 2

DANCE 620 - Costume Design

Costume Design is an in-depth study of the costume design process and the history of costume design for dance. This course will analyze dance attire through the ages, including an exploration of the social, geographical, economic, and political trends, which influenced how dance was costumed for different styles of movement. This course will explore how type of fabric, fit, and style can enhance the aesthetic of the choreographer and the meaning of the piece. Students will practice drawing, reading patterns, rendering, proportion, scale, and communication of ideas as well as exploring the various materials and techniques used in the realization of costume designs.

Course credits: 3

DANCE 640 - Dance Stage Management

Stage Management is a course designed to teach students the responsibilities and functions of a stage manager. Students learn the production process through the eyes of this key role from pre-production to the first rehearsal to closing night and beyond. Students develop an understanding of skills and qualities necessary to run a show in an efficient and positive manner.

Course credits: 3

DANCE 642 - Producing

Producing I examines the philosophy, principles, and practical applications of producing dance. Students will explore all aspects of getting a project into the public eye: direct mail, advertising, press and publicity, as well as considering larger issues, such as audience development. The practical concerns of funding dance, i.e., grant writing, development strategies, and fundraising will be explored. Other topics include: intellectual property issues, artist relationships, contracts, and public relations. Students will hone their research, writing and presentation skills to become prepared to handle all aspects of presenting dance to a public audience.

Course credits: 3

DANCE 647 - Vectorworks

Vectorworks is a comprehensive computer-assisted design program that can be used in a range of professions - landscaping, architecture, engineering, scenery and lighting design. The program uses a combination of tools and concepts to create complex drawings and virtual models; it is designed to draw by using objects and shapes, not by drawing lines. A command of Vectorworks will allow you to draft quickly and efficiently, easily share information, and

publish your drawings in a multitude of programs. Vectorworks is the industry standard in scene and lighting design: it is required knowledge at an academic or professional level.

Course credits: 1

DANCE 650 - Sound I

Sound I is an in-depth look at the process of sound design for dance. Focusing on both the technology used in creating and implementing a sound design as well as the qualities of sound and music that influences an audience's perception of the work, students will learn the factors in determining music/sound selection as well as how to record, edit EQ, and mix sound. Students will learn how sound design and music have changed throughout the history of dance, developing an understanding of how period, genre, degree of stylization, and social context influence the design/selection of sound/music and vice versa.

Course credits: 3

DANCE 661 - Digital Dance

This course is a continued working into the hybrid art form of screendance and media as it comes to dance. Through in class meetings, students work on their own individual videos, and multimedia projects.

Course credits: 3

DANCE 670 - Research Methods

Research Methods focuses on the principle of practice based research. The MFA program supports research that is based on artistic practice and that uses theoretical perspectives including historical and cultural contexts, philosophical inquiry as well as theories that come from other fields of study as long as they are used to support the creative process and product.

Course credits: 2

DANCE 677 - Somatics I

Somatics I, II and III are part of the 1 credit somatics sequence in the MFA program. These courses are primarily experiential, focusing on the student's own movement practice. The students will meet with the instructor synchronously between 1-3 times throughout the semester, and complete the rest of the work on their own through discussion boards, journaling, videos and other asynchronous offerings. The somatics series focuses on specific somatic movement approaches such as Body-Mind Centering®; Dynamic Embodiment™; Social Somatics; Shin Somatics®; and other forms approved by ISMETA (International Somatic Movement Education and Therapy Association).

Course credits: 1

DANCE 678 - Somatics II

Somatics I, II and III are part of the 1 credit somatics sequence in the MFA program. These courses are primarily experiential, focusing on the student's own movement practice. The students will meet with the instructor synchronously between 1-3 times throughout the semester, and complete the rest of the work on their own through discussion boards, journaling, videos and other asynchronous offerings. The somatics series focuses on specific somatic movement approaches such as Body-Mind Centering®; Dynamic Embodiment™; Social Somatics; Shin Somatics®;

and other forms approved by ISMETA (International Somatic Movement Education and Therapy Association).

Course credits: 1

DANCE 679 - Somatics III

Somatics I, II and III are part of the 1 credit somatics sequence in the MFA program. These courses are primarily experiential, focusing on the student's own movement practice. The students will meet with the instructor synchronously between 1-3 times throughout the semester, and complete the rest of the work on their own through discussion boards, journaling, videos and other asynchronous offerings. The somatics series focuses on specific somatic movement approaches such as Body-Mind Centering®; Dynamic Embodiment™; Social Somatics; Shin Somatics®; and other forms approved by ISMETA (International Somatic Movement Education and Therapy Association).

Course credits: 1

DANCE 680 - Seminar in Phenomenology

This Seminar style course follows foundational notions from the philosophical field of inquiry of Phenomenology to enlighten a critical view of dance and the moving body. Students discuss a variety of texts that offer unique perspectives to understand Phenomenology, definitions, history, terminology, and the approaches that have existed since the 20th century to apply this philosophical framework to dance.

Course credits: 3

DANCE 683 - Critical Dance Pedagogy

In this class, students engage in critical self-reflection to discover who they are as engaged educators. They build educational partnerships with one another and mentor teachers to form critical inquiry groups to interrogate and augment our teaching practices and the beliefs that inform them. Students learn how to communicate non violently and how to build restorative and deeply connected learning communities. This area of study is based on various applications of somatic movement principles to the teaching of dance following the perspective of Paulo Freire's Critical Pedagogy, phenomenological perspectives, constructivism philosophy, liberation methodology, and transformative learning theories that inform the teaching of dance (Pedagogy, Andragogy, and Heutagogy).

Course credits: 3

DANCE 684 - Somatic Movement Seminar

This course is based on the principles that define Somatic theory and that underlie different modalities that have received the name of somatic movement practices after Thomas Hanna accredited the field of Somatics in 1970. We will study how dance educators and dance artists have applied somatic methods that were originally called body therapies in the 1960's, and how somatic practices from the beginning of the 20th century and those created by dancers as well as physical and occupational therapists towards the end of the 20th century have influenced dance pedagogy, choreographic processes and recent research areas such as Social Somatics. This course exposes the students to theory, important historical aspects, and the actual embodiment of specific somatic movement approaches. The Somatic Movement Seminar is an essential course in the MFA in Dance curriculum and plays an important role in what the program defines as its philosophy and vision. The course adds in a significant way to what is offered in other areas of the program such as phenomenology, critical dance pedagogy, dance and social justice and the somatic movement practice courses.

Course credits: 3

DANCE 687 - Embodied Bartenieff

This experiential course is taught from a general perspective of somatics and is designed so the main focus is on the Body aspect of BESS (Body, Effort, Shape, and Space). Bartenieff FundamentalsSM (BF) is studied from a broad perspective that includes connections to the developmental movement work that is proposed by other somatic modalities, particularly Body-Mind Centering[®] (BMC); Dynamic EmbodimentTM (DE); and a branch of DE called BodyMind DancingTM (BMD).

Course credits: 2

DANCE 690 - Choreography A

The choreography in-person courses build upon each other to enhance the study of making dances at the graduate level. Finding individuality and a unique voice is an essential focus of inquiry. Students are guided to discover further choreographic strategies to create solo and group dances for the stage or studio, as well as for non-conventional sites. Students are asked to take risks and create challenges to enable experimentation and innovation. We highlight the value of perception over judgment, and acceptance over approval when viewing and discussing the work. Students are encouraged to freely explore movement inventions and focus on the process. Improvisation, collaboration, choreographic theory, and feedback methods will be discussed to assist in the artistic process. Students in Choreography IV continue to practice a variety of choreographic strategies. Students in Choreography V demonstrate a mastery of choreographic strategies. Choreography A introduces students to new choreographic strategies and prepares them for further graduate work.

Course credits: 3

DANCE 692 - Choreography B

This asynchronous course is designed for the student to embark on an independent creative journey focusing primarily on solo movement exploration and with emphasis on process rather than goal. The student will work on the investigation of movement using different guidelines and tools. The work developed by the student must reflect rigorous body/movement/somatic investigation and the ability of self-directed practice-based research, experimentation, reflection and reassurance of artistic identity. The creative process during the semester may influence the students' thesis proposal, and guide the development of work that students may be required to present in future MFA concerts.

Course credits: 3

DANCE 694 - Production Practicum

This Production Practicum course is designed to explore ways in which each student can identify their own dance company/dance artist/dance business brand. The primary focus is on marketing: a pre-production role that is vital to the attendance of the production and growth of an artist. In this class students will be taught the production process from the point of view of the choreographer and marketing team. Students enrolled in this course are responsible for completing the tasks given in class independently.. The class meeting will include instructions, conversations about the material, and introduction of new skills. Students are expected to show up to class and rehearsals in a timely and professional manner.

Course credits: 3

DANCE 797 - Independent Study

Students can choose to work with a faculty member one-on-one to create an independent study course that supports their academic, professional or thesis goals.

Course credits: 1-3

DANCE 801 - Thesis I

Students officially begin to work on their Creative Practice thesis in the Spring before their final term. Thesis serves as the culmination of their work in the previous 7 terms. Students work on an evening length dance performance while compiling their writing from previous semesters to support the topics of their thesis. Students work with their thesis advisor for support and mentoring.

Course credits: 3

DANCE 802 - Thesis II

In the final semester of their academic program, students stage and present their Thesis work, consisting of a performance, either on stage, through video, site-specific work or a combination of different media forms, with a focus on choreography and somatic concepts fostered during the program. Students are responsible for the design elements of their work as well. After two performances, students finish their final written work and answer the questions of either a panel of faculty or group of faculty and peers.

Course credits: 3

KINES 524 - Human Motor Performance

This course is an overview of the neurophysical foundations of motor behavior in the sports and physical activity domain. Current theories, empirical research, and applied practices in the areas of coaching, psychology, pedagogy, and motor skill development are discussed. Topics include: motor program theory, facilitating an ideal learning environment, and the roles of the learner and the instructor in motor skill acquisition.

Course credits: 3

KINES 570 - Psychological Analysis of Sport

This course is an exploration of the psychosocial dimensions of physical activity. Current theories and empirical research are discussed in an effort to understand the mental aspects of sport and exercise. Topics include: Goal orientation, motivational climate, self-esteem and performance.

Course credits: 3

KINES 571 - Leadership/Governance in Sport Organizations

This course provides a detailed understanding of the application of the general principles of management and leadership to the sport industry and the management of sport organizations. It provides an overview of the sport industry, the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues.

Course credits: 3

KINES 572 - Media & Public Relations -Sports Business

This course focuses on understanding and managing the relations between sport organizations and media agencies. Topics include both the historical perspectives on influence of mass media on sport as well as present day techniques used by sport organizations to manage all aspects of media relations including significant recent changes brought about by the increased use of social media.

Course credits: 3

KINES 574 - Planning & Staging Sporting Events

This course focuses upon the political and organizational dynamics required to plan and stage sporting events. Topics include: political processes required to gain event approval; security and risk management; financial analysis and budget planning; event marketing; human resource needs; media and public relations; spectator and VIP needs; transportation and parking; medical and safety requirements; design requirements for temporary and long term facilities to host events.

Course credits: 3

KINES 575 - Physiology of Sports Coaching

This course is a study of the physiological adaptations that the body makes to exercise. Current theories and empirical research are applied to the response of acute exercise and the chronic adaptations that occur in the metabolic, cardio-respiratory and musculoskeletal systems. This provides the basis for constructing suitable conditioning programs for sport and exercise participation. In-class laboratories are designed to present measurement techniques and evaluate physical fitness.

Course credits: 3

KINES 578 - Socio-Cultural Aspects of Sport

This seminar-style course is designed to focus on sport as part of the social and cultural world in which we live. The emphasis is on sports and sport-related actions as they influence and are influenced by the social and cultural contexts in which they are created and played. Historical events are introduced to understand how they have influenced sport in our present society.

Course credits: 3

KINES 580 - Colloquium

For one week, a group of leading scholars and professionals are invited to campus to address the department's graduate students. The 4 -day colloquium focuses on a different topic each year.

Course credits: 1

KINES 600 - Intro to Grad Study & Research

This course is an introduction to science and research in Kinesiology. It is designed to foster an understanding of the research employed in the sub-disciplines. It is also intended to prepare the student to write comprehensive literature reviews. Ethical issues in research are discussed, the qualities of good research are reviewed, and students learn how to

critically analyze the empirical research in our field

Course credits: 3

KINES 605 - Philosophical Basis of Kines

This course is an introduction to the basic foundations of philosophy as they relate to the sport and physical activity domain. The course is designed to promote an understanding of the nature of philosophy and the major schools of philosophical thought. Topics include: The importance of philosophy to physical education and athletics; various teaching and coaching philosophies; ethical issues in sport and physical activity (e.g. drug use); and close examinations of contemporary social issues associated with race, ethnicity, and gender.

Course credits: 3

KINES 620 - Administration of Kinesiology

This course is designed to give students an understanding and appreciation of the administrative process as it applies to school and college physical education and athletic programs. Current literature in the areas of business and management are discussed. Topics include: Developing administrative styles; diversity issues as they relate to effective management of human resources; revenue acquisition and budget development; media relations; intra-organizational competition; sponsorship acquisition and retention; marketing; and event management.

Course credits: 3

KINES 630 - Supervision & Legal Aspects

This course focuses on proactive risk management for teachers, coaches, and administrators that will minimize their organizations' legal liability. Topics include: an overview of the legal system; tort liability through negligence in supervision; facility care and maintenance; and hiring. These topics will be examined primarily in the context of case law in the California courts.

Course credits: 3

KINES 681 - Applied Concepts of Sports Coaching

This course provides graduate level instruction on the theory and science of strength and conditioning. This course is designed to meet the needs of coaches, physical educators, and others interested in the fitness profession. Students will have an opportunity to develop an in-depth understanding of the principles of strength training and conditioning, including: anatomical and physiological considerations, lifting techniques, equipment selection, program development/evaluation, and weightlifting safety. Several in-class laboratories will be conducted for practice in the creation of strength and conditioning programs and measurement techniques to evaluate human performance and injury risk. Upon completion students may pursue certifications such as the NSCA Strength and Conditioning Specialist (CSCS).
performance enhancement techniques, leadership, and character development through sport.

Course credits: 3

KINES 704 - Professional Development Practicum

The professional development course is designed to provide students with the opportunity to reflect on and explore various careers of interest within the field of kinesiology. It is designed for students to gain experience in multiple fields of interest to best understand various career paths and set goals. Students are required to complete fieldwork hours, and academic coursework designed to support student's career development, exploration, and growth.

Course credits: 1

KINES 705 - Capstone: Portfolio Development

This portfolio course serves as the capstone activity for the Master of Arts degree in Kinesiology. Through this course students will be able to feature professional and academic work, refine their personal brand, and share evidence of core competencies in order to better prepare themselves for post-graduate success. The student will integrate applicable knowledge from both the core Graduate Kinesiology courses as well as elective courses into the final portfolio. This work will provide the student with a collection of material that could be used to apply for a leadership position such as Athletic Director, General Manager, or Head Coach.

Course credits: 1

KINES 797 - Independent Study

This one, two or three unit course involves an independent review of literature or original research project in a topical area of interest in the field. The student proposes a topic and reading list to be approved by the faculty member with a specialty area most closely relating to the student topic. The student then completes and discusses the readings and research under direction of this faculty member.

Course credits: 1-3

TRS 520 - The Vocation and Spirituality of the Catholic Educator

This course is designed to focus on the educator and will have essentially three intertwined pillars: (1) spirituality / philosophy of education in the Catholic tradition, (2) the Lasallian tradition (e.g., the 12 virtues), and (3) the specific context of Catholic education in the United States, as a tradition of serving marginalized populations (though the identity of who is marginalized has changed over time). This is designed to be the starting course, and it is also designed to be beneficial for anyone working in Catholic education, whatever the grade level, and whether inside or outside of the classroom.

Course credits: 3

TRS 524 - Liturgy, Sacraments, and Faith Formation in Catholic Education

This course is designed to focus on the student whom these teachers will be instructing. Its goal is to focus on the practical tasks of faith formation in a Catholic school (e.g., liturgy, sacraments, ethical / moral formation) and will combine theory (i.e., what Catholic theology teaches about these topics) with praxis (i.e., how practically to engage young people in the process of faith formation). Because all K-8 teachers are responsible for these matters in their own classrooms (as opposed to high school, where there is usually a designated theology teacher), this course is designed primarily with K-8 in mind. Future educators training to be a high school theology teacher should consider a major in theology to build a deeper level of expertise, though the practical side of this course may still be beneficial for them.

Course credits: 3

SOLA - LEAP Degree Completion

LEAP 101 - Anthropology: Introduction to Social and Cultural Anthropology

What is culture and how important is it in explaining the marvelous variations we see in human behavior around the world? In this course, we will examine the ways in which people around the world make sense of the world and their own lives. The course seeks to illuminate other possibilities beyond the ones we are familiar with that exist for solving problems and for achieving meaningful lives. The course will introduce students to several primary domains of cultural anthropology, including the concepts of culture and fieldwork; medical anthropology, kinship and social organization; colonialism, power and domination; economic systems; gender and sexuality; race and class; symbols and language; religion and ritual; and social structure and agency. Together we will practice new ways of looking at the world, new ways of observing our social lives, and new ways to talk about the social world.

Course credits: 3

LEAP 150 - Math: The Art and Practice of Math

A reflective examination of basic mathematical ideas and patterns. Through participation in the discovery and development of mathematical ideas the student will view the subject as a vehicle for human creativity. The course traces the historical and contemporary role of appropriate mathematical topics.

Course credits: 3

LEAP 180 - Human Biology

In this course, LEAP program students will discover the inherent beauty of the human body. It is an especially aesthetic form, given the rich complexity of cells and tissues, the nuances of gene expression, the concerted performance among organs and systems, and the multiple interactions among other members and components of its ecosystem. This course will offer both synchronous and asynchronous online activities that are creative, collaborative, and often kinesthetic, along with virtual exercises that are rich, interactive, and engaging. Both the core principles and the learning processes from our class will be personally and even viscerally relevant, memorable, and fun. It is my mission to help you cultivate a deep understanding and lasting curiosity of human biology and our impact on the biosphere - as voters, as professionals, as artists, as global citizens, and as active community members.

Fee
\$50

Course credits: 3

LEAP 250 - Seminar Looking Outward

Employing and building upon the strategies of critical thinking, critical reading, and shared inquiry learned in the first seminar, in this seminar students will consider questions such as What is a good society? and What is a person's place in the world?

Course credits: 3

LEAP 308 - English: Writing, Research, and Engaged Learning Reflection

As a bridge course between professional experience, prior learning and engaged service and learning, this LEAP English class provides students the skills of advanced writing, research and critical thinking that will be the foundation for future coursework in the LEAP program. Assignments focus on analysis of life experience, literary analysis, and traditional academic writing, including the integration of research. Students will use reflections from the prior experience of engaged service and learning throughout the semester to practice writing and to think critically about interconnectedness, and how education both within and outside of academic institutions have the power to connect and transform society.

As an English course, students will develop and practice the process of initiating, developing, researching, and writing the college-level research essay by selecting a topic of their choosing that relates to their personal area of engaged learning. Together the class will find ways to relate these service learning experiences to the greater trends and structures of society and our different cultures of origin; we will then analyze, synthesize and summarize how service, creativity, and passion can forward social progress. Existing and proposed, if applicable

Course credits: 4

LEAP 315 - Dance Production I

Professional dance production course.

Course credits: 4

LEAP 316 - Dance Production II

Professional dance production course.

Course credits: 4

LEAP 317 - Dance Production III

Professional dance production course.

Course credits: 4

LEAP 320 - Applied Dance: Other

Advanced studio instruction in specified movement forms and cultural expression.

Course credits: 4

LEAP 321 - Applied Dance: Tap

Advanced studio instruction in various styles of Tap dance.

Course credits: 4

LEAP 322 - Applied Dance: West African

Advanced studio instruction in West African Dance forms.

Course credits: 4

LEAP 323 - Applied Dance: Baile Folklorico

Advanced studio instruction in Baile Folklorico and Mexican Folk Dance Traditions.

Course credits: 4

LEAP 324 - Applied Dance: Jazz

Advanced studio instruction in various styles of Jazz dance.

Course credits: 4

LEAP 325 - Applied Dance: Modern

Advanced studio instruction in Modern dance forms.

Course credits: 4

LEAP 326 - Applied Dance: Ballet

Advanced studio instruction in Ballet dance forms.

Course credits: 4

LEAP 327 - Applied Dance: Gaga/Improvisation

Advanced studio instruction in Gaga, Improvisation and/or Contact Improv.

Course credits: 4

LEAP 328 - Applied Dance: Hip Hop

Advanced studio instruction in Hip-Hop Dance forms.

Course credits: 4

LEAP 329 - Applied Dance: Chinese Dance

Advanced studio instruction in dances of the Chinese diaspora.

Course credits: 4

LEAP 330 - Applied Dance: Contemporary

Advanced studio instruction in Contemporary dance forms.

Course credits: 4

LEAP 331 - Applied Dance: Partnering

Advanced studio instruction in partnering dance/contact improvisation as it relates to partners.

Course credits: 4

LEAP 332 - Applied Dance: Egyptian Dance

Advanced studio instruction in Egyptian Dance forms.

Course credits: 4

LEAP 333 - Applied Dance: Somatics

Advanced studio instruction in Somatic Movement.

Course credits: 4

LEAP 334 - Applied Dance: Pointe

Advanced studio instruction in Pointe work/ballet variations.

Course credits: 4

LEAP 335 - Applied Dance: Musical Theatre

Advanced studio instruction in Musical Theatre.

Course credits: 4

LEAP 336 - Applied Dance: Movement for Actors

Advanced studio instruction in Movement for Actors.

Course credits: 4

LEAP 350 - Seminar: Looking Forward

Lower

The course focuses on issues of significant relevance for a 21st century student, as well as texts that allow for integrative thinking across the entire Collegiate Seminar sequence. The course includes student reflection on what they have learned and how they have grown, revisiting the steps of their intellectual development in a capstone experience. This seminar considers questions such as What is worth living for? and what is worthy of leaving as a legacy? How should one think about the future?

Course credits: 3

LEAP 381 - TRS: Wealth, Poverty and Economic Justice

This course will expose students to various texts, events, and themes in the Bible. The class will mainly focus on some Biblical perspectives concerning wealth, poverty, and economic justice-and what impact or implications such

discussions might have for biblical readers today. Students will encounter some modern scholarly methods and tools for biblical interpretation. We reflect on the influence and potential relevance of the texts for social justice in contemporary society.

Course credits: 4

LEAP 400 - Personal and Professional Assessment

Personal and Professional Assessment ("PPA") focuses on how we learn and develop through experience. We first look at how different theories of adult development can help us reflect in a meaningful way on key events in our lives. Writing the developmental autobiography provides an opportunity to discern some of the factors that led each of us to become the person we know ourselves to be. Next, we explore experiential learning theory and examine the relationship between experience and learning. Then we apply that theory to our own experience. Writing experiential learning papers (ELPs) allows us to identify, analyze, and integrate knowledge from a variety of experiential sources, to develop multiple perspectives, and at the same time to examine how we learn through experience.

Course credits: 3

LEAP 401 - Dance and Performance Studies

In this course students will view, analyze, and write about dance performances using a variety of theoretical lenses drawn from the field of Performance Studies. Performance Studies is an interdisciplinary field that draws on theories and methodologies from anthropology, sociology, theatre studies, literary criticism, philosophy, history, and the arts.

Course credits: 4

LEAP 402 - Dance History

This dance history course views each LEAP student's dance lineages through a socio-historic framework to discover the ways in which these dance practices are shaped by and continue to speak to major issues such as globalization, migration and immigration, struggles for racial equality, emerging national identities, feminism and queerness, counterculture movements, wars and conflict, the economy, as well as artistic, cultural and philosophical movements.

Course credits: 4

LEAP 403 - Dance History: World Cultures

This course is an introduction and an overview to global dance studies. This course explores how dance practices across the globe are not solely "art" for "entertainment", but are foundational rituals for healing, rites of passage, ceremony, worship, self-expression and connection for peoples and cultures around the world.

Course credits: 4

LEAP 404 - Music in Performance

Students cultivate the ability to listen more deeply as we explore the evolution of Western music from the Medieval era to the Contemporary era, including the roots of jazz, blues, and early rock. Students are exposed to the major composers of each era and their representative works.

Course credits: 4

LEAP 405 - Acting I: Acting for Every Body

In this course experienced performers are invited to explore the play-full art of acting. The course provides a space for discovery; through direct experiential learning students investigate the ways we use our bodies, voices, and imaginations as embodied storytellers, both as individual actors and as part of an ensemble.

Course credits: 4

LEAP 498 - Senior Capstone Project

The Senior Project is an individualized course of study designed for students to complete a culminating capstone research project that synthesizes the content of the program with an eye toward professional application. Through this project LEAP students are expected to produce an original piece of work that advances the field of Performing Arts, while simultaneously relating to future career goals.

Course credits: 4

School of Science

BTECH 500 - Introduction to the Biotechnology and Pharmaceutical Industry

This course will be an introductory course that will provide an understanding of the different parts of the biotechnology and pharmaceutical industry. The course will explore the different organizational units within a company ranging from research and development for pre-clinical development, clinical studies leading to drug approval, to the manufacturing and quality control and other aspects of drug commercialization.

Course credits: 2

BTECH 501 - Advanced Molecular Biology

Advanced Molecular Biology is a technique-centered course that focuses on modern approaches used to assay small and large-scale gene expression, manipulate gene expression, investigate chromatin-interacting proteins and edit genomic sequences. Each lecture explores the development and implementation of these approaches, primarily through literature review and case studies. The lab is designed to be a course-based research experience that allows the student to learn and apply several cutting-edge molecular techniques in an authentic research project.

Course credits: 4

BTECH 502 - Regulations and Good Manufacturing Practices in Drug, Diagnostics and Medical Development

This course will discuss the relationship between the drug development and device development sponsors and the governmental health authorities and regulatory agencies. The course will explore the regulatory frameworks for drug

and device development with emphasis on the US and European agencies and regulations. The course will also examine the process of filing for a drug approval at the different stages.

Course credits: 2

BTECH 503 - Organizations and Management of Life Sciences Companies

Life science companies need a specialized management style in order to unlock major efficiency gains in product development, ensure rapid turnaround times, and expand portfolios by mergers and acquisitions. This course covers the organization and management of elite firms, with a special emphasis on life science companies. The course will take an in-depth look at the organization models used and their effectiveness. The course will also provide a theory-based study of managerial and organizational processes and explore the different challenges faced by an organization to lead and motivate the workforce.

Course credits: 2

BTECH 504 - Pharmacology and Pharmacokinetics

This major objective of this course is to provide students with foundational knowledge in the area of pharmacology and pharmacokinetics - two areas that are crucial for understanding the effects of a biomolecule and for predicting its efficacy, metabolism and toxicity. Basic principles of pharmacology include an understanding of physiology, drug receptor interactions, signaling. Pharmacokinetics is the study of the kinetics (rates) of drug absorption, distribution and elimination in an in-vivo system. In this section of the course, we will be exploring the interrelationship between properties of the drug, its dosage, its absorption, its distribution in the body, its metabolism and elimination from the body. The course will also introduce pharmacoeconomics and pharmacovigilance.

Course credits: 3

BTECH 505 - Advanced Techniques in Biochemistry and Cell Biology

This course will focus on many modern biochemical and cell biology techniques commonly used in the pharmaceutical industry. Students will also get hands-on experience in cell culture of primary cells and cell lines, and cell biological techniques such as cell culture of primary cells and cell lines, different types of microscopy including high-resolution confocal microscopy, immunocytochemistry and flow cytometry. In addition, students will expand their knowledge and hands-on knowledge of molecular and biochemical techniques.

Course credits: 4

BTECH 506 - Ethical, Legal, and Social Issues in Biotechnology

This course will examine the social, legal and ethical challenges posed by modern biotechnology in areas of medical care access, sustainability, biodiversity, animal experimentation, genetic data, informed consent etc. These topics will be explored in the view of relevant ethical theories and using case studies to explore these dilemmas faced by the biotechnology industry.

Course credits: 2

BTECH 507 - Biotechnology Seminar I

This course will use discussion format to explore important aspects of biotechnology business and/or emerging areas in biotechnology. Topics could include innovation and entrepreneurship in biotechnology, new areas of development in medicines, biotechnology, manufacturing and artificial intelligence that could impact the biotechnology and pharmaceutical industry.

Course credits: 2

BTECH 508 - Biotechnology Seminar II

This course will explore topics related to the biotechnology industry such as GMP, GLP, QC QA, different types of regulations and other topics related to the business of biotechnology.

Course credits: 3

BTECH 509 - Advanced Research Methods in Biotechnology - Analytical Methods

This course will focus on the principles and hands-on experience using analytical methods such as high pressure liquid chromatography, mass spectroscopy, nuclear magnetic resonance spectroscopy, isothermal calorimetry and other advanced analytical techniques.

Course credits: 4

BTECH 510 - Bioinformatics

This course will focus on the latest bioinformatics tools and topics, such as information DNA sequencing and assembly; BLAST output; probability and statistics; sequence alignment; ORF prediction; functional genomics; phylogenetics; sequence, gene, and protein databases. The course will also focus on computer science and programming skills through the development of understanding of algorithms, data structures, and competency with different programming languages.

Course credits: 3

BTECH 511 - Management and Leading Contemporary Organizations with a Social Justice Framework

This course is designed to further explore management in the life science industry with an emphasis on integrating traditional and emerging strategic and ethical business management issues within the context. This course will explore the development and implementation of the overall strategy and direction for the organization within the context of the organization's resources, capabilities as well as balancing the corporate needs with ethical and social responsibilities.

Course credits: 3

BTECH 512 - Financial and Managerial Accounting

This course is structured to explore the importance of both financial and managerial (internal) accounting, and how to utilize accounting and financial related data for both reporting purposes and also to produce useful, accurate, management tools for business evaluations/decisions. The course will cover both the theory and practical application of accounting/financial related data for financial reporting and analysis and management decision making purposes.

Course credits: 3

BTECH 513 - Project Management

This course focuses on different aspects of theory and practical knowledge of project management. Proper management plays a crucial role in executing and completing projects efficiently, with an emphasis on the biotechnology industry. This course is designed to provide a theory and applied technical knowledge required to execute projects efficiently. The course will include approaches such as project life cycle, project management processes and introduction to different areas such as management of project integration, scope, time, budget, quality, communication and project risk. It will also explore project monitoring and controls and tools for project management. In addition, the course will introduce strategic aspects of project management including leadership, and problem-solving.

Course credits: 3

BTECH 514 - Global Challenges and Opportunities for Biotechnology

In this course, we will explore the current challenges and opportunities facing the Biotechnology industry.

Course credits: 1

BTECH 515 - Becoming a Lasallian Business Leader

In the current healthcare environment, it is essential to make new drugs and technologies accessible and affordable for people of all socio-economic backgrounds, while ensuring that the development of these new advances is profitable for the company. In this course, we will explore the challenges and opportunities for being a business leader in the biotechnology industry who balances financial sustainability with social responsibility.

Course credits: 1

BTECH 516 - Career Preparation Seminar

This 1-credit course will focus on exploring career paths, next career steps and emerging roles and areas for growth and advancement in the biotechnology industry.

Course credits: 1

BTECH 780 - Biotechnology Internship Preparation

This 1-credit course will focus on helping the students prepare for the Spring internship with the corporate partners.

Course credits: 1

BTECH 791 - Professional Development - Independent Study Capstone Experience

An independent study course for students in the graduate Biotechnology Master's program, one of two capstone experiences offered. As part of this course, students will work with their independent study mentor to develop a curriculum that includes 3 major components: technical skills, networking, and professional development towards their professional goals. The technical skills component could include research projects within SMC or at their organization

that apply the skills learned in their biotechnology courses. Students will be required to attend at least five Biotechnology networking events to develop their networks. Students will also work with their mentor to develop a Professional Development plan that would include professional certification courses for different areas within the industry.

Course credits: 4

BTECH 795 - Biotechnology Internship

This course is designed to introduce students to the research and/or business operations of a biotechnology-related company/organization. Through this internship, students will gain an insight about the pros and cons of working in the biotechnology industry and build a network of industry professionals to help them with their career progression. The internship will be a semester-long course during the final Spring semester of the PSM program, which will serve as the capstone experience for PSM graduates.

Course credits: 4

CS 660 - Advanced Algorithms

This course reviews graph algorithms, key algorithmic techniques (such as dynamic programming, greedy approaches, dividing to sub-problems, randomization). Advanced data structures are studied, as well as approximation algorithms, P vs NP, and String searching and pattern matching. Effective proof writing for proving the correctness of algorithms and their time complexity will be a key outcome of this course.

Course credits: 3

CS 661 - Introduction to Artificial Intelligence

Artificial Intelligence (AI) seeks to understand the mechanisms underlying thought and intelligent behavior, with a particular focus on their embodiment in machines. Core topics include the integrating perspective of intelligent agents and how such systems can engage in: search and problem solving; symbolic and probabilistic knowledge representation and reasoning; planning; and machine learning. The course introduces both basic concepts and algorithms and explores how to apply them in the construction of systems that can interact intelligently with complex environments.

Course credits: 3

CS 662 - Information Security

In this course, students will systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security. Topics include system security analysis, access control and various security models, identification and authentication, protection against external and internal threats, network protocols and Internet security.

Course credits: 3

CS 663 - Computer Systems and Networking

This course enables students to understand the inner workings of computer systems: how programs are executed, how data (information) is stored and manipulated, how hardware is managed, and how information is communicated between computer systems. The course covers computer architecture, operating systems principles and functions, and

an introduction to computer networking and cloud computing. Students will learn systems and network programming in a language like C, C++, or Java, in the Windows and/or Linux operating systems.

Course credits: 3

CS 665 - Graduate Tech Ethics

Computing technologies shape our personal, social, and political lives in increasingly complex and consequential ways. It is becoming increasingly clear, if it had not been clear before, that we must grapple with the ethical implications and consequences of algorithmic decision making and computing technology at large. With the advent of Machine Learning and Artificial Intelligence—which are increasingly becoming key elements of computing technology—and a simultaneous consolidation of power in the technology industry, commonly referred to as Big Tech, this is a perfect time to be studying the ethical, social, legal, and political issues inherent to computing in particular, and technology in general. Technologies are born and shaped by the societies in which they are developed. Thus, grappling with the ethics of technologies is important not only for ultimately creating more moral technologies but a more moral society. A series of critical readings, reflections, and discussions guide the student through a thorough consideration of issues involved ranging from impacts and harms, to continuums or spectrums of concerns. A series of case studies and consideration of alternative actions develop a student's critical reasoning skills and provide them with a mechanism for applying their developing ethical outlook in real life. Finally, a series of ethical approaches and perspectives are presented that show how the history of technology and the existing power dynamics need not be the future of technology.

This is a key course in the Computer Science curriculum which brings home for the student how to apply principles of social justice, equity, and inclusion towards being effective computing professionals in the future.

Course credits: 3

CS 670 - Cryptography and Network Security

Prerequisites

CS 660, CS 662, and CS 663

Cryptography provides foundations for ensuring the confidentiality, authenticity, integrity and privacy of the increasing sensitive information in a digitally connected world. It is a theoretical field that relies on a diverse and wide variety of mathematics. This course includes topics such as encryption, message authentication codes, digital signatures, public key cryptographic systems, key exchange, identification protocols, zero-knowledge proof systems, etc., that are fundamental to secure communications on today's internet. The goal of this course is to help students develop a solid understanding of the fundamentals of secure communications and cryptography to prevent attacks on information in transit.

Course credits: 3

CS 671 - Incident Response and Cyber Security Management

Prerequisites

CS 662

Students in this course learn key aspects of Cybersecurity Incident Response Management (CIRM). Effective CIRM begins with effective Planning - including plans for Incident Response, Disaster Recovery, and Business Continuity. Students in this course will learn from case studies of past cyber incidents. Key skills developed in this course include the developing of an Incident Response Plan, ethical and best practices on handling public/private communications and disclosures after an incident, incident investigation techniques (forensics) and interfacing with law enforcement, and post-incident recovery. Students in this course will learn how to plan for, respond to, investigate, and report on Cybersecurity Incidents. Before an incident happens, effective Cybersecurity Leadership requires that there is

a cogent Governance structure. Students in this course will learn how to manage Cybersecurity processes while meeting the needs of the Enterprise. Students will learn how to establish a Governance program, Cybersecurity management frameworks, how to develop and implement a Cybersecurity strategy, how to develop and deploy Cybersecurity Policy and controls such that there is standards and regulatory compliance, techniques for advocating for the right organizational supports for Cybersecurity Leadership (ex: budgeting and training), how to effectively communicate with Executives and the Board, and how to acquire and develop talent for maintaining Cyber-resilience.

Course credits: 3

CS 672 - Digital Forensics

Prerequisites

CS 662, CS 663, and CS 665

This course presents an overview of the principles and practices of digital investigation. The objective of this class is to emphasize the fundamentals and importance of digital forensics. Students will learn different techniques and procedures that enable them to perform a digital investigation. This course focuses mainly on the analysis of physical storage media and volume analysis. It covers the major phases of digital investigation such as preservation, analysis and acquisition of artifacts that reside in hard disks and random access memory. Students explore tools for the recovery of information on protected or damaged hardware for the purpose of providing evidence of misuse or abuse of systems. Topics also include the chain of evidence, protocols for data recovery, cryptographic analysis, password recovery, the bypassing of specific target operating systems, and obtaining data from digital devices that have been damaged or destroyed. Principles of defendant rights and ethical investigation are also discussed in detail.

Course credits: 3

CS 680 - Deep Learning

Prerequisites

CS 661

This course is a comprehensive study of the concepts and techniques of Deep Learning. Course content works through Deep Neural Networks through attention to sequence-to-sequence models. This is an applied course using PyTorch or similar ML/AI library in Python.

Course credits: 3

CS 681 - Computer Vision

Prerequisites

CS 660 and CS 661

This course provides an introduction to computer vision including the fundamentals of image formation, camera imaging geometry, feature detection and matching, stereo, motion estimation, convolutional networks, image classification, segmentation, object detection, transformers, and 3D computer vision. Both applications of classical machine learning and deep learning to approach these problems are explored. The focus of the course is to develop the intuitions and mathematics of the methods in lecture, and then to implement substantial projects that resemble contemporary approaches to computer vision.

Course credits: 3

CS 682 - Language Processing and Knowledge Graphs

Prerequisites

CS 660 and CS 661

This course surveys the principal difficulties of working with written language data, the fundamental techniques that are used in processing natural language, and the core applications of NLP technology. Topics covered in the course include language modeling, text classification, labeling sequential data (tagging), parsing, information extraction, question answering, machine translation, and semantics. The dominant paradigm in contemporary NLP uses supervised machine learning to train models based on either probability theory or deep neural networks. Both approaches are studied.

The objective of language processing when working with complex technical texts is to be able to make sense of information in a mixed structured/unstructured format. Information models to approach formalized technical language processing are explored. This course covers advanced text processing and machine learning algorithms and techniques for working with knowledge graphs and text data. This includes a wide range of algorithms for neural networks, machine learning, graph processing, text processing, and information retrieval with a focus of gaining insights into the knowledge stored in data. This is an implementation-intensive research-oriented seminar, where a particular data science application will be developed by reading research publications and implementing a software prototype.

Course credits: 3

CS 690 - Practicum

Practicum is client-driven and completed with an industry or non-profit partner.

Course credits: 3

CS 691 - Capstone Experience

An independent study course for students in the graduate Computer Science Master's program, one of two capstone experiences offered. As part of this course, students will work with their independent study mentor to develop a curriculum that includes 3 major components: technical skills, networking, and professional development towards their professional goals. Students will also work with their mentor to develop a Professional Development plan that would include professional certification courses for different areas within the industry.

Course credits: 3