University *of* San Diego®

GRADUATE
2025-26 Course Catalog

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2025-2026 Online Graduate Academic Calendar

Fall 2025

Registration Opens	June 30, 2025
Application Deadline	August 1, 2025
Registration Deadline	August 15, 2025
Financial Aid Requirements Due	August 15, 2025
Last Day to Drop with 100% Refund	September 1, 2025
Payment Due Date	September 2, 2025
Last day to Drop with 95% Refund / Drop Deadline	September 5, 2025
Semester Begins	September 2, 2025
First Course Start Date	September 2, 2025
First Course Withdrawal Deadline	September 29, 2025
First Course End Date	October 20, 2025
Second Course Start Date	October 21, 2025
First Course Grade Submission Deadline	November 3, 2025
Second Course Withdrawal Deadline	November 17, 2025
Second Course End Date	December 8, 2025
Semester Ends	December 8, 2025
Second Course Grade Submission Deadline	December 22, 2025

Spring 2025

Registration Opens	November 3, 2025
Application Deadline	December 1, 2025
Registration Deadline	December 15, 2025
Financial Aid Requirements Due	December 15, 2025
Last Day to Drop with 100% Refund	January 5, 2026
Payment Due Date	January 6, 2026
Last day to Drop with 95% Refund / Drop Deadline	January 9, 2026
Semester Begins	January 6, 2026
First Course Start Date	January 6, 2026

First Course Withdrawal Deadline	February 2, 2026
First Course End Date	February 23, 2026
Second Course Start Date	February 24, 2026
First Course Grade Submission Deadline	March 9, 2026
Second Course Withdrawal Deadline	March 23, 2025
Second Course End Date	April 13, 2026
Semester Ends	April 13, 2026
Second Course Grade Submission Deadline	April 27, 2026

2025-2026 GRADUATE COURSE CATALOG

Graduate Programs

USD offers 28 master's degrees, three doctoral degrees, the JD, and five LLM degrees. Across all of our graduate programs, award- winning faculty engage students through small class sizes, hands-on research, and real-world global experiences and knowledge. This is the list (p. 40) of degrees currently offered. Detailed information about these degrees is available through the Graduate Course Catalog and the School of Law.

Because of the variety of programs offered, there are many different deadlines associated with our graduate programs. In some cases, programs offer entry during the summer, spring, and fall terms, while others only fall or summer entry. Please consult the program website, admissions information page, or the graduate catalog for the deadlines associated with your program.

Reservation of the Right to Modify

It is the policy of the University of San Diego to adhere to the rules and regulations, course offerings and financial charges as announced in this catalog or other university publications. The university nevertheless hereby gives notice that it reserves the right to expand, delete or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, course content or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

Responsibility of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this course catalog and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

About the University of San Diego

The University of San Diego is on the horizon — on the edge of everything. It's on the edge of an international border, on the edge of the Pacific, on the edge of innovation, breakthroughs and discovery.

USD is on the edge of changing the world.

For more than seven decades, the University of San Diego has been dedicated to advancing academic excellence with a mission grounded in the Catholic intellectual tradition. Students are encouraged to explore how faith and reason are compatible in education and to develop strong moral convictions.

The University of San Diego, like the city, took its name from San Diego de Alcalá. The Franciscan friar was an infirmarian at the Franciscan Monastery at Alcalá de Henares, near Madrid. He also was invited to preach at, and eventually took up residence at, the nearby University of Alcalá de Henares.

Indeed, it was that university, which was established in 1499 and is now more than 500 years old, that inspired Alcalá Park, the name given to USD's 182-acre campus, as well as the Spanish Renaissance architecture for which our campus has become so well known.

The University of San Diego was founded under the leadership of Mother Rosalie Clifton Hill of the Society of the Sacred Heart and Bishop Charles Francis Buddy of the Diocese of San Diego. The University of San Diego began as separate colleges for men and women. The founding charters of the San Diego College for Women and San Diego University — comprised of the San Diego College for Men and the School of Law — were granted in 1949.

The College for Women began classes in 1952. The College for Men and the School of Law, the first professional division of the university, began classes in 1954. In 1972, the academic institutions merged to become what is now known as the University of San Diego. Now governed by an independent Board of Trustees, the university remains dedicated to the values originally articulated by Mother Hill and Bishop Buddy.

Students choose from dozens of undergraduate and graduate degree programs in academic divisions including the College of Arts and Sciences; the Hahn School of Nursing and Health Science; the Joan B. Kroc School of Peace Studies; the School of Business; the School of Law; the School of Leadership and Education Sciences; the Shiley-Marcos School of Engineering; and the division of Professional and Continuing Education.

In 2006, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral/Research University. This reclassification recognizes the strides the university had made in graduate studies and research.

In September 2011, USD became the first institution on the West Coast to be named an Ashoka U Changemaker Campus, recognizing the university's commitment to finding sustainable solutions to the world's most pressing problems. The university is dedicated to preparing students to be able to make a difference in the world.

As a Roman Catholic institution, the university promotes a dialogue between faith and reason, and it pursues the cultivation of knowledge in a community that values intellectual freedom, holistic personal development and mutual respect.

The university embraces the ecumenical and interfaith teaching of the Second Vatican Council and is committed to creating a diverse and inclusive community of students, faculty and staff of every faith tradition, as well as those who identify with no particular faith tradition.

Mission and Core Values

Vision Statement

The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges.

Mission Statement

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

Core Values

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The university promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the university's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the university provides the foundation upon which the core values listed below support the mission.

Academic Excellence

The university pursues academic excellence in its teaching, learning and research to serve the local, national and international communities. The university possesses that institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

Knowledge

The university advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness and truth; and provides opportunities for the physical, spiritual, emotional, social and cultural development of students. The university provides professional education grounded in these foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.

Community

The university is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity and marked by protection of the rights and dignity of the individual. The university values students, faculty and staff from different backgrounds and faith traditions and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.

Ethical Conduct

The university provides a values-based education that informs the development of ethical judgment and behavior. The university seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world.

Compassionate Service

The university embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace and to work for justice. The university regards peace as inseparable from justice and advances education, scholarship and service to fashion a more humane world.

The Campus

The campus name, Alcalá Park, is a nod to Alcalá de Henares, a town near Madrid, Spain, founded by the Greeks. The Moslems renamed the town Al Kala, "the castle," and it later became the site of San Ildefonso university. Like its namesake, USD is on a prominent hilltop where it attains landmark status in the city.

The USD campus is at the western end of Kearny Mesa and features commanding views of the Pacific Ocean, Mission Bay, San Diego Bay and the surrounding mountains. The campus is in America's seventh largest urban area, ideally close to the business, research, cultural, residential and recreational centers of California's birthplace its and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus. On May 1, 1948, local dignitaries joined Bishop Buddy and Mother Hill for a groundbreaking ceremony atop the mesa overlooking the burgeoning San Diego cityscape. It was on that day that Bishop Buddy declared, "Let the world know that here will be a university where truth will be fearlessly taught."

Just weeks later, on Dec. 16, 1949, the first bulldozers arrived. Under the watchful eye of the founders, the San Diego College for Women complex emerged. The Founders wing, which was home to Founders Chapel, was completed first. It was followed by its architectural twin, the Camino wing, which featured what is now known as Shiley Theatre. Finally, Sacred Heart Hall, which connects the two, was completed.

Next came: the Author E. and Marjorie A. Hughes Administration Center; Maher Hall; Warren Hall (home to the School of Law); the Immaculata parish church; the Katherine M. and George M. Pardee, Jr. Legal Research Center; and Saints Tekakwitha and Serra Hall.

Other key buildings include: the original nursing building and the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation (home to the Hahn School of Nursing and Health Science); the Helen K. and James S. Copley Library; Loma Hall and the Belanich Engineering Center (home to the Shiley-Marcos School of Engineering); the Manchester Executive Conference Center; Olin Hall (home to the School of Business); the Ernest and Jean Hahn University Center; the Student Life Pavilion; the Joan B. Kroc Institute for Peace & Justice (home to the Kroc School of Peace Studies); the Donald P. Shiley Center for Science and Technology; the Degheri Alumni Center; and Mother Rosalie Hill Hall (home to the School of Leadership and Education Sciences). The Learning Commons, USD's newest academic building, is expected to open in Fall 2020.

Located near the east end of campus are the Alcalá Vista Apartments; Mission Housing Complex; University Terrace Apartments; Presidio Terrace Apartments; Manchester Village; the Manchester Family Child Development Center; the Jenny Craig Pavilion; and the university Student Sports Center. Located near the west end of campus are the Avila, Barcelona, Coronado and Durango buildings.

Here in Southern California, students find a truly fascinating variety of leisure- time activities, including visits to the city's outstanding zoo, the museums, the old Spanish mission, the theatre, swimming, boating, surfing, tennis, golf and much more. Proximity to Mexico provides an excellent opportunity for gaining a firsthand insight into Mexican culture. The University of San Diego is constantly thinking about what lies ahead, just beyond the horizon — because from the horizon, USD's vision has no limit.

A Nonprofit Corporation

The University of San Diego is a California nonprofit corporation. Subject to any limitations contained in the general nonprofit corporation law of the State of California, the powers of the USD corporation are exercised, its property controlled and its affairs conducted by a Board of Trustees.

Accreditation

Official Recognition and Accreditation

The University of San Diego (USD) is incorporated under the laws of the State of California and is invested with full power to confer degrees. USD has been accredited by the Western Association of Schools and Colleges Senior College and University Commission (985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001. USD is approved for veterans.

The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society, 1155 Sixteenth St., N.W., Washington, D.C. 20036; (800) 333-9511. The undergraduate and graduate programs of the School of Business are accredited by the AACSB International – The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5730; (813) 769-6500.

The dual BS/BA degree programs in Electrical Engineering, Industrial and Systems Engineering and Mechanical Engineering are accredited by the Engineering Accreditation Commission of ABET, 415 North Charles St., Baltimore, MD 21201; (410) 347-7700.

The Counseling program in the School of Leadership and Education Sciences is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; (703) 535-5990.

The Marital and Family Therapy program in the School of Leadership and Education Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred St., Alexandria, VA 22314; (703) 253-0473.

The Professional Education Unit (PEU) in the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation includes Learning and Teaching, School Counseling, Special Education and School Leadership programs. NCATE is a subsidiary of the Council for Accreditation of Education Preparation (CAEP), 1140 19th St., NW, Suite 400, Washington, D.C. 20036; (202) 223-70077, and is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

The university is authorized by the California Commission on Teacher Credentialing (CTC), 1900 Capitol Ave., Sacramento, CA 95814; (https:// www.ctc.ca.gov/commission/reports/data/), to recommend candidates for the Multiple Subject and Single Subject teaching credentials, the Education Specialist Credential (Special Education), the Administrative Services Credential and the Pupil
Personnel Service Credential.

The Special Education program in the School of Leadership and Education Sciences is nationally recognized by The Council for Exceptional Children (CEC), 2900 Crystal Drive, Suite 100, Arlington, VA 22202; (888) 232-7733).

The master's degree program in nursing and Doctor of Nursing Practice program at University of San Diego Hahn School of Nursing and Health Science is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; (202) 887-6791.

The School of Law is accredited by the American Bar Association, 1050 Connecticut Ave., NW, Suite 400, Washington, DC 20036; (202) 662-1000 and is a member of The Order of the Coif and the Association of American Law Schools.

Memberships

The University of San Diego holds membership in the following:

AACSB International–The Association to Advance Collegiate Schools of Business

ACCED–I Membership (Meeting Excellence on Campus) Air and Waste Management Association

Accreditation Board for Engineering & Technology, Inc. American Assembly of Collegiate Schools of Business American Association for Paralegal Education American Association of Affirmative Action

American Association of Colleges for Teacher Education American Association of Colleges of Nursing

American Association of Collegiate Registrars and Admissions Officers American Association of Hispanics in Higher Education, Inc.

American Association of University Women (AAUW) American Bar Association

American Camping Association

American College Health Association (ACHA) American College Personnel Association (ACPA) American Council of Learned Societies

American Council on Education (ACE) American Football Coaches Association American Institute of Architects American Payroll Association American Society of Comparative Law

American Society for Engineering Education American Society of Engineers

American Society Training and Development American Volleyball Coaches Association ASIA Network

Association for College & University Auditors (ACUA) Association for Financial Professionals

Association for Research on Nonprofit Organizations and Voluntary Action Association for the Advancement of Sustainability in Higher Education Association of American Colleges and Universities

Association of American Law Schools Association of Borderlands Studies

Association of Catholic Colleges and Universities (ACCU) Association of College Administration Professionals (ACAP)

Association of College and University Housing Officers–International Association of College Unions International

Association of Collegiate Conference and Events Directors Association of Continuity Planners

Association of Corporate Counsel

Association of Governing Boards of Universities and Colleges Association of Graduate Schools in Catholic Colleges and Universities Association of Higher Education Facilities Officers

Association of Independent California Colleges and Universities (AICCU) Association of International Education Administrators Association of NROTC Colleges and Universities

Association of Rocky Mountain College and University Mail Services (ARMCUMS)

Association of Student Affairs at Catholic Colleges and Universities Association of the U.S. Army

Balboa Art Conversion Center Better Business Bureau BIOCOM

California Association of College Stores California Association of Colleges of Nursing California Campus Compact

California College and University Police Chief's Association (CCUPCA) California Council of Cultural Centers in Higher Education (CaCCCHE) California Restaurant Association

California Teachers of English to Speakers of Other Languages (CATESOL) Campus Computer Resellers Alliance

Campus Safety Health and Environmental Management (CSHEMA) Catholic Campus Ministry Association (CCMA)

Center for Academic Integrity Charter 100

College and University Professional Association (CUPA)

College Board (College Entrance Examination Board and Scholarship Service) Collegiate Athletic Business Management Association

Collegiate Rowing Coaches Association Collegium

Commission on Accreditation for Marriage and Family Therapy Education Commission on Collegiate Nursing Education CONNECT

Connect 2 One

Consejo Latinoamericana de Escuela de Administracion

Consorcio para la Colaboración en la Educación Superior en América del Norte Consortium for North American Higher Education Collaboration (CONAHEC) Corporate Directors Forum

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Council for Advancement and Support of Education (CASE) Council for Exceptional Children (CEC) Council for Higher Education Accreditation (WASC) Council for Opportunity in Education Council on Undergraduate Research Educause Family Firm Institute (FFI) Greater San Diego Employers Association Higher Education Publications Higher Education Recruitment Consortium (HERC) Hispanic Association of Colleges and Universities (HACU) Hispanic Summer Program Independent College Bookstore Association Independent Colleges of Southern California (ICSC) Info Ed International Information Systems Audit and Control Association Institute of Internal Auditors Intercollegiate Tennis Association International Association of Assembly Managers International Association of Campus Law Enforcement Administrators (IACLEA) International Association of Chiefs of Police (IACP) International Association of University Presidents International Federation of Catholic Universities International Leadership Association International Parking Institute International Special Events Society San Diego Chapter (ISES San Diego) Japan Society of San Diego Leadership Alliance Lern Meeting Planners International San Diego Chapter (SDMPI) Mountain Pacific Association of Colleges and Employers NAFSA: Association of International Educators National Alliance of Business National Association for Campus Activities (NACA) National Association for Law Placement National Association for President's Assistants in Higher Education National Association of Athletic Development Directors National Association of Basketball Coaches National Association for Campus Activities (NACA) National Association of Campus Card Users National Association of College Admission Counselors National Association of College and University Attorneys

National Association of College and University Business Officers (NACUBO) National Association of College and University

Food Service

National Association of College and University Mail Services

National Association of College Stores and Campus Computer Resellers Alliance National Association of Colleges and Employers

National Association of Collegiate Concessionaires National Association of Collegiate Directors of Athletics

National Association of Collegiate Marketing Administrators National Association of Convenience Stores

National Association of Educational Procurement National Association of Foreign Student Affairs (NAFSA)

National Association of Independent Colleges and Universities (NAICU) National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators (NASPA) National Association of Women in Higher Education

National Athletic Training Association National Collegiate Athletic Association National Collegiate Honors Council National

Communication Association

National Council for Accreditation of Teacher Education National Council for Research on Women

National Fastpitch Coaches Association National Fire Protection Association

National Intramural-Recreation Sports Association National Letter of Intent Program

National Restaurant Association

National Soccer Coaches Association of America National Strength and Conditioning Association North American Association of

Summer Sessions Order of the Coif

Otay Mesa Chamber of Commerce

Pacific Association of Collegiate Registrars and Admissions Officers Phi Beta Kappa Society

Pacific Coast Softball Conference Phi Delta Kappa

Pioneer Football League

Professional and Organizational Development Network in Higher Education Risk & Insurance Management Society

Rotary Club of San Diego San Diego Business Journal

San Diego City Schools University & College Police Chiefs Association San Diego Convention and Visitors Bureau

San Diego County Alcohol Policy Panel
San Diego Economic Development Corporation
San Diego Law Enforcement Training Managers Association (SDTMA) San Diego Regional Chamber of Commerce
San Diego Regional Economic Development Corporation San Diego World Affairs Council
Society for College and University Planning Society for Collegiate Travel Management Society of Human Resource Management
South California Higher Education Recruitment Consortium Southern California Consortium on International Studies Student & Youth Travel Association (SYTA)
Teachers of English to Speakers of Other Languages (TESOL) The Trusteeship
Tuition Exchange Unique Venues
United States Naval Institute
University Council for Educational Administration University Risk Management and Insurance Association Urban League
Used Book Association West Coast Conference
Western Association of College and University Business Officers (NACUBO) Western Association of College and University Housing Officers
Western Association of Graduate Schools Western Association of Schools and Colleges
Western College Association and Western Association of Schools and Colleges (WASC)
Western Athletic Conference
Western Economic Association International Western Institute of Nursing
Western Intercollegiate Rowing Association Women's Basketball Coaches Association

Policies
State of California Formal Complaint Procedure

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at: P.O. Box 980818, West Sacramento, CA 95798-0818, by phone at (916) 574-8900 or via fax (916) 263-1897.

For more information, please go to http://bppe.ca.gov (http://bppe.ca.gov/).

Equal Opportunity

The University of San Diego is dedicated to advancing academic excellence and creating a diverse and inclusive community. As an institution with a Catholic identity, the university is committed to creating and maintaining a work and educational environment that recognizes the dignity of each university community member.

The university is an equal opportunity educational institution. All student-related programs and services, including but not limited to admissions, financial aid, academic programs, housing, athletics and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law. Reasonable accommodations will be made for qualified individuals with disabilities in all such programs and services unless the accommodation would create an undue hardship for the university.

Similarly, the university is an equal opportunity employer. All employment- related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position. Reasonable accommodations will be made for qualified individuals with disabilities unless the accommodation would create an undue hardship for the university.

The university may take affirmative steps in a manner consistent with applicable law to advance its mission and to promote equal opportunities for its students, faculty, staff and applicants. The university does not by this equal opportunity statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Student inquiries regarding the university's equal opportunity policy should be directed to the Vice President for Student Affairs (619) 260-4590. Employee inquiries regarding the university's equal opportunity policy should be directed to the Chief Human Resources Officer (619) 260-4594).

Policy Prohibiting Discrimination and Harassment

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work environment free from all forms of unlawful discrimination and harassment.

To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university.

Definitions

Discrimination

Unlawful discrimination may occur when an individual is treated less favorably with respect to the terms and conditions of employment or education, or with respect to the individual's receipt of employment or educational benefits, because of his or her membership in a protected class. Accordingly, all employment- related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information, or other characteristic protected by federal or state law. Similarly, all education- related programs and activities, including but not limited to admissions, financial aid, academic programs, research, housing, athletics and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law.

The university does not by this non-discrimination statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Harassment

Harassment includes verbal, physical or visual conduct when the conduct creates an intimidating, offensive or hostile working or educational environment, or unreasonably interferes with job or academic performance. Verbal harassment may include but is not limited to epithets, derogatory comments or slurs based upon one of the individual's characteristics noted above. Physical harassment may include but is not limited to assault, impeding or blocking movement, or any physical interference with normal work or movement, when directed at an individual because of the individual's protected characteristic. Visual forms of harassment may include but are not limited to derogatory posters, cartoons or drawings based on an individual's protected characteristic.

In addition, prohibited sex discrimination covers sexual harassment, including sexual violence. Sexual harassment includes any request or demand for sexual favors that is implicitly or expressly a condition of employment, continued employment, receipt of an employment benefit, admission to the university, participation in educational programs or activities, or evaluation of academic performance. Examples of conduct that could give rise to sexual harassment, include but are not limited to: sexual advances or suggestions; unwelcome sexually oriented remarks; dirty jokes; the display or distribution of offensive photographs, e-mails, posters or cartoons; any unwelcome, intentional touching of the intimate areas of another person's body; or physical sexual acts perpetrated against a person's will or where a person is unable to give consent.

Harassment (Sexual Misconduct and Relationship Violence)

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial aid assistance. Sex harassment, including sexual violence, is a form of prohibited sex discrimination. The Violence Against Women Reauthorization Act of 2013, including the Campus Sexual Violence Elimination Act, requires colleges and universities to have procedures in place to respond to incidents of sexual assault, domestic violence, dating violence, and stalking.

In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols (http://www.sandiego.edu/conduct/the-code/university-policies/sexual- assault-standards.php).

Complaint Procedure

The university encourages any person who feels that he or she has been unlawfully discriminated against or harassed or observes or is otherwise aware of an incident of unlawful discrimination or harassment, to report the incident promptly. To assist in the investigation, the university may request that a complaint be made in writing with a detailed description of the facts giving rise to the complaint, the names of any individuals involved, including any witnesses, and copies of any documents that support or relate to the complaint. Although the university may request the submission of a written complaint, an oral complaint is sufficient to initiate the procedures set forth under this policy.

Complaints should be made to any of the following people who are the university's designated officers for handling the complaints and implementing the university's policy against unlawful discrimination and harassment:

Complaints Against Administrators or Staff:

Director of Title IX, EEO and Employee Relations Maher Hall, Room 101
5998 Alcalá Park
San Diego, CA 92110 (619) 260-4594

Complaints Against Students:

Vice President for Student Affairs Hahn University Center 232
5998 Alcalá Park
San Diego, CA 92110 (619) 260-4588

Dean of Students

Hahn University Center 232 5998 Alcalá Park
San Diego, CA 92110 (619) 260-4588

Complaints Against Faculty:

Vice President for Academic Affairs and Provost Hughes Administration Center 214
5998 Alcalá Park
San Diego, CA 92110 (619) 260-4553

Dean, Shiley-Marcos School of Engineering Belanich Engineering Center

5998 Alcala Park
San Diego, CA 92110 (619) 260-4627

If for any reason the person making the complaint does not feel comfortable directly reporting the incident to the appropriate individual identified above, the complaint may be reported through alternative channels. In the case of a complaint by a university employee, the complaint may be made to the employee's supervisor, manager, the Human Resources department, a dean, a vice president, or the president. If the complaint involves the employee's supervisor, the employee is not required to report the complaint to the supervisor. In the case of a complaint by a student, the complaint may be made to the Department of Public Safety, a dean, the vice president and provost, or the president.

A supervisor or manager who receives a complaint of unlawful discrimination or harassment or observes or is otherwise aware of an incident of unlawful discrimination or harassment, shall promptly inform the appropriate university's designated officer, as set forth above.

In cases involving potential criminal conduct, the university will determine whether appropriate law enforcement or other authorities should be notified.

Investigation and Corrective Action

The university will investigate every reported complaint of unlawful discrimination or harassment. The investigation will be conducted in a thorough, prompt and professional manner.

If the conclusion of the investigation is that unlawful discrimination or harassment occurred, the university will initiate corrective action, as appropriate under the circumstances. For employees, the corrective action may range from verbal warnings up to and including termination from employment. For students, corrective action will be imposed in a manner consistent with the university's

Student Code or other applicable procedures. If the individual found to have engaged in the unlawful discrimination or harassment is not an employee or student of the university, corrective action within the reasonable control of the university, and as appropriate under the circumstances, will be initiated.

If termination of a faculty member is contemplated, the applicable rules governing dismissal for serious cause will be followed. The employee or student who raised the complaint will be advised of the results of the investigation, unless doing so is prohibited by FERPA or other applicable law. Similarly, an employee or student who is accused of unlawful discrimination or harassment will be advised of the results of the investigation.

Retaliation Prohibited

The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of unlawful discrimination or harassment or is involved as a witness or participant in the complaint or investigation process. Engaging in unlawful retaliation can result in disciplinary action, up to and including dismissal from the university. The university encourages any individual who believes he or she has been subject to unlawful retaliation or observes or is otherwise aware of an incident of unlawful retaliation in violation of this policy, to report the incident promptly pursuant to the complaint procedure identified above. The investigation and corrective action procedures set forth above will similarly apply in the case of a complaint of unlawful retaliation in violation of this policy.

Right to Appeal

An employee or student who is found to have engaged in unlawful discrimination, harassment or retaliation in violation of this policy shall have the right to appeal the decision. Similarly, a complainant may appeal the decision.

If a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the president or the president's designee. If someone other than a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the vice president to whom that designated officer reports. The appeal may address the decision of whether unlawful discrimination, harassment or retaliation occurred, and it also may address the corrective action imposed.

The appeal must be submitted in writing within ten (10) working days after written notification of the results of the investigation. The appeal should describe with specificity why the findings or corrective action imposed were not reasonably based upon the evidence and information made available to the investigator and/or the university official who made the decision regarding the corrective action.

The president or vice president who is deciding the appeal may receive or consider additional information if he or she believes such information would aid in the review of the appeal. This right to appeal shall not entitle the appellant to a new or second investigation. The appeal should be granted only if the president or the vice president who is deciding the appeal concludes that the findings were not reasonably based upon the evidence and information available to the investigator, or that the corrective action imposed was not reasonably based upon the evidence and information available to the university official who made the decision regarding the corrective action.

The president or the vice president who is deciding the appeal will provide the decision to the individual who submitted the appeal within 45 days of receipt of the written appeal. The decision of the president or the vice president who is deciding the appeal is final. During the time of the appeal and review, any corrective action taken as a result of the original complaint may be implemented and enforced.

If the decision was made pursuant to the procedures identified in the Student Code of Rights and Responsibilities, the appeal procedures identified in the Student Code shall apply.

Other Resources

In addition to the internal resources described above, individuals may pursue complaints with the government agencies that enforce the laws prohibiting discrimination, harassment and retaliation, including the California Department of Fair Employment and Housing (www.calcivilrights.ca.gov (https:// calcivilrights.ca.gov/)), the Equal Employment Opportunity Commission (www.eeoc.gov/ (https://www.eeoc.gov/)), or the United States Department of Education's Office for Civil Rights (www2.ed.gov/about/offices/list/ocr/ (https:// www2.ed.gov/about/offices/list/ocr/)).

Acts of Intolerance

The University of San Diego's mission statement affirms the institution's commitment to advancing academic excellence and creating a diverse and inclusive community. An act of intolerance is an affront to a community that values diversity and strives to create an inclusive environment.

USD expects all members of the university community to comply with the law and applicable university policies, including those that set forth the standards of behavior expected of community members, such as the Student Code of Rights and Responsibilities and the Policy Prohibiting Discrimination and Harassment. USD adopts these Response Procedures in furtherance of the university's existing policies and applicable law.

For the purpose of these Response Procedures, an act of intolerance is conduct that adversely and unfairly targets an individual or group on the basis of one or more of the following actual or perceived characteristics: (1) gender or gender identity; (2) race or ethnicity; (3) disability; (4) religion; (5) sexual orientation; (6) nationality; or (7) age.

Some acts of intolerance rise to the level of a hate crime. Under California law, a hate crime means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim(s). Hate crimes are not separate distinct crimes, but rather are traditional offenses motivated by the offender's bias. Hate crimes may include crimes involving not only offenses against persons but also offenses involving damage to property, such as breaking windows of religious institutions, spray painting walls with offensive words and/or symbols or defacing or burning property. It is a violation of both California law and university policy to commit a hate crime.

The conduct underlying some acts of intolerance may violate university policy, even if the conduct does not rise to the level of a hate crime. Some acts of intolerance may involve protected speech, but still are inconsistent with the university's community values and in those circumstances the university may elect to respond through education and/or through other corrective or responsive action. Acts of intolerance will be addressed by the university on a case-by-case basis.

Promptly report all acts of intolerance. Acts of intolerance should never be written off as "pranks" or "bad behavior." This type of behavior should not be tolerated in classrooms, residence halls, in offices, study areas, social gatherings or elsewhere on campus or as part of any university activities. A person who commits an act of intolerance cannot be held accountable for his or her actions if the incident is not reported. The university encourages the prompt reporting of all acts of intolerance. A supervisor or manager who receives a complaint related to an act of intolerance or observes or is otherwise aware of an incident involving an act of intolerance, shall promptly inform the appropriate university's designated officer as described below.

- Preserve any evidence related to the incident (e.g., graffiti, phone call recording, e-mail message, letter, photo, flyer) and make that evidence available when the report is made.
- Be aware of your reporting options.

To make a report of a hate crime, contact:

Department of Public Safety

Hughes Administration Center, Room 150
Phone: (619) 260-2222 (24-hour emergency line).

To make a report of any other act of intolerance by a student(s), contact:

Dean of Students or designee
Hahn University Center, Room 232
Phone: (619) 260-4588

To make a report of any other act of intolerance by an administrator or staff member, contact:
Director of Title IX and Equal Employment Opportunity Programs Department of Human Resources
Maher Hall, Room 101
Phone: (619) 260-7408

To make a report of any other act of intolerance by a faculty member, contact: Vice President for Academic Affairs
and Provost Hughes Administration Center 214 Phone: (619) 260-4553
Dean, College of Arts and Sciences Founders Hall 114
Phone: (619) 260-4545

Dean, Knauss School of Business Knauss Center for Business Education Phone: (619) 260-4830
Dean, School of Leadership and Education Sciences Mother Rosalie Hall 205
Phone: (619) 260-4538

Dean, School of Law Warren Hall 200
Phone: (619) 260-4527

Dean, Hahn School of Nursing and Health Science Hahn School of Nursing
Phone: (619) 260-4548

Dean, Joan B. Kroc School of Peace Studies KIPJ 123
Phone: (619) 260-7919

Dean, Shiley-Marcos School of Engineering Belanich Engineering Center
Phone: (619) 260-4627

Note: Complaints that fall within the scope of the Policy Prohibiting Discrimination and Harassment
(http://www.sandiego.edu/legal/policies/ community/institutional/discrimination.pdf) also may be reported in the
manner described by that policy.

If you are a student and you are unsure of whether to report, and would like to obtain assistance and/or explore
options in a confidential setting, contact:
Counseling Center Serra Hall 300
Phone (619) 260-4655
Counselors are also available after hours by calling 619-260-2222.

What will USD do when it receives a report of an alleged act of intolerance?

The university will respond to reported acts of intolerance in a professional and appropriate manner. The response will
take into consideration the impact on the target and the USD community.

The university will investigate all reported acts of intolerance. The investigation will be conducted in a thorough,
prompt, and professional manner. Reported acts of intolerance that may rise to the level of a hate crime will be
investigated by Public Safety. Where the reported conduct does not rise to the level of a hate crime, the investigation
will be conducted or overseen by the Dean of Students or designee (in the case of a complaint against a student) or
Human Resources (in the case of a complaint against an

employee). The Office of the Provost or the appropriate Dean's Office will conduct or oversee the investigation of a complaint against a faculty member.

The university will take appropriate corrective or other responsive action, consistent with current policies and procedures, based upon the findings of the investigation. The employee or student who made the complaint will be advised of the results of the investigation, unless doing so is prohibited by FERPA or other applicable law. Similarly, an employee or student who is accused of engaging in the conduct that resulted in the report will be advised of the results of the investigation.

The university will consider the facts and circumstances of each reported act of intolerance to determine whether a communication to the campus community about the incident is appropriate, taking into consideration various interests such as safety and confidentiality. The university's Sensitive Issues Team or Critical Incident Response Team may be involved in evaluating the appropriate type of communication in a particular case.

No. The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of an act of intolerance or is involved as a witness or participant in the complaint or investigation process. Engaging in retaliation can result in disciplinary action, up to and including separation from the university.

What can I do to make a difference?

To learn more about how to get involved in promoting awareness and openness, and USD's efforts to educate our community, please go to www.sandiego.edu/unitedfront/ (http://www.sandiego.edu/unitedfront/)

Responsibility of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules and deadlines outlined in this course catalog and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

Student Conduct

Students attending USD are accountable to the Student Code of Rights and Responsibilities, which is published online at www.sandiego.edu/conduct (https://www.sandiego.edu/conduct/). The purpose of the code is to maintain a safe environment for the campus community, support the academic goals of the university and to foster the personal development of students. Included in the code are the rules of conduct, disciplinary process and sanctions, university policies and procedures and the academic integrity policy. Parking regulations are available at parking services.

University-Wide Centers

Academic Centers and Institutes

The university's academic centers and institutes bring faculty and students together to pursue research, service and outreach on scholarly and social topics that provide direct benefits and services to the San Diego, national and international communities.

United Front Multicultural Center

The United Front Multicultural Center plays an important role in the university's plan for developing a community that is culturally diverse and responsive to changing local, regional and national demographics. For over ten years, the United Front Multicultural Center has raised awareness of issues of diversity and inclusion, successfully advocating for policy change and securing the university's commitment to an ethnic studies program. There are currently ten multicultural student organizations housed in the center. Each of these groups present programs that celebrate their culture and serve to educate the campus. The offices for the director and assistant director of the multicultural center are located in this area.

For more information about the United Front Multicultural Center go to the Student Life Pavilion, Room 418, call

619-260-2395 or go to www.sandiego.edu/ unitedfront (http://www.sandiego.edu/unitedfront/).

The university's three university-wide centers are described below. In addition, the university has academic centers and institutes that are offered within the College and schools that bring faculty and students together to pursue research, service, and outreach on scholarly and social topics. The academic centers and institutes can be viewed at Centers and Institutes (http://www.sandiego.edu/ academics/centers-and-institutes.php).

Alumni Association

The mission of the University of San Diego Alumni Association is to create and nurture a lifelong relationship between the university and its alumni.

"Engaging alumni on behalf of our students" is the vision statement of the Alumni Association and is realized through a focus on the interaction of alumni and current students. Student involvement in Alumni Association events and programs exposes students to alumni for networking, professional development, mentoring and tradition sharing. The Alumni Association also strives to financially support students through a comprehensive scholarship program (USD Alumni Endowed Scholarship Fund) and annual gifts to support the universities' top priorities (Alcalá Alumni Fund).

The USD Alumni Association represents the interests of 63,000+ alumni in all 50 states and around the world.

Some of the programs supported by the Alumni Association include Homecoming and Family Weekend, the USD Wine Classic, regional programs in 23 Torero Clubs in the U.S. and four locations abroad, student scholarships, student and alumni networking events and Alumni Honors.

If you have questions about the USD Alumni Association please contact the office at (619) 260-4819 or go to www.sandiego.edu/alumni/alumnirelations (http:// www.sandiego.edu/alumni/alumnirelations/).

Career Development Center

The Career Development Center promotes the professional development of graduate students and alumni. Emphasizing a personal approach to career planning, the staff offers responsive advising on issues such as career decision- making, résumé writing, interviewing and job search strategies.

The Career Development Center collaborates with alumni, faculty and student organizations to support career events throughout campus. The office also coordinates employer presentations, on-campus interviewing, career fairs and a portal of internship and job opportunities exclusively for USD students and alumni.

Located in Manchester Hall, Room 101, the main hub of the Career Development Center office is open Monday-Friday, 8:30 a.m.-5 p.m. For more information, go to Career Development Center (http://www.sandiego.edu/careers/), email careers@sandiego.edu, or phone (619) 260-4654.

Graduate Student Life

Graduate Student Life

Graduate Student Life at the University of San Diego aims to foster Community building: by providing opportunities for graduate students to build community and fostering conversations and collaboration across disciplines. Communication: by promoting existing campus services to students and helping departments share ideas on how to best serve graduate students. Advocacy: by growing and maintaining a graduate student presence on campus, encouraging services to be more inclusive of graduate students, and conducting regular assessments of graduate student quality of life.

The Purpose of Graduate Student Life is to:
- Provide programs that help create a tangible graduate student campus community.
- Foster graduate student conversation and collaboration across disciplines.
- Encourage, recognize and celebrate the uniqueness of graduate students.

- Promote existing campus services and encourage service areas to be more inclusive of graduate student needs.
- Grow and maintain a graduate student presence in institutional decisions that affect the quality of life for graduate students.
- Help departments share ideas about programs and support structures for graduate students.
- Conduct regular assessments of graduate student quality of life on campus
- Advocate for graduate student needs across campus.
- Assists students in sustaining a healthy and happy life at the University of San Diego.

Learn more about Graduate Student Life, go to Graduate Student Life. (https:// www.sandiego.edu/grad-life/)

Student Wellness

If you or someone you care about is in need of assistance, or could benefit from our services, please visit Student Wellness (http://www.sandiego.edu/wellness/) for information on how to access services, or call us to discuss your concerns. All of the wellness services are confidential and available to enrolled students free of charge.

Counseling Center

During their time at the university, students navigate significant personal developments that can be intellectually, socially and emotionally taxing. Consistent with the university's mission of holistic education, the University of San Diego Counseling Center (USDCC) engages in a broad range of services designed to support the personal and academic development of students. Professional psychologists, psychologists-in-training and a consulting psychiatrist employ brief treatment modalities to address students' emotional and psychological needs as students work to realize their academic potential.

Counseling Services: Many students experience difficulties as they adjust to university life; stress, loneliness, anxiety, depression, body image concerns and relationship issues are common. Currently enrolled students may receive an assessment with recommendations for appropriate treatment and services. Depending on student needs and counselor availability, recommendations may include services provided by USDCC, services provided by other professionals on campus, or services provided by psychiatrists, drug/alcohol abuse specialists, psychologists, nutritionists or other professionals in the community. USDCC services are offered at no cost to students and may include individual or group counseling and psychiatric consultations.

Prevention and Education: The USDCC also stresses the importance of preventive educational interventions. In coordination with the Center for Health and Wellness Promotion, USDCC staff provides interactive presentations, workshops and other forms of educational outreach to students, parents, staff and faculty. These programs help maintain a campus climate that supports the optimal functioning of the diverse student population.

Psychological Consultation: Counselors are available to students, parents, staff and faculty for consultation on mental health issues. These consultations can occur by telephone or in person and can address any number of concerns, but often serve to help members of the campus community determine whether and how to make a referral to the USDCC.

Academic Consultation: Academic consultation is available to all students desiring to improve their academic performance. Counselors provide a variety of assessments and recommendations, including academic counseling, screenings for possible learning disabilities (coordinated through Disability Services), personal counseling and referrals for tutoring or peer academic support services. Help with test-taking strategies, time management, stress management and other coping skills are also available. Students on academic probation are particularly encouraged to use these services.

Hours and Staffing: The hours of operation are Monday-Friday, 8:30 a.m.-5 p.m.; with extended hours on Wednesdays until 6 p.m. when classes are in session during the fall and spring semesters. For more information visit USDCC (http://www.sandiego.edu/usdcc/).

Disability and Learning Differences Resource Center

The Disability and Learning Differences Resource Center (DLDRC) provides specialized resources and services to enrolled students with documented disabilities and/or learning differences. These services include academic accommodations, disability management counseling and coordinating with other departments (e.g. housing, parking, public safety) to provide assistance.

To receive support from DLDRC, students must first contact our office and submit valid documentation. For each type of disability, there are specific requirements that must be met for documentation to be considered valid. These requirements are described at Disability Services (http://www.sandiego.edu/ disability/).

Once the disability has been verified by DLDRC, each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented with consideration of the student's present needs, supporting documentation and the core requirements of each class. It is the goal of Disability Services to promote maximum student independence.

Our office also offers consultation to students with temporary disabilities (e.g. physical injuries such as broken limbs, etc.) and to students who have health- related dietary restrictions. If you are a student who would like to be considered for academic accommodations, please follow the instructions under Requesting Services (http://www.sandiego.edu/disability/services/).

Torero ID Card

Students may view their Torero e-card on the MySDMobile app.

Torero Store

The Torero Store stocks all required textbooks (new, used, rental and e-books) and school supplies – order online or in store. In addition, you will find a selection of office supplies, USD clothing and Toreros merchandise and gift items. The campus store also carries computers, tablets, software, tech supplies and accessories. All major credit cards are accepted and you may charge all required course materials to your student account.

The Torero Store is located in the Hahn University Center. For more information, visit USD Torero Store (http://www.usdtorerostores.com) or email: help@usdtorerostores.com.

University Ministry

A Place to Belong, Believe and Become

University Ministry supports all members of the USD community — including people from all faith traditions as well as those still searching for their religious identity — to grow spiritually during their time on campus. Committed to the truth that we are better when we are together in community, all are welcome to participate in the vibrant, inclusive and joyous faith community on campus.

In addition to a variety of retreats, immersion trips, local service opportunities, faith-sharing communities, Masses and other programs, University Ministry helps students ask and answer the big questions of life: What do I believe? Where and when do I experience God most powerfully? Where does my deep gladness meet the world's great hungers? What is my life's purpose? How can I live most joyfully and generously?

All of our activities are designed to empower students, staff, faculty and alumni to:

- build a faith community
- develop a mature faith
- educate and work for justice
- nurture personal development
- cultivate leadership for Church and society

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• form Christian conscience

For more information, please visit us in Founders Hall 20, call (619) 260-4735 or visit University Ministry (http://www.sandiego.edu/um/).

The Writing Center

The Jack and Helene Drown Writing Center, administered by the Department of English, offers help to USD students from all disciplines and class levels. The Writing Center is staffed by trained, faculty-recommended peer tutors. Students and tutors work one-on-one in relaxed but structured sessions. The tutoring hour may address any step in the writing process, including understanding a text, brainstorming, expanding or refining ideas and organizing the work. Writing references and computers are available.

Students may make an appointment by calling (619) 260-4581 or emailing writingcenter@sandiego.edu. For the current schedule and additional information visit The Writing Center (http://www.sandiego.edu/cas/writing/writing-center/).

Academics and Admission

Through its six major academic divisions, the University of San Diego offers 25 different master's degrees, the JD and five LLM degrees, several dual degree programs, and three doctoral degrees – two in nursing and one in leadership studies. Several of these degrees offer a choice of areas of specialization. This is the list of degrees (p. 40) currently offered. Detailed information about these degrees is available through this catalog and the School of Law.

Because of the variety of programs offered, there are many different deadlines associated with our graduate programs. In some cases, programs offer entry during the summer, spring, and fall terms, while others only fall or summer entry. *Please consult with the program website, admissions information page or the graduate catalog for the deadlines associated with your program.*

Reservation of the Right to Modify

It is the policy of the University of San Diego to adhere to the rules and regulations, course offerings and financial charges as announced in this catalog or other university publications. The university nevertheless hereby gives notice that it reserves the right to expand, delete or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, course content or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

Responsibility of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this course catalog and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

Completion of Degree Requirements —The Petition to Graduate

In order to be cleared for degree completion, students must file a Petition to Graduate with the Graduate Records Office by the deadlines outlined in the Academic Calendar in the front of this course catalog. There are three graduation dates: January 31, May and August 31. The effective degree date for students who complete their program requirements by the posted deadline for the Fall semester and Intersession will be January 31. Those who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the summer will have their degree recorded in their transcript effective August 31. Deadlines for defense and submission of theses and dissertations are also listed in the Academic Calendar (p. 6) and must be observed.

Participation in Commencement Ceremonies

Commencement participation and program listing at the annual May ceremony are limited to graduates who have completed the degree in the previous summer, fall, or Intersession and to May candidates who met the graduation petition deadline and have completed all work for the degree prior to Commencement.

There is the following exception: Graduate students scheduled to receive their degree in the following August who have nine units or fewer of remaining work may participate if their work falls in the category of coursework, portfolio, practicum, fieldwork or student teaching, or internship. Such August graduates must take the remaining summer work at USD and they must register and pay for their remaining units in the One Stop Student Center by May 1.

Students scheduled to graduate in August whose remaining program requirements include any of the following will not be allowed to participate in the preceding May Commencement: foreign language or comprehensive exam; final project or integration paper; master's thesis; or doctoral dissertation. August graduates whose work falls into the latter categories and all students who finish in the subsequent fall semester and Intersession may participate in Commencement the following May, at which time their names will be listed in the program.

In every case, all necessary papers and petitions must be filed prior to the deadlines specified in the Academic Calendar (p. 6).

Posthumous Degree Policy

A student may be considered a candidate for a posthumous degree/honorary class membership when the following requirements are met. Posthumous degrees/ honorary class membership may be awarded at the undergraduate and graduate level.

Requirements for Nomination:

1. A student must have been in good standing with the University of San Diego at the time of death. Good standing is defined as not having any of the following statuses: academic probation, academic disqualification, disciplinary suspension, or expulsion.

2. The student must have been a current student at the time of death:

- enrolled in the current required term of a degree program if the program is in session; or
- enrolled in the most recent required term of a degree program if the program is not in session; or
- on an approved leave of absence.

3. Typically, a student should have completed at least 75% of degree requirements.

4. Eligible students who do not meet this requirement (specified in 3.) are eligible for honorary membership in their projected graduating class.

5. The department chair or program director and the dean of the School or College in which the student was enrolled must recommend the awarding of a posthumous degree/honorary class membership.

Nomination/Approval Process:

1. Any USD student, faculty or staff member, or family member can suggest a candidate be considered for a posthumous degree/honorary class membership. This request must be made in writing to the Vice President and Provost for Academic Affairs (Provost). The Provost will notify the Dean of Students of any requests received.

2. The Provost (or his/her designee) will take appropriate steps to verify whether the student meets the eligibility requirements described above to be considered for a posthumous degree/honorary class membership. The Provost will notify the department chair/program director and the dean of the School or College in which the student was enrolled, and the Dean of Students, of the student's nomination for the posthumous degree/honorary class

membership.

The department chair or program director and dean of the School or College in which the student was enrolled makes the formal recommendation of the candidate for a posthumous degree/honorary class membership in the form of a written request to the Provost. The request must include the name of the student, the degree/program/honorary class membership to be awarded, and the recommended semester for degree/honorary class membership conferral.

3. If approved by the Provost:

   a. The Provost will notify appropriate university personnel (e.g., the Registrar, commencement coordinator, and the Dean of Students).

   b. The Dean of Students will inform the immediate family of the university's decision and desire to recognize the student (this process will be kept confidential until and unless approved at all levels). If the family desires to represent the student and receive the diploma at a commencement ceremony, this must be relayed to the commencement coordinator for planning purposes. If the family does not wish to attend the commencement ceremony, the diploma will be mailed to the requested address.

4. A posthumous degree/honorary class membership notation will be printed next to the student's name in the commencement program. If the family chooses not to participate, this award will still be read during the ceremony unless explicitly requested otherwise by the family. Example: Jane M. Doe – Awarded Posthumously / Jane M. Doe – Honorary Class Member

Transcripts, Academic Records and Diplomas

The transcript is the official, chronological record of the student's credit and grades. It is maintained and distributed by the Office of the Registrar located in Alcalá Park West - Avilá. For instructions and fee information, go to Transcripts (https://www.sandiego.edu/one-stop/student-records/transcripts.php).

Degree Works (DW) is a list of requirements for each student's field of study and the courses that have been taken to meet these requirements. It is designed to keep students updated on their academic progress and to let them know if waived or transferred courses have been approved and processed.

Students may access their Degree Works audit by logging onto the MySanDiego portal and going to the My Academics page, under Degree Works. If a student requires changes to their degree audit, their academic advisor or department chair may email dars@sandiego.edu to request any changes.

The diploma is issued by the Office of the Registrar to students who have petitioned to graduate and have been cleared for degree completion by the program, chair/director, the Registrar's Office and by other pertinent offices on campus. The diploma will be sent after the term in which requirements are completed. Diplomas for January and August graduates will be ordered at the end of the month of their respective terms (e.g. January 31 and August 31) and only after final requirements have been submitted.

Transcripts and diplomas will not be released to students who have an outstanding balance with Student Accounts. For more information, go to One Stop Student Center, Masters and Doctoral Graduation Information (https://www.sandiego.edu/one-stop/graduation/masters-and-doctoral/).

General Requirements for the Master's Degree

Please see individual program descriptions for additional requirements.

Unit Requirements

The master's programs offered at the University of San Diego vary in length (minimum 30 semester units). Although some programs require full-time enrollment, most allow students to attend on a part-time basis.

Limitation of Time

All requirements for the master's degree, including the thesis where required, must be completed within six years of matriculation.

Foreign Language Requirement

Proficiency in a relevant foreign language, although not a general requirement of all graduate programs, is required by some programs.

Students in the Master of Business Administration (International Business tract) program are required to demonstrate oral competence in one language other than English. Evidence of fulfilling language requirement must be submitted to the Office of the Registrar prior to petitioning to graduate. Competence is defined as a score of "mid-Intermediate" on the ACTFL Scale (or equivalent).

International students in graduate programs which include a foreign language requirement must satisfy that requirement with a language other than English. A student may show competence through examination in the native language if that language is relevant to the student's discipline and if the language is approved by the graduate program director.

Comprehensive and Oral Examinations

A written comprehensive examination and/or an oral examination including a thesis defense may be required, depending on the program. Students should consult the degree requirements in the relevant program description in this course catalog and they should consult with the relevant graduate program director regarding details and petition deadlines.

Thesis

Where required by the department or program, the student must submit a thesis of original content or interpretation, testifying to scholarly research, presented in acceptable style and adhering to copyright law and to the regulations pertaining to the use of human and/or animal subjects. The course designations for thesis and number of units required are specified in the relevant program descriptions. Once coursework is completed, the student must register for thesis credit each semester until completion of the degree. Students at this stage ordinarily are not eligible for a leave of absence.

The thesis must be completed, approved and submitted to the Office of the Registrar within two years after the first registration for thesis units.

Detailed instructions for the preparation and submission of the master's thesis are presented in a pamphlet entitled "Instructions for the Preparation and Submission of the Master's Thesis", available for sale in the university bookstore. Online procedures for the electronic submission of thesis and dissertations can be found at Thesis and Dissertation (https://www.sandiego.edu/one-stop/graduation/ masters-and-doctoral/thesis-and-dissertation.php). Please consult with your dissertation chair for guidance. The deadlines for submitting the approved and final copies of the thesis are listed in the Academic Calendar (p. 6) at the beginning of this course catalog.

Students who fail to submit the thesis by the published deadline will not be eligible for graduation in that term. If the thesis is submitted prior to the eighth day of the next semester, the student will not be required to register for thesis supervision and will be eligible to petition for graduation in the subsequent term (also see Access to Theses

and Dissertations (p. 38)).

Graduate Academic Certificates

Graduate academic certificate programs offer students an opportunity to take a group of classes with a particular theme or focus and have their transcript reflect the completion of that certificate. With the exception of the Paralegal Certificate program, completion of a bachelor's degree from an accredited institution is required prior to enrollment in the graduate certificate program. Certificate programs require at least 9 units at the graduate level, and students must maintain a minimum GPA of 3.0 (2.0 in the Paralegal Certificate program) with grades of C- or better in all courses. Courses may not be taken Pass/Fail unless the course is only offered on a Pass/Fail basis. At least 50% of units must be completed at USD. Courses may be applied to the requirements of both a graduate certificate and a graduate degree program. This provision also applies to courses completed as part of a certificate program prior to enrolling in a graduate degree program. The certificate will appear on the transcript only. No physical certificate will be provided by the university, though individual programs may provide physical certificates at their discretion. Normally, the certificate will be awarded at the time of graduation, but the certificate may be awarded prior to graduation at the discretion of the program offering the certificate

Graduate Degrees

Shiley-Marcos School of Engineering

MS in Applied Artificial Intelligence MS in Applied Data Science

MS in Cyber Security Engineering

MS in Engineering, Sustainability and Health

MS in Innovation, Technology and Entrepreneurship MS in Engineering Management and Leadership

Professional and Continuing Education

MS in Cyber Security Operations and Leadership

Academic Regulations

By completing the registration process, the student acknowledges the academic regulations of the university, accepts them and pledges to abide by them.

Most USD graduate courses are offered during the late afternoon and early evening hours, although course schedules vary by department and school to accommodate student needs. A list of courses offered and their days and times is available on the MySanDiego portal for all terms.

Integrity of Scholarship

The University of San Diego is an academic institution, an instrument of learning. As such, the university is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the university has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include:

a. unauthorized assistance on an examination;

b. falsification or invention of data;

c. unauthorized collaboration on an academic exercise;

d. plagiarism;

e. misappropriation of research materials;

f. any unauthorized access to an instructor's files or computer account; or

g. any other serious violation of academic integrity as established by the instructor.

An act of dishonesty can lead to penalties in a course such as: reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

Because of the seriousness of academic dishonesty, further penalties at the level of the university community may be applied. Such penalties include but are not limited to probation, a letter of censure, suspension, or expulsion. Copies of the full policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, academic deans and in the USD Policies and Procedures Manual. Instructors also explain other specific expectations regarding academic integrity in their classes.

In the event the Hearing Committee determines that expulsion or rescission of a degree is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing Committee's decision may appeal that decision to the Provost, who may finally determine the matter in the exercise of sound discretion.

Credit and Grading System

At the end of each semester or session, a graduate student's grade and credit in semester-hours for each course taken is recorded on the transcript and the grade report, accessible through the MySanDiego portal. A final grade below "C-" is not acceptable and the course(s) in which the grade was earned will not count toward the graduate degree (see Repetition of Courses). Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average in their program.

Grade Point Average (GPA)

The grade point average is computed by first multiplying the number of units for each course under consideration by the number of grade points assigned to the grade received for the course; the total number of grade points earned in the period is then divided by the total number of applicable units attempted. Grade points and attempted credit units for courses with a grade of Incomplete or I (unless the deadline for completion has passed), Pass, or W are not included in the GPA calculation.

Grade points are assigned as follows:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Grade of Incomplete

The grade of Incomplete (I) may be recorded to indicate:

- that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed;
- that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline.

It is the student's responsibility to explain to the instructor the reasons for non- completion of the work and to request an incomplete grade prior to the posting of final grades. The incomplete grade is not counted in the computation of the grade point average, nor is credit earned for the semester or session for which the grade was authorized.

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the Petition for Grade of Incomplete. The form must be submitted to the Registrar's Office at the time final grades are submitted. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the I grade will be counted as an F. This applies only to regular class work. Students completing thesis or dissertation requirements for graduation must submit proof of completion prior to petitioned degree date. Examples of acceptable proof are original bindery receipts or original final manuscript.

Students receiving financial aid should be aware that taking an incomplete grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year.

Pass/Fail Grading

Graduate students may not elect the Pass/Fail grade for regularly graded courses. A grade of Pass/Fail is assigned, however, in specifically designated courses. A grade of C- or better is required for a grade of Pass. For a Pass, credit is awarded, but units do not enter into the computation of the GPA. A Fail grade will be computed as a grade of F.

Graduate students who take a course in the USD School of Law will have the grade converted automatically to pass or fail on the graduate transcript.

Repetition of Courses

A student who has earned a grade of D or F in a course may be allowed to repeat the course. If allowed, it may be repeated one time only. The higher grade of the two earned will be calculated in the student's cumulative grade point average, although both grades will remain on the transcript. Students may not take the repeated course at another institution without the permission of the program area dean.

Students are allowed to repeat only one course during their enrollment in a graduate program at USD (exception: two courses in the MBA and IMBA programs). Within some programs, specific required courses are not approved for repetition (see appropriate program section). A student who fails such a course will not be permitted to continue in the program.

Students who earn a grade other than D or F that is defined as unacceptable in a specific course or program may also repeat that course as outlined above.

Academic Probation and Disqualification

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and cumulative grade point average (GPA) that is required by their program. Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average required in their program. The following GPA minimums are calculated on a 4.0 scale:

College of Arts and Sciences

MA, MFA, MS	3.0

Joan B. Kroc School of Peace Studies

MA, MS, JD/MA	3.0

Hahn School of Nursing and Health Science

MS, MSN, DNP, PhD	3.0

Professional and Continuing Education   3.0

MEd, MS	

Knauss School of Business

IMBA, MBA, MS	3.0

School of Leadership and Education Services

Credentials, MA, MEd, PhD	3.0

Any student who has completed at least six units of coursework and whose cumulative USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for his or her next six units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Students who wish to appeal their disqualification must do so in writing to the dean of the college or school in which their program resides within 10 calendar days of receiving such notice.

Grade Grievance Procedures

The instructor's/professor's judgment is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. Thus, at every level in the proposed grievance procedures this "presumption" should be understood by all participants.

It is assumed that grievances will be resolved by the instructor and student.

Grading criteria, requirements, content, etc. are established by the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course. The procedure for a grade grievance is as follows:

a. Initial grade/grievance must be addressed to the instructor in the course.
b. In those rare circumstances when no agreement is reached in number 1 (above), the student may seek advice from the department chair.
c. If the matter is not satisfactorily settled at number 2 (above), the student then may seek advice from the dean who will refer the matter to a standing faculty committee (e.g. academic affairs).
d. The committee will hear the student's grievance and make its recommendations to the parties involved. At every level in this grievance procedure, the instructor must be apprised of the situation.

Applicability of New Academic Requirements

Changes in academic requirements subsequent to publication of this course catalog are not applicable to graduate students already enrolled at the University of San Diego, although students who so choose may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new

requirements.

When a department or school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course. If new requirements are favorable to the student, the university may make them immediately applicable, unless the student objects.

Change of Graduate Program or Emphasis

Students who are currently enrolled in a graduate program and wish to change to another program or emphasis must seek official approval using one of the following procedures. Students should meet with the director of the graduate program of interest to determine which procedure to follow. The director will review the student's record in light of current admission criteria, applicant pool and space available. If approved, the student will be subject to the policies and requirements in effect at the beginning of the semester or session of transfer.

Procedure One: File Petition for Change of Graduate Program or Emphasis

Students must submit a Petition for Change of Graduate Program or Emphasis (available on the Graduate Records Office website and at program departments) to the director of the graduate program of interest. Additional documentation may be required by the director. The decision of the director or department will be sent to the Registrar, which will notify the student, original department and other relevant offices on campus regarding the outcome of the petition.

Procedure Two: File Admission Application with Graduate Admissions Office

Students must submit a regular application form to the Graduate Admissions Office and include any additional or updated credentials that are not currently on file in that office. The application will be handled in the usual manner by the Graduate Admissions Office.

Credit Hour Policy

USD Credit Hour Policy

As required by the Department of Education (DoE) and WASC Senior Colleges and Universities Commission (WSCUC), our regional accreditors, the University of San Diego has developed its own written credit hour policy and ensures that its academic programs meet these institutional requirements.

The DoE and WSCUC provide equivalent definitions of a credit hour:

Credit Hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than – (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

--Federal Regulations, 34CFR 668.8(k) and (l)

--WSCUC, Credit Hour Policy

The University accepts this credit hour definition and further meets three requirements for this policy by our WSCUC accreditors:

a. Adopt a credit hour policy for all academic courses and programs.
b. Assure effectiveness of the periodic review processes for determining accuracy and reliability in the

assignment and application of the credit hour policy.

    c. Account for variations in the assignment of credit hours to assure that they conform to commonly accepted practices by the standards and principles of academic disciplines responsible for assigning credit.

Recent interpretations from federal and regional authorities indicate greater flexibility should be provided to institutions in determining whether learning standards are met that are not solely based on clock hours. This document provides an articulation of the USD Credit Hour Policy, supporting context from the Carnegie Foundation on the Carnegie unit, the supporting contexts from the DoE and WSCUC, and the changing context for USD's traditions of credit hour applications.

USD Credit Hour Policy - Adopted by USD Senate on 2/08/2018

Standard Undergraduate Courses

One unit of credit is assigned to one hour (55 minutes) of classroom time with a minimum of two hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard undergraduate courses by adhering to the standards within the disciplines that offer such courses. In the case of the undergraduate core curriculum, equivalencies will be monitored through the assessment of core learning outcomes for achievement levels shared by several disciplines. Standard Graduate Courses

One unit of credit is assigned to one hour (55 minutes) of classroom time with a minimum of two/three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or completing an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard graduate courses by adhering to the standards within the disciplines that offer such courses. Standard Law Courses

One unit of credit is assigned to one hour (50 minutes) of classroom time with a minimum of three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard law courses by adhering to the standards within the legal discipline that offer such courses.

Other Academic Activities (e.g. labs, internships, studio, hybrid, or online) One unit of credit is assigned to three hours of student work per week throughout one semester of approximately 14 weeks in length or approximately 40 hours of work, or an established equivalency to be determined by the department offering the course that reasonably approximates this same amount of work.

Periodic Review of Standard Courses and Other Academic Activities

As stated above, departments will establish and assess credit hours and their reasonable equivalencies for their curriculum. The Core Curriculum Committee will be accountable for the core curriculum. For quality assurance, the Vice President of Institutional Effectiveness and Strategic Initiatives will periodically review departmental or core curricular assessments for student workload in standard courses and other academic activities.

Carnegie Foundation Context

    In January 2015, the Carnegie Foundation for the Advancement of Teaching issued a report entitled, The Carnegie Unit: A Century-old Standard in a Changing Education Landscape. In this report, the authors acknowledged that the clock- hour "in-seat" time as the defining feature of the standard (not labs, internships,

etc.) credit hour is a very weak measure of student learning. Critics of the standard unit of time argue that program requirements should be based on standards met for student learning, rather than "seat-time" requirements. Current curricular development proponents recognize the need for "greater transparency and flexible educational designs," and that many of the most innovative represent direct challenges to the Carnegie Unit.

The authors of The Carnegie Unit make the following claims: 1) the Carnegie Unit in terms of seat-time was never intended as a standard measure of student learning; 2) studies underway must empirically test variability in delivery and curricular structure, and outcomes-based models vs in-seat time; 3) the DoE and regional accreditors have already begun permitting flexible interpretations of the in-seat time "equivalents." University of San Diego's credit hour policy should reflect greater flexibility in accepting curricular variation, recognizing that such variations may happen for a variety of reasons, including disciplinary differences, innovative curricular practices, and changing delivery methods. However, USD should strive to establish clarity regarding equivalencies through assessment and other evidence-based processes.

Department of Education (DoE) Context

On October 29, 2010, the Department of Education issued new federal regulations regarding the definition and assignment of credit hours (ref. 75 FR 66832). Regulatory commissions use credit hours to determine the eligibility of the institution and its educational programs for participation in federal programs.

Following the issuance of new regulations, March 18, 2011, the DoE circulated a memo, dated March 18, 2011, from the Office of Postsecondary Education whose purpose was to provide "guidance to institutions and accrediting agencies regarding a credit hour as defined in the final [2010] regulations." The issuance of new regulations was the DoE's response to the increasing call for flexibility in interpreting the credit hour.

According to the DoE, a credit hour is an institutionally established equivalency that reasonably approximates some minimum amount of student work reflective of the amount of work expected in a Carnegie unit (one hour of classroom or direct faculty instruction and minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester).

The federal credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work (there is no requirement that a 3-semester hour course meet 3 hours per week during a semester). Indeed, the DoE states, "We recognize that complex institutions with multiple degree levels may not have rigidly uniform policies and procedures related to the credit hour across a variety of disciplines, degree levels, teaching/learning formats, and delivery modes." However, all institutions are expected to evaluate credit hour equivalencies to ensure consistency in the integrity and quality of its degree programs in line with commonly accepted practice in higher education.

WSCUC (WASC) Context

In response to the DoE's issuance of federal regulations on the credit hour and its interpretation, USD's regional accrediting agency, WSCUC (WASC) adopted its own federal credit hour policy on September 2, 2011. It states that a credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement as the means of establishing institutional equivalencies. These should reasonably approximate:

a. One hour of classroom or direct faculty instruction and a minimum of two hours out- of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter- hour of credit, or the equivalent amount of work over a different amount of time.

b. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The WSCUC reaccreditation visitation team reviewed USD's credit hour policy and its associated elements prior to their visit Feb. 29-March 2, 2012. These elements included:

a. USD's policy on the credit hour

b. An explanation of USD's process for periodic review of the application of this policy, to assure that credit hour assignments are accurate and reliable (for example, program review, process for new course approval, periodic audits)

c. A list of the kinds of courses that are offered that do not require the standard amount of in-class seat time designated in the WASC policy (for example, online and hybrid courses, laboratory courses, studio work, clinical work, independent study, and internship courses)

d. A course schedule showing the weeks, hours and days when courses meet.

e. Three sample course syllabi (or the equivalent) for each kind of course that does not meet for the standard amount of in-class seat time required in the policy.

The team submitted its recommendations for reaccreditation, including review of federal policy regulations, and the Commission voted to "reaffirm the accreditation of the University of San Diego" as stated in its formal response.

University of San Diego: Traditional Context for Credit Hour

The University of San Diego has seven academic divisions: the College of Arts and Sciences, the School of Law, the Shiley-Marcos School of Engineering, the School of Business, the School of Leadership and Education Sciences, the Hahn School of Nursing and Health Science, and the Joan B. Kroc School of Peace Studies. USD offers 41 bachelor's degree programs, 28 master's degrees programs, 3 law degree programs, and 3 doctoral degree programs (in nursing and leadership studies). In addition, the Division of Professional and Continuing Education offers several master's programs in conjunction with the other graduate academic units, and hosts a variety of professional programs and services that extend the University's reach to the San Diego business community, international corporations, and educators in California and beyond. Continuing Education programs include a variety of workshops, seminars, in- house training, English- language services, graduate level extension classes and certifications and non- degree credit classes.

USD operates on a semester system, with additional sessions offered between semesters (Intersession) and during the summer.

Traditionally, standard courses offered during the semester in undergraduate and graduate degree programs (except Law) use class contact hours that have been designed around the (Carnegie like) standard for a 3-unit class over a 15-week semester:

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	45	50	2250	37.5
TTh	30	75	2250	37.5
One	15	150	2250	37.5

As implemented at USD, 3-unit classes meet for more time during each class session but for one less week over the semester:

As implemented at USD, 3-unit classes meet for more time during each class session but for one less week over the semester:

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	41	55	2255	37.5
TTh	28	80	2240	37.3
One	14	160*	2240	37.3

*10-minute break not included

This distribution translates to 12.5 contact hours over the semester for a 1-unit class meeting MWF. The Law School operates under a different calendar and is governed by ABA guidelines of 700 minutes of class-time per credit hour (or 50 minutes per week for 14 weeks). Three unit classes meet twice a week for 75 minutes each over a 14-week semester (2100=75x2x14). The Law School adheres to the national standard instituting out-of- class hours is 3 hours for every 1 hour of class in the first year of law study and after that (years 2 &3) 2 to 1.

Traditional Assignments for Other Academic Activities (generally follow 1 unit for 3 hours a week or 39-42 hours per semester)

For classes listed below, traditional credit hour assignments are given with the understanding that if classes do not adhere to traditional standards, equivalencies must be established through assessment of student achievement to justify the "reasonable approximation" rule.

Laboratory Work

Typically, one unit of credit has been assigned for 2 hours and fifty minutes or more of laboratory work per week throughout one semester.

Team-Taught Honors or Living Learning Community (LLC) Honors Courses

One unit of credit has been assigned to 55 minutes of classroom time per week with a minimum of **three hours of out-of-classroom time** spent studying and doing homework or research per week throughout one semester (Many Honors Courses meet within the schedule for 3-unit classes but award 4 units of credit. In order to comply then the expectation for out-of-class time must be raised from 2 units to 3 units for every hour in class).

Internship Courses

One unit of credit has been assigned to at least 40 hours of internship work throughout the course of one semester. (Source: anthropology (3 hours a week for approximately 13 weeks) communication (40), history (3 units is 9 hours per week for 13.5 weeks and involves 120 hours of work) sociology (40), math and cs (40), psychology (40), MARS (45), SBA UG 96 for 3-units plus 3 class meetings, SBA grad 120 units plus two class meetings).

Studio Work

One unit of credit has been assigned to 123.33 minutes per week throughout the semester. (Source Visual Arts: 3 hours and 5 minutes 2-times per week for 3-units of credit)

Southeast San Diego Tutoring Project

One unit of credit hour has been assigned for tutoring for 3 hours per week throughout one semester (ENGL 292 and 492).

Online and Hybrid Courses

One unit of credit hour has been assigned at least 12.5 hours of contact time either through direct classroom discussion or through online video presentations, quizzes, and discussions (Source MSGL 2-unit course). So if the student spends 2.2 hours out-of- class for each contact hour this would amount to 40 hours of work over the term of the course.

Course Numbering System

Certain course numbers in the 90's are reserved for particular types of courses and those types of courses must use the reserved numbers. The reserved course numbers and course types are:

x99	independent study
x98	internship
x97	techniques
x94	special topics
x93	field experience

Transcripts, Academic Records and Diplomas

The transcript is the official, chronological record of the student's credit and grades. It is maintained and distributed by the Office of the Registrar in Alcalá Park West - Avilá. See table of fees for transcript cost. Instructions for requesting transcripts can be found at Transcripts (https://www.sandiego.edu/registrar/ transcripts-diplomas/transcripts.php).

Any student may request official transcripts of his or her academic work. A fee of $10 is charged for each transcript. Applications for official transcripts should be made in writing to Student Financial Services in the Hughes Administration Center. Unofficial transcript requests may be made in person or by writing directly to the One Stop office at USD.

DegreeWorks lists the requirements for each student's major and the courses that have been taken to meet the requirements. It is designed to keep students updated on their academic progress and to let them know if waived or transferred courses have been approved and processed. Students may access their degree audit using their email login at USD's MySanDiego portal.

The diploma is issued by the Office of the Registrar to students who have petitioned to graduate and have been cleared for degree completion by the program, by the Registrar's Office and by other pertinent offices on campus. The diploma will be sent after the term in which requirements are completed. Diplomas for January and August graduates will be ordered at the end of the month of their respective terms (e.g. Jan. 31 and Aug. 31) and only after final requirements have been submitted. Additionally, students must be cleared to graduate by their program directors.

Transcripts and diplomas will not be released to students who have an outstanding balance with student accounts.

Leave of Absence

An official leave of absence is an approved, limited suspension of participation in a graduate program during the fall and/or spring semester. A leave allows students in good academic standing to take time off and return to the university without applying for readmission. However, a leave does not constitute grounds for an extension of the time limit for degree completion. Under ordinary circumstances, leaves will be granted for up to one calendar year. Students who fail to return (or obtain permission to extend their leave at the end of the approved term) and who later wish to return to the program, will be required to reapply for admission under the admission and program requirements in effect at the later date. Generally a leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students who have completed all coursework and are working on a thesis. Students on academic probation are not eligible for a leave.

Because students are not registered during a leave, they may not be eligible for the campus privileges for which a current ID card is necessary. Financial aid and international student visas are typically suspended for students on leave of absence. In addition, the leave may trigger the beginning of the loan repayment period for students with loan deferments. Students should petition for a leave prior to the requested leave period. Students who find it necessary to discontinue enrollment during a term may also petition for a leave. In addition, however, they must officially withdraw from their courses by submitting a Notice of Withdrawal form in the One Stop Student Center within the approved deadline and must be in good standing.

The Petition for Leave of Absence (https://www.sandiego.edu/one-stop/ registration/leaves-and-withdrawals.php) form is available from the One Stop Student Center or on the Graduate Records website. It must be approved by the student's advisor and program director or coordinator prior to submission for final processing. International students who find it necessary to file a leave before the current semester ends must complete a Leave of Absence or Withdrawal form and have it signed by an authorized representative from the International Resource Office, University Center, Room 132. The Leave of Absence form must be approved by the student's program advisor and director or dean of the college or school before the student departs the university.

Registration Policies and Procedures

Only students who have been officially admitted to USD's graduate degree, certificate, credential, or as a special student admitted through the office of Professional and Continuing Education and taking a maximum of six units, are permitted to register. Registration takes place only when the student completes and submits all appropriate forms and pays all required tuition and fees. No credit will be granted for courses in which a student is not officially admitted and registered.

Registration Deadlines

Students are responsible for adhering to the deadlines for registration, payment, withdrawal and change of registration listed in the Academic Calendar, published in the Graduate Course Catalog (online), the Summer Sessions Course Catalog (online), the Intersession Course Catalog (online) and in registration instructions distributed subsequently.

New Graduate Students

All admitted applicants will receive new student information and registration materials with their letters of acceptance. Although new students are encouraged to meet with a faculty advisor prior to enrollment, they must wait until they receive a letter of admission and pay the admission deposit before they can register (registration periods are listed in the Academic Calendar (p. 6)). Students must observe all deadlines for course reservation and payment of fees. Upon arrival at USD, all international students must report promptly to the Office of International Students and Scholars.

Continuous Registration

Upon matriculation, students are expected to register every fall and spring semester until all degree requirements have been completed. Some programs have more stringent residency requirements including summer enrollment; consult specific program descriptions for details.

Exceptions to this policy will be made for students who have been approved for a leave of absence (see Leave of Absence (p. 46)). Generally, a leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students whose programs require continuous registration between the completion of all coursework and final submission of the thesis. In these cases, students must continue to register each semester until the degree is completed.

Change of Course Registration

In the regular fall and spring semesters, students may add or drop courses added during the first eight days of the semester and may withdraw from a course with a grade of "W" until the 10th week of the semester. For deadlines during Summer Sessions and Intersession, see the Summer Sessions and Intersession course catalogs or go to www.sandiego.edu/sio (http://www.sandiego.edu/sio/).

Students who receive any form of financial aid must consult with the One Stop Student Center if their registered units drop below the required number of units for continuation of aid.

Students who discontinue class attendance and neglect to withdraw officially from the course are subject to failing the class. Courses dropped before the last day to add a class will not be included on the transcript. Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of 'W' (not included in the GPA). After the drop deadline, a grade will be reported for all courses.

Registered students who withdraw from the university (e.g. terminate all courses in progress) must officially drop their courses by filing a Notice of Withdrawal form and submitting it to the One Stop Student Center. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course (see also Withdrawal from the University (p. 48)).

Auditing

Auditing a course means attending a class without credit, without the obligation of regular attendance and without the right to have tests and examinations scored or corrected.

Students register for audit in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor are they eligible for financial aid, nor may auditors register for credit after the last official day to register in a class. Each course audited is entered on the student's permanent record. Auditing of laboratory courses or education recreation courses is not permitted. Students wishing to register for credit have priority over those who desire to audit.

Change of Address

Students are responsible for informing the Registrar's Office in writing of any change in either their permanent or local address so that they will receive all information vital to their enrollment. Failure to receive instructions due to an incorrect address will not be considered a legitimate reason for a policy exception if the student did not file a Change of Address form in the One Stop Student Center prior to the mailing of the information.

Email Accounts for Graduate Students

All USD graduate students are required to have a MySanDiego email account. The university may conduct official business by sending notices or other information to the student's USD email address. It is the student's responsibility to check regularly his or her account and to respond to any notices or information in a timely manner. Failure to do so will not be considered a legitimate reason for a policy exception.

Transfer of Graduate Credit

Students may petition to transfer credit from another university under the following conditions. It is recommended that students petition during their first semester in order to plan their academic program accurately. Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking coursework outside USD if they plan to transfer it into a degree program. Students may petition the dean of the college or school in which the program resides for an exception to the following regulations, but should do so only after consulting with the advisor and director or coordinator of the graduate program, whose recommendations must appear on the Petition for Transfer of Graduate Credit.

a. Credit must be from an accredited, USD-approved university.

b. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.

c. Credit must be relevant to the USD degree program and be approved by the program director or coordinator.

d. Transfer courses cannot repeat essentially the same content of work taken at USD.

e. Credit may not be used (or have been used) toward any other degree.

f. Credit earned more than five years prior to matriculation at USD will not be accepted.

g. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).

h. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.

i. The number of credit hours transferred will be based on USD's semester credit system (multiply the number of quarter hours by 2/3). For example, 4 quarter-hours x 2/3 = 2.67. It is the student's responsibility

to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.

Quarter Hours Converted to Semester:

1 quarter unit	0.67 semester units
2 quarter unit	1.33 semester units
3 quarter unit	2.00 semester units
4 quarter unit	2.67 semester units
5 quarter unit	3.33 semester units
6 quarter unit	4.00 semester units

j. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation or disqualification review.

k. See table for the maximum number of non-USD credits allowed: Maximum Number of Program Semester Units Transferable:

6	IMBA and MBA
6	30-44 unit Master's
9	45-53 unit Master's or Doctorate
12	54-84 unit Doctorate

No exception to these limits will be made without the explicit written permission of the dean of the program's college or school.

Procedure for Transfer of Credit

Courses Taken Prior to Enrollment at USD

The student should discuss the possibility of credit transfer with the advisor and program director or coordinator. Any exceptions to transfer credit policies must also have the approval of the dean of the program's college or school. The student should secure the appropriate signatures on the Petition for Transfer of Graduate Credit and submit it to the One Stop Student Center. The student must also request that an official transcript of the course be sent to the Office of the Registrar if the transcript was not included among the admission documents. When both the petition and transcript are on file they will be reviewed for conformity to USD policies and posted appropriately.

Courses Taken After Enrollment at USD

USD students planning to take a degree requirement or elective at another university must process the transfer petition as described above prior to taking the course. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Office of the Registrar. A grade of "B" or better is required in order to receive credit (units only) when transferring a course from another institution. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average. After the petition and transcript are on file they will be reviewed by the Registrar's Office for conformity to USD policies.

Waiver of Requirements

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the number of required credit hours remains the same. Consequently, students must enroll in approved coursework to make up the difference in the total number of units required. USD has discretion to approve or deny course waivers based on the content of the course and when or where it was taken.

There are two exceptions to this policy. The Hahn School of Nursing will allow USD coursework to count toward

more than one degree program within the school, but students must meet minimum unit requirements for each degree program. The Part-Time MBA allows students to waive up to 14 units. In all of these cases, students must earn at least 30 units through USD.

Withdrawal from the University

Students who terminate their enrollment in a graduate program must file an official Notice of Withdrawal with the One Stop Student Center. If they are currently registered for courses, students must withdraw prior to the deadline to withdraw from classes (see Academic Calendar (p. 6); also Refund Policy (p. 56)). Courses dropped on or before the deadline will receive a grade of 'W' (not included in the GPA). Filing a Notice of Withdrawal after the deadline will make the withdrawal effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment after the withdrawal deadline due to a documented emergency may petition their respective dean for an exception to this policy; however, the petition must be filed prior to the last day of classes and is subject to review. International students must follow the same procedures and, in addition, obtain clearance from the International Resource Office at the University Center, Room 132.

For more information, please go to Leaves and Withdrawals (https:// www.sandiego.edu/one-stop/registration/leaves-and-withdrawals.php).

Admission

Applicants for admission to the University of San Diego graduate programs must hold a bachelor's degree or its equivalent from an accredited and approved institution. Applicants for admission to the doctoral programs must also hold a master's degree. Selection for admission to a USD graduate program is competitive and based on evidence that the applicant will be able to pursue successfully a program leading to a post-baccalaureate degree, certificate, or credential in the field to which the student is applying. The applicant's undergraduate training should reflect breadth as well as appropriate preparation for advanced study in the field selected.

Applicants should thoroughly review the departmental sections of this course catalog and website for special requirements such as special application deadlines, minimum GPA, standardized tests, required prerequisite courses or credentials and other requirements specific to the program.

Procedure

Application for admission should be made online at the University of San Diego's Office of Graduate Admission website. Supporting documentation, such as official transcripts, must be sent electronically to grads@sandiego.edu or mailed to:

> Office of Graduate Admission University of San Diego
> 5998 Alcalá Park
> San Diego, CA 92110-2492 (619) 260-4524

Application Filing Dates for Admission

University of San Diego application deadlines vary by program and are subject to change. In addition, programs may offer more than one entry term. Please refer to the department or department website of the program to which you are applying for the appropriate application deadline and/or entry term.

Some programs offer priority and final application deadlines. Applications that are received by the departments priority filing date will be given careful consideration, but please note that a program might be filled before the final filing date. Applicants are expected to ensure that all supporting credentials are received in the Office of Graduate Admission by the final filing date. Applications will not be accepted after the final filing date indicated below.

Materials to be Submitted by Applicants for Degrees, Credentials, or Certificates

Applicants must make sure that all of the following materials are submitted to the Office of Graduate Admissions in order for their applications to be reviewed.

Admission Tests

Some departments require applicants to submit the results of one of the standardized tests (see Additional Requirements for Admission in the program sections). Registration forms, fee schedules, available test dates and additional information for these tests can be found through the testing service Web sites. USD's Institution Code number for ETS exams is 4849 and the institution code for Pearson is 29B-Q2-68; these numbers must be included on the test registration form in order to have the official results sent to the university.

International Student Applicants

The University of San Diego welcomes applications from international students who can demonstrate their ability to undertake graduate work successfully in the United States. Applicants for admission from foreign countries must give evidence of eligibility for university entrance by furnishing official records covering all collegiate work as well as academic recommendations. International applicants are required to have course-by-course transcript evaluations performed by an approved independent credential evaluation service. Please see the Office of Graduate Admission website for a list of approved independent evaluators.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). See English Proficiency, page 25.

> Test of English as a Foreign Language (TOEFL) TOEFL/TSE Services
>
> P.O. Box 6151
> Princeton, NJ 08541-6151
> Phone: (609) 771-7100, Fax: (609) 771-7500
> www.toefl.org (http://www.toefl.org)
>
> International English Language Testing System (IELTS) IELTS USA
> 570 Broad Street, Suite 1003
> Newark, NJ 07102
> Phone: (323) 255-2771
> www.ielts.org (http://www.ielts.org)

International students cannot rely on financial assistance or awards from the university and must provide for their financial support from non-university sources. They must submit adequate proof of financial resources for all obligations for the full period of time for which they will be attending the university. Accepted students should send a nonrefundable tuition deposit which will be credited to the student's account. The nonrefundable tuition deposit may vary with individual degree programs. Registration information will be sent upon receipt of the deposit.

USD is authorized under Federal law to enroll non-immigrant alien students. The applicant must be accepted as a full-time student working toward a degree before he or she is eligible for an Immigration Form I-20. The Form I-20 will be sent to the accepted student upon receipt of an affidavit of support indicating the amount and source(s) of finances and a commitment deposit.

International students must show proof of adequate health insurance coverage while enrolled at USD and may select from several plans designed specifically for international students. Should you need to purchase insurance, information and forms are available in the Office of International Students and Scholars, Saints Tekakwitha & Serra Hall, Room 201, (610) 260-4598.

English Proficiency

Students enrolled in graduate programs at USD must be able to comprehend written English easily, to understand rapid, idiomatic English used in lectures and group discussions and to express themselves clearly in spoken and written English. A student who is not proficient in English may need to take courses in an "English as a Second Language" program at USD's English Language Academy. Applicants are advised to

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contact the English Language Academy at (619) 260-8808 about this learning opportunity. All graduate applicants, regardless of citizenship, whose undergraduate education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a USD-approved post-secondary institution where English is the principal language of instruction must receive a minimum score of 580 (paper-based), 237 (computer-based), or 83 (Internet based) on the Test of English as a Foreign Language (TOEFL) or receive a minimum IELTS overall band score of 7.0.

The Knauss School of Business graduate programs require a minimum score of 92 on the Internet-based exam. The minimum score required on the International English Language Testing System (IELTS) is an overall band score of 7.0. Individual degree programs may require a higher minimum score.

The Kroc School of Peace Studies requires a minimum of 90 on the Internet-based exam, with at least a 20 for Speaking and a 17 for Writing. The minimum score required on the International English Testing System (IELTS) is an overall band score of 7, with at least 7 for Listening and at least 7.5 for Speaking.

The TOEFL is administered by the Educational Testing Service (ETS) and is given at test centers throughout the world, including locations within the United States. The IELTS is jointly managed by British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL) and delivered through more than 800 locations in over 130 countries.

Reconsideration for Admission

An applicant who has been denied admission to a USD graduate program may request reconsideration under the following conditions:

a. The applicant must request of the Director of Admission in writing that his or her application be reconsidered
b. In that written request, the applicant must indicate what new, substantial evidence is being provided for review by the admissions coordinator or committee
c. The applicant may then be reconsidered for admission, along with the total current applicant pool for the admission date in question and will be subject to the policies and requirements of the course catalog in effect at that time; the applicant will be informed of the committee's decision at the appropriate time.

Testing Information
California Basic Educational Skills Test (CBEST)

CBEST Program
National Evaluation Systems, Inc.
P.O. Box 340880
Sacramento, CA 95834-0880
Phone: (916) 928-4001
Fax: (916) 928-9242
www.cbest.nesinc.com (http://www.cbest.nesinc.com) We also require the CSET for some

SOLES programs:

Graduate Record Examination (GRE)

Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Phone: (609) 771-7670, (800) 537-3160
Fax: (609) 771-7906
www.gre.org (http://www.gre.org)

Graduate Management Admission Test (GMAT)

Pearson VUE GMAT Program
P.O. Box 581907
Minneapolis, MN 55458-1907 USA GMATCandidateServicesAmericas@pearson.com
www.mba.com (http://www.mba.com)

Test Of English As A Foreign Language (TOEFL)

TOEFL Services
P.O. Box 6151
Princeton, NJ 08541-6151
Phone: (609) 771-7100
Fax: (609) 771-7500
www.toefl.org (http://www.toefl.org)

International English Language Testing System (IELTS)

IELTS USA
570 Broad Street, Suite 1003
Newark, NJ 07102
Phone: (323) 255-2771
ielts.org/usa (https://go.ieltsusa.org/e/362031/usa/29sr77c/1264825375/?
h=llDkC9NJinrGnY2Db2kCFlRo12pnBiftZ8AuSi0VPb8)

Registration, Statement of Student Responsibility and Fee Payment Policy

Refund Policy

a. Fees and deposits are not refundable.

b. Tuition is fully or partially refundable only when a student officially withdraws during the published refund withdrawal schedule.

c. The date of withdrawal for refund purposes is considered the date the Notice of Withdrawal form is received and date stamped in the Office of the Registrar. Any graduate student who thinks that his or her individual case warrants an exception to this policy should consult the dean of his or her program's college or school.

d. To receive a 100% refund, student must officially withdraw or drop course(s) by the 8th day of classes for the regular academic semester.

e. Please refer to the academic calendar through the MySanDiego portal for specific dates and future changes to the "Refund Schedule." Updates to the "Refund Schedule" will be made prior to the first day of semester classes and without written notice (see Academic Calendar (p. 6)).

f. The tuition refund policy for Intersession and Summer Sessions is published in the appropriate course catalog because the sessions differ in length.

g. A student receiving financial aid should consult the One Stop Student Center for refund policies regarding his or her financial aid funds.

Information Resources and Facilities

Copley Library

The Helen K. and James S. Copley Library contains over 500,000 books and approximately 6,000 media items. The Library subscribes to 125 online databases that provide access to over 63,000 electronic journals. The library also maintains subscriptions to over 2,500 print journals that are housed in our journal stacks.

Our online catalog offers access to all of the library's book, journal, and media collections. USD students, faculty, and staff can access most databases and other electronic resources when off-campus by using their MySanDiego login via our authentication system.

Copley Library is open 114 hours each week and its resources are organized in accessible, open stacks. Library faculty, additional professional and support staff, and student workers make the collections available to the university community. Copley also offers access to course materials via traditional print reserves as well as electronic reserves.

Library faculty provide extensive reference service and spend time working individually with students as they complete assignments and prepare papers, speeches, and research reports of all kinds. In addition to traditional reference desk service, the library also offers online reference through our Ask a Librarian service. Library patrons can ask questions and receive assistance as citation styles and database searching to assist users with developing better research skills.

The libraries at USD are members of the San Diego Library Circuit Consortium, which maintains a database linking four university libraries (UCSD, SDSU, CS San Marcos, USD) and the San Diego County and Public Library systems. Through this consortium, USD students and faculty can easily access library materials from other campuses. A delivery system enables timely movement of materials from one campus to another. Study spaces are available for over 700 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art. Group study rooms can now be easily reserved via our online booking system.

The library has over 80 computer workstations and 30 laptops for checkout. Other available equipment includes photocopy machines, microform reader/printers, and media hardware.
For more information, go to Copley Library (http://www.sandiego.edu/library/).

Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, provides access to print and digital legal materials, including judicial, statutory, and administrative sources and an assortment of secondary materials on Anglo- American, foreign, and international law. Special concentrations include taxation, jurisprudence, human rights, intellectual property, environmental law and Mexican law. A full array of electronic resources is accessible through the website: Pardee (https://www.sandiego.edu/law/library/)Legal Research Center (http://www.sandiego.edu/law/lrc/). The library is a federal and state government depository. The Legal Research Center is a partner in The San Diego Circuit library consortium, which provides access to the research collections of other San Diego libraries.

The law library is normally open 112 hours a week, and reference librarians are normally available 70 hours a week. The collection is maintained to support the study and research of students and faculty of the School of Law and is available to any member of the USD community needing to conduct legal research.

Academic Technology Services

As a division of Information Technology Services (ITS), Academic Technology Services (ATS) is dedicated to cultivating teaching, learning, and research through the judicious exploration, implementation, and support of educational technologies. The broad range of services ATS offers to students, faculty, and staff strategically align the ITS mission and selected technologies with academic and institutional objectives.

The seven units within ATS are organized to provide specific academic technology services across our community's myriad learning environments and spaces. ATS Client Support Services includes Desktop Support Services, which distributes technical support technicians across the campus; the Help Desk, the first line of response for all hardware and software inquiries; and Student Computing Services who respond to all student computing needs (ext. 7900, help@sandiego.edu) (https://catalogs.sandiego.eduabout:blank). ATS also manages the several Academic Computing Labs (ext. 2765) across campus that provide students and faculty with Windows, Macintosh and Linux computers, access to specialized programs, and laptop check-out

privileges. The Instructional Support Team (iTeam) is specifically dedicated to curriculum support in the classrooms, online, and mobile devices. The iTeam implements and supports USD's Learning Management System (Blackboard) and the integrated plagiarism detection, collaboration, assessment, and communication tools. The iTeam offers faculty instructional design services and consulting, and free training workshops to faculty/staff and students on Blackboard, Adobe, Google, Qualtrics, Microsoft, and more. The iTeam also manages the implementation, piloting and adoption of emerging technologies such as the iPad Classroom Project and hires and trains talented students for the Student Technology Assistant (STA) program (iteam@sandiego.edu) (https://catalogs.sandiego.eduabout:blank).

Instructional Media Services

Instructional Media Services (IMS) provides a digital graphic design and multimedia editing lab, audio/video production, repair, and installation, media duplications, graphics design support, large poster printing, and instructional media equipment checkout (ims@sandiego.edu) (https://catalogs.sandiego.eduabout:blank). This team is also responsible for the Campus Learning Spaces and provide classroom SMARTboards and podiums, document cameras, Apple TVs, projectors and training (ext. 4567).

Academic Technology Services is at the intersection of technology and academics at USD and continuously explores, expands, and improves its service offerings to reflect the array emergent educational technologies relevant to students' teaching and learning and research and an increasingly mobile campus. Instructional Media Services (IMS) is comprised of media/video production, digital graphic design and multimedia editing lab, instructional repair and installation, and instructional media equipment checkout. The department is located on the ground floor of Maher Hall, Room 186. Semester hours of operation are Monday through Thursday from 8 a.m. to 7 p.m.; Fridays to 6 p.m. Call (619) 260-4567 for information.

We provide a wide range of resources including instructional equipment lending, digital graphic services, audio/video/multimedia production for instructional use, media duplication, video/multimedia workstations, technical assistance, classroom technology support and repair, consultation/installation services and limited multimedia related software training. IMS can provide support for graphics design, video production, digitizing, and other related services for your web-based activities in consultation with Academic Technology Services.

College and Schools

Shiley-Marcos School of Engineering

Shiley-Marcos School of Engineering (http://www.sandiego.edu/ engineering/) inspires students to innovate, create and ultimately make a difference by practicing real-world engineering.

- Offers a Dual BA/BS Degree in four engineering disciplines, a BA degree in computer science, and an MS in Cyber Security Engineering
- Meet prospective employers and find new opportunities while giving back to their community
- Ranks #13 in engineering undergraduate programs in the nation

Shiley-Marcos School of Engineering

Chair
Imane Khalil, PhD, MS

Faculty
Caroline Baillie, PhD
Chuck Bane, MS, CISSP, CCSK, CWNA, PMP
Mark Heckman, PhD, CISSP
Paul Kadetz, PhD, MPH, MSN
Michael Lawless, PhD, MBA
Anna Marbut, MSBA
G.B. Singh, PhD
Ebrahim Tarshizi, PhD, MBA
Jeff Teza, MBA

Vision

Our vision is to deliver a high-quality student-centered engineering education that provides distinctive, authentic, and supportive experiences that inspire students to make a positive difference.

Mission

Our mission is to provide engineering students with a holistic education so they are prepared to take on society's challenges and opportunities in socially, ethically, and professionally responsible ways.

Values

Our core values that are critical to the success of our mission and vision are academic excellence, caring, collaboration, curiosity, empathy, innovation, diversity, and global awareness.

Program Descriptions

The Shiley-Marcos School of Engineering offers Master of Science programs in applied data science; applied artificial intelligence; engineering for sustainability and health; engineering management and leadership; innovation, technology, and entrepreneurship; and cyber security engineering. All programs are part-time programs designed to meet the needs of working professionals seeking to gain the skills needed to advance their careers, or transition into new career paths.
Programs can be started in fall, spring, or summer terms and are designed to be completed in 20-24 months depending on the prior preparation of the student.

Master of Science in Applied Artificial Intelligence (MS-AAI)

The online MS-AAI is an intensive applied program directed at technical professionals looking to advance their careers in AI or transition into a career in AI. The program prepares candidates for a variety of roles in the industry related to ethical development and deployment of AI-based systems in corporations. It applies to candidates (STEM and non-STEM backgrounds) who plan to work in positions within a business organization that require the application of machine learning and AI-enabled algorithms, systems, and techniques for automated data-driven decision-making. Graduates of the program will be successful in technical positions in a variety of industries spanning diverse sectors such as finance, healthcare, automation, computer science, and engineering. The program is designed to develop both technical and soft skills, so graduates would also be well-positioned for entrepreneurial projects and leadership roles in AI.

Master of Science in Applied Data Science (MS-ADS)

The online MS-ADS program is designed to specifically address the cross- functional needs of industries for data scientists who come with a strong foundation of technical knowledge and expertise in algorithms, tools, and techniques for analyzing any type of data and are able to apply such tools to domain-specific problems.
The mission of the program is to offer state-of-the-art, applied, and robust online courses that enable students to master the technical skills and soft skills necessary for solving challenging analytics problems seen every day in a wide range of data- rich domains. The project-based curriculum instructs students on technical topics that are seen as critical to equip and prepare graduates from the program to be able to apply powerful analytical tools to work with real-life datasets. This Master's program is designed based on extensive feedback and recommendations from industry professionals who lead data science groups in global organizations.

Master of Science in Cyber Security Engineering (MS-CSE)

The MS-CSE program provides knowledge and skill in architecting, developing, and fielding secure network solutions against advanced persistent threats. It explores the role assurance plays in security, particularly in the development and deployment of software products, and how one must account for this in security planning. Students in the MS-CSE program learn the design, evaluation and certification, and accreditation of trusted systems. Students will subsequently understand how to take the design of trusted systems and develop/engineer these into secure systems, with a focus on hands-on experiences in laboratory settings.
The Master of Science in Cyber Security Engineering program is offered in two modalities: online asynchronously or on-campus meetings two nights each week. Both programs have the same degree requirements but require separate program applications prior to admission. Online students are not permitted to take the on- ground modality courses.
Students interested in pursuing these degrees should contact USD's Division of Professional and Continuing Education for more information about the enrollment process.
Master of Science in Engineering Management and Leadership (MS-EML) The master's program in Engineering Management and Leadership (MS-EML) program that successfully develops "leaders of tomorrow" will cultivate skill sets that enhance their ability to manage technology teams and projects. It will engage them in a process that explores changes in their mindset necessary for influencing technology organizations. The MS-EML program is an intensive project-based program for technical professionals looking to assume leadership positions in global technology organizations. It is valuable for experienced managers who intend to serve as CEOs, Directors, Vice Presidents, or C-level executives in technology companies.

Center for Cyber Security Engineering and Technology

The University of San Diego's Center for Cyber Security Engineering and Technology (CCSET) is designed to develop and coordinate opportunities for world-class education, research, and service to address threats to information systems. CCSET assists business, government, law enforcement, and private citizens to better prepare and respond to highly motivated, highly trained adversaries who are responsible for billions in lost revenue each year; catastrophic disruptions in service; terrorism and activism; a dark web of criminal activity; and constant peril to critical infrastructure.

CCSET is committed to mitigating cyber security risks developing and coordinating opportunities for education, research, outreach, and service to secure the future prosperity and freedom of the digital realm. This effort combines the best technology, world-class curriculum and programs, and the mindset to approach the challenge holistically. Stakeholders from engineering, technology, law, policy, business, and major industry sectors will all play a role in improving cyber security. USD is committed to uniting these communities to find real solutions, and changing the mentality in cyber security from reactive to proactive.

Master of Science in Applied Data Science

The Master of Science in Applied Data Science (MS-ADS) degree program has been designed to specifically address the cross-functional needs of industries for data scientists who come with a strong foundation of technical knowledge and expertise in algorithms, tools, and techniques for analyzing any type of data and are able to apply such tools to domain-specific problems. The MS-ADS program is an intensive project-based program directed at technical professionals looking to assume responsibilities related to the analysis of corporate and personal data. It applies to candidates (engineering and non-engineering) who plan to work in positions within a business organization that require the application of data science, with titles such as data analysts, data scientists, data engineers, and machine learning staff/engineers. It is well suited for full-time professionals who are interested in transitioning into or advancing their careers in data science. The MS-ADS curriculum will instruct students on technical topics that are seen as critical to equip and prepare graduates from the program to be able to apply powerful analytical tools to work with real-life (small and large) datasets. Graduates of the program will be successful in technical positions in a variety of industries and research and development (R&D) positions, including the pursuit of doctoral work. The program is designed to develop both technical and soft skills. As a result, graduates would also be well-positioned to pursue management positions or entrepreneurial projects in data science and data engineering.

The MS-ADS curriculum will involve the integration of a 3-unit Capstone experience with the delivery of module-based technical courses, updated regularly so that they are aligned with progress and advancement in a field that is still undergoing rapid development. Completion of the MS-ADS program requires a total of 36 units, comprising 30 academic units and 6 units dedicated to prerequisite courses. Students may be eligible for the waiver of the prerequisite courses and related 6 units based on their background and prior education. Within the 30 academic units, 21 will delve into the technical facets of data science, complemented by 6 units covering introductory and fundamental topics, and completing with the 3-unit Capstone experience. Upon completion of the program, MS-ADS graduates will be able to:

- Develop structures within organizations for the collection and aggregation of relevant small and large data for analysis.
- Successfully apply principles of data aggregation and analytics, and conduct data science methods to tackle problems in the industry related to technology, operations, finance, marketing, and corporate development.
- Apply data science and data engineering techniques and tools for the generation of data-driven business reports and to assist in the development of strategies.
- Be effective leaders and managers of data science functions and organizations in corporations.

Admission to the MS-ADS program will require a Bachelor's Degree with strong academic credentials in majors, such as Statistics, Mathematics, Computer Science, Engineering, or any other non-STEM fields where candidates may be interested in advancing their technical skills in data analysis. Preference will be given to prospective students with industry experience or other relevant real-life experiences. Students interested in pursuing this degree should visit the MS-ADS program website for more information about the enrollment process.

Degree Requirements

Code	Title	Units
ADS 500A	Probability and Statistics for Data Science [1]	3
ADS 500B	Data Science Programming [1]	3
ADS 501	Foundations of Data Science and Data Ethics	3
ADS 502	Applied Data Mining	3
ADS 503	Applied Predictive Modeling	3
ADS 503	Machine Learning and Deep Learning for Data Science	3
ADS 505	Applied Data Science for Business	3
ADS 506	Applied Time Series Analysis	3
ADS 507	Practical Data Engineering	3
ADS 508	Data Science with Cloud Computing	3
ADS 509	Applied Large Language Models for Data Science	3
ADS 599	Capstone Project	3

[1] ADS 500A and ADS 500B may be waived in a combined or individual manner by the director of the ADS program upon demonstration of prior coursework or equivalent experience.

ADS 500A | PROBABILITY AND STATISTICS FOR DATA SCIENCE

Units: 3 Repeatability: No

This course is an introduction to probability and statistical concepts and their applications in solving real-world problems. This prerequisite course provides a solid background in the application of probability and statistics that will form the basis for advanced data science methods. Statistical concepts, probability theory, random and multivariate variables, data and sampling distributions, descriptive statistics, and hypothesis testing will be covered. The use of computer-based applications for the performance of basic statistics will be utilized. Covered topics include the numerical and graphical description of data, elements of probability, sampling distributions, probability distribution functions, estimation of population parameters, and hypothesis tests. This course will combine the learnings from texts, case studies, and standard organizational processes with practical problem-solving skills to present, structure, and plan the problem as it would be presented in large enterprises and execute the steps in a structured analytics process.

ADS 500B | DATA SCIENCE PROGRAMMING

Units: 3 Repeatability: No

This course is an introduction to fundamental concepts of programming and problem-solving techniques for data science. Python and R are the languages used to analyze and deliver insights from real-world datasets. Topics include the basics of Python and R, data acquisition, integration and transformation, problem understanding, data preparation, standardization, and exploratory data analysis. In addition, command line tools and editors are explored in UNIX, and methods to access and analyze RDBMS databases are examined. The course ends with introducing students to the basics of machine learning models.

ADS 501 | FOUNDATIONS OF DATA SCIENCE AND DATA ETHICS

Units: 3 Repeatability: No

This course covers an introduction to the methods, concepts, and ethical considerations found and practiced in the field of professional data science. Topics include defining and structuring the problem, managing the business, the CRISP-DM and Agile processes, ensuring the science in data science using the scientific method, project management, managing ethical concerns and model bias, and the importance of performing exploratory data analysis. This course will combine the learnings from case studies, texts, and standard organizational processes with practical problem-solving skills to present, structure, plan, and present the problem as it would be done in large enterprises, including executing steps in the data science work-stream. Prerequisites: ADS 500A and ADS 500B. Both ADS 500A and ADS 500B can be waived by the Academic Director based on an evaluation of the student's professional background and academic history.

ADS 502 | APPLIED DATA MINING

Units: 3 Repeatability: No

Data Mining is one of the most important topics in the data science field. This course discusses theoretical concepts and practical algorithms for both supervised and unsupervised learning techniques. The course provides data mining principles, methods, and applications with a variety of integrated theoretical and practical examples in classification, association analysis, cluster analysis, and anomaly detection. This course also includes applied examples associated with each topic in data mining using R and Python programming languages. Prerequisites: ADS 500A and ADS 500B. Both ADS 500A and ADS 500B can be waived by the Academic Director based on an evaluation of the student's professional background and academic history.

ADS 503 | APPLIED PREDICTIVE MODELING

Units: 3 Repeatability: No

This course provides a working knowledge of applied predictive modeling. Students will obtain a broad understanding of model training, evaluations, and development procedures with a wide variety of applications to real-world problems. This course introduces best practices for managing data science projects and presenting analytical results to technical and non-technical audiences. Course topics include linear and non-linear regression modeling methods, linear and non-linear classification modeling methods, model selection, variable importance, variable selection and model applications, code, and R package management using RStudio. Prerequisites: ADS 501 and ADS 502

ADS 504 | MACHINE LEARNING AND DEEP LEARNING FOR DATA SCIENCE

Units: 3 Repeatability: No

This course covers the study of supervised and unsupervised algorithms in the Machine Learning context. Emphasis on formulating, choosing, applying, implementing, and evaluating machine learning models to capture key patterns exhibited in cross-sectional data and longitudinal data. This course also discusses the considerations of model complexity interpretations and implementation in real-world applications using Python and associated packages. An introduction to Deep Learning is provided in this course. Prerequisites: ADS 501 and ADS 502

ADS 505 | APPLIED DATA SCIENCE FOR BUSINESS

Units: 3 Repeatability: No

PData science skills are in high demand across a wide variety of industries. This course focuses on real-world use cases of data mining applications, including predicting consumer purchase behavior, brand loyalty, product prices, sales up-lift, basis of purchase, direct marketing campaign cost-effectiveness, rideshare cancellations, competitive online auctions, recommendation engines, and segmenting and identifying important customers. This course covers practical, business-oriented examples and use cases associated with each topic in data mining using Python. Data visualization, effective data storytelling, and analytical communication are being taught. Tableau, one of the most popular business analytics and dashboard tools, is practiced in this course. Prerequisites: ADS 501 and ADS 502

ADS 506 | APPLIED TIME SERIES ANALYSIS

Units: 3 Repeatability: No

PMany datasets naturally have a time series component: records collected over time, financial data, biological data signals such as brain waves or blood glucose levels, weather, and seasonal information. Practicing data scientists need to identify when they encounter time series data and when to apply suitable techniques. This course will cover the major topics in time series analysis and forecasting (prediction), including stationary and non-stationary models, autoregressive and integrated autoregressive models, models for estimation, and spectral analysis using R. Different methods of estimation will be leveraged, including maximum likelihood, Bayesian, and spectral estimation. These approaches will be applied to real-world datasets, culminating in a complete analysis from end to end. Prerequisites: ADS 501 and ADS 502

ADS 507 | PRACTICAL DATA ENGINEERING

Units: 3 Repeatability: No

In this course, students will learn about the discipline of data engineering. They will learn what data engineers are, what they do and how it relates to the field of data science. Topics will include data architecture, relational databases, SQL, data pipelines (ETL and ELT), ethical data engineering (data security and privacy), and data engineering best practices. Prerequisites: ADS 501 and ADS 502

ADS 508 | DATA SCIENCE WITH CLOUD COMPUTING

Units: 3 Repeatability: No

This course covers the fundamental concepts of cloud computing as it impacts the field of data science. Course topics include cloud economics, distributed storage, SageMaker ecosystem, distributed processing, model tuning, natural language processing, and model deployment considerations in the cloud. This course will combine the learnings from texts and relevant technical articles with practical hands-on skills to design, implement, and recommend solutions for the business problem as it would be presented in the business world, and execute the steps in a structured model development process. Prerequisites: ADS 501 and ADS 502

ADS 509 | APPLIED LARGE LANGUAGE MODELS FOR DATA SCIENCE

Units: 3 Repeatability: No

This course focuses on the application of large language models (LLMs) for data science using Python. Topics include the collection, preparation, and analysis of textual data, the application of pre-trained LLMs to textual data analysis and classification problems, and the application of generative AI models for use in data science pipelines and products. Prerequisites: ADS 501, ADS 502, ADS 503, ADS 504, ADS 505, ADS 506, ADS 507, and ADS 508

ADS 550 | NEW STUDENT ORIENTATION

Units: 0 Repeatability: No

This orientation course introduces students to the University of San Diego and provides important information about the MS-ADS program and the technologies that will be used throughout the program. In the orientation, students will learn to successfully navigate through the online learning environment and locate helpful resources. Students will practice completing tasks in the learning environment as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of the program.

ADS 594 | SPECIAL TOPICS IN DATA SCIENCE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Prerequisites: ADS 501 with a minimum grade of C- and ADS 501 with a minimum grade of C-
This is a special topics course discussing areas of interest in data science. This course may be repeated for credit with a different topic.

ADS 599 | CAPSTONE PROJECT

Units: 3 Repeatability: No

PThe purpose of this Capstone Project is for students to apply their acquired theoretical knowledge obtained during the Applied Data Science Program to a research-based, code-oriented data science project. During the project, students lead the entirety of the end-to-end process that involves the collection and processing of the data while utilizing the appropriate analytical methods. The project will be documented in an academic journal style article and orally presented, including technical content, in a recorded presentation. Students will work in teams and are encouraged to find project topics that originate from real-world domains in order to tackle unique problem statements that have real-world impact. Prerequisites: ADS 501, ADS 502, ADS 503, ADS 504, ADS 505, ADS 506, ADS 507, and ADS 508

Master of Science in Applied Artificial Intelligence

The Master of Science in Applied Artificial Intelligence (MS-AAI) is an intensive project-based program directed at technical professionals looking to assume responsibilities related to the development and deployment of AI-based systems in corporations. It applies to candidates (engineering and non-engineering) who plan to work in positions within a business organization that require the application of AI-based tools and techniques for automated data-driven decision-making. Graduates of the program will be successful in technical positions in a variety of industries. The program is designed to develop both technical and soft skills, so graduates would also be well-positioned for management and entrepreneurial projects in AI.

The MS-AAI curriculum will involve the integration of a Capstone experience with the delivery of module-based technical courses, updated regularly so that they are aligned with progress and advancement in a field that is still undergoing rapid development. MS-AAI program will require the completion of 30 academic units. 21 out of 30 will cover technical aspects of AI with 6 units of introductory and fundamental topics. The remaining units are allocated to provide a comprehensive Capstone Experience for students assembled into different teams and charged with a variety of projects spanning diverse areas in AI such as machine learning, deep learning, Internet of things, and data mining. These projects may also be sponsored by companies. As a result, the Capstone projects will be in-depth with a focus on real-life problems.

Upon completion of the program, MS-AAI graduates will be able to:
- Develop structures within organizations for the deployment of AI-based systems and software for automated decision-making.
- Successfully apply principles of AI tools such as machine learning and neural networks to tackle problems in the industry related to technology, operations, finance, marketing, and corporate development.
- Apply ethical standards to the collection, dissemination, and analysis of data for data-driven business decision-making.
- Be effective leaders and managers in articulating the value of AI-based systems and software for organizations in corporations.

Admission to the MS-AAI program will require a Bachelor's Degree with strong academic credentials in majors, such as Statistics, Mathematics, Data Science, Computer Science, Engineering, or any other non-STEM fields where candidates may be interested in advancing their technical skills in the field of AI. Preference will be given to prospective students with industry experience or other relevant real-life experiences in computer science and software development. Students interested in pursuing this degree should visit the MS-AAI program website for more information about the enrollment process.

Degree Requirements

Code	Title	Units
AAI 500	Probability and Statistics for Artificial Intelligence	3
AAI 501	Introduction to Artificial Intelligence	3
AAI 510	Machine Learning: Fundamentals and Applications	3
AAI 511	Neural Networks and Deep Learning	3
AAI 520	Natural Language Processing	3
AAI 521	Introduction to Computer Vision	3
AAI 530	Data Analysis and the Internet of Things	3
AAI 531	Applied AI Ethics	3
AAI 540	Machine Learning Operations	3
AAI 590	Capstone Project	3

AAI 500 | PROBABILITY AND STATISTICS FOR ARTIFICIAL INTELLIGENCE
Units: 3 Repeatability: No

This course is an introduction to probability and statistical concepts and their applications in solving real-world problems, as well as an introduction to coding in Python. This introductory course provides a solid background in the application of probability and statistics that will form the basis for advanced AI methods. Statistical concepts, probability theory, random and multivariate variables, data and sampling distributions, descriptive statistics, and hypothesis testing will be covered. In addition, the use of Python for the performance of basic statistics will be covered in this course. Covered topics include the numerical and graphical description of data, elements of probability, sampling distributions, probability distribution functions, estimation of population parameters, and hypothesis tests. This course will combine the learnings from texts, case studies, and standard organizational processes with practical problem-solving skills to present, structure, and plan the problem as it would be presented in large enterprises and execute the steps in a structured analytics process. Team collaboration, professional presenting, and academic writing will be covered as well through a final team project.

AAI 501 | INTRODUCTION TO ARTIFICIAL INTELLIGENCE
Units: 3 Repeatability: No

Prerequisites: AAI 500 with a minimum grade of C-

Recent advances in big data, computational power, smart homes, and autonomous vehicles have rendered artificial intelligence (AI) as a major technological revolution in engineering and computer science. The goal of this course is to introduce students to the fundamental principles, techniques, challenges, and applications of AI, machine learning, and natural language processing. Topics covered include heuristic search and optimization techniques, genetic algorithms, machine learning, neural networks, and natural language understanding. Several applications of AI will be explored, including computer vision, pattern recognition, image processing, biomedical systems, Internet of Things, and robotics.

AAI 510 | MACHINE LEARNING: FUNDAMENTALS AND APPLICATIONS
Units: 3 Repeatability: No

Machine learning (ML) is an interdisciplinary field that is focused on building models by algorithmic processing of data with minimal assumptions about the nature of the data. The models may be used to understand a process, make informed projections, or automate decisions. The field combines principles from statistics, computer science, and application domains. The application domains range across engineering, manufacturing, medicine, commerce, research, etc. This class will introduce students to the fundamental concepts and algorithms for machine learning. Students will learn fundamental concepts such as data cleaning and transformation, feature engineering, modeling training, validation and testing, overfitting, underfitting, and model evaluation. They will learn supervised learning algorithms such as regression, support vector machines, etc; and unsupervised learning algorithms such as k-means, Principal Component Analysis (PCA), and hierarchical clustering. Time series analysis will be briefly covered as well. Students will learn to appreciate and be sensitive to ethical issues affecting the use of machine learning in society. Prerequisites: AAI 500 and AAI 501

AAI 511 | NEURAL NETWORKS AND DEEP LEARNING
Units: 3 Repeatability: No

Neural networks have enjoyed several waves of popularity over the past half-century. The many applications of neural networks include apps that identify people in photos, automated vision systems for large-scale object recognition, smart home appliances that recognize continuous, natural speech, self-driving cars, and software that translates from any language to any other language. In this course, students will learn the fundamental principles and concepts of neural networks and state-of-the-art approaches to deep learning using in-demand Python packages, such as TensorFlow and PyTorch. Students will learn to design neural network architectures and training methods using hands-on assignments and will perform comprehensive final projects in this course. Prerequisites: AAI 500 and AAI 501

AAI 520 | NATURAL LANGUAGE PROCESSING

Units: 3 Repeatability: No

This course is focused on understanding a variety of ways to represent human language as computational systems and how to exploit those representations to develop programs for translation, summarization, extracting information, question answering, natural interfaces to databases, and conversational agents. This course will include concepts central to Machine Learning (discrete classification, probability models) and to Linguistics (morphology, syntax, semantics). Students will learn computational treatments of words, sounds, sentences, meanings, and conversations. Students will understand how probabilities and real-world text data can help. The course covers some high-level formalisms (e.g., regular expressions) and tools (e.g., Python) that can greatly simplify prototype implementation. Students will learn techniques to address the social impact of natural language processing, such as demographic bias, exclusion, and overgeneralization. Prerequisites: AAI 500 and AAI 501

AAI 521 | INTRODUCTION TO COMPUTER VISION

Units: 3 Repeatability: No

This course provides an introduction to computer vision. Computer vision uses a combination of traditional AI, machine learning, image processing, and mathematical theories to provide ways of programming a computer to understand visual imagery, whether a static picture, stereo vision for a robot, or motion from video. Topics covered include fundamentals of feature detection and extraction, motion estimation and tracking, image processing, and object and scene recognition. Students will learn fundamental concepts of computer vision as well as gain hands-on experience in solving real-world vision problems. A variety of tools will be introduced in this course, but the main focus will be on Python and OpenCV, as well as TensorFlow and Keras. Prerequisites: AAI 500 and AAI 501

AAI 530 | DATA ANALYTICS AND INTERNET OF THINGS

Units: 3 Repeatability: No

Recent advances in smart devices and technologies have enabled cars, smartphones, TVs, refrigerators, and several other devices to be connected to each other to build, operate, and manage the physical world. The Internet of Things (IoT) has significant potential to impact how individuals live and work by providing the tools necessary for innovative decision-making. The application of AI in IoT requires an understanding of machine learning algorithms, sensors, networking, and data analytics. To prepare our students as forerunners in AI, this course will introduce and practice a wide range of topics in the broad areas of IoT and data analytics and provide hands-on learning experiences and real-world applications. In addition, students will acquire knowledge of the ethics and law in IoT-enabled systems. Concepts in IoT ethics, such as data security, privacy, trustworthiness, and transparency of data, will be discussed in detail. Prerequisites: AAI 500 and AAI 501

AAI 531 | APPLIED AI ETHICS

Units: 3 Repeatability: No

This course explores the ethical, social, and environmental implications of Artificial Intelligence (AI) and related technologies through the lens of core ethical principles, including human dignity, bias, fairness, privacy, safety, explainability (XAI), transparency, responsibility, and governance. Through theoretical discussions, real-world case studies, and hands-on labs, students will examine how AI systems can be designed to mitigate bias, enhance transparency, and protect user privacy while also considering AI's environmental impact, including its role in electronic waste, energy consumption, and resource extraction.

Students will investigate AI's broader social, political, and economic effects, such as labor displacement, economic inequality, and systemic bias reinforcement. The course also examines how AI-driven technologies can perpetuate global power imbalances and disproportionately impact communities. To provide a structured ethical foundation, students will explore philosophical frameworks that inform AI ethics, enabling them to evaluate the ethical dimensions of AI decision-making. Through hands-on practice, students will learn to measure bias using fairness metrics, implement bias mitigation strategies, and apply XAI techniques to improve AI model transparency and accountability.

They will also be introduced to ethics impact assessments, guiding them in identifying key stakeholders and evaluating risks and unintended consequences of AI systems. By engaging with real-world case studies, students will critically analyze AI's impact, assess international regulatory frameworks, and explore governance strategies to ensure AI operates within ethical and legal boundaries.

By the end of the course, students will be equipped with both theoretical knowledge and practical skills to navigate the ethical complexities of AI development and deployment. They will learn to critically assess AI's societal role and adapt their approach to AI innovation in ways that prioritize equity, accountability, and sustainability. Prerequisites: AAI 500 and AAI 501

AAI 540 | MACHINE LEARNING OPERATIONS

Units: 3 Repeatability: No

Interest in and usage of Machine Learning systems has increased dramatically in recent years. More and more innovative products and research rely on Machine Learning systems that leverage data to make predictions and identify trends. However - as with many cutting-edge fields - Machine Learning systems are often implemented improperly. As a result, many Machine Learning systems are unreliable, inefficient, or even useless. Machine Learning Operations (MLOps) is a methodology whose goal is to design, build, deploy, and maintain machine learning models properly. MLOps combines practices from Machine Learning, Data Engineering, and DevOps to ensure that Machine Learning models and algorithms are reliable, efficient, and - most importantly - useful. This course will introduce students to the key concepts of MLOps and a holistic method of designing suitable ML systems. Students will learn and perform the best practices for building Machine Learning systems with hands-on learning experiences and real-world applications. While students will learn about and implement some Machine Learning algorithms in this course, this course is not intended to teach them about the field of Machine Learning. Rather, students will learn how to properly design Machine Learning systems throughout the entire lifecycle. Prerequisites: AAI 510, AAI 511, AAI 520, AAI 521, AAI 530, and AAI 531

AAI 550 | NEW STUDENT ORIENTATION

Units: 0 Repeatability: No

This orientation course introduces students to the University of San Diego and provides important information about the MS-AAI program and the technologies that will be used throughout the program. In the orientation, students will learn to successfully navigate through the online learning environment and locate helpful resources. Students will practice completing tasks in the learning environment as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of the program.

AAI 590 | CAPSTONE PROJECT

Units: 3 Repeatability: No

In this course, students learn how the knowledge and skills acquired in the Master's program can be directly applied to develop AI-enabled systems. Students will apply skills acquired in the program to effectively address ethical, moral, and social issues in their design process. Students work in teams and participate in the identification of a problem, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the result in this Capstone using tools and technologies that were taught through the entire program. Prerequisites: AAI 510, AAI 511, AAI 520, AAI 521, AAI 530, and AAI 531

Master of Science in Cyber Security Engineering

The MS-CSE program provides knowledge and skill in architecting, developing, and fielding secure network solutions against advanced persistent threats. It explores the role assurance plays in security, particularly in the development and deployment of software products, and how one must account for this in security planning.
Core program goals for the University of San Diego's Master of Science in Cyber Security Engineering include:

- Developing an engineering knowledge and skill base focused on the mitigation of advanced persistent threats toward the goal of increased cybersecurity. The engineering of secure, trusted systems is essential to guard against the types of headline-grabbing electronic security breaches and that have caused extensive disruption and financial damage to industry and government, immeasurable loss of intellectual property and tremendous harm to personal privacy.
- Preparing individuals capable of developing cutting-edge innovation, creating the next generation of cyber tools and solutions and becoming thought leaders in the cybersecurity engineering domain. Graduates will be equipped to become change agents, providing overall subject matter expertise as well as specific engineering and technology solutions to an organization's unique set of risks and potential vulnerabilities.
- Connecting students with a network of local, regional, and national cybersecurity stakeholders, as part of the University of San Diego's commitment to educational and professional development. MS-CSE program leaders are focused not only on keeping the innovative curriculum immediately relevant, but also on assisting with the placement of graduates.
- Advancing the science and practice of cybersecurity engineering and education for the benefit of public and private-sector organizations, communities, and the nation. Ongoing cyber threats and successful attacks have placed the United States at a critical juncture; our cybersecurity engineering graduates are groomed to be effective in this fight by contributing toward real-world, applied solutions.

Students in the Master of Science in Cyber Security Engineering program learn the design, evaluation, certification, and accreditation of trusted systems. Students will subsequently understand how to take the design of trusted systems and develop/engineer these into secure systems, with a focus on hands-on experiences in laboratory settings.

The curriculum covers digital and network forensics and the technical considerations for incident response and continuity planning. It places students in simulated contested cyber environments where they will perform system assessments, potentially on solutions they have engineered, and understand the various types of penetrations an adversary might attempt on an information system. The goal being a real-world experience in which the application of cybersecurity engineering can be applied in dynamic settings where innovation and problem-solving are required.

The 30-36 unit program will consist of 11 courses, including a 6-unit prerequisite course (which can be waived at the discretion of the Academic Director based on the candidate's professional and academic background) and two 3-unit research capstone courses. In the first semester (unless the prerequisite course is waived), students take a single six-unit course: CYBR 505. In subsequent semesters, students will take two courses per semester. Each course will run for seven weeks meeting two times per week. Each semester will last 14 weeks. This intensive format will allow students to focus on one course at a time and still complete the degree program in approximately 20-24 months. Students interested in pursuing this degree should visit the MS-CSE program website for more information about the enrollment process.

The curriculum is designed to achieve the following learning outcomes, in addition to the graduate learning outcomes shared across all of USD's Master's level programs.

- Employ the foundational concepts of cybersecurity and systems engineering principles to architect, build, and field secure systems throughout the entire secure systems development life cycle.
- Analyze a system to determine the cybersecurity objectives, policies, and threats, and select appropriate and cost-effective security controls to mitigate risk.
- Perform system security assessments by applying skills in security testing, forensics, incident response, and continuity planning in order to identify potential vulnerabilities and solutions.
- Demonstrate the ability to write programs to automate cyber system tasks.
- Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.

Degree Requirements

Code	Title	
CYBR 505	Computational Roots of Cybersecurity	6
CYBR 501	Introduction to Cybersecurity Concepts and Tools	3
CYBR 502	Cybersecurity Network Defense	3
CYBR 503	Cybersecurity Domain	3
CYBR 504	Applied Cryptography	3
CYBR 506	Secure System Life Cycle	3
CYBR 508	Secure Network Engineering	3
CYBR 510	Security Test Engineering	3
CYBR 512	Incident Detection and Handling	3
CYBR 514	Cyber Engineering Research I	3
CYBR 516	Cyber Engineering Research II	3

CYBR 501 | INTRODUCTION TO CYBERSECURITY CONCEPTS AND TOOLS
Units: 3 Repeatability: No

An introduction to the fundamentals of cybersecurity, including the notion of policy as the definition of "security" for a system and the concepts of threats, vulnerabilities, and risk. We will survey common attacks and mitigations, and the shortcomings of common, contemporary cybersecurity models. Students will practice aspects of networking, operating systems, and security test tools through computer virtualization and hands-on labs and will assemble a penetration testing Cybersecurity Sandbox with multiple virtual machines that they will use in subsequent courses and will demonstrate the use of a set of security test tools. Prerequisites: CYBR 505 (can be waived by MS-CSE Program Director based on student's academic and professional background)

CYBR 502 | CYBERSECURITY NETWORK DEFENSE
Units: 3 Repeatability: No

This course is an introduction to fundamental concepts of computer network security and defense, including planning, architecture, system design and deployment, risk assessments, and identifying network security threats from a cybersecurity perspective. Cybersecurity network testing will be conducted in the virtualized Cybersecurity Sandbox that students implemented in CYBR 501. Prerequisites: CYBR 501

CYBR 503 | CYBERSECURITY DOMAIN
Units: 3 Repeatability: No

This course continues to build on the fundamental concepts introduced in CYBR 501 by advancing the investigation of threats, vulnerabilities, and risk. Introducing and applying security risk frameworks to implement security controls and mediate risk. Testing will be conducted in the student's Cybersecurity Sandbox. Prerequisites: CYBR 501 and CYBR 502

CYBR 504 | APPLIED CRYPTOGRAPHY

Units: 3 Repeatability: No

This course is an introduction to core principles of modern cryptography and applied cryptographic methods and systems. It includes description of common cryptographic algorithms, pseudorandom generators and encryption. Students will explore the application and assessment of cryptographic techniques for enforcing security policies. Class labs and project will be conducted in the Cybersecurity SandBox. Prerequisites: CYBR 501 and CYBR 502

CYBR 505 | COMPUTATIONAL ROOTS OF CYBERSECURITY

Units: 6 Repeatability: No

Accelerated introduction to software systems with an emphasis on computer programming, computer architecture, and operating systems. Six hours of lecture- lab weekly.

CYBR 506 | SECURE SYSTEM LIFE CYCLE

Units: 3 Repeatability: No

In this course the student will be introduced to the secure system life cycle and to the different types of threats and vulnerabilities that pertain to each stage. Students will learn methods for building confidence in the ability of a computer system to correctly enforce the security policy at every stage of the life cycle. Class labs and project will be conducted in the Cybersecurity SandBox. Prerequisites: CYBR 501 and CYBR 502

CYBR 508 | SECURE NETWORK ENGINEERING

Units: 3 Repeatability: No

This course builds on CYBR 502 and continues exploring the design and maintenance of secure and sustainable networks. Topics include network hardening methods, advanced configurations of security tools such as IPS, and secure Cloud Computing. Verification testing of network configurations will be conducted using the Cybersecurity Sandbox. Prerequisites: CYBR 501 and CYBR 502

CYBR 510 | SECURITY TEST ENGINEERING

Units: 3 Repeatability: No

This course presents various methodologies for performing security testing to ensure a system correctly enforces the security policy. Topics include creating and configuring test environments based on security requirements; differentiating between functional testing and security testing; and types of testing such as static, dynamic, vulnerability, and penetration testing; Labs and projects for the course will utilize the Cybersecurity Sandbox. Prerequisites: CYBR 501 and CYBR 502

CYBR 512 | INCIDENT DETECTION AND HANDLING

Units: 3 Repeatability: No

In this course techniques for assuring the continued operation of secure systems in contested environments will be explored. The course through lecture, labs and projects continue to students to use these techniques for the detection of, response to, and recovery from security incidents. Labs and projects for the course will utilize the Cybersecurity Sandbox. Prerequisites: CYBR 501 and CYBR 502

CYBR 514 | CYBER ENGINEERING RESEARCH I

Units: 3 Repeatability: No

In Research 1, students will be introduced to a multi domain international company that requires cybersecurity support to update and formalize the security of the enterprise. Student will be required to apply knowledge and skills learned throughout the Cybersecurity Engineering curriculum. The class will form a project team and break into work groups and in a virtual environment develop and implement an Information Systems Security Plan to secure a three-city international structure design private company (Design World Case Study). The groups will be provided a virtual environment with the enterprise systems design in place as per the Case study. Prerequisites: CYBR 501, CYBR 502, CYBR 503, CYBR 504, CYBR 506, CYBR 508, CYBR 510, and CYBR 512

CYBR 516 | CYBER ENGINEERING RESEARCH II
Units: 3 Repeatability: No

Prerequisites: CYBR 514 with a minimum grade of C-

In Research II, students will continue the implementation of the capstone case study introduced in Research I, a multi domain international company that requires cybersecurity support to update and formalize the security of the enterprise. Students will be required to apply knowledge and skills learned throughout the Cybersecurity Engineering curriculum. The class will be provided a virtual environment with the enterprise systems design in place as per the Case study.

CYBR 592 | NEW STUDENT ORIENTATION
Units: 0 Repeatability: No

n Research II, students will continue the implementation of the capstone case study introduced in Research I a multi domain international company that requires cybersecurity support to update and formalize the security of the enterprise. Students will be required to apply knowledge and skills learned throughout the Cybersecurity Engineering curriculum. The class will be provided a virtual environment with the enterprise systems design in place as per the Case study. Prerequisites: CYBR 501, CYBR 502, CYBR 503, CYBR 504, CYBR 506, CYBR 508, CYBR 510, CYBR 512, and CYBR 514

CYBR 594 | SPECIAL TOPICS IN CYBER SECURITY
Units: 1-6 Repeatability: Yes (Can be repeated for Credit)

Special topics course in areas of special interest to cyber security. May be repeated for credit with a different topic.

Master of Science in Cyber Security Operations and Leadership

The Master of Science in Cyber Security Operations and Leadership program (and elements of cyber security as a whole) presents the learner with tremendous ability to mitigate threats, but also with knowledge that could be utilized to cause damage to a system. Therefore, in every course there is continuous teaching and application of generally accepted ethical conduct in the field, the University, and society. There are nuances in the cyber security domain that could be reasoned, and for this purpose, it is essential that each course provides a constant thread of ethical logic that develops student judgment, conduct, and decision making consistent with the best practices in the field and the highest moral standing. Every course developed has this learning outcome: Gain an understanding of professional and ethical responsibility.

The program course design includes 37.5 hours of core instructional time for each three-unit course. Additional homework, research, and study time will be required. Students are advised to spend 15-18 hours per week in each course in order to be successful.

Degree Requirements

There are a total of ten courses in the Master of Science in Cyber Security Operations and Leadership program, with nine 3-unit core courses and a 3-unit project-based Capstone course.

Code		Title	Units
CSOL	500	Foundations of Cyber Security	3
CSOL	510	Applied Cryptography	3
CSOL	520	Enterprise Security Architecture	3
CSOL	530	Governance & Risk in Cybersecurity	3
CSOL	540	Cybersecurity Law & Policy	3
CSOL	560	Secure Software Design and Development	3
CSOL	570	Fundamentals of Blue Team Operations	3
CSOL 580		Cyber Threat Intelligence	3

CSOL 590	Cyber Incident Response and Computer Network Forensics	3
CSOL 599	Capstone: Real-World Cybersecurity Case Study	3
Total Units		30

CSOL 500 | FOUNDATIONS OF CYBER SECURITY

Units: 3 Repeatability: No

This course will feature a comprehensive overview of concepts and tools essential to the cybersecurity professional and provide a review of the five types of cybersecurity techniques. The student will explore the history and evolution of cybersecurity as well as the future trends while identifying the roles leaders can play in enhancing, supporting, and promoting cybersecurity in organizations. The course will outline a taxonomy of modern cyber terminology. This course will also set the stage for the program by explaining and instilling the "Business of Cyber" as a cybersecurity professional. The student will learn to view information as an asset to the organization, learn types of cybersecurity attacks, what are threat actors and threat vectors, the various roles of a cyber-professional, and the beginnings of designing a cybersecurity program. The student will also identify different types of threats to information and to the infrastructure and the operations that support it.

CSOL 501 | NEW STUDENT ORIENTATION

Units: 0 Repeatability: No

This orientation course introduces students to the University of San Diego and provides important information about the program. Throughout the orientation, students will learn to successfully navigate through the online learning environment and locate helpful resources. Students will practice completing tasks in the online learning environment as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of your program.

CSOL 510 | APPLIED CRYPTOGRAPHY

Units: 3 Repeatability: No

This course introduces modern cryptographic theory and practice that supports information security. The course takes an executive perspective, focusing on applying industry-best cryptography across a cybersecurity program to reduce risk and prevent data breaches.

CSOL 520 | ENTERPRISE SECURITY ARCHITECTURE

Units: 3 Repeatability: No

This course will introduce the student to the importance of architectural and network security at the enterprise level. Security architecture frameworks will be used to explore enterprise security architectures. Students will identify threats to today's networks and learn to identify appropriate security tools to safeguard these networks. The course will discuss how to evaluate the complexities of securing new types of networks such as cloud configurations and the Internet of Things.

CSOL 530 | GOVERNANCE & RISK IN CYBERSECURITY

Units: 3 Repeatability: No

This course discusses and explains the fundamentals of risk governance, the processes to follow, compliance regulation, and the security controls to implement for specific cybersecurity environments and situations. Information and information systems are subject to serious threats that can have adverse impacts on organizational operations (including mission, functions, image, and reputation). Cyber-attacks are often aggressive, well-organized, well-funded, and in a growing number of documented cases, very sophisticated. There is also a geopolitical part to cybersecurity as well that is discussed throughout this course. Successful attacks on public and private sector information systems can affect organizational assets, individuals, other organizations, and the Nation by compromising the confidentiality, integrity, or availability of information being processed, stored, or transmitted by those systems. This can result in serious damage to the national and economic security interests of the United States.

CSOL 540 | CYBERSECURITY LAW & POLICY

Units: 3 Repeatability: No

This course provides students with an introduction to and discusses the relationship between cybersecurity, cybersecurity law and privacy law, and "reasonable security measures". The students will learn the responsibilities of a cybersecurity professional and cybersecurity counselor. The course will explore laws, regulations, and policies; enforcement, compliance, and litigation; consumer data privacy; US federal, state, and EU laws; and future trends.

CSOL 580 | CYBER THREAT INTELLIGENCE

Units: 3 Repeatability: No

The purpose of this course is to provide an introduction to Cyber Threat Intelligence (CTI) with direct application to corporate (commercial) cyber security operations. It examines the basics of the intelligence life cycle, the analytical frameworks of intelligence, and the types of cyber threat intelligence. The course includes the fundamentals of open source intelligence, refining information into actionable intelligence, and anticipating threats to the cyber domain. The focus is to give you the skills to develop and implement a Cyber Threat Intelligence Program, with an objective, and a timely, relevant quantitative threat assessment tailored to your specific industry. Topics include business competitive intelligence, and cyber threat assessment with a review of past and current threats coupled with an examination of business case studies to highlight the role of intelligence (both failures and successes) in cyber security operations.

CSOL 594 | SPECIAL TOPICS IN CYBER SECURITY

Units: 1-6 Repeatability: Yes (Repeatable if topic differs)

Prerequisites: CSOL 500 with a minimum grade of C-
Special topics course in areas of special interest to cyber security. May be repeated for credit with a different topic.

CSOL 599 | CAPSTONE: REAL-WORLD CYBERSECURITY CASE STUDY

Units: 3 Repeatability: No

Prerequisites: CSOL 500 with a minimum grade of C-
In the final course of the program, students demonstrate the specialized knowledge, principles, and strategies learned throughout the program by critically assessing a real-world cybersecurity problem. The Capstone is the culmination of all coursework from the program to prepare students to develop into skilled cybersecurity professionals. The final project is centered on a case study relating to a current cybersecurity issue, trend, and/or event.