General Information

Disclaimer
The information in the catalog update is effective as of the beginning of the Fall 2017 quarter. Every effort has been made to ensure the accuracy of the information in the UC San Diego Extension Academic Catalog. All policies, procedures, requirements, deadlines, and fees described herein are subject to change or deletion without notice. Other university policies and regulations may be located in the UC San Diego Extension website and other materials published by Extension or UC San Diego.

Locations and Addresses

Phone: (858) 534-3400
Email: unex-reg@ucsd.edu

La Jolla Campus
9600 N. Torrey Pines Road
La Jolla, CA 92037
Fax: (858) 534-8527

University City Center
6256 Greenwich Drive
San Diego, CA 92122
Fax: (858) 246-1031

La Jolla Mailing Address:
Student Services
9500 Gilman Drive, MC 0176-H
La Jolla, CA 92093-0176

UCMailing Address:
Student Services
9500 Gilman Drive, MC 0172-S
La Jolla, CA 92093-0172

Table: Academic Calendar

<table>
<thead>
<tr>
<th>Season</th>
<th>Quarter begins</th>
<th>President's Day holiday</th>
<th>Quarter ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2018 (11 weeks)</td>
<td>Monday, January 8, 2018</td>
<td>Monday, January 15, 2018</td>
<td>Saturday, March 24, 2018</td>
</tr>
<tr>
<td>Spring 2018 (11 Weeks)</td>
<td>Monday, April 2, 2018</td>
<td>Monday, May 28, 2018</td>
<td>Friday, June 15, 2018</td>
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About UC San Diego Extension

As the professional education and public service division of UC San Diego, Extension is focused on being a major catalyst for the continued economic, intellectual, and cultural growth of the San Diego and Baja California region. Core offerings include professional education and training, cultural enrichment, and regional economic solutions. Whether you’re starting a new career, building a company, or developing a deeper appreciation of the world around you, Extension has the resources you need to get started.

Mission

The mission of UC San Diego Extended Studies and Public Programs is to serve the critical lifelong knowledge and skill development needs of individuals, organizations, and the community. We do this through continuing education and degree-related programs; community initiatives that support economic and social development; and through a wide array of public service lectures, forums, and special events delivered on campus, at off-campus sites, and through print, internet, radio, and television.

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Accreditation

UC San Diego is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC). UC San Diego Extension is accredited by WSCUC through the University. All courses and certificate programs offered by UC San Diego Extension have been developed and are administered in accordance with Extension policy, the regulations of the Academic Senate of the University of California, and WSCUC standards.

Program Level Approvals and Accreditation

Career Advising Certificate

Students completing the Specialized Certificate in Career Advising program are eligible to receive the Certified Workforce Development Professional (CWDP) certification accredited by the National Association of Workforce Development Professionals (NAWDP- 1155 15th Street, NW, Suite 350 - Washington, DC 20005). The CWDP is a nationally recognized credential for individuals who have demonstrated they have what it takes to provide the highest quality services to our nation’s job seekers and businesses.

CLAD Through CTEL and Reading & Literacy Certificate

This program is fully online and is approved by California’s Commission on Teacher Credentialing (CTC).

Clinical Laboratory Scientist (CLS) Training Program

The San Diego Clinical Laboratory Scientist (CLS) Training Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS; 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119). The sponsoring institution, UC San Diego Health was approved by the CDPH-LFS as a training program for Clinical Laboratory Scientists in 2004. Each of the participating affiliate programs of Sharp HealthCare was approved in 2013, followed by Scripps Health in 2016.

Fundraising and Development Certificate

UCSD Extension Professional Certificate in Fundraising and Development is endorsed by the Association of Fundraising Professionals (AFP) and the Young Nonprofit Professionals Network (YNPN). Completion of this program fulfills the educational requirements for obtaining the Certified Fundraising Executive (CFRE) designation and re-certification. For more information on CFRE, contact them directly via their website at www.cfre.org.

Lactation Consultant Program

The Lactation Education Accreditation and Approval Review Committee (LEAARC) has approved the Lactation Consultant Program provided by UC San Diego, Extension for Continuing Approval. Approval of the 120-hour course is granted through November 30, 2017. UC San Diego, Extension’s Lactation Consultant Program is currently undergoing accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) with an expected approval for 2017.

Translation and Interpretation Certificate

The Translation and Interpretation certificate is an approved training program by the Certification Commission for Healthcare Interpreters (CCHI) and the National Board for Certification of Medical Interpreters (NBCMI). Select courses in the Translation and Interpretation certificate can be completed for American Translators Association (ATA) and California Court Interpreters (CIMCE) continuing education credits.
Academic Integrity

UC San Diego Extension (Extension) values life-long learning and the opportunity to serve individuals, organizations and the community by providing continuing education and degree-related programs that support academic, professional, economic and social development. To support our efforts, it is essential to create an environment where academics are achieved through one’s own effort. Extension expects that academic study will be applied with honesty, responsibility to scholarship and with original thought. This is a shared responsibility between the Instructors, the Students and the administration.

The University and Extension expect both Instructors and Students to honor this principle and in so doing protect the validity of University intellectual work. For Students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind whether the course, or any part of the course, is held in a traditional classroom setting or in an online environment. Instructors, for their part will exercise the planning and supervising of academic work so that academic integrity will be upheld.

The policy applies to allegations of academic misconduct as listed below. Allegations of acts including, but not limited to, falsifying documents, and/or furnishing false information, etc. which may be discovered as part of an academic misconduct allegation will be processed under the UC San Diego Student Conduct Code.

Conduct in Violation of the Academic Integrity Policy

Conduct, including but not limited to, the following acts are considered violations of the Academic Integrity Policy and may be subject to action under the processes outlined in this Policy:

A. To knowingly obtain, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
B. To complete, in part or in total, any examination or assignment for another person.
C. To knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person or with the assistance of another person.
D. To knowingly provide passwords, log-in information or to otherwise facilitate access to online learning management systems to another person to assist in the completion, in part or in total, of an assignment or examination.
E. To plagiarize or copy the work of another person and submit it as his/her own work.
F. To employ aids not allowed by the Instructor in undertaking course work or in completing any exam or assignment.
G. To alter graded class assignments or examinations and then resubmit them for re-grading.
H. To submit substantially the same material in more than one course without prior authorization from the Instructor(s).

For more information, view the full Academic Integrity Policy at http://extension.ucsd.edu/.

Student Conduct

All UC San Diego Extension students are part of the UC San Diego community and are expected to follow university and UC-wide policies, including the Student Conduct Code. The UC San Diego Student Conduct Code represents the pride and values that define our community, and include the UC San Diego Principles of Community, which further illustrate the expectations for all members of our community. The Code defines our community’s applicable standards and authorizes the administration of student conduct at UC San Diego Extension. The Code applies to all UC San Diego undergraduate, graduate, professional school, and Extension students. The code also applies to:

- Applicants who become students for alleged violations committed as part of the application process.
- Applicants who become students for alleged violations committed on campus and/or while participating in university-supported activities that take place in the period following the student’s application submittal up to his or her official enrollment.
- Former students for alleged violations committed while a student.

Reports of alleged violations involving sex offenses, including sexual assault and sexual misconduct, will be handled under the policies and procedures set forth in the University of California’s Sexual Violence and Sexual Harassment Policy.

Nondiscrimination and Sexual Harassment

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment and Discrimination (OPHD) at (858) 534-8298, ophd@ucsd.edu, or reportbias.ucsd.edu. Students are encouraged to seek assistance as soon as possible, as time limits may apply to complaint resolution processes.

Americans with Disabilities Act (ADA)

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. According to these laws, no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.

UC San Diego Extension strives to provide equal access and an exceptional learning environment for all students. In accordance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990, we provide support services and reasonable accommodations based on the student’s disability-related needs.

Students who believe they have experienced discrimination because of their disability should contact the Office for the Prevention of Harassment and Discrimination (OPHD).
The Family Educational Rights and Privacy Act (FERPA)

UC San Diego Extension is committed to complying with the Family Educational Rights and Privacy Act of 1974.

Certain student information has been determined as public information under the terms of the act. This may include release of name, local and permanent address, email address, phone number, enrollment status, dates of attendance, certificate field or area of study, and certificates and awards received.

A more complete description of the Family Educational Rights and Privacy Act may be found at http://extension.ucsd.edu/.

Academic Information

Admission to the University of California

Participating in a UC San Diego Extension educational program does not in itself provide preference in admission to any University of California degree program. Students who are interested in applying to these programs should refer to the UC Admissions website or to the admissions office of the UC campus they wish to attend for details about the admissions process.

Transferring UC San Diego Extension Credit

Many UC San Diego Extension courses can be transferred to UC San Diego or other colleges or universities. The transferability of credit is determined solely by the receiving institution. Students should discuss how individual courses will transfer with the Registrar’s office at the receiving institution prior to enrollment at UC San Diego Extension.

Credit Hours

UC San Diego operates on the quarter system; therefore all course credits are awarded in quarter units. The credit value of each course in quarter units is listed in the course description.

Courses are assigned a number of credit hours based on the amount of work required as represented in the course’s learning outcomes and student achievements. Each credit hour is equal to about one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week over a ten week quarter; the equivalent amount of instruction and work over a different amount of time; or at least an equivalent amount of work for other academic activities such as research, internships, practica, or other academic work leading to the award of credit hours.

Continuing Education Units (CEUs)

The Continuing Education Unit (CEU) is a uniform measure of non-credit postsecondary-level study. Employers, licensing agencies, and others who require a specific number of hours of instruction for career placement or advancement generally accept this unit of amount of time; or at least an equivalent amount of work for other academic activities such as research, internships, practica, or other academic work leading to the award of credit hours.

Course Numbers

Undergraduate Level Courses (1 – 199):

Courses numbered 1 – 199 are undergraduate level courses. These courses may be offered by UC San Diego Extension with an X before the course number or by the appropriate UC San Diego department as part of the Concurrent Enrollment Program.

Graduate Level Courses (200 – 299)

Courses numbered 200 – 299 are graduate level courses. These courses may be offered by the appropriate UC San Diego department as part of the Concurrent Enrollment Program.

Professional Level Education Courses (300 – 399/30000 – 39999)

Courses numbered 300 – 399 or 30000 – 39999 are credit-bearing professional courses in the field of education, specifically designed for teachers and prospective teachers seeking credentials, authorizations, or other types of certification in the State of California through the California Commission on Teacher Credentialing (CCTC). Major emphasis is on pedagogy, teaching methods and materials, and curriculum design. Credit in these courses is designed for professional upgrading, in-service education requirements, and basic and specialized credentials in the State of California; it may also lead to the award of a formal certificate by UC San Diego Extension. Credit may be applied toward an academic degree, preliminary teacher credentialing program in California, or requirements for licensure in other states, subject to the approval of the receiving institution(s).

Post-Baccalaureate Professional Courses (400 – 499/40000 – 49999)

Courses numbered 400 – 499 or 40000 – 49999 are credit-bearing post-baccalaureate, professional-level courses designed to provide opportunities for professional advancement and enable the general public to gain knowledge in various academic fields. Credit earned in these courses may lead to the award of a formal certificate by UC San Diego Extension or be applied toward an academic degree or professional credential, subject to the approval of the receiving institution.

Non-Credit Bearing Courses (800 – 999/80000 – 99999)

Courses numbered 800 – 899 or 80000 – 89999 are non-credit-bearing Continuing Education Units (CEUs) designed for students seeking hours of instruction for career placement or advancement (see CEU definition), or the opportunity to develop cultural, intellectual, and civic interests.

Courses numbered 900 – 999 or 90000 – 99999 are non-credit-bearing, precollege-level courses designed to provide an opportunity for students to explore academic interests or prepare for college admission. Courses may be transferable for secondary school credit at the discretion of the receiving institution; students should discuss the transferability of individual courses with the Registrar of their secondary school prior to enrolling.

Grades

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Grade Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>Good</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Fair</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
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<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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Incomplete Grades

Courses are held to UC San Diego's deadlines. Grades are posted, whichever comes first. Concurrent enrollment before the scheduled end date for online courses or before final any time before the final class meeting (by 11:59p.m. on the day of the final meeting). Otherwise, the student should drop the course prior to the drop deadline and re-enroll for the next term in which the course is offered. Otherwise, the incomplete grade will revert to the previously assigned grade, or lapse into a failing grade if no grade was assigned. An Incomplete also may not be used to allow more time for a student to complete the course. If the petition is approved, all missing coursework must be completed before the last day of the following quarter according to the academic calendar. If a final grade is not assigned by the tenth business day after that date, the incomplete grade will revert to the previously assigned grade. If an incomplete grade is approved, it will replace the grade previously assigned by the instructor. The coursework the student has completed to date must be of passing quality. The reason the student was unable to complete the remaining coursework on time, including evidentiary documents when appropriate (e.g. doctor’s note). A detailed description of all work required to complete the course.
to question and appeal the final grade. Grounds for an appeal are limited to administrative error, work turned in to the instructor that was not included in the total score, and/or improper grading procedures. No grade may be changed more than one calendar year from the time it was recorded.

Grade appeal process:
- The student must first notify their instructor in writing, explaining the reasons they believe the grade is incorrect and what they think the grade should be. The student must attempt to resolve their grievance with their instructor within the first thirty (30) days of the following regular academic quarter.
- If the student cannot resolve the issue with the instructor, they must submit a written complaint to the appropriate program representative within ten (10) days of the instructor’s decision. The complaint must explain why the instructor’s decision was not satisfactory.
- If the student cannot resolve the issue with the program representative, and believes they have grounds for a second appeal based on the criteria below, they may submit a written grievance to be reviewed by the academic director. This grievance must be submitted in writing within ten (10) days of the program representative’s decision.

Grounds for a second appeal include:
- The outcome of the grievances with the instructor and program representative is not supported by the findings.
- There was unfairness in the previous grievance proceedings which may have prejudiced the result.
- There is newly discovered important evidence not known by the student at the time of the grievance.

The decision of the academic director is final.

Course Repeat & Grade Forgiveness

Course Repeat Policy
Students may complete and earn credit for the same course through UC San Diego Extension as many times as they wish. When a course is repeated, both completions are counted toward the student’s earned hours and grade point average. However, for most courses, only one completion can be counted toward the student’s certificate requirements.

Grade Forgiveness:
Occasionally students repeat courses to improve their cumulative Extension GPA. In such circumstances, students may petition to have an original grade “forgiven”. When a grade is forgiven, all courses and grades remain on the student’s transcript, but the original grade (forgiven grade) is no longer calculated into the student’s cumulative Extension GPA.

To request grade forgiveness, students who meet the following requirements should submit a Petition for Exception to Policy form after the final grade is posted for the repeated course. Petitions must include information about why the student is making the request.

Requirements for Grade Forgiveness:
- Grade forgiveness will not be approved for courses in which a student admitted to or was found responsible for violating the UC San Diego Extension Academic Integrity Policy or the UC San Diego Policy on Integrity of

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Scholarship. A student’s academic record (conduct/integrity) may be taken into consideration in determining whether an original course grade will be forgiven.
- The student petitioning for grade forgiveness must have completed the course both times for a letter grade (other grading options do not qualify for grade forgiveness).
- The student must earn a passing letter grade (C- or higher) when repeating the course.
- In the repeated course, the student must earn:
  - A grade that is at least one full letter grade higher than the original grade,
  - A grade that is at least high enough to fulfill the GPA requirements outlined in the student’s petition (e.g. the GPA requirement for the program in which the student is seeking admission).

Note: Although the UC San Diego Extension grade point average will not include these repeated courses, other institutions may recalculate the grade point average based on their admission or transfer policies.

Registration Policies and Procedures

Dropping Courses
All drop requests must be submitted to Student Services in writing. Not attending or notifying the instructor of the intent to drop does not constitute dropping a course. Drops are effective as of the date on which Student Services receives the written request, regardless of when the student ceased attendance.

Students should drop courses before the official drop deadline to avoid a negative impact on their academic record. Students who enroll in a course but do not attend should drop the course prior to the final class meeting. Instructors do not have the authority to drop students who do not attend their courses.

Drop Deadline
Most courses can be dropped at any time before the final class meeting (by 11:59 p.m. on the day before the scheduled end date for online courses) or before final grades are posted, whichever comes first. Concurrent enrollment courses are held to UC San Diego’s deadlines.

Deadline to Drop for a Refund
Refund deadlines are unique to each course and can be found in the course information at [http://extension.ucsd.edu/](http://extension.ucsd.edu/). Students who drop after the refund deadline, even if they enrolled after that date, will not receive a refund. See the Refund Policy (page 1 – 9) for more information.

Drop and Refund Petitions
Students may file a petition for a retroactive drop, refund, or grade forgiveness after the refund deadline if they are unable to continue enrollment for one of the following reasons:
- Sudden serious personal illness, injury, or hospitalization.
- The sudden serious illness, injury, hospitalization, or death of a close family member.
- Compulsory military service.
A documented administrative error that affected enrollment.

- Extreme and unusual circumstances which were beyond the student’s control, occurred after the refund deadline, and could not have been addressed during the term in which the student took the course.

Generally, petitions should be submitted within one year from the last day of the quarter in which the course was held. UC San Diego Extension has the right to approve or deny a petition if the reason for the request would not significantly affect the student’s potential for academic success or if the student does not supply adequate documentation to support their claim. For more information, visit [http://extension.ucsd.edu/](http://extension.ucsd.edu/)

#### Transferring Courses

Students who wish to transfer from one course to another must submit a request in writing. Because a transfer is considered a drop/add, the request must be submitted to Student Services before the published refund deadline of the course the student wishes to drop.

If the transfer results in a balance due, the student will be responsible for payment before their request can be processed. If the transfer results in a credit, the student will be refunded that amount per the Refund Policy.

#### Waitlists

When a course that allows waitlisting reaches its maximum enrollment capacity, a waitlist may become available. Any eligible student wishing to enroll in a course that has reached its authorized capacity may add themselves to one section of that course’s waitlist.

Being on a wait list does not guarantee registration in the course or that a new section will be made available.

A student on the wait list is not officially enrolled in the course and is not eligible to attend or receive a grade in the course.

Students are not eligible to be enrolled in the waitlisted course if they have a hold on their account which blocks enrollment (such as a financial hold) or if they do not meet the course prerequisites.

#### Waitlist Procedure

Student Services tracks and manages all waitlists. As seats become available, Student Services will email eligible students in the order in which they were waitlisted to proceed with enrollment. It is the student’s responsibility to check their email every day and respond by the same time on the next business day (e.g. if the email was sent at 3p.m. on Monday, the student must respond by 3p.m. on Tuesday). Students who do not respond will be skipped.

As a courtesy to others, students who decide that they do not want to enroll in a waitlisted course should drop themselves from the waitlist.

#### Sampling and Auditing Courses

UC San Diego Extension does not allow visitors to audit courses. However, for in-class courses with 5 or more meetings, students can sample the first class meeting for free, unless the course is already filled. If the course description states “no visitors permitted” or “pre-enrollment required,” students must be officially enrolled prior to attending a class.

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Sampling the first meeting of a course does not guarantee space will be available should the student decide to enroll.

#### Enrollment for Middle and High School Students

Students interested in taking courses at UC San Diego Extension must obtain written approval from their school principal or counselor. The approval must state that the student has the academic readiness and maturity to do well in a college-level course, must be signed and printed on school letterhead, and must be included with the student’s registration. Approvals for homeschooled students must be signed by the student’s local school district contact. We are unable to accept letters signed by parents or guardian, even if the parent/guardian is the student’s teacher and/or school administrator.

An official transcript from that college verifying completed coursework can be accepted in lieu of a letter from the student’s high school or district, but must reflect a cumulative GPA of 2.0 or higher.

#### Reporting Enrollment Status Changes

All VA and WIOA funded students are responsible for notifying our VA/WIOA Representatives immediately of any action affecting their enrollment status—whether a course has been added or dropped. Failure to do so may result in termination of benefits.

#### Satisfactory Academic Progress (SAP)

As a non-degree granting professional education institution, UC San Diego Extension does not have a Satisfactory Academic Progress (SAP) or Academic Good Standing policy to place students on academic probation or dismissal. However, some programs may have specific requirements to continue enrollment within that program. Those requirements are listed with the published certificate information.

Additionally, the law requires that all students receiving Veterans Education Benefits make satisfactory progress toward the completion of their stated training objective. The following policy applies to all students receiving Veterans Education Benefits and to students receiving any other type of financial assistance requiring Satisfactory Academic Progress.

- **Minimum Standard:** To meet UC San Diego Extension SAP standards students must maintain a cumulative and term grade point average (GPA) of at least 2.0 on a 4.0 scale.

- **Financial Assistance Probation:** Students are placed on financial assistance probation if their cumulative or term GPA falls below 2.0.

- **Termination of Benefits:** A student’s financial assistance will be terminated if their cumulative or term GPA remains under 2.0 for a second consecutive term.

- **Reinstatement of Benefits:** The student’s benefits may be resumed after the end of a term in which they successfully raise both their cumulative and term GPAs to 2.0 or higher. Students are required to pay for tuition & fees for each term until they have raised both GPAs to a 2.0 or higher.

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**Certificate Requirements**
Certificate Registration

Students are officially registered in a certificate program after they have been accepted into the program and paid their certificate fee.

Minimum Certificate Requirements

Students are held to the certificate requirements in place at the time they register for the program. When certificate requirements change, the student may choose to complete the certificate under the new requirements. Because program requirements are usually updated to accommodate for changing demands in the career field, students generally cannot elect to complete the certificate under requirements that were discontinued prior to their registration in the program.

Unless otherwise stated, students must:

1. Complete all certificate requirements within 21 consecutive quarters (approximately 5 years) from the time they register in a program.
2. Complete all required courses and the minimum number of required elective courses or units as listed in the certificate description and matrix. Pre-requisite courses are not considered part of the minimum credit unit requirements of a certificate.
3. Choose a grading option of either Letter Grade or Pass/No Pass. Only courses taken for credit can be applied toward certificate requirements.
4. Earn a grade of "C-" or higher in order for the course to be applied toward the certificate. "Pass" is awarded for "C-" work or better.
   - If a student receives below the minimum acceptable grade in a required course, they must repeat the course for a higher/passing grade.
   - If a student receives below the minimum acceptable grade in an elective course, they may request to substitute a different suitable elective course with a passing grade or repeat the course for a higher/passing grade.

Certificate-Specific Requirements

Grade Requirements

Some certificates may require a higher minimum grade or require that all or some courses be taken for a letter grade. The Extension academic department responsible for the certificate has the discretion to decide when these stricter requirements are appropriate.

When these requirements change, program management must clearly outline a process to grandfather registered students and a procedure to allow students to petition for grades that met the published standards when the course was completed to be accepted toward meeting certificate requirements.

Time to completion

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Certificate program managers have the discretion to shorten the time students are eligible to complete all coursework to preserve curricular relevance.

In extenuating circumstances a student who has exceeded this period of time may be eligible to petition, in writing, for an extension to the time they are eligible to complete all coursework.

- The petition should be submitted to the academic director responsible for the certificate program and explain why an extension is merited and how much additional time is needed to complete the program.
- The academic director will review the petition and course requirements to determine if any changes to the certificate or field of study made after the time the student initially registered in the program are significant enough to adversely affect the student’s chances of success.
- If a petition is denied, the student will be required to re-register in the certificate program, meet all requirements in place at the time they re-register, and repeat older or outdated courses.

All requirements, including grade requirements and the length of time a student has to complete certificate coursework, must be clearly outlined in all informational, promotional, and curricular materials.

Third-Party Certificate Requirements

A third party (e.g., employer, Workforce Partnership, credentialing authority) may require a higher minimum acceptable grade and/or allow less time to complete the certificate program. In those cases, the student can earn the certificate by meeting UC San Diego Extension’s requirements, however must also meet the stricter requirements specified by the third party. Failure to meet the third party’s additional standards may result discontinued benefits provided for that program, and/or lack of certificate completion recognition by the third party.

Request for Certificate Completion Audit

Once all certificate requirements have been successfully completed, students should request a certificate audit through My Extension or by submitting an Intent to Complete form available online.

Financial Resources and Policies

Tuition and Fees

All fees, including course fees, are subject to change without notice. UC San Diego Extension courses are priced individually, not per unit. For current course fees, see the individual course web pages.

Certain programs, including, but not limited to, Post Baccalaureate Premedical, Accelerated Paralegal, and Concurrent Enrollment have different pricing structures. Visit each program’s web page for more information.
Refunds

To be eligible for a refund, students must submit a written drop request for the course prior to the published refund deadline. Refund deadlines are published on each individual course page and are also available in My Extension. Concurrent Enrollment courses have separate refund policies and deadlines.

Some fees, including late fees, certificate fees, and some materials, technology and lab fees are non-refundable.

Refund Petitions

See Drop and Refund Petitions on page 6.

Private Education Loans

Private loans can help cover the costs of enrollment fees and required textbooks and materials for certificate requirements and required prerequisite courses. Private loans cannot be used to cover housing or living expenses for part-time programs, however they can be used to cover housing or living expenses for full-time programs.

Eligibility is usually based on the student’s creditworthiness. Students should compare lenders by reviewing current interest rates, repayment options, service fees, and other details before applying for a loan.

To be approved to use a private loan at Extension, students must be accepted and registered in an approved program, and have paid their applicable certificate registration fee.

- Exception: If the program does not require a certificate registration fee, the student must instead forward their acceptance letter to the Financial Assistance Coordinator.
- Concurrent Enrollment – Loans for concurrent enrollment courses will only be certified for students enrolling through the UC San Diego College Readmission Concurrent Enrollment Program.

Loan disbursement

Student loans are released in several payments, or “disbursements”, throughout the academic year. This disbursement schedule is based on the program and based on the student’s individual plans of enrollment.

Click here for more information about education loans at UC San Diego Extension.

UC San Diego Student Grant Program

UC San Diego Extension offers a limited number of student grants to full-time UC San Diego students each quarter. Student grant vouchers are good for up to $500 off of one course. Early enrollment and 10% discounts do not apply.

Discounts

UC San Diego Extension offers a 10% discount, up to $50 per quarter on eligible courses. Discounts do not apply to travel/study programs, food and beverage courses, executive programs, concurrent enrollment, career counseling and assessment testing, scholarships, or courses with fees of $75 or less. Retroactive discounts or refunds will not be provided. The following UC San Diego affiliated persons are eligible to receive the discount:

- UC San Diego full-time matriculated students
- UC San Diego faculty and their spouse or domestic partner. This includes post-doctoral appointments.

UC San Diego Extension General Information | Spring 2018

- UC San Diego career status staff and their spouse or domestic partner, (casual or contract employees are not eligible).
- UC Alumni
- Osher Lifelong Learning Institute Members
- Chancellor’s Associate members
- UC San Diego Alumni Association members

To receive the discount, proper identification and proof of group member status must be presented in person at the time of enrollment. Refunds will not be given for the 10% discount if the identification is presented after the initial enrollment.

Other Financial Resources

Visit http://extension.ucsd.edu/ for information about financial resources available to students attending UC San Diego Extension, such as:

- San Diego Workforce Partnership (WIOA)
- Scholarships
- Segal AmeriCorps Education Awards
- Tax Credits
- Veteran’s Education Benefits
- Military Spouse Career Advancement Account (MyCAA) Scholarship Program

Student Responsibilities

Students receiving some types of financial assistance such as Veteran’s Educational Benefits and Workforce (WIOA) funds are held to specific academic standards to be eligible to use the benefits provided by that program. These requirements include, but are not limited to, reporting enrollment status changes (page 1 – 7) and Satisfactory Academic Progress (page 1 – 7).
ADMET Process Certificate

Overview

The ADMET processes – Absorption, Distribution, Metabolism, Excretion, and Toxicology – form one of the foundations of all modern drug discovery and development. It has been reported that 50% of drug failures in development and clinical trials are due to poor ADMET properties. In order to minimize these costly failures, the paradigm of drug discovery and development has therefore been shifting to examining and optimizing these properties as early as possible. This requires virtually every organization that embarks on the challenge of creating pharmaceutical solutions to health or agricultural concerns to become expert at analyzing these processes. Accordingly, successful professionals in the field must be aware of and proficient in the examination of each of these processes, and employers must ensure the continued development of a workforce capable of understanding and facilitating systems and environments where these processes can be researched and evaluated with integrity and efficiency.

Despite the core importance of the ADMET processes to pharmaceutical science, few scientific, regulatory or business professionals possess a complete understanding of the elements of ADMET. Traditional science education prepares research specialists in one or two processes, but not the full complement and cycle. To the extent that scientific professionals understand and can incorporate ADMET concepts into their research and development projects, they are increasingly able to provide successful solutions to the R&D challenge, and they become more valuable to their organizations.

Individual courses in each of these processes offered by Extension over the past few years have confirmed the interest of the profession in strengthening understanding and application of each process element.

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All 4 courses are required.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Predicting &amp; Selecting Promising Drug Compounds BIOL-40219</td>
<td>2.0</td>
</tr>
<tr>
<td>Toxicology BIOL-40189</td>
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<tr>
<td>Drug Metabolism BIOL-40170</td>
<td>3.0</td>
</tr>
<tr>
<td>Pharmacokinetics BIOL-40176</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

The primary audience for the program is practicing professionals with a science degree, currently working in the pharmaceutical field. Professionals with legal, business or clinical backgrounds, or science professionals considering entering the pharmaceutical field, may also be attracted to the program. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.

Complete the application and pay application fee.
Accounting Certificate

Overview

UC San Diego Extension's professional certificate in accounting provides students the opportunity to gain a solid foundation in accounting skills and an understanding of the environment in which accountants work. This program is designed for individuals who want to pursue a career in accounting.

Certification and Licensure Requirements

For students who hold a bachelor's degree, the specific educational requirements to sit for the exams needed for certification or licensure may be met by completing the Certificate and the required courses established by the particular organization.

For information regarding other credential requirements, contact the organizations directly:

- California State Board of Accountancy (CBA), www.dca.ca.gov/cba, (916) 263-3680;
- Institute of Management Accountants (IMA) www.imanet.org, (800) 638-4427;
- Institute of Internal Auditors (IIA), www.theiia.org.

Certificate Benefits

- Taught by well-qualified practitioners who will cover applications as well as underlying rationales.
- Courses are offered year-round in various formats: In class, Hybrid or Online
- Provides academic units which may be used to meet the California State Board of Accountancy’s educational requirements to qualify for the CA CPA Exam and licensure.

More information

CPA Licensure Education Requirements to Increase in 2014 (blog)

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Complete all nine courses to receive the certificate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td><strong>Elementary Accounting I</strong> &lt;br&gt;BUSA-40036</td>
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<tr>
<td><strong>Elementary Accounting II</strong> &lt;br&gt;BUSA-40037</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Intermediate Accounting Theory and Practice I</strong> &lt;br&gt;BUSA-40094</td>
<td>4.0</td>
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<tr>
<td><strong>Intermediate Accounting Theory and Practice II</strong> &lt;br&gt;BUSA-40035</td>
<td>4.0</td>
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<tr>
<td><strong>Cost Accounting</strong> &lt;br&gt;BUSA-40049</td>
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<tr>
<td><strong>Federal Individual Income Taxation</strong> &lt;br&gt;BUSA-40047</td>
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<tr>
<td><strong>Taxation of the Business Entity</strong> &lt;br&gt;BUSA-40529</td>
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<tr>
<td><strong>Advanced Accounting Theory and Practice</strong> &lt;br&gt;BUSA-40034</td>
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<tr>
<td><strong>Auditing</strong> &lt;br&gt;BUSA-40048</td>
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<table>
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<tr>
<th>Recommended Courses</th>
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<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
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<tr>
<td><strong>Accounting Ethics</strong> &lt;br&gt;BUSA-40909</td>
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</table>
### Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

### Contact

Business, Professional & Legal Programs. Call 858-534-8189 or Email: AcctgTaxProgram@ucsd.edu

### Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Advanced Studies in Regulatory Science Certificate

Overview

A career in regulatory affairs can take many paths, such as clinical trials, drug development, food safety, medical device advancement, pharmaceutical research, or manufacturing controls. Just knowing the fundamentals of regulatory affairs is not enough to advance a career or secure a job of some seniority in this industry.

As in most regulated industries experience alone is not sufficient, because professionals are only exposed in their jobs to a small fraction of all the cases that are being decided by the regulatory agency. To make progress in the field, a regulatory affairs professional needs periodic training and education.

This program, which grew from demands by local biotech professionals, offers a curriculum that compliments the rapidly expanding pace in the pharmaceutical and biotechnology industries, and is designed for regulatory and quality professionals who need to keep up-to-date with the latest developments and have a deeper understanding of the more complex regulatory challenges.

Our knowledgeable team of instructors includes executive level regulatory professionals and consultants with more than 20 years’ experience in quality and compliance with U.S. FDA and ICH requirements. With this breadth and depth of experience, instructors expose students to many real workplace examples.

Courses

Required Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Topics in Regulatory Affairs</strong></td>
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<tr>
<td>BIOL-40110</td>
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<tr>
<td><strong>International Regulatory Affairs</strong></td>
<td>3.0</td>
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<tr>
<td>BIOL-40303</td>
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Electives 6 units required

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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td><strong>CT: Good Clinical Practices</strong></td>
<td>3.0</td>
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<tr>
<td>FPM-40204</td>
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<tr>
<td><strong>FDA Audits and Inspections</strong></td>
<td>2.0</td>
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<td>BIOL-40304</td>
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<tr>
<td><strong>Introduction to Bioethics</strong></td>
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<tr>
<td>BIOL-40071</td>
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<tr>
<td><strong>In Vitro Diagnostics Product Development</strong></td>
<td>2.0</td>
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<tr>
<td>BIOL-40244</td>
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<tr>
<td><strong>Analytical Chemistry</strong></td>
<td>3.0</td>
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<tr>
<td>BIOL-40195</td>
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</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

Applicants to this program must have completed either the Regulatory Affairs Essentials certificate, a master’s degree from
reputable institution or have at least three years’ experience working in the field.
Alcohol and Drug Abuse Counseling Certificate

Overview

Professionals working in the field of chemical dependency have one of the most demanding and challenging jobs in all of healthcare. The combination and variety of skills called upon each day in professional practice necessitates a diverse educational background.

The UC San Diego Extension certificate program is designed for counselors working in a variety of settings with chemically dependent individuals, and is approved to meet the educational requirement to become a Certified Alcohol Drug Counselor I (CADC-I) through the California Consortium of Addiction Programs and Professionals (CCAPP).

Students cover topics such as

- Psychopharmacology
- Recovery
- Treatment team coordination
- Counseling
- Community services
- Group leadership

Certificate Benefits:

Through the course of the certificate program, students will

- learn to operate in real-world situations, culminating with field-based practical experience
- meet CCAPP CADC-I certification educational requirements
- obtain focused career-oriented training in a field with increasing demand for trained professionals
- receive the educational background to enter into or advance within the addiction counseling discipline
- complete a CCAPP approved educational program from the University of California

Target Audience:

The program is designed for individuals interested in entering into or advancing within the field of alcohol and drug abuse counseling. This includes those looking to complete an educational program that meets CCAPP minimum requirements to become a Certified Alcohol Drug Counselor I (CADC-I).

Note: Individuals entering the program should have at least one year of sobriety, if applicable. Having less than that will make it very difficult to secure a practicum site, which could significantly delay or prevent completion of the program.

Demand and Job Prospects:

According to recent U.S. Department of Labor projections, employment of substance abuse counselors is projected to grow 22 percent from 2014 to 2024, much faster than the average for all occupations. Growth is expected as addiction and mental health counseling services are increasingly covered by insurance policies.

Industry Certification:

To become a Certified Alcohol Drug Counselor I (CADC-I), you must successfully complete the certificate program and pass the portfolio review and written examination of the California Consortium of Addiction Programs and Professionals (CCAPP). Please visit www.ccapp.us for information and to download the CCAPP Certification Application.

Program At-A-Glance

- # of courses: 13
- Total units: 33
- Estimated cost: $4,700
- Time to Complete: 1.5 years
- Delivery: in-person

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
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<tbody>
<tr>
<td>Cultural, Social, and Historical Overview of Alcohol and Drug Related Problems</td>
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<tr>
<td>PSY-40552</td>
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</tr>
<tr>
<td>Introduction to Counseling Models</td>
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<tr>
<td>PSY-40346</td>
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<tr>
<td>Chemical Dependency I: Disease, Symptoms, Diagnosis, Pharmacology, Recovery</td>
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<tr>
<td>PSY-40214</td>
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<tr>
<td>Chemical Dependency II: Intervention, Treatment, Management, Patient Health Promotion, and Recovery</td>
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<tr>
<td>PSY-40215</td>
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<tr>
<td>Case Management: Assessment, Orientation, and Treatment</td>
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<tr>
<td>PSY-40377</td>
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<tr>
<td>Course Title</td>
<td>Units</td>
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<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Applied Skills for Group Dynamics and Facilitation</td>
<td>3.0</td>
</tr>
<tr>
<td>Dual Diagnosis: The Synergism of Chemical Dependency and Psychiatric Illness</td>
<td>2.0</td>
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<tr>
<td>Prevention and Public Consequences of Substance Abuse</td>
<td>2.0</td>
</tr>
<tr>
<td>Advanced Intervention</td>
<td>2.0</td>
</tr>
<tr>
<td>Law and Ethics for Addiction Professionals</td>
<td>1.0</td>
</tr>
<tr>
<td>Crisis Intervention: Theory and Practical Skills</td>
<td>2.0</td>
</tr>
<tr>
<td>Basic and Advanced Counseling Skills and Characteristics</td>
<td>1.0</td>
</tr>
<tr>
<td>Practicum for the Alcohol and Drug Abuse Counselor</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**Admission**

To earn the certificate you must complete 33 (quarter) units of study consisting of 13 required courses including a practicum.

To receive credit toward CCAPP certification you must enroll in courses for a letter grade. For the certificate, a grade of C- or better is required in all courses. Of course, As and Bs are looked upon more favorably by CCAPP during the portfolio review.

In addition to meeting Extension's unit requirement to earn the certificate, the course work/practicum must also meet the educational and training requirements of the California Consortium of Addiction Programs and Professionals (CCAPP) to obtain the Certified Alcohol Drug Counselor I (CADC-I) designation (see below).

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

**Contact**

Healthcare & Behavioral Sciences. Call 858-534-9262 or Email: unexhealthcare@ucsd.edu

**Conditions for Admission**

CCAPP does not have an academic degree requirement related to associate-level certification, which Extension’s certificate program prepares individuals for. Therefore, Extension doesn’t have academic prerequisites related to the certificate, with the exception of a high school diploma or equivalent.

Complete the application and pay application fee.
Algae Biotechnology Science Certificate

Overview

Now accepting Algae Biotechnology Science Certificate Applications!

The Algae Biotechnology Science Certificate is aimed at training professionals for field and laboratory roles in the algae biotechnology and biomass production industry, including analytical chemistry, microbiological/crop management, and biological/biofuels lab techniques. It provides students hands-on technical knowledge and experience in laboratory techniques used in biomanufacturing processes, analysis and quality controls.

Students choose from one of the following specialization tracks:

- Molecular Biology
- Analytical Chemist

Molecular Biology track
The Molecular Biology track focuses on molecular biological techniques with an emphasis on molecular engineering for the improvement of algae for biofuel/bioproduct production, and will also cover aquatic microbiology including; growth, physiology, and identification and crop protection of both eukaryotic and prokaryotic algal production species, and examines the basic pathogenic microorganisms of algal production.

The Analytical Chemistry track
The Analytical Chemistry track focuses on chemical analysis of biomolecules, including proteins and small molecules like fatty acids and isoprenoids, downstream processing of precursors into final products, specifications and methods required to maintain quality in manufacturing, and hands-on experience in the analytical methods used to characterize bioproducts.

Why Algae Biotechnology?
Algae biotechnology research and development in the San Diego region constitutes an increasingly robust cluster of economic activity and employment opportunities. A 2014 analysis, conducted by the San Diego County of Governments’ (SANDAG) economic bureau, reported that the direct, indirect, and induced economic impact of the algae biotechnology research and manufacturing industry generates a total of approximately 1,020 total jobs, $80 million in wages, and over $175 million of economic output to the San Diego regional economy. With the ability to use algae to create a wide range of photosynthetic-based bio-products, the algae biotechnology sector is set to grow at a quick pace. Already, direct employment in the algae biotechnology industry in the San Diego region has nearly doubled since 2009.

Courses

<table>
<thead>
<tr>
<th>Required Core Courses</th>
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<tbody>
<tr>
<td><strong>Algae Biotechnology</strong></td>
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<tr>
<td>BIOL-40308</td>
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<tr>
<td><strong>Algae Biomass Production</strong></td>
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<td>BIOL-40310</td>
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<tr>
<td><strong>Algae Biomass Production Lab</strong></td>
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<td>BIOL-40311</td>
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<table>
<thead>
<tr>
<th>Molecular Biology</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Genetics and Physiology of Photosynthetic Microorganisms</strong></td>
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<td>BIOL-40262</td>
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<tr>
<td><strong>Photosynthetic Microorganisms Molecular Biology Laboratory</strong></td>
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<table>
<thead>
<tr>
<th>Analytical Chemistry</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Chemistry and Biochemistry of Renewable Fuels and Chemicals</strong></td>
<td>3.0</td>
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<tr>
<td>BIOL-40312</td>
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<tr>
<td><strong>Analytical Chemistry Laboratory</strong></td>
<td>4.0</td>
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<tr>
<td>BIOL-40267</td>
<td></td>
</tr>
</tbody>
</table>
Admission

This is a hybrid program. Lectures are completed online during the Winter and Spring Quarter. The laboratory components are completed during the Summer Quarter at the UC San Diego campus. See course details to see specific dates, times and locations for each course.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

Application is required.

**Prerequisites:**
Students applying for this program need to have *college-level knowledge* in the following areas to be considered for the program. Please be sure to include background in these areas on the application.

**Molecular Biologist Track Prerequisites:**
- Introductory Biology
- Introductory Chemistry
- Mathematics

**Analytical Chemist Track Prerequisites:**
- Introductory Biology
- Introductory Chemistry
- Mathematics
- Intro Organic Chemistry
Android Programming Certificate

Overview

Mobile programming is part of a segmented portion of technology that’s filled with innovation constantly evolving at unprecedented rates. To help prepare professionals enter into this demanding career field with a deeper understanding of required proficiency in selected mobile programming styles, Extension offers specialized certificate options in both iOS and Android programming.

The Android Programming Specialized Certificate was developed with the goal to offer students familiar with programming languages the opportunity to specialize in Android mobile software application developments, including Android Wear, Android TV and Android Auto.

Students will gain a competitive edge within the industry and learn new skills necessary to program applications that run natively on mobile devices specific to Android based technology, which built its foundation in object oriented programming.

Android Java and Android Studio will be used throughout each course with the initial course providing insight as to the differences in Java programming for mobile.

Advanced core coursework will expand Android skill set to ensure that upon certificate completion, students are able to design, code, debug and troubleshoot Android applications.

Elective options will allow for various professionals to acquire new skills, including freelancers hoping to learn concepts on how to publish apps as they develop them. Additional opportunities will address the needs of those working in corporate environments, more commonly dealing with architectural and integration issues.

No matter the level, each student will gain working knowledge and skills to generate portfolio pieces that includes published applications.

Courses

<table>
<thead>
<tr>
<th>Prerequisite</th>
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<tr>
<td><strong>Java Programming I: Fundamental Java Concepts</strong>&lt;br&gt;CSE-40479</td>
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<tr>
<td><strong>Android Java Fundamentals</strong>&lt;br&gt;CSE-41246</td>
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<tr>
<td><strong>Android Programming I</strong>&lt;br&gt;CSE-41145</td>
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<tr>
<td><strong>Android Programming II</strong>&lt;br&gt;CSE-41146</td>
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<table>
<thead>
<tr>
<th>Elective Courses (choose one)</th>
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</thead>
<tbody>
<tr>
<td><strong>Android App Production</strong>&lt;br&gt;CSE-41248</td>
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</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9352 or Email: infotech@ucsd.edu
Conditions for Admission

This certificate is geared towards existing software developers familiar with object-oriented programming languages such as Java, C++, C#, Python, or related, and would like to apply such knowledge to further specialize in Android application development.
Applied Bioinformatics Certificate

Overview

The Human Genome Project kicked off a process of accrual of massive amounts of genomics data. The genomics data on diverse organisms that is now routinely generated and it is being leveraged in multiple industries with an impact on broad sectors of our economy, including the delivery of medicine, the design of pharmacological agents and even the manufacturing of industrial products such as materials and foodstuff.

Because genomic data is now found in so many different industries and scientific endeavors, a basic understanding on how to exploit it has become indispensable for scientists as well as other technical professionals. A familiarity with genomic data how to gather, analyze, and interpret it, is needed to succeed in most sectors of the life sciences and biomedical industry. Such understanding is at the core of bioinformatics.

The specialized certificate in Applied Bioinformatics is aimed at scientists in the life sciences, engineers, technical professionals working in industrial biotechnology and ancillary industries who need to utilize tools developed for bioinformatics. You will learn how to effectively utilize the data generated by the genomics revolution by giving you a solid understanding of the tools and methods of bioinformatics, including:

- Understanding of the importance of bioinformatics as a tool in life sciences research
- Knowledge of the multiple public data repositories and how to exploit them
- Familiarity with the software tools used for genome analysis and comparison
- Appreciation for the multiple uses of genomic information
- Awareness of the current genomics sequencing methods
- Insight into the challenges faced when confronted with big data
- Programming skills sufficient to manipulate genomic data

Courses

<table>
<thead>
<tr>
<th>Prerequisites</th>
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<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
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<tr>
<td>Introduction to Genetics and Human Disease</td>
<td>BIOL-40280</td>
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<tr>
<td>Python for Informatics</td>
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<table>
<thead>
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<tbody>
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<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>BIOL-40236</td>
</tr>
<tr>
<td>Genomic Sequencing Technologies</td>
<td>BIOL-40237</td>
</tr>
<tr>
<td>Processing Actionable Data in Genomics</td>
<td>BIOL-40327</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Biological Database Design</td>
<td>CSE-40845</td>
</tr>
<tr>
<td>Introduction to Statistics using R</td>
<td>CSE-41198</td>
</tr>
<tr>
<td>Systems Biology</td>
<td>BIOL-40215</td>
</tr>
</tbody>
</table>

Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.
Certificate FAQs for more information.

Contact
Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu
Art and the Creative Process Certificate

Overview

The Professional Certificate in Art and the Creative Process documents concentrated study in studio art and the creative process. Regardless of profession or lifestyle, students benefit from the essential practice and preparation needed to harness their creativity and express themselves artistically. The program is designed for students with little or no art background and brings them step-by-step through a systematic program of courses to develop basic artistic skills and an understanding of the creative process.

Students will choose from a variety of art courses to develop basic artistic techniques, while improving their abilities to observe, to find innovative solutions, and to express individual creativity. The certificate program focuses on both the creative process and the artistic product (a portfolio of finished artwork). Students also develop confidence with experimentation and self-expression.

Courses

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Programs Information Session</td>
<td>0.0</td>
</tr>
<tr>
<td>Drawing I: Focus on Perception</td>
<td>3.0</td>
</tr>
<tr>
<td>Drawing II: Refining Technique</td>
<td>3.0</td>
</tr>
<tr>
<td>Introduction to Painting</td>
<td>3.0</td>
</tr>
<tr>
<td>Creative Process I</td>
<td>3.0</td>
</tr>
<tr>
<td>Creative Process II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Art History (2 units required. Topics vary.)

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural History of San Diego</td>
<td>2.0</td>
</tr>
<tr>
<td>Art through the Ages: Prehistory to Ancient Egypt</td>
<td>1.0</td>
</tr>
<tr>
<td>Art through the Ages: Ancient Greece and Rome</td>
<td>1.0</td>
</tr>
<tr>
<td>Art of the Medieval World</td>
<td>1.0</td>
</tr>
<tr>
<td>Art of the Late Gothic and Early Renaissance</td>
<td>1.0</td>
</tr>
<tr>
<td>Art of the High Renaissance &amp; the Baroque Age</td>
<td>1.0</td>
</tr>
<tr>
<td>Art through the Ages: Rococo to Impressionism</td>
<td>1.0</td>
</tr>
<tr>
<td>Introduction to Modern Art: Impressionism to World War II</td>
<td>1.0</td>
</tr>
<tr>
<td>Contemporary Art 101</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Electives Minimum of 9 units required, including 3 units of painting coursework. Enrolled certificate students MUST follow matrix as listed in their MyExtension account.

### Drawing Electives
Please note, Drawing: Focus on Perception is a pre-requisite for most courses.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Figure Drawing I</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40006</td>
<td></td>
</tr>
<tr>
<td><strong>Figure Drawing II</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40167</td>
<td></td>
</tr>
<tr>
<td><strong>Playing with Pen &amp; Ink</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40661</td>
<td></td>
</tr>
<tr>
<td><strong>Drawing Ideas: Developing Your Sketchbook</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40447</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Illustration</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40428</td>
<td></td>
</tr>
<tr>
<td><strong>Animal Illustration</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40162</td>
<td></td>
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<tr>
<td><strong>Editorial Illustration</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40666</td>
<td></td>
</tr>
<tr>
<td><strong>Illustration: Everything but Editorial</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40703</td>
<td></td>
</tr>
<tr>
<td><strong>Digital Illustration Using The Wacom Intuos Pen Tablet</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40651</td>
<td></td>
</tr>
<tr>
<td><strong>Animation I: Introduction to Disney’s 12 Principles of Animation</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40557</td>
<td></td>
</tr>
</tbody>
</table>

### Painting Electives
Please note, Introduction to Painting is a pre-requisite for most courses.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract Painting</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40194</td>
<td></td>
</tr>
<tr>
<td><strong>Abstract Painting II (Advanced)</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40304</td>
<td></td>
</tr>
<tr>
<td><strong>Watercolor for Illustration</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40670</td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate Watercolor</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40239</td>
<td></td>
</tr>
<tr>
<td><strong>California Impressionism: Plein Air Painting</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>ART-40556</td>
<td></td>
</tr>
<tr>
<td><strong>Plein Air Painting: A Working Method</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>ART-40483</td>
<td></td>
</tr>
<tr>
<td><strong>Oil Painting I</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40002</td>
<td></td>
</tr>
<tr>
<td><strong>Color Fields: An Exploration in Painting</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>ART-40451</td>
<td></td>
</tr>
<tr>
<td><strong>Painting alla Prima</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>ART-40656</td>
<td></td>
</tr>
<tr>
<td><strong>Plein Air: Fundamentals of Landscape Painting</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40414</td>
<td></td>
</tr>
<tr>
<td><strong>Acrylic Painting I</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40242</td>
<td></td>
</tr>
</tbody>
</table>

**Mixed Media Electives** Check back regularly for new course listings.
### Admission

The program consists of earning at least 29 quarter units in Art. Students should be able to complete the entire certificate program in 2.5 years. 29 units are required in the following areas: * Drawing (6 units required) * Painting (6 units required) * Art History (2 units required) * Creativity (6 units required) * Electives (Total of 9 units required)

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

### Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

### Conditions for Admission

Please see the application for specific admission requirements for this program.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.

Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Biostatistics Certificate

Overview

Biostatistics is an indispensable tool for improving our understanding of biological processes and has a direct impact in ensuring the safety and efficacy of pharmacological and biotechnological products. Biostatistians can be found beyond pharmacological and medical research in various fields and industries, and often work closely with economists, insurance analysts, marketing specialists, and other professionals to analyze data, assure quality control, develop policy, conduct market research, and implement cost controls. In addition, the application of biostatistics has recently expanded to include a wide-range of fields, such as medical imaging, ecological forecasting, and statistical genetics.

Recently updated with more in-depth learning on the most commonly used biostatistical methods, this online certificate in biostatistics emphasizes the application of statistical techniques to the analysis of clinical data. The course sequence begins with basic statistical concepts in biostatistics and then moves to more advanced topics, including the use of SAS, the dominant software for statistical analysis in the field.

In this program, you will develop a clear, solid understanding of statistical methods and their applications, as well as the available software tools needed to carry out biostatistical work. In the final two courses of the program, you will master the types of analysis most commonly used in the healthcare and pharmaceutical industries, including simple and multiple linear regression, ANOVA and ANCOVA, simple and multiple logistic regression, and survival analysis.

Program Benefits

- Hands-on comprehensive training designed to immerse you in the skills needed to successfully get started in or advance your career
- Program is designed to be taken online in the convenience of your own home or office
- Developed and taught by seasoned biostatisticians and other industry professionals

Key Program Topics

- Descriptive and inferential statistics
- SAS programming
- Simple and multiple linear regression
- Simple and multiple logistic regression
- Analysis of variance and covariance (ANOVA and ANCOVA)
- Survival analysis
- Proportional and nonproportional hazards models
- Power and sample size analyses

For more information about this program, please contact the program manager at unexbio@ucsd.edu or 858-534-9353.

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All four courses are required. The courses should be taken in the order suggested.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Biostatistics</td>
<td>BIOL-40049</td>
</tr>
<tr>
<td>SAS Programming I: DATA Step and PROC Fundamentals</td>
<td>BIOL-40190</td>
</tr>
<tr>
<td>Biostatistical Methods I: Linear Regression and ANOVA</td>
<td>BIOL-40315</td>
</tr>
<tr>
<td>Biostatistical Methods II: Logistic Regression and Survival Analysis</td>
<td>BIOL-40316</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses of Interest</th>
<th>Not required for certificate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>CDISC Standards for Clinical Data</td>
<td>BIOL-40317</td>
</tr>
</tbody>
</table>

Admission

You may enroll in the certificate program at any time. However, it is recommended that you enroll as soon as possible. The program curriculum may be updated at any time; if certificate requirements change, you must adhere to the curriculum at the time of your enrollment into the certificate.

As of 02/14/2018
There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact
Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

Although programs are open to all adult learners, UC San Diego Extension programs are designed to best serve college-prepared working professionals. Where program capacity is limited, applicants with this profile will receive preference for admission.
Biotechnology Project Management Certificate

Overview

The biotech industry has a distinct set of requirements for the project manager. Managing various discovery, development, testing and manufacturing processes within a highly-regulated and creative environment poses unique project management challenges, not usually covered in foundation curriculum or traditional industry experience.

Seattle and San Diego are two west coast centers of the biotechnology industry with the ability to address this professional challenge. The joint online Biotech Project Management Specialized Certificate Program through UC San Diego Extension and University of Washington Extension is intended for product managers, manufacturing managers, quality managers and scientific, clinical research or regulatory specialists engaged in biotech product design, development and control. The program is ideal for individuals who are trying to move into the biotech industry by learning project management processes for completing and delivering a biotech product within budget and on schedule.

Courses

<table>
<thead>
<tr>
<th>Required Courses - University of Washington</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management Standards &amp; Processes</td>
<td>0.0</td>
</tr>
<tr>
<td>Biotechnology Project Capstone</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses - UC San Diego Extension</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management within a Scientific/Research Environment</td>
<td>2.0</td>
</tr>
<tr>
<td>Applying Project Management Principles to Biomedical and Pharmaceutical Product Development</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Admission

Participants will take 2 online courses developed and offered by UW Extension and two biotech courses offered from UCSD Extension. When students complete all 4 courses, they will receive a UW-UCSD joint certificate.

There will be a $60 fee upon acceptance into the program.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

Participants must have a BS or BA and a minimum of 2 years of project-related work experience. The Fall 2017 program begins in September 2017 and the Spring 2018 program begins in March 2018. Applications are now being accepted for Fall 2017 and Spring 2018 start dates. To apply, please visit the University of Washington's Biotech Project Management certificate website.
Brewing Certificate

Overview

From just eight craft breweries in the U.S. in 1980 to over 5,000 nationwide today, craft and microbrewing has developed into a multi-billion dollar industry. San Diego is contributing to the growth of the brewing trade with over one hundred local breweries in operation and many more in the planning stages. The key to a career in this thriving business is to gain the training and knowledge necessary to excel in this specialized field.

Brewers bring expertise from a diverse array of fields including engineering, chemistry, microbiology, physics and business, and must be able to apply that knowledge on a daily basis. The UC San Diego Extension Brewing certificate curriculum provides students with the technical skill and knowledge to select raw materials, produce wort, manage yeast and fermentation processes, and finish and package the product, all to the highest industry standards. The business curriculum provides graduates with the skills and knowledge necessary to administer all financial and managerial operations of a brewery.

Taught by leading professional brewers and other industry experts, the UC San Diego Extension Brewing Certificate is a part-time, evening and weekend program that offers academic and practical training for entry-level brewing professionals. The certificate can be completed in 18-24 months and students may take as many or as few classes as fit their schedule. Tuition is paid per course at the time they are taken.

Like us on Facebook to learn more about the program and the local and national brewing community.

Courses

<table>
<thead>
<tr>
<th>Title &amp; Course Number</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brewing Certificate Information Session</td>
<td>0.0</td>
</tr>
<tr>
<td>Precalculus</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Prerequisites

<table>
<thead>
<tr>
<th>Title &amp; Course Number</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precalculus</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Required Courses

Part 1: The Science and Technology of Brewing

<table>
<thead>
<tr>
<th>Title &amp; Course Number</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Brewing Science and Technology</td>
<td>1.0</td>
</tr>
<tr>
<td>Raw Materials and Malting</td>
<td>3.0</td>
</tr>
<tr>
<td>Wort Production &amp; Recipe Formulation</td>
<td>2.0</td>
</tr>
<tr>
<td>Yeast &amp; Fermentation Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>Finishing Practices</td>
<td>3.0</td>
</tr>
<tr>
<td>Sensory Evaluation and Beer Styles</td>
<td>3.0</td>
</tr>
<tr>
<td>Technology of Brewing</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Part 2: The Business of Brewing
## Admission

The Professional Certificate in Brewing is issued upon completion of the total number of required credit units (31 quarter units). The approximate cost of the program is $5,700 (includes course fees, application fee, certificate enrollment fee, and textbooks) and is paid incrementally as students enroll in courses rather than up front. Course fees and schedules are subject to change.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

## Contact

Science & Technology. Call 858-534-6648 or Email: brewing@ucsd.edu

## Conditions for Admission

### Prerequisites

All students must be at least 21 years of age.

For acceptance to the UC San Diego Extension Professional Certificate in Brewing, and to any of the required courses for the Certificate, students must have adequate preparation in the following areas, as evidenced by official high school and/or college transcripts:

- **Pre-calculus**: the most advanced mathematics course before a calculus course may be taken.
- **Biological sciences**: general biology, microbiology, cell physiology or biochemistry
- **Chemistry**: general chemistry, organic, inorganic or analytical
- **Physics**: heat and mechanics or process control
- **Engineering**: topics in mechanical or chemical engineering only.

Practical brewing experience is a plus, but is not required for acceptance to the program.

### Important Note Regarding Prerequisites

All prerequisite courses must have passing grades (C- or better). The prerequisites for the Brewing program will not be waived, regardless of circumstance. There are no exceptions. Applicants who do not meet the program’s prerequisite requirements will not be accepted.

Electronic official transcripts can be emailed from the educational institution to brewing@ucsd.edu. Hard copy official transcripts should be mailed (USPS) to:
Applications for Spring 2018 Cohort

Applications are now being accepted for admission in March 2018. To be considered for this cohort, submit your application, $25 fee, and official transcripts listing prerequisite coursework with passing grades using the instructions above. Applicants will receive a notification when their application is complete and will be notified of acceptance within three weeks of submission.

To view the status of your application: please refer to the My Applications section of your My Extension account.
Business Analysis Tools and Strategies Certificate

Overview

Professionals with skills in analyzing information and incorporating findings into strategic planning and decision making are highly demanded. The Specialized Certificate in Business Analysis Tools and Strategies will offer opportunities for students to develop the tools and strategies of business analysis. Students completing this certificate will obtain comprehensive training in the foundational skills needed to be effective when assigned projects associated with organizational change and acquire the background necessary to apply their expertise to solving real-world business problems.

Learning Objectives

- Understand the uses of business analysis in an organizational setting.
- Relate to sophisticated problem solving, decision making, elicitation and process modeling.
- Learn about the five domains of business analysis as developed by the Project Management Institute (PMI).
- Understand various types of elicitation techniques.
- Assess stakeholder problems through needs-assessment tools.

Further Reading

- Defining roles between business analysis and data analytics (blog)
- Difference between a career in Business Intelligence and Business Analysis
- Instructor Spotlight: George Haloulakos

Careers in Business Analysis

Courses

<table>
<thead>
<tr>
<th>Prerequisite (required) complete one course</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Accounting I</strong></td>
<td>4.0</td>
</tr>
<tr>
<td>BUSA-40036</td>
<td></td>
</tr>
<tr>
<td><strong>Financial Accounting for Non-Accountants</strong></td>
<td>4.0</td>
</tr>
<tr>
<td>BUSA-40009</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essentials of Business Analysis</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40882</td>
<td></td>
</tr>
<tr>
<td><strong>Elicitation Techniques for Business Analysis</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>BUSA-40891</td>
<td></td>
</tr>
<tr>
<td><strong>Business Process Modeling</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40892</td>
<td></td>
</tr>
<tr>
<td><strong>Solution Assessment</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>BUSA-40893</td>
<td></td>
</tr>
</tbody>
</table>

| Other Courses of Interest | Not required. |
Admission

A prerequisite course in Elementary Accounting (BUSA-40036), Financial Accounting for Non-Accountants (BUSA-40009), or equivalent is required before enrolling in Business Process Modeling. Essentials of Business Analysis does not have any prerequisites and may be taken in the Fall or Spring quarters. The Essentials of Business Analysis, Elicitation Techniques for Business Analysis and Solution Assessment courses are designed to be taken sequentially. You must earn a Pass (C-) or better grade in each course.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8189 or Email: BizAnalysisProgram@ucsd.edu

Conditions for Admission

Although programs are open to all adult learners, UC San Diego Extension programs are designed to best serve college-prepared working professionals. Where program capacity is limited, applicants with this profile will receive preference for admission.
Business Intelligence Analysis Certificate

Overview

Our Specialized Certificate in Business Intelligence Analysis provides you with the skills to begin a career in business intelligence, transition from your current position into a BI analyst position, or add data analysis skills to your existing skillset.

As the amount of data companies collect continues to grow at a rapid rate, the ability to effectively transform that data into actionable information has become paramount for business growth and success. The expanding field of business intelligence (BI) is now fundamental to all facets of business across all industries. Business intelligence analysts support data-driven organizational decision-making and maximize the utility of accumulated data. Businesses also use BI analysts to determine how to improve processes, discover efficiencies, support customers, and reduce costs.

In this hands-on certificate, you will gain a comprehensive, working knowledge of the complete analytics cycle, from determining requirements to extracting and disseminating information through various visualization techniques. Advanced topics such as predictive analytics, SAS programming, R programming, Python, or SQL can be taken as electives for further specialization.

Program Benefits

- All courses can be taken online, some also offer in-class options for added flexibility
- Practical hands-on training
- Taught by leading industry practitioners
- Can be completed in only one year
- Immediately applicable skills
- Industry-neutral curriculum allows you to apply knowledge to your field of interest

Key Program Topics

- Survey of popular BI tools
- Using SQL to create, manipulate, and build reports from database tables
- Using Excel for data analysis and reporting
- Database design and data warehousing
- Powerful data analysis techniques
- Using Tableau to create dashboards and data visualizations
- Introduction to predictive analytics & big data

Demand and Job Prospects

- According to the U.S. Department of Labor, the median wages for a Business Intelligence Analyst are $86,510 per year nationwide and $91,680 per year in California
- Business Intelligence Analyst is an O*NET "Bright Outlook" job: a new and emerging role in a high growth industry
- According to Burning Glass, top companies hiring Business Intelligence Analysts nationwide in the past year include Accenture, Wells Fargo, Anthem Blue Cross, UnitedHealth Group, Oracle, JP Morgan Chase, American Express, General Dynamics, and Booz Allen Hamilton

Who Will Benefit

- Individuals looking to learn basic data analysis and descriptive analytics skills using easily accessible tools
- Individuals seeking to transition into a business intelligence analyst position
- Individuals desiring to begin a career in business intelligence or data analysis
- Anyone interested in learning high-demand data analysis skills

At a Glance

- **Number of courses:** Five courses (four required and one elective)
- **Total units:** 15
- **Estimated cost:** $3,650
- **Time to complete:** Flexible; most students complete the program in six months to one year
- **Delivery:** All courses offered online, some courses also offered in-class

For more information about this program, please contact unex-techdata@ucsd.edu.

Courses
Core Courses  All four courses are required.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of BI and Data Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41221</td>
<td></td>
</tr>
<tr>
<td>Introduction to SQL Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-40933</td>
<td></td>
</tr>
<tr>
<td>Advanced Excel for Analysis and Business Intelligence</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41161</td>
<td></td>
</tr>
<tr>
<td>Dashboards and Data Visualization for Data Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41222</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses  Three units required

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate SQL Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-40948</td>
<td></td>
</tr>
<tr>
<td>Advanced Business Intelligence: Introduction to Predictive Analytics</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41288</td>
<td></td>
</tr>
<tr>
<td>Python for Informatics</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41225</td>
<td></td>
</tr>
<tr>
<td>SAS Programming I: DATA Step and PROC Fundamentals</td>
<td>3.0</td>
</tr>
<tr>
<td>BIOL-40190</td>
<td></td>
</tr>
<tr>
<td>Introduction to R Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41097</td>
<td></td>
</tr>
<tr>
<td>LEAN Thinking for Big Data Analytics</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41296</td>
<td></td>
</tr>
</tbody>
</table>

Admission

You may enroll in the certificate program at any time. However, it is recommended that you enroll as soon as possible. The program curriculum may be updated at any time; if certificate requirements change, you must adhere to the curriculum at the time of your enrollment into the certificate.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9152 or Email: unex-techdata@ucsd.edu

Conditions for Admission

Although programs are open to all adult learners, UC San Diego Extension programs are designed to best serve college-prepared working professionals. Where program capacity is limited, applicants with this profile will receive preference for admission.
Business Management Certificate

Overview

In our increasingly complex global economy, astute professionals must keep current in best business and management practices. The Professional Certificate in Business Management provides practical, up-to-date information that savvy professionals use to keep a competitive edge.

Whether you are seeking to enhance your career, launch a new business, expand internationally, optimize current resources, or learn cutting-edge techniques to benefit your organization, this program provides you with eight different areas of specialization to realize your goals.

The program is especially suited for specialists seeking broader understanding of best business practices; supervisors or general professionals requiring more formal study in management; and experienced mid-level managers needing to update their skills to meet new management challenges.

Please note that although this certificate can be completed online, not all specializations are fully online. Students who wish to complete this certificate fully online should specialize in Accounting, Marketing, or Operations.

Certificate Benefits

- Learn fundamental business and management skills.
- Focus on your specific area of interest to get a more in-depth understanding of one business specialization.
- Gain valuable leadership skills to enhance your career.
- Acquire cutting-edge information from industry experts who are experienced instructors.
- Network with professionals, peers, and business community leaders.

Certificate Specializations

- Accounting
- Communications
- Entrepreneurship
- Finance
- International Business
- Leadership and Management
- Marketing
- Operations

Who Will Benefit

This certificate is especially suited for individuals who desire an understanding of business and management topics and would also like to gain a more in-depth knowledge in a particular area of business. Professionals in supervisory or general roles who desire formal documentation of management study and experiences mid-level managers who need to update their skills or obtain tools for dealing with new management challenges are ideal candidates for this certificate program.

International Students: Full-Time Business Management Program / International Experience

At a Glance

Number of courses: 6 courses
Total units: Between 20-22 Units
Estimated cost: $3,325-$5,285 (tuition only; textbooks not included)
Time to Complete: six months (full-time), one year (part-time)
Delivery: In-class and Online (online available for all required courses and all courses in Accounting, Marketing and Operations specializations)

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Complete all four courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title &amp; Course Number</strong></td>
<td><strong>Units</strong></td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>BUSA-40922</td>
</tr>
<tr>
<td>Business Decision Making</td>
<td>BUSA-40441</td>
</tr>
<tr>
<td>Elements of Marketing</td>
<td>BUSA-40011</td>
</tr>
</tbody>
</table>
### Financial Accounting for Non-Accountants

**BUSA-40009**

**Specialization Areas:** Please choose one specialization. Students must select an area of specialization and complete all required elective courses in one area to complete the certificate.

**Accounting** 8 units; Must be taken in order listed.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Accounting I</strong></td>
<td>BUSA-40036</td>
</tr>
<tr>
<td><strong>Elementary Accounting II</strong></td>
<td>BUSA-40037</td>
</tr>
</tbody>
</table>

**Communications** 6 units

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Communication Skills</strong></td>
<td>BUSA-40368</td>
</tr>
<tr>
<td><strong>Presentation Skills for Business</strong></td>
<td>BUSA-40923</td>
</tr>
</tbody>
</table>

**Entrepreneurship** 6 units

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financing Strategy: Sources of Capital and Business Plans</strong></td>
<td>BUSA-40026</td>
</tr>
<tr>
<td><strong>Business Law</strong></td>
<td>LAW-40001</td>
</tr>
</tbody>
</table>

**Finance** 8 units; Must be taken in order listed.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finance Management</strong></td>
<td>BUSA-40439</td>
</tr>
<tr>
<td><strong>Financial Statement Analysis</strong></td>
<td>BUSA-40130</td>
</tr>
</tbody>
</table>

**International Business** 6 units

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Trade Operations</strong></td>
<td>BUSA-40695</td>
</tr>
<tr>
<td><strong>International Finance and Capital Markets</strong></td>
<td>BUSA-40162</td>
</tr>
</tbody>
</table>

**Leadership and Management** 6 units

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transformational Leadership</strong></td>
<td>BUSA-40803</td>
</tr>
<tr>
<td><strong>Managing for Maximum Performance</strong></td>
<td>BUSA-40673</td>
</tr>
</tbody>
</table>

**Marketing** 7 units

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Market Research and Analytics</strong></td>
<td>BUSA-40442</td>
</tr>
<tr>
<td><strong>Digital Marketing</strong></td>
<td>BUSA-40879</td>
</tr>
</tbody>
</table>
Admission

There are four required courses within the Business Management Certificate program. Students can elect to take the courses in any order; however, UC San Diego Extension suggests the following order for completing the required coursework.

1. Organizational Behavior (BUSA-40922)
2. Business Decision Making (BUSA-40441)
3. Elements of Marketing (BUSA-40011)
4. Financial Accounting for Non-Accountants (BUSA-40009)

**Electives:** To specialize in an area, complete all courses listed within a specialization area. Courses within the a specialization for the Business Management program may be taken concurrently with required program courses.

There will be a $60 fee upon acceptance into the program.

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8136 or Email: bizmanagement@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
C# Programming Certificate

Overview

C# and the .NET Framework are the primary technologies for developing software on the Windows platform. This certificate is specifically designed to teach the necessary skills to develop software solutions targeting desktops, servers, web browsers, tablets and mobile devices. The courses will expose students to real-world scenarios and help them build the confidence needed to succeed as a programmer in this rapidly changing industry. Individuals new to software development as well as established programmers looking to expand into new technologies would benefit. The core C# classes are designed to teach the fundamentals of programming with C# and the .NET Framework while the electives are tailored to meet specific technology goals.

Courses

<table>
<thead>
<tr>
<th>Prerequisite courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td>Visual Studio</td>
</tr>
<tr>
<td>CSE-41189</td>
</tr>
<tr>
<td>C# Programming for Beginners</td>
</tr>
<tr>
<td>CSE-40666</td>
</tr>
<tr>
<td>Fundamentals of the .NET Framework</td>
</tr>
<tr>
<td>CSE-40605</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td>C# Programming I: Fundamentals of C#</td>
</tr>
<tr>
<td>CSE-40534</td>
</tr>
<tr>
<td>C# Programming II: Object-Oriented Programming</td>
</tr>
<tr>
<td>CSE-40603</td>
</tr>
<tr>
<td>C# Programming III: Memory Management and Multi-threading</td>
</tr>
<tr>
<td>CSE-40706</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives choose one</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td>ASP.NET MVC</td>
</tr>
<tr>
<td>CSE-41162</td>
</tr>
<tr>
<td>Database Programming in .NET</td>
</tr>
<tr>
<td>CSE-41197</td>
</tr>
<tr>
<td>Distributed Programming Using WCF, REST and the Web API</td>
</tr>
<tr>
<td>CSE-41196</td>
</tr>
</tbody>
</table>

Admission

*There will be a $60 fee upon acceptance into the program.*

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9352 or Email: infotech@ucsd.edu

Conditions for Admission

It is required for enrollment of this certificate program to complete the application and pay the non-refundable application fee.
C/C++ Programming Certificate

Overview

This certificate program approaches the C++ programming language as an extension of the C language. C++ adds object-oriented programming capabilities to the traditional C development environment. This approach allows UCSD Extension to provide extended programming capabilities and experience to both novice and seasoned programmers by utilizing the full complement of C/C++ utilities and its development environment. The certificate is designed to allow students to enter and be productive in the fields of programming, software analysis, algorithm design, object-oriented software development, and software test and integration. Students will also gain the tools and techniques necessary to stay current with rapidly changing technologies, move on to other environments like Java, or complement a formal degree. Upon completion of the program, students will be well prepared to design, develop, implement, and maintain complex C/C++ applications in various environments.

Courses

### Prerequisites

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Programming</strong>&lt;br&gt;CSE-40028</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C/C++ Programming I : Fundamental Programming Concepts</strong>&lt;br&gt;CSE-40475</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>C/C++ Programming II : Dynamic Memory and File I/O Concepts</strong>&lt;br&gt;CSE-40476</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>C/C++ Programming III : Intermediate Programming with Objects</strong>&lt;br&gt;CSE-40477</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>C/C++ Programming IV: Advanced Programming with Objects</strong>&lt;br&gt;CSE-40478</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Admission**

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

**Contact**

Science & Technology. Call 858-534-9152 or Email: infotech@ucsd.edu

**Conditions for Admission**

Complete the application and pay application fee. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
CAD/BIM Certificate

Overview

Autodesk’s AutoCAD and Revit software programs are used throughout the Architecture/Engineering/Construction (AEC) industry by trade professionals, facilities managers, engineers, architects, designers, and numerous others.

UC San Diego Extension’s Specialized Certificate in Computer-Aided Design (CAD) and Building Information Modeling (BIM) provides architects, designers, and illustrators with a comprehensive knowledge of the software used for architectural drafting, modeling, and visualization projects.

In this certificate program, all classroom examples directly translate to the production skill sets used for project documentation in the construction industry. These skills apply to other disciplines as well, including engineering, interior design, architecture, landscaping, and product design.

Students in this certificate program will gain an advanced understanding of the AutoCAD and Revit user interface, tools for assembling and integrating drawings into project document sets, and experience in the development and assembly of construction documents.

Students will also work on simulated real-world projects with industry professionals and learn the process professionals go through to create and assemble the components required for the creation of working documents.

Upon successful completion of this certificate, students will have gained a foundation in CAD and BIM software that can be applied immediately to their current jobs or future employment.

For detailed information, please enroll in the online on-demand CAD/BIM Certificate Information Session.

Courses

<table>
<thead>
<tr>
<th>Information Session</th>
<th>Find out more about the program in a free, online information session.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>CAD/BIM Specialized Certificate - Information Session</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>all courses are required - 12 units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>AutoCAD I: Introduction</td>
<td>2.5</td>
</tr>
<tr>
<td>ARCH-40001</td>
<td></td>
</tr>
<tr>
<td>AutoCAD II: Intermediate</td>
<td>2.5</td>
</tr>
<tr>
<td>ARCH-40004</td>
<td></td>
</tr>
<tr>
<td>AutoCAD III: Working Drawings</td>
<td>2.5</td>
</tr>
<tr>
<td>ARCH-40000</td>
<td></td>
</tr>
<tr>
<td>Revit I: Introduction</td>
<td>1.5</td>
</tr>
<tr>
<td>ARCH-40009</td>
<td></td>
</tr>
<tr>
<td>Revit II: Intermediate</td>
<td>1.5</td>
</tr>
<tr>
<td>ARCH-40010</td>
<td></td>
</tr>
<tr>
<td>Revit III: Advanced</td>
<td>1.5</td>
</tr>
<tr>
<td>ARCH-40011</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses of Interest</th>
<th>Not required; not eligible for elective credit in certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>3ds Max I</td>
<td>2.5</td>
</tr>
<tr>
<td>ART-40324</td>
<td></td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.
Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-6705 or Email: unex-digital@ucsd.edu
Overview

The California Environmental Quality Act (CEQA) is one of California's most significant environmental laws. The law requires state and local agencies to analyze environmental impacts of a proposed project and adopt feasible alternatives and mitigation measures to avoid or substantially reduce significant impacts.

The CEQA Practice certificate is designed to offer professionals a unique opportunity to gain the knowledge and practical skills vital to their practice. Coursework will offer project-based work as a central focus of training in order for students to develop a portfolio of work that can be shared with potential employers or clients.

Program Benefits:

- Learn to effectively navigate CEQA law and process
- Research, analyze, and draft key CEQA documents
- Manage CEQA projects and teams
- Learn how to engage effectively with stakeholders
- Apply tools to minimize time and expense related to the environmental review process

Industry Certification:
AICP members can earn Certification Maintenance (CM) credits for select courses. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association

The Program:

- Number of courses: two required courses and two elective course
- Total units: 9 – 10
- Estimated cost: Total cost is $1,840
- Time to Complete: Can be completed in approximately one year or less
- Delivery: All required coursework is offered both online and in-class

For more information: Contact Fiona O'Donnell-Lawson at 858-534-8139 or unex-environmental@ucsd.edu

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Environmental Quality Act (CEQA)</td>
<td>2.0</td>
</tr>
<tr>
<td>BUSA-40739</td>
<td></td>
</tr>
<tr>
<td>Advanced CEQA</td>
<td>3.0</td>
</tr>
<tr>
<td>ENVR-40009</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses (Choose Two)</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEQA in Practice</td>
<td>2.0</td>
</tr>
<tr>
<td>ENVR-40010</td>
<td></td>
</tr>
<tr>
<td>Writing Effective CEQA Documents</td>
<td>2.0</td>
</tr>
<tr>
<td>ENVR-40008</td>
<td></td>
</tr>
<tr>
<td>CEQA Project Management</td>
<td>3.0</td>
</tr>
<tr>
<td>ENVR-40011</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses of Interest</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Sustainability</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40729</td>
<td></td>
</tr>
<tr>
<td>Navigating SB 743 Implementation</td>
<td>0.0</td>
</tr>
<tr>
<td>ENVR-80003</td>
<td></td>
</tr>
<tr>
<td>Industrial Stormwater Compliance Workshop</td>
<td>0.0</td>
</tr>
<tr>
<td>BIOL-80002</td>
<td></td>
</tr>
</tbody>
</table>
Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-8139 or Email: unex-environmental@ucsd.edu

Conditions for Admission

CEQA Practice is designed for consultants, developers, planners, local officials, lawyers and other environmental professionals who seek a clear understanding of CEQA law as they work on land use development and planning projects throughout California.
Career Advising Certificate

Overview

Career Development is an interdisciplinary field which takes into account workplace dynamics and individual growth and change. Career Advisors help focus clients’ skills, interests and values while teaching them how to gather information about workplace options and helping them develop strategies to reach their career goals.

UC San Diego Extension’s Career Advising Specialized Certificate Program is designed for Career Advisors (including WIB/Workforce Partnership Career Advisors) and professionals in career advising roles to bring them the latest information on current economic trends, coaching techniques, career-building strategies, and interpersonal communications.

Career Advisors work with individuals in all stages of work or life, including those transitioning fields, students looking for their first job, veterans re-entering the job market, or individuals facing retirement. The diversity of clients reflects the dynamic and evolving workforce in the U.S. This program provides an organized and comprehensive approach to information, theories and best practices in career development.

(The next cohort of students will start Fall 2018)

The Program

- # of courses required: 3
- Total units: 12
- Estimated cost: $2,685
- Time to Complete: Candidates can complete in 9 months
- Delivery: Online

Benefit to Participants

- Education to impact day-to-day and long term productivity and professional growth
- Share and learn from peers, gaining best practices, new perspectives, strengthened relationships and new contacts
- Develop skills to serve an increasing diverse customer base with widely varying needs
- Learn the competencies of the Certified Workforce Development Professional (CWDP) national credential

Earn the CWDP certification!

Students completing the program are eligible to receive the Certified Workforce Development Professional (CWDP) certification through the National Association of Workforce Development Professionals (NAWDP). The CWDP is a nationally recognized credential for individuals who have demonstrated they have what it takes to provide the highest quality services to our nation’s job seekers and businesses.

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Principles for Career Advisors</td>
<td>BUSA-40801</td>
</tr>
<tr>
<td>Skill Development for Career Advisors</td>
<td>BUSA-40806</td>
</tr>
<tr>
<td>Specialty Areas for Career Advisors</td>
<td>BUSA-40810</td>
</tr>
</tbody>
</table>

Admission

Career Advisors will participate in 3 courses approximately 100 hours of instruction and coursework over 3 quarters and will earn 12 academic credits from UC San Diego Extension. Courses have been created using Blackboard a learning management system software application that enables educational course content to be delivered over the internet (online).

Together, students and instructors will be creating a learning community where ideas and concepts are shared using various online learning approaches, including structured activities, varied readings, group discussions and lectures.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

As of 02/14/2018
Conditions for Admission

Admittance by application only. For questions, please contact Darlene Hammon at drhammon@ucsd.edu or (858) 534-9151.
Case Management Certificate

Overview

Case management is the fastest growing segment of the healthcare industry. Case managers are needed in all areas of healthcare delivery, HMOs, PPOs, insurance companies, hospitals, high tech companies, home health, etc. With appropriate education and training, all healthcare professionals (RNs, MDs, RT, LVN, social workers) can become professional Case Managers.

UCSD Extension’s Specialized Certificate in Case Management, offered in an intensive seven-week format, is designed for healthcare professionals who want to qualify for new positions, explore new career paths, meet continuing education requirements, or document professional mastery of case management theory and practice. The program helps prepare qualified candidates for the Certified Case Manager (CCM) designation through the Commission for Case Manager Certification (ccmcertification.org).

Certificate Benefits

Students can complete the certificate within one university quarter. This face-to-face course is designed as 7 full day class sessions, plus a case study project presented over two days.

Students will learn to:

- Work collaboratively with the patient, physician, family/significant other, and healthcare provider
- Encourage clients to self-direct care, self-advocate, and make decisions when appropriate and to the degree possible
- Promote the optimum allocation of healthcare dollars and maximize efficiency in the use of available resources
- Maintain cost containment in the provision of services and ensure that services are rendered timely and cost-effectively
- Designate the expenditure of claims dollars and timely claim determinations

Who should take the certificate?

- Anyone interested in working in the field of case management can benefit from this certificate program. A nursing degree is not required.
- Optimized for healthcare professionals: social workers, physical therapists, rehabilitation counselors, utilization review, and physicians.
- Those looking to move into a new career especially for an RN who has worked on the floor for many years and is seeking a less physically-demanding environment.

Demand and Job Prospects

Hospitals, clinics, home health agencies, rehabilitation facilities, insurance companies, HMOs, long term care facilities, and more, all need case managers. We do not provide job placement services, but because the goal of professional education is to prepare students for employment or advancement, our instructors make a point of discussing placement options in every class.

Industry Certification

The program helps prepare qualified candidates for the Certified Case Manager (CCM) designation through the Commission for Case Manager Certification (ccmcertification.org).

The Program:

- Number of courses: 1
- Total units: 9
- Estimated cost: $1,295
- Time to Complete: 1 academic quarter
- Delivery: In class

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Management Intensive</td>
<td>9.0</td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Healthcare & Behavioral Sciences. Call 858-534-9261 or Email: unexhealthcare@ucsd.edu
Conditions for Admission

Please see the application for specific admission requirements for this program. Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.
Children’s Book Illustration Certificate

Overview

Children's book illustrators capture the imagination, delight the senses, and engage the minds of millions of kids daily. They translate text into imagery that children can process and enjoy while also sharing accurate information. There are three keys to being a successful illustrator:

- Know the techniques and skills that captivate children’s minds, sustain their attention, and enrich the reading experience.
- Understand storyboarding, basic book structure and format, character development, style, and self-promotional strategies.
- Work effectively with designers, editors and, sometimes, directly with authors to create the best possible manuscript.

Get a solid foundation in the specialized skill sets that improve your chances of getting published. The program introduces students to a wide variety of media and advanced topics required for a thriving career. During this program, students will need to build an illustration portfolio in preparation for their capstone Getting Published course.

The program can be completed in 9-12 months, and all required courses are available both on-site and online. Online courses are asynchronous but not self-paced; students are required to keep up with weekly assignments. The average student spends three hours online and six hours offline each week. Please preview our e-learning system at ucsdextension.blackboard.com.

Courses

<table>
<thead>
<tr>
<th>Information Session</th>
<th>Find out more about the program in a free, online information session.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All units required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Children's Book Illustration &amp; Writing Programs - Information Session</td>
<td>0.0</td>
</tr>
<tr>
<td>Children's Book Illustration: Thinking in Pictures</td>
<td>ART-40634</td>
</tr>
<tr>
<td>Children's Book Illustration II: Focus on Style</td>
<td>ART-40635</td>
</tr>
<tr>
<td>History of Children's Literature</td>
<td>LIT-40093</td>
</tr>
</tbody>
</table>

**Final required course**

- all required courses and two electives must be completed first.

<table>
<thead>
<tr>
<th>Electives</th>
<th>Minimum of 6 units required. Subject to change. Enrolled certificate students MUST follow matrix as listed in their MyExtension account.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Illustrating Children's Books: Portfolio Development</td>
<td>ART-40388</td>
</tr>
<tr>
<td>Introduction to Illustration</td>
<td>ART-40428</td>
</tr>
<tr>
<td>Drawing Ideas: Developing Your Sketchbook</td>
<td>ART-40447</td>
</tr>
<tr>
<td>Animal Illustration</td>
<td>ART-40162</td>
</tr>
<tr>
<td>Figure Drawing I</td>
<td>ART-40006</td>
</tr>
<tr>
<td>Creative Process I</td>
<td>ART-40191</td>
</tr>
</tbody>
</table>
Admission

The Specialized Certificate in Children's Book Illustration consists of 18 total units that can be completed in 3-6 quarters (taking 1-2 courses per quarter). Tuition is $395-595 per course.

About online courses:
- Online courses in this certificate are led by live instructors, but students may view lectures according to their own schedules. There are no set lecture dates or times; however, students will be required to meet weekly assignment deadlines, participate in critiques, and contribute to discussion topics.
- Online students should expect to spend four to six hours per week per course.
- Online students must provide their own software.
- To preview our e-learning system, visit ucsdextension.blackboard.com.
- For system requirements, click here.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission

Please see the application for specific admission requirements for this program.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.

Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Children's Book Writing Certificate

Overview

Children's books impart a wide range of knowledge by capturing the imagination, delighting the senses, and engaging the mind. Writers have the challenging task of creating stories that both entertain and inform children. The key to being a successful children's book writer is to learn the techniques and skills that engage a child's imagination, sustain attention, and push a child toward a greater understanding of the world.

Successful writers must also understand how to flesh out ideas, revise and critique, write query letters to get published, and know the history of the medium.

This certificate provides a solid foundation in the skills and tools that improve one's chances of being published as a writer. It also introduces aspiring professionals to a wide variety of media and advanced topics required for a thriving career.

For detailed information, please enroll in the online on-demand Children's Book Illustration and Writing Programs Information Session below.

Courses

<table>
<thead>
<tr>
<th>Information Session</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Book Illustration &amp; Writing Programs - Information Session</td>
<td>0.0</td>
</tr>
</tbody>
</table>

REQUIRED COURSES All units required

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing for Children I: Introduction</td>
<td>3.0</td>
</tr>
<tr>
<td>Writing for Children II: Intermediate</td>
<td>3.0</td>
</tr>
<tr>
<td>History of Children’s Literature</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Final required course all required courses and two electives must be completed first.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Published: Navigating the Children’s Book Market</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Electives Minimum of 6 units required

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Children's Picture Books</td>
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</tr>
<tr>
<td>Writing for the Middle Grade/YA Reader</td>
<td>3.0</td>
</tr>
<tr>
<td>Writing Non-Fiction and Informational Books for Children</td>
<td>3.0</td>
</tr>
<tr>
<td>Children's Book Illustration: Thinking in Pictures</td>
<td>3.0</td>
</tr>
<tr>
<td>Adobe Photoshop I: Introduction</td>
<td>3.0</td>
</tr>
<tr>
<td>Adobe Illustrator</td>
<td>3.0</td>
</tr>
<tr>
<td>Adobe InDesign</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Admission

The Specialized Certificate in Children's Book Writing can be completed in 3-6 quarters (taking 1-2 courses per quarter). Tuition is $395-595 per course.

About online courses:
- Online courses in this certificate are led by live instructors, but students may view lectures according to their own schedules. There are no set lecture dates or times; however, students will be required to meet weekly assignment deadlines, participate in critiques, and contribute to discussion topics.
- Online students should expect to spend four to six hours per week per course.
- Online students must provide their own software.
- To preview our e-learning system, visit ucsdextension.blackboard.com.
- For system requirements, [click here].

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission

Students should have a basic knowledge of English grammar and be comfortable using computers (PC or Mac).

Please see the application for specific admission requirements for this program.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.

Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Clinical Laboratory Scientist Training Certificate

Overview

*Note: Applications for the class commencing in September 2018 will be available October 23, 2017.

The San Diego Clinical Laboratory Scientist Training Consortium Program (San Diego CLS Training Program) is a comprehensive 12 month full-time program of instruction in the field of clinical laboratory medicine and technology, annually commencing in September. Trainees who successfully complete this training internship will be eligible to take the Medical Laboratory Scientist (MLS) certification exam offered by the American Society of Clinical Pathologists (ASCP) Board of Certification and the California law exam offered by the California Department of Public Health, Laboratory Field Services (CDPH-LFS).

The mission of the San Diego CLS Training Program is to provide both theoretical and practical applications of current, relevant clinical laboratory technologies. Offered as a Certificate Program under the umbrella of UC San Diego Extension, the program provides the professional component of training that prepares qualified laboratory practitioners for service to our profession and community. The goal of the program is to provide trainees with high quality professional training and academic instruction in the field of laboratory medicine to pass a nationally recognized certification examination, obtain state licensure, and meet employment needs of the California healthcare industry. At the conclusion of the program, the trainee will be expected to have achieved entry-level competence in all core disciplines of the clinical lab, as listed in the required courses matrix located in the "courses" menu below. In California, licensed CLS professionals are permitted to report clinical results of high complexity laboratory testing in addition to waived and moderate complexity testing.

Didactic lectures (approximately one day/week) are conducted at UC San Diego Health’s Center for Advanced Laboratory Medicine facility. Practical training (4 days/week) is gained through hands-on experiences in one of the consortium’s participating clinical laboratory systems of:

- UC San Diego Health
- Sharp Grossmont Hospital
- Sharp Memorial Hospital
- Sharp Chula Vista Medical Center
- Scripps Health North
- Scripps Health South

The San Diego CLS Training Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS; 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119). The sponsoring institution, UC San Diego Health was approved by the CDPH-LFS as a training program for Clinical Laboratory Scientists in 2004. Each of the participating affiliate programs of Sharp HealthCare was approved in 2013, followed by Scripps Health in 2016.

Note: For more information regarding the program and admission requirements please refer to the PDFs located at the right side of the page under "Related Documents".

Courses

<table>
<thead>
<tr>
<th>Required Courses All Seven Courses are Required</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Topics</strong> PATH-40009</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Chemistry/Urinalysis</strong> PATH-40010</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Hematology/Coagulation</strong> PATH-40011</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Immunology/Serology</strong> PATH-40012</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Laboratory Operations</strong> PATH-40013</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Microbiology/Parasitology</strong> PATH-40014</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Transfusion Medicine</strong> PATH-40015</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Admission

Please note: Upon acceptance into the program, the $95 certificate fee will be sponsored by the program.

Candidates are encouraged to apply to the certificate program as early as possible.
There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact
Healthcare & Behavioral Sciences. Call 858-657-5714 or Email: clsprogram@ucsd.edu

Conditions for Admission

The period for submission of application documents is from October – January for the annual class commencing in September. Submission deadlines are strictly enforced. Final admission to the San Diego CLS Training Program is by application and interview only.

- **Academic Requirements:** Baccalaureate degree in a biological science or related field. Required prerequisite courses include: Organic Chemistry, Biochemistry, Analytical Chemistry, Hematology, Immunology, Medical/Clinical Microbiology, Physics (including principles in light and electricity), college level mathematics (calculus and/or statistics/biostatistics). These requirements are based on standards set by the California Department of Health.

- **Health and Other Requirements, and Essential Function Requirements:** For a complete list of specific academic, health/other, U.S. citizenship or permanent residency, and essential function requirements, please review [Admission Requirements](#) for more information.
Clinical Trials Administration Certificate

Overview

UC San Diego Extension Clinical Trials Administration Five-Day Intensive course is the premier training program in its field. Curriculum is developed around the latest regulations that are updated daily and will expose you to today’s key issues in clinical trials administration. The program is built on responsiveness to the changing demands of the new clinical trials economy, personal attention, and sound principles.

In this intensive program, students will gain the fundamental knowledge of the industry and learn how to best take advantage of employment opportunities based on their background and experience. Upon completion, participants will have the necessary skill set to advance within their career and take on more responsible roles within this thriving global industry.

Certificate Benefits
The Specialized Certificate in Clinical Trials Administration

- Offers a foundation in professional principles upon which clinical trials are based
- Provides opportunity to develop, practice, and apply skills most beneficial on-the-job
- Builds skills to assume more responsible roles within the industry
- Offers an opportunity to demonstrate working industry knowledge
- Provides networking opportunities with instructors and peers

Target Audience

The curriculum is intended for

- managers in training and others who want to refine or update skills
- research associates and coordinators
- biomedical and research scientists
- nurses and allied health professionals
- statisticians and database administrators
- international clinical trials professionals
- individuals with degrees in science, psychology or related areas who are entering the field
- anyone interested in the dynamic clinical trials field.

Demand and Job Prospects

Certificate graduates fulfill educational minimums for different entry level positions (Clinical Trial Assistant, Clinical Research Coordinator, Data Entry Associate) in pharmaceutical and medical device companies (sponsors), Clinical Research Organizations (CROs), or clinical sites such as large hospitals and clinics.

U.S. Department of Labor projections show that these types of occupations are forecast to grow “much faster than average” through 2024. Depending on individual's experience and highest level of education completed salaries can range between $16-33 per hour.

Industry Certification

The Program:

- # of courses: A five-day intensive workshop, followed by three online classes, and concluding with a two-day workshop
- Total units: 11
- Estimated cost: Total cost is $2,250
- Time to Complete: Can be completed in less than one year
- Delivery: Blended (both in class and online)

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| **Clinical Trials Administration Intensive**  
FPM-40273               | 4.0   |
| **(FPM 40272 FOLLOWS FPM 40273)**          |       |
| **Clinical Trials Administration Program**  
FPM-40272               | 7.0   |
Admission

Part 1: Clinical Trials Administration Intensive, FPM 40273, offered Spring, Summer, and Fall quarters. This is followed by:

Part 2: Follow-On Program, FPM 40272; package includes 3 online classes and the Capstone workshop (also available via distance learning for students residing out of region) for one fee of $995. Must Take FPM 40273 before FPM 40272.

There will be a $60 fee upon acceptance into the program.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Healthcare & Behavioral Sciences. Call 858-534-9261 or Email: unexhealthcare@ucsd.edu

Conditions for Admission

Please see the application for specific admission requirements for this program. Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.
Clinical Trials Design and Management Certificate

Overview

Clinical trials require careful planning and cooperation among a variety of professionals within the pharmaceutical/biotechnology industry, clinical practice, and government or industry agencies. Professionals need both specialized expertise and universal familiarity with a variety of procedures.

The Clinical Trials Design and Management Certificate is intended to help professionals become acquainted with the entire clinical trials process in an accelerated approach.

Certificate Benefits
With a certificate in Clinical Trials Design & Management the student will

- Gain an overview of the entire clinical trials process helping to illustrate the varying career paths within the industry.
- Develop substantive knowledge about coordinating and managing the clinical trial.
- Be a part of a top-rated training program developed by leaders in the biotechnology/biomedical research industry.

Target Audience
The curriculum is intended for

- managers in training and others who want to refine or update skills
- research associates and coordinators
- biomedical and research scientists
- nurses and allied health professionals
- statisticians and database administrators
- international clinical trials professionals
- individuals with degrees in science, psychology or related areas who are entering the field
- those interested in the dynamic clinical trials field.

Demand and Job Prospects
Certificate graduates fulfill educational minimums for different entry level positions (Clinical Trial Assistant, Clinical Research Coordinator, Data Entry Associate) in pharmaceutical and medical device companies (sponsors), Clinical Research Organizations (CROs), or clinical sites such as large hospitals and clinics.

U.S. Department of Labor projections show that these types of occupations are forecast to grow “much faster than average” through 2024. Depending on individual’s experience and highest level of education completed salaries can range between $16-33 per hour.

Industry Certification
All courses offered have been approved to fulfill educational requirements for the Clinical Research Coordinator (CRC) and Clinical Research Associate (CRA) credentials through the Association of Clinical Research Professionals (ACRP). Visit ACRP at www.acrpnet.org.

Program At-A-Glance

- **# of courses:** a minimum of 10 to meet unit requirements
- **Total units:** 23.5
- **Estimated cost:** Total cost is usually between $3,900 and $4,400, including textbooks, depending on the choice of courses.
- **Time to Complete:** Can be completed in as little as six months, although most students prefer to take one year, or even two.
- **Delivery:** Online

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
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<tbody>
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As of 02/14/2018
## Required Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT: Drug Development Process  FPM-40173</td>
<td>3.0</td>
</tr>
<tr>
<td>CT: Human Subjects Protection and IRBs  FPM-40388</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Good Clinical Practices  FPM-40204</td>
<td>3.0</td>
</tr>
</tbody>
</table>

## Electives

14 units are required

### Clinical / Scientific Topics

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT: Science of Clinical Trials Design  FPM-40205</td>
<td>3.0</td>
</tr>
<tr>
<td>CT: Practical Clinical Statistics for the Non-Statistician  FPM-40233</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Drug Safety: Surveillance and Reporting  FPM-40206</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Nuts and Bolts of Monitoring Clinical Trials  FPM-40187</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Advanced Monitoring and Management of Clinical Trials and Next Steps  FPM-40240</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Medical Writing: Protocols, Reports, Summaries, and Submissions  FPM-40188</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Understanding Oncology  FPM-40493</td>
<td>3.0</td>
</tr>
<tr>
<td>CT: Monitoring Oncology Trials  FPM-40494</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### Regulatory Topics

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT: Regulation of Drugs, Biologics, Devices, and Diagnostics  FPM-40189</td>
<td>3.0</td>
</tr>
<tr>
<td>CT: Prospective Preparation for Internal and External Audits  FPM-40207</td>
<td>1.0</td>
</tr>
<tr>
<td>Good Laboratory Practices  BIOL-40085</td>
<td>2.0</td>
</tr>
<tr>
<td>Good Manufacturing Practices  BIOL-40000</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### Project Management topics for sponsors of clinical trials

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT: Project Management in Clinical Trials  FPM-40634</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Clinical Study Implementation and Management  FPM-40229</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Data Management Systems for Sponsors of Clinical Trials  FPM-40218</td>
<td>2.0</td>
</tr>
<tr>
<td>CT: Site and Investigator Recruitment  FPM-40208</td>
<td>1.0</td>
</tr>
</tbody>
</table>
### Admission

The three required courses have no substitutes, and cannot be waived. "The Drug Development Process" must be taken first, after any prerequisites and before any electives. The 14 elective units may be from any/all elective categories in the matrix. Contact Nadia Espinoza at nlespinoza@ucsd.edu for guidance.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

### Contact

Healthcare & Behavioral Sciences. Call 858-534-9261 or Email: unexhealthcare@ucsd.edu

### Conditions for Admission

Please see the application for specific admission requirements for this program. Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.
Clinical Trials in Latin America Certificate

Overview

Latin America has become an emerging leader in the competitive world of clinical trials. The high quality of clinical investigators, sites and research centers throughout this region are a magnet for pharmaceutical and biotechnology companies in North America and Europe seeking to implement new and exciting products in clinical studies.

This impressive growth in productivity in the region is accompanied by the challenge of maintaining high standards of continuous education and human capacity. This certificate program (presented entirely in Spanish) is for clinicians who want to increase their knowledge, foundations, and principles of clinical trials development in Latin America.

Para mayor información en español, por favor visite: estudiosclinicos.ucsd.edu. Se aplica un 15% de descuento en el programa completo si se inscribe antes del 15 de diciembre 2017. Código de descuento : CTLA15

Certificate Benefits

The Clinical Trials in Latin America Certificate

- Provides current information regarding the growing clinical trials industry in Latin America
- Provides the knowledge for clinical trials administration and clinical trials regulation
- Taught by a faculty of Spanish speaking experts with international experience
- Builds necessary skills to develop an active role within the industry
- Improves your academic profile to obtain new opportunities in clinical trials

Target Audience

The curriculum is intended for

- managers in training and others who want to refine or update skills
- research associates and coordinators
- biomedical and research scientists
- nurses and allied health professionals
- statisticians and database administrators
- individuals with degrees in science, psychology or related areas who are entering the field
- anyone interested in the dynamic clinical trials field.

Demand and Job Prospects

Certificate graduates fulfill educational minimums for different entry level positions (Clinical Trial Assistant, Clinical Research Coordinator, Data Entry Associate) in pharmaceutical and medical device companies (sponsors), Clinical Research Organizations (CROs), or clinical sites such as large hospitals and clinics.

Program At-A-Glance

- # of courses: 8
- Total units: 11
- Estimated cost: Total cost ranges from $1,920 to $2,440
- Time to Complete: Can be completed in as little as six months, although most students prefer to take nine months
- Delivery: Online

For more information, visit estudiosclinicos.ucsd.edu.

Courses

<table>
<thead>
<tr>
<th>Fase 1</th>
<th>Se requiere completar la Fase 1 (de 3)</th>
</tr>
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<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
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<tr>
<td>CTLA: Introducción a la Investigación Clínica Internacional</td>
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<td>FPM-40496</td>
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<td>CTLA: El Proceso de Desarrollo de Farmacos</td>
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<td>FPM-40499</td>
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<tr>
<td>CTLA: Buenas Prácticas Clínicas (BPC)</td>
<td>1.5</td>
</tr>
<tr>
<td>FPM-40500</td>
<td></td>
</tr>
</tbody>
</table>

Fase 2 Se requiere completar la Fase 2 (de 3)
### Admission

**Lineamientos para el Certificado**
Aquellos alumnos interesados en tomar la Certificación para la Administración de Estudios Clínicos en Latinoamérica deben completar cada uno de los cursos con una calificación aprobatoria. Además se requiere una calificación aprobatoria en el examen final que abarca todo el contenido del programa para poder obtener el certificado. El examen final se presenta una vez que el estudiante ha concluido con todo el contenido del programa. Los cursos se presentan en línea y se dividen en tres fases (Fase 1, 2 y 3). Al utilizar la matriz de cursos como guía, los alumnos se inscriben siguiendo la secuencia de cursos que ahí se indica.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

### Contact

Healthcare & Behavioral Sciences. Call 858-534-9278 or Email: estudiosclinicos@ucsd.edu

### Conditions for Admission

**Requisitos para Admisión**
El programa va dirigido a una audiencia que incluye personal clínico y otros profesionales del área de salud que llevarán a cabo estudios clínicos. Los cursos están diseñados para cubrir la demanda de personal especializado en el diseño y administración de estudios clínicos y estándares éticos que cumplen con los estándares gubernamentales en la región.
College Counseling Certificate

Overview

The UC San Diego Extension Program in College Counseling is designed to bring participants the latest in college counseling techniques and to emphasize the personal dimension of working with families during one of their most crucial transitional experiences. Skilled and enthusiastic instructors make the program a professional valuable and personally meaningful learning experience.

This online program is designed to effectively address the most current and relevant issues of College Counseling. Participants will receive instruction in the fundamentals of building a college counseling operation that provides outstanding service to the college-bound. Courses feature timely comprehensive topics in an online environment related to helping students make the transition to college.

The Specialized Certificate in College Counseling is designed and taught by specialists currently working in the field. Our instructors are highly experienced in College Counseling and focus on the development of practical skills. Their skills and knowledge are what keeps our program up-to-date in the field.

Target Audience

The College Counseling program focuses primarily on the college application process and working with students through that process.

There are three courses in total required for the program. The required course order is: Principles of College Counseling; College Counseling Strategies, and College Counseling Practicum. The classes must be taken in the required order.

Professional Development

We do offer several electives if there is an area that you would like to study in deeper detail. They are not required in order to earn the certificate. There is no required order or prerequisites to enroll in the electives for this program.

If you wish to take one of the College Counseling Specialized Certificate online courses for professional development without registering for the program, you may do so.

The Program

- # of courses required: 3
- Total units: 12
- Estimated cost: $1,505
- Time to Complete: Candidates can complete in 6-9 months
- Delivery: Online

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
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</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Principles of College Counseling</td>
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<tr>
<td>EDUC-40130</td>
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<tr>
<td>College Counseling Strategies</td>
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<tr>
<td>EDUC-40131</td>
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<tr>
<td>Practicum</td>
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<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
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<tr>
<td>College Counseling Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>EDUC-40132</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>0 units required - for Professional Development</td>
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<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>U.S. College/University Application Process and the International Student</td>
<td>3.0</td>
</tr>
<tr>
<td>EDUC-41548</td>
<td></td>
</tr>
<tr>
<td>Implementing a Comprehensive School Counseling Program</td>
<td>3.0</td>
</tr>
<tr>
<td>EDUC-41393</td>
<td></td>
</tr>
<tr>
<td>Navigating College Admission Testing</td>
<td>6.0</td>
</tr>
<tr>
<td>EDUC-41671</td>
<td></td>
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<tr>
<td>Starting and Maintaining An Independent Educational Consulting Practice</td>
<td>6.0</td>
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<tr>
<td>EDUC-41673</td>
<td></td>
</tr>
</tbody>
</table>
**Admission**

All candidates who wish to receive the College Counseling Certificate are required to:

1. Apply to the College Counseling certificate program.
2. Pay the certificate fee.
3. Complete all the required online courses with a grade of "C" or better.
4. Coursework must be completed within 5 years of beginning the program.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

**Contact**

Education. Call 858-534-9286 or Email: unexeduc@ucsd.edu

**Conditions for Admission**

Please review the application for specific admission requirements for this program. Although employers in the field may not require a college degree or professional experience a degree is required for admission to the program.

All applicants will be required to submit a verification of bachelor’s or higher degree from an accredited institution including degree awarded and date. This can be provided either as official letter from the school or an official, sealed transcript from the accredited institution which awarded your degree.
Community Research and Program Evaluation Certificate

Overview

In the world of non-profit work, being able to determine community need, access and analyze public data, and show a return on investment is critical to a program’s success. Yet the everyday challenges of operating a non-profit often keep organizations from investing the time in creating the mechanisms to collect data and evaluate their programs.

UC San Diego Extension’s specialized certificate in Community Research and Program Evaluation allows working professionals from a variety of disciplines to develop baseline training in program evaluation, data collection, and community research. The certificate provides students with an expanded toolkit to assess various research methodologies, ask essential questions for program evaluation, access community data, and perform descriptive analyses to make a difference within their organization.

Students are encouraged to ask questions and bring real-life organizational challenges to the classroom. Instructors and students will link scholarship to practice through case studies, problem-solving exercises, and a capstone project. The certificate is ideal for individuals working in schools, healthcare, government, nonprofit agencies, social service agencies, state departments, consulting firms, and businesses.

Topics:
- Qualitative and quantitative research methods
- Principles of monitoring and evaluating programs
- Accessing and analyzing datasets at a community level
- Designing surveys, conducting focus groups, developing case studies, and interviewing techniques
- Communication strategies, visualizations and creating psychographics

Who Should Apply:
- Program Managers and Coordinators
- Foundation Project Officers
- Policy Analysts
- Community Organizers
- Advocates
- Education Administrators

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All 4 courses must be completed.</th>
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<tbody>
<tr>
<td><strong>Principles of Program Evaluation: Theory, Research, and Practice</strong>&lt;br&gt;BUSA-40896</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Mixed Methods Research</strong>&lt;br&gt;BUSA-40898</td>
<td>3.0</td>
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<tr>
<td><strong>Community Data Sources</strong>&lt;br&gt;BUSA-40897</td>
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</tr>
<tr>
<td><strong>Research and Evaluation Capstone</strong>&lt;br&gt;BUSA-40899</td>
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</table>

Admission

The Community Research and Program Evaluation Certificate will consist of 3 three-unit courses and a capstone project in which students will be responsible for executing an evaluation of a program or project. All the courses will be required for certificate completion.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Institutional Research. Call 858-822-3552 or Email: gycarton@ucsd.edu
Copyediting Certificate

Overview

Copyediting—especially nonfiction editing—is one of today's most marketable skills for freelance work. Copyeditors are the bridge between writers, publishers, and readers. They refine a variety of writing that appears in print or on-screen, such as newsletters, manuals, reports, feature articles, catalogs, and books. Copyeditors who have a specialized background (science, technical, medical) or proficiency with digital media are particularly in demand. Our program provides a solid grounding in the tools and techniques of copyediting and introduces several advanced topics required for a successful career. Every lesson offers practical skills and information you can use immediately.

For detailed information, please enroll in the Writing Program Online Information Session.

The program can be completed online in 9-12 months. The courses are asynchronous but not self-paced; you will be required to keep up with weekly assignments. The average student spends three hours online and six hours offline per course each week. Please preview our e-learning system at http://ucsdextension.blackboard.com

Courses

<table>
<thead>
<tr>
<th>Information Session</th>
<th>TITILE &amp; COURSE NUMBER</th>
<th>UNITS</th>
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<tbody>
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<td>Copyediting and Technical Communication Information Session</td>
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<thead>
<tr>
<th>Required Courses</th>
<th>TITILE &amp; COURSE NUMBER</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Grammar Lab</td>
<td>WCWP-40234</td>
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</tr>
<tr>
<td>Copyediting I</td>
<td>WCWP-40236</td>
<td>3.0</td>
</tr>
<tr>
<td>Copyediting II</td>
<td>WCWP-40237</td>
<td>3.0</td>
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<tr>
<td>Copyediting III</td>
<td>WCWP-40238</td>
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<th>Recommended Courses</th>
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<tbody>
<tr>
<td>Marketing for Copyeditors: How to Get the Word Out</td>
<td>WCWP-80031</td>
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<tr>
<td>Digital Skills for Editors</td>
<td>WCWP-40282</td>
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</tbody>
</table>

Admission

Copyediting I, II, and III must be taken in sequence, and Grammar Lab is a prerequisite for Copyediting II. Grammar Lab and Copyediting I may be taken in the same quarter. You must earn a Pass (C-) or better grade in each course.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu
Conditions for Admission

You must have native-level fluency with English and must write clear, logical, and grammatically correct sentences. You will need a computer, a high-speed internet connection, MS Word 2010 or later, and proficiency with all of the above. Please see the application for specific admission requirements for this program.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.

Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Creative Writing Certificate

Overview

The Professional Certificate in Creative Writing is designed to provide individuals with the skills necessary to write in a variety of creative writing genres.

Students will learn core creative writing skills and choose from a selection of electives in the areas of Fiction, Creative Non-Fiction, Stage & Screenwriting, Children’s Writing, Poetry, and/or The Business of Writing in order to develop more specific skills. Students will benefit from a structured course of study and the opportunity to earn a certificate whether they rely on these courses as a means to explore personal interests or to pursue professional growth or career goals.

This certificate is designed to fit the needs of hobbyists as well as those who have professional aspirations to become published. Continue reading below for certificate requirements.

Courses

<table>
<thead>
<tr>
<th>Information Session</th>
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<td><strong>Creative Writing Professional Certificate &amp; Courses - Information Session</strong></td>
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<td>INFO-70107</td>
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<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td><strong>Grammar Lab</strong></td>
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<tr>
<td>WCWP-40234</td>
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<tr>
<td><strong>The Art and Craft of Creative Writing</strong></td>
<td>3.0</td>
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<tr>
<td>WCWP-40107</td>
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<tr>
<td><strong>Developing Unforgettable Characters</strong></td>
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<tr>
<td>WCWP-40245</td>
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<tr>
<td><strong>Finding Our Voices, Telling Our Stories</strong></td>
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<tr>
<td>WCWP-40142</td>
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<td><strong>Writers Workshop: Read and Critique</strong></td>
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<thead>
<tr>
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<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td><strong>Women and Madness</strong></td>
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<tr>
<td>LIT-40069</td>
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<tr>
<td><strong>Gender Identity and Literature: Him, Her, Us</strong></td>
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<tr>
<td>LIT-40071</td>
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<td><strong>Ernest Hemingway: Titan of American Literature</strong></td>
<td>2.0</td>
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<tr>
<td>LIT-40064</td>
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<tr>
<td><strong>From Ellis Island to Angel Island: Literatures of Immigration</strong></td>
<td>2.0</td>
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<tr>
<td>LIT-40022</td>
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<tr>
<td><strong>Glittering Wit: Three Works by Oscar Wilde</strong></td>
<td>2.0</td>
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<td>LIT-40099</td>
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<tr>
<td><strong>History of Children’s Literature</strong></td>
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<td>LIT-40093</td>
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<table>
<thead>
<tr>
<th>Electives</th>
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<tr>
<td><strong>Students must choose 12 units of electives from any of the classes below</strong></td>
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</table>

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td><strong>Fiction</strong></td>
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<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>How to Start a Novel</td>
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<tr>
<td>Novel Writing I</td>
<td>WCWP-40187</td>
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<tr>
<td>Novel Writing II</td>
<td>WCWP-40297</td>
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<tr>
<td>Novel Writing III</td>
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<tr>
<td>Forms of Fiction</td>
<td>WCWP-40189</td>
<td>3.0</td>
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<tr>
<td>Writing Short Fiction</td>
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<tr>
<td><strong>Screenwriting</strong></td>
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<tr>
<td>Introduction to Cinema</td>
<td>HIST-40073</td>
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<tr>
<td>Introduction to Screenwriting</td>
<td>WCWP-40110</td>
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<td>Screenwriting I</td>
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<tr>
<td>Screenwriting II</td>
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<tr>
<td><strong>Creative Non-Fiction</strong></td>
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<td>Memoir Writing</td>
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<td>Writing Narrative Non-Fiction</td>
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<tr>
<td>Digital Journalism: News and Feature Writing</td>
<td>WCWP-40276</td>
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<tr>
<td>The Writer’s Art of Interviewing</td>
<td>WCWP-40123</td>
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<tr>
<td>Digital Journalism: Self-Editing and Publishing for the Web</td>
<td>WCWP-40313</td>
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<td><strong>Children’s Writing</strong></td>
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<td>Writing for Children I: Introduction</td>
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<tr>
<td>Writing for Children II: Intermediate</td>
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<tr>
<td>Writing Children’s Picture Books</td>
<td>WCWP-40261</td>
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<td>Writing for the Middle Grade/YA Reader</td>
<td>WCWP-40274</td>
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<tr>
<td>Writing Non-Fiction and Informational Books for Children</td>
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<td><strong>General Electives</strong></td>
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</tr>
<tr>
<td>Forms of Poetry</td>
<td>WCWP-40308</td>
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</tr>
</tbody>
</table>
Admission

The program consists of earning at least 28 quarter units in Creative Writing and related courses. Students should be able to complete the entire certificate program in 2.5 years or less depending on their work load.

Students must pass all 14 units of required classes, 2 units of Literature, and choose 12 units from our listed electives in order to receive the certificate. Grammar Lab and The Art and Craft of Creative Writing are prerequisites for Novel Writing and Memoir Writing.

There will be a $60 fee upon acceptance into the program.

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission

Students should have a native level of fluency in English and be able to write clear, logical and grammatically-correct sentences.
Data Mining for Advanced Analytics Certificate

Overview

Our Specialized Certificate in Data Mining for Advanced Analytics provides you with the skills to design, build, verify, and test predictive data models to make data-driven decisions in any industry.

Modern databases can contain massive amounts of data. Within this data lies important information that can only be effectively analyzed using data mining. Data mining tools and techniques can predict future trends and behaviors, allowing individuals and organizations to make proactive, knowledge-driven decisions.

Newly updated with additional data sets, a robust practicum course, a survey of popular data mining tools, and additional algorithms, in this program you will use real-life data sets from various industries to complete data mining projects. You will learn to plan and execute all the steps of data preparation, analysis, learning and modeling, and identifying the predictive/descriptive model that produces the best evaluation scores. Targeted elective courses allow you to learn further in-demand techniques, tools, and languages.

Program Benefits

- Comprehensive hands-on training in immediately applicable skills
- Industry-neutral curriculum allows you to apply knowledge to your field of interest
- All courses can be taken online
- Can be completed in only one year
- Taught by leading industry practitioners

Key Program Topics

- Model training, testing, and evaluation
- Decision tables and trees
- Classification rules
- Association rules
- Bayesian learning
- Numeric prediction
- Clustering
- Ensemble learning
- Artificial neural networks
- Hidden Markov models
- Support vector machines

Demand and Job Prospects

- According to Burning Glass, more than 70% of individuals in jobs requiring the skills taught in this program make more than $75,000 per year nationwide
- Data Analyst or Statistical Modeler (Statistician) is an O*NET “Bright Outlook” job: a new and emerging role in a high growth industry, and expected to grow at a much faster than average rate
- According to Burning Glass, top companies nationwide hiring individuals possessing the skills taught in this program in the past year include Accenture, Amazon, JP Morgan Chase, Oracle, Anthem Blue Cross, Deloitte, UnitedHealth, Microsoft, Booz Allen Hamilton, Bank of America, Verizon, Intel, and Apple

Who Will Benefit

- Individuals wanting to grow their data analysis skills by learning predictive and prescriptive analytics skills
- Individuals seeking a position as a data analyst, statistical modeler, or machine learning engineer in any industry
- Software development engineers, systems engineers, financial analysts, software developers, solutions architects, marketing analysts, application engineers, or other roles which make use of large amounts of data
- Anyone interested in learning high-demand data analytics, predictive analytics, and machine learning skills

At a Glance

- Number of courses: Five or six courses (one prerequisite [can be waived], four required, and one elective)
- Total units: 13-17
- Estimated cost: $4,690
- Time to complete: At least one year; most students complete the program in one year and three months
- Delivery: All courses offered online

For more information about this program, please contact unex-techdata@ucsd.edu.
### Courses

<table>
<thead>
<tr>
<th>PREREQUISITE</th>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong></td>
<td><strong>Statistics for Data Analytics</strong>&lt;br&gt;CSE-41264</td>
<td><strong>3.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four courses required. Courses must be taken in the order listed.</strong></td>
<td><strong>Fundamentals of Data Mining</strong>&lt;br&gt;CSE-41258</td>
<td><strong>3.0</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Data Preparation for Analytics</strong>&lt;br&gt;CSE-41261</td>
<td><strong>2.0</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Data Mining: Advanced Concepts and Algorithms</strong>&lt;br&gt;CSE-41262</td>
<td><strong>3.0</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Data Mining Practicum</strong>&lt;br&gt;CSE-41263</td>
<td><strong>3.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE COURSES</th>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose one</strong></td>
<td><strong>Python for Informatics</strong>&lt;br&gt;CSE-41225</td>
<td><strong>3.0</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Text Mining</strong>&lt;br&gt;CSE-41151</td>
<td><strong>2.0</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction to R Programming</strong>&lt;br&gt;CSE-41097</td>
<td><strong>3.0</strong></td>
</tr>
</tbody>
</table>

### Admission

Knowledge of statistics and probability theory is required. A foundation in a programming language and advanced mathematics such as linear algebra is recommended.

You may enroll in the certificate program at any time. However, it is recommended that you enroll as soon as possible. The program curriculum may be updated at any time; if certificate requirements change, you must adhere to the curriculum at the time of your enrollment into the certificate.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

### Contact

Science & Technology. Call 858-534-9358 or Email: unex-techdata@ucsd.edu

### Conditions for Admission

Although programs are open to all adult learners, UC San Diego Extension programs are designed to best serve college-prepared working professionals. Where program capacity is limited, applicants with this profile will receive preference for admission.
Digital Media Content Creation Certificate

Overview

Digital media impacts our lives every day, and content creation industries are some of the fastest growing in the world. From desktop to mobile, there is a rapidly increasing demand for digital media content, and industry knowledge is a new literacy.

In UC San Diego Extension's Digital Media Content Creation Certificate, students will focus on writing, graphic design, marketing, psychology of content creation, legal issues, portfolio development, and more. Students enrolled in this certificate will examine current professional and consumer trends in content creation, following the technological advances that have disrupted traditional media.

This certificate is for newcomers and veterans in writing, marketing, corporate communications, and more. It provides students with a set of skills that will allow them to work in multiple digital media fields. Upon successful completion of the program, students will have completed a portfolio and gained knowledge of digital media that can be applied immediately to their current or future professions.

For detailed information, please enroll in the online on-demand Digital Media Content Creation Information Session.

Courses

<table>
<thead>
<tr>
<th>Information Session</th>
<th>Find out more about the program in a free, online information session.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
</tr>
<tr>
<td>Digital Media Content Creation Professional Certificate - Information Session</td>
<td>INFO-70087</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All 21 units are required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
</tr>
<tr>
<td>Introduction to Social and Digital Media</td>
<td>ART-40610</td>
</tr>
<tr>
<td>Introduction to Graphics for Digital Media</td>
<td>ART-40611</td>
</tr>
<tr>
<td>Business of Digital Media</td>
<td>ART-40612</td>
</tr>
<tr>
<td>Digital Journalism: News and Feature Writing</td>
<td>WCWP-40276</td>
</tr>
<tr>
<td>Photo I: Aperture, Shutter Speed &amp; ISO</td>
<td>ART-40629</td>
</tr>
<tr>
<td>Digital Journalism: Self-Editing and Publishing for the Web</td>
<td>WCWP-40313</td>
</tr>
</tbody>
</table>

Final required course all required courses and two electives must be completed first.

| Portfolio Development - Digital Media | ART-40613 | 1.0 |

<table>
<thead>
<tr>
<th>Electives</th>
<th>Minimum of 6 units required from any category. Subject to change. Enrolled certificate students MUST follow matrix as listed in their MyExtension account.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
</tr>
<tr>
<td>Adobe Photoshop I: Introduction</td>
<td>ART-40311</td>
</tr>
<tr>
<td>Adobe Illustrator</td>
<td>ART-40527</td>
</tr>
<tr>
<td>Fundamentals of Graphic Design</td>
<td>ART-40667</td>
</tr>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
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<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td><strong>Typography I</strong></td>
<td></td>
</tr>
<tr>
<td>ART-40668</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Digital Illustration Using The Wacom Intuos Pen Tablet</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40651</td>
<td></td>
</tr>
<tr>
<td><strong>Adobe Photoshop II: Intermediate</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40526</td>
<td></td>
</tr>
<tr>
<td><strong>Photography</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Photo II: Technique &amp; Style</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ART-40631</td>
<td></td>
</tr>
<tr>
<td><strong>Documentary Photography</strong></td>
<td>3.0</td>
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<tr>
<td>ART-40507</td>
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<tr>
<td><strong>Introduction to Photo Journalism</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>ART-40693</td>
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<tr>
<td><strong>Video and Audio Production</strong></td>
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<tr>
<td><strong>Introduction to Video Editing using Adobe Premiere</strong></td>
<td>3.0</td>
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<tr>
<td>ART-40675</td>
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<tr>
<td><strong>ProTools I: Introduction to Audio Production</strong></td>
<td>3.0</td>
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<tr>
<td>ART-40592</td>
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<tr>
<td><strong>Adobe After Effects I: Introduction to Motion Graphics</strong></td>
<td>3.0</td>
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<tr>
<td>ART-40587</td>
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<tr>
<td><strong>Web and Mobile Media</strong></td>
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</tr>
<tr>
<td><strong>Web Design I: Principles &amp; Techniques</strong></td>
<td>3.0</td>
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<tr>
<td>ART-40677</td>
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<tr>
<td><strong>Search Engine Optimization (SEO) and Marketing</strong></td>
<td>3.0</td>
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<tr>
<td>CSE-41157</td>
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<tr>
<td><strong>Marketing via Social Media</strong></td>
<td>3.0</td>
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<tr>
<td>BUSA-40700</td>
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<tr>
<td><strong>Principles of User Experience (UX)</strong></td>
<td>4.0</td>
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<td>ART-40638</td>
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<td><strong>Adobe InDesign: Creating Publications for Mobile Devices</strong></td>
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<tr>
<td>ART-40580</td>
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<tr>
<td><strong>Web and Internet Literacy</strong></td>
<td>4.0</td>
</tr>
<tr>
<td>CSE-41206</td>
<td></td>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Art and Business of Blogging</strong></td>
<td>2.0</td>
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<tr>
<td>WCWP-40305</td>
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<tr>
<td><strong>The Writer's Art of Interviewing</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>WCWP-40123</td>
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<tr>
<td><strong>Finding Our Voices, Telling Our Stories</strong></td>
<td>3.0</td>
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<tr>
<td>WCWP-40142</td>
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<tr>
<td><strong>Digital Skills for Editors</strong></td>
<td>2.0</td>
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<tr>
<td>WCWP-40282</td>
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<tr>
<td><strong>Science Writing I</strong></td>
<td>3.0</td>
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<tr>
<td>WCWP-40105</td>
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<tr>
<td><strong>Science Writing II</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>WCWP-40230</td>
<td></td>
</tr>
</tbody>
</table>
Admission

This program can be completed in 4-8 quarters (taking 1-2 courses per quarter). Tuition is $395-695 per course. All courses are offered online, with a selection of courses held onsite each quarter for local students.

About online courses:

- Online courses in this certificate are led by live instructors, but students may view lectures according to their own schedules. There are no set lecture dates or times; however, students will be required to meet weekly assignment deadlines, participate in critiques, and contribute to discussion topics.
- Online students should expect to spend four to six hours per week per course.
- Online students must provide their own software.
- To preview our e-learning system, visit ucsdextension.blackboard.com.
- For system requirements, click here.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-6731 or Email: unex-digital@ucsd.edu

Conditions for Admission

Basic knowledge of English grammar, experience with graphic design software (Adobe Illustrator or Photoshop), and experience with website creation (WordPress, Tumblr, Blogger, Dreamweaver) is recommended. Students should also have a basic knowledge of computers (PC or Mac).

Please see the application for specific admission requirements for this program.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.

Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Digital Signal Processing Certificate

Overview

Digital Signal Processing (DSP) techniques and methodology have been widely employed in many applications including video/audio/data communications and networking, medical imaging and computer vision, speech synthesis and coding, digital audio and video, and control of complex systems and industrial processes. With advances in microelectronics and high-speed microprocessors, microcontrollers and DSP processors, many complex DSP algorithms for solving real-world application problems can be implemented in real-time and a cost-effective manner.

This Digital Signal Processing certificate program is designed to provide an understanding of DSP fundamentals, principles, applications, current practices and standards, and emerging trends and developments. This program is intended for software, hardware and system engineers and technical managers who are involved in evaluation, design and development of DSP-based applications.

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signals and Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>DSP</td>
<td>3.0</td>
</tr>
<tr>
<td>DSP in Wireless Commun</td>
<td>3.0</td>
</tr>
<tr>
<td>Applied DSP</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9152 or Email: unexengr@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission
Drug Discovery and Development Certificate

Overview

Modern drug discovery utilizes multidisciplinary project teams and attempts to simultaneously move forward with as many aspects of the overall drug discovery and development process as possible. This environment requires that scientists not only be deeply trained in their area of specialty, but also possess a broad background, vocabulary, and appreciation of the possibilities and limitations of related disciplines. UC San Diego Extension’s professional certificate is designed to help meet that need.

Key Program Topics

- A general overview of the drug discovery and development process
- Key background material in biology or chemistry
- Gain a basic understanding of the introductory concepts and use of toxicology
- Get an overview of the application of pharmacokinetic concepts to all stages of drug development
- Comprehensive understanding of the biochemical aspects of drug metabolism in the drug discovery process
- Learn both the conceptual and current methodology being utilized in the discovery of new targets for drug intervention

Program Audience

This certificate is intended for individuals with educational backgrounds in chemical and biological sciences at the bachelor, masters, or Ph.D. level interested in entering or becoming more effective at working in the pharmaceutical or biotechnology industry.

Certificate Benefits

- Comprehensive training designed to immerse you in the skills needed to successfully get started or advance your career
- Immediately applicable skills to your research
- Developed and taught by industry professionals
- The addition of electives allows the student to round out their certificate education with courses that are most appropriate to their current or future career needs

Courses

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the Drug Development Process</td>
<td>BIOL-40015</td>
</tr>
<tr>
<td>Preclinical Drug Discovery &amp; Development</td>
<td>BIOL-40125</td>
</tr>
<tr>
<td>Introductory Pharmacology</td>
<td>BIOL-40329</td>
</tr>
<tr>
<td>Overview of ADME and Toxicology</td>
<td>BIOL-40330</td>
</tr>
<tr>
<td>Target Selection and Screening Technologies</td>
<td>BIOL-40331</td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES

A total of 5 units required.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioinformatics</td>
<td>BIOL-40236</td>
</tr>
<tr>
<td>Biomarkers</td>
<td>BIOL-40238</td>
</tr>
<tr>
<td>Analytical Chemistry</td>
<td>BIOL-40195</td>
</tr>
<tr>
<td>Stem Cell Biology</td>
<td>BIOL-40186</td>
</tr>
</tbody>
</table>

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Admission

This certificate is intended for individuals with educational backgrounds in chemical and biological sciences at the bachelor, masters, or Ph.D. level interested in entering or becoming more effective at working in the pharmaceutical or biotechnology industry.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

Complete the application and pay application fee. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
E-Discovery and Litigation Technology Certificate

Overview

In response to the increased automation of legal processes, huge volumes of electronic data, and growth of large-scale, complex litigation, a new occupation on the legal field has emerged: the Litigation Technology Professional. This cutting-edge profession combines the legal knowledge of attorneys and paralegals with the technical skills of information technology professionals. Litigation technology professionals help identify, preserve, collect, produce, and manage electronically stored information (ESI) in litigation. With lightning-fast changes in regards to how data and electronically stored information is kept, maintained, and destroyed, the evolution of the practice of law has been forced to adapt to technology resulting in a specific need for tech-savvy legal professionals currently missing but in high demand.

UC San Diego Extension’s e-Discovery and Litigation Technology certificate is an online, interactive program designed to help legal professionals meet the evolving technical demands in the legal field. In as little as six months, you will learn all phases of electronic discovery, from working with clients to gather relevant records, to using advanced analytics to identify hot documents. You will also explore the principles of litigation readiness, legal project management, current legal software used in managing databases, and the use of technology to create streamlined and persuasive presentations at trial.

Certificate Benefits

- Program can be completed in as short as six months
- All courses are taught online for flexibility
- Courses are taught by working legal professionals who are experts in the legal support and technology arena
- Gain a practical hands-on approach to managing technology in the representation of the client on both litigation and transactional platforms
- Specifically designed for legal professionals who are interested in learning cutting-edge legal technology and expanding their career opportunities.
- Earn 40 hours of MCLE credit.

Who Should Attend?

The certificate is designed for legal professionals with litigation or equivalent experience who are interested in learning cutting-edge legal technology and expanding career opportunities.

Please Note: The e-Discovery and Litigation Technology Certificate is NOT approved by the American Bar Association (ABA) because it is not a type of program that the ABA oversees, approves, or certifies. The Paralegal Certificate Program is the only UC San Diego Extension program currently approved by the ABA.

Courses

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding E-Discovery and Litigation Technology</td>
<td>LAW-40068</td>
</tr>
<tr>
<td>Applying E-Discovery and Litigation Technology</td>
<td>LAW-40069</td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8164 or Email: unexlaw@ucsd.edu
Embedded Computer Engineering Certificate

Overview

The Embedded Computer Engineering Professional Certificate provides technical professionals with the skill to design embedded computers. With increasing levels of hardware integration, faster processing capability and decreasing cost of embedded processors, new and more innovative applications are appearing regularly.

The core curriculum of the Embedded Computer Engineering Professional Certificate covers the fundamentals of real time embedded systems, controller design and programming, real-time operating systems, and hardware/software interfacing. The hands-on courses combine lecture, discussions of actual student applications and a class project. The program electives allow the student to complement the core course of study with classes most appropriate to their personal job requirements and career advancement.

The Embedded Computer Engineering Professional Certificate is designed to enhance the technical professional's basic and practical knowledge of embedded computer systems. The curriculum is applied, teaching basic embedded engineering principles, design tools, and practical skills. The instructors bring many years of practical workplace experience in the subject that they teach and expose the students to many real workplace examples.

The Embedded Computer Engineering Professional Certificate has provided career growth opportunities for many of its students in the past and could be just the training you need at this time in your career.

Apply credit to M.S. Degree at University of Wisconsin, Plattville
Upon completion of the Professional Certificate in Embedded Computer Engineering, twelve (12) units can be transferred into the University of Wisconsin, Plattville, M.S. in Engineering (degree offered fully online). Learn more >

Courses

### PREREQUISITES
If you have prerequisite knowledge you may enroll in required courses, no waiver is needed.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Embedded Systems</strong> &lt;br&gt; ECE-40153</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>C/C++ Programming II : Dynamic Memory and File I/O Concepts</strong> &lt;br&gt; CSE-40476</td>
<td>3.0</td>
</tr>
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</table>

### REQUIRED COURSES
Courses should be taken in the order listed.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Embedded Controller Programming I: Introduction</strong> &lt;br&gt; ECE-40084</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Embedded Controller Programming II: Embedded C</strong> &lt;br&gt; ECE-40091</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Embedded Controller Programming III: Programming for Real-Time Systems</strong> &lt;br&gt; ECE-40097</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Embedded Controller Hardware Design</strong> &lt;br&gt; ECE-40001</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Embedded Computer Hardware Interfacing</strong> &lt;br&gt; ECE-40098</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### GENERAL ELECTIVES
Completion of 11 units of electives is required; and can be taken in any combination of General Electives or Data Acquisition Electives

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Android Programming I</strong> &lt;br&gt; CSE-41145</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Applied DSP</strong> &lt;br&gt; ECE-40164</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>DSP</strong> &lt;br&gt; ECE-40016</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Embedded Linux</strong> &lt;br&gt; ECE-40105</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Admission

The required courses are to be taken in sequence. This is especially mandated for the first three Embedded Computer Programming courses (ECP I, II and III). Elective courses can be taken after ECP II when knowledge in Embedded principles is acquired.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9152 or Email: unexengr@ucsd.edu

Conditions for Admission

A degree and/or work experience background in Electrical or Computer engineering is highly advised at entry to the program. The prerequisite courses are designed to provide basic knowledge in programming or electronics if the student does not possess it. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Embedded Computer Software Certificate

Overview

The expanding application of embedded computers has created a demand for the skill required to program these systems. Programming embedded systems requires skills that differ significantly from those required for writing applications for use in the desktop PC environment. Opportunities in embedded system programming will continue to expand rapidly, as processors are embedded in wide range of products.

The Embedded Computer Software certificate focuses on acquiring the skills necessary to develop embedded systems. Subjects include embedded controller software development and underlying hardware aspects of embedded computing systems. Course topics include programming embedded controllers, practical real-time programming practices, and embedded operating systems. These courses explore the basic principles of embedded processors, and introduce the techniques required to develop reliable, real-time, event driven programs that can run stand-alone or under a real-time operating system.

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Embedded Systems</td>
<td>ECE-40153</td>
</tr>
<tr>
<td>C/C++ Programming II : Dynamic Memory and File I/O Concepts</td>
<td>CSE-40476</td>
</tr>
</tbody>
</table>

Prerequisite

If you have prerequisite knowledge you may enroll in required courses, no waiver is needed.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded Controller Programming I: Introduction</td>
<td>ECE-40084</td>
</tr>
<tr>
<td>Embedded Controller Programming II: Embedded C</td>
<td>ECE-40091</td>
</tr>
<tr>
<td>Embedded Controller Programming III: Programming for Real-Time Systems</td>
<td>ECE-40097</td>
</tr>
<tr>
<td>Embedded Controller Hardware Design</td>
<td>ECE-40001</td>
</tr>
<tr>
<td>Embedded RTOS</td>
<td>ECE-40089</td>
</tr>
</tbody>
</table>

Required Courses

Courses should be taken in the order listed.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded Linux</td>
<td>ECE-40105</td>
</tr>
<tr>
<td>Embedded Systems for Robotics</td>
<td>ECE-40285</td>
</tr>
<tr>
<td>FPGA Design Fundamentals</td>
<td>ECE-40170</td>
</tr>
</tbody>
</table>

Other Courses of Interest (Not required for certificate.)

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9152 or Email: unexengr@ucsd.edu
Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Emergency Department Nursing Certificate

Overview

The Specialized Certificate in Emergency Department Nursing gives participants the essential knowledge base required for assessment and initial management of the emergency patient. By gaining certification, participants not only validate competency, but also demonstrate a greater commitment to specialty and quality health care. Courses in the program are ideal for continuing education or relicensure credit independently of the certificate.

This program is now offered online every quarter. The certificate is also available to be tailored for groups from international healthcare organizations. Connect your classroom education with real-world experiences through the Emergency Department Nursing Basic Preceptorship. These specially designed classes allow students to gain hands-on experience by working closely with instructors and/or peers on real-world projects.

Certificate Benefits

In the Emergency Department Nursing Basic Preceptorship, each student will demonstrate their familiarity with the equipment and monitoring devices used in an Emergency Department under the guidance of a mentor. Students conveniently complete this course in their own workplace or in another facility. Participants learn splinting, using auto-transfusing equipment and experience being an integral part of an emergency team.

The goal of this course is that the students apply the academic knowledge learned in the two theory components of the Emergency Nursing Program in a clinical setting. To obtain a certificate in emergency nursing the student will need to complete 60 clinical hours in an emergency department (or ER compatible site.) Each online student will liaise directly with the instructor regarding the clinical placement that will occur at the student's location. The clinical component is not done at UCSD or arranged by UCSD. It is up to the online student to arrange his or her own clinical experience with the instructor in a facilitating role.

Who should take the certificate?

- Current CA or RN license, current CPR card, negative TB test, insurance coverage and general computer experience (Word/Windows and/or email) is required
- Program designed for registered nurses who desire to learn more about the specialty of emergency

Demand and Job Prospects

Current nurses interested in provided better care in patients and becoming a better patient advocate. Nurses interested in transitioning to the ED nursing specialization.

The Program:

- Number of courses: 3
- Total units: 9
- Estimated cost: $1,035
- Time to Complete: 3 quarters
- Delivery: Parts I & II offered online, Preceptorship in-person

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Department Nursing, Part I</td>
<td>3.5</td>
</tr>
<tr>
<td>NURS-40005</td>
<td></td>
</tr>
<tr>
<td>Emergency Department Nursing, Part II</td>
<td>3.5</td>
</tr>
<tr>
<td>NURS-40002</td>
<td></td>
</tr>
<tr>
<td>Emergency Department Nursing Basic Preceptorship</td>
<td>2.0</td>
</tr>
<tr>
<td>NURS-40003</td>
<td></td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Healthcare & Behavioral Sciences. Call 858-534-9262 or Email: unexhealthcare@ucsd.edu
Conditions for Admission
Facilities Management Certificate

Overview

UC San Diego Extension’s Professional Certificate in Facilities Management offers a comprehensive curriculum designed to equip you with the knowledge, skills and tools necessary to make effective and sustainable facilities management decisions that reduce costs while enhancing your organization’s facility and services. Learn strategies and techniques in all areas of competency recognized by the International Facilities Management Association (IFMA), from management and finance to communications and technology. Explore hot topics and current issues in the industry, including sustainability, productivity and environmental economics. Gain insights and tips from experts in the field that you can immediately apply at work.

UC San Diego Extension’s electives in sustainability help facility managers identify ways to use resources more efficiently and create healthy work spaces that increase productivity. You will learn practical energy management solutions, current approaches to recycling and waste management, and life cycle costing strategies that improve sustainability.

Certificate Benefits:

- Gain knowledge of all areas relating to facilities management
- Gain the core knowledge needed to prepare for credential exams offered throughs the International Association of Facilities Management
- Courses feature practical applications which can be immediately utilized in and applied to work environments
- Build skills needed for career advancement
- Networking opportunities with peers and instructors

Industry Certification:
Upon completion of this certificate students will be prepared to pursue professional credentials offered through the International Facilities Management Association (IFMA). Visit IFMA at www.IFMA.org

The Program:

- Number of courses: Four required courses (12 units) and 8 units of elective courses
- Total units: 20
- Estimated cost: Total cost is $5,105.00
- Time to Complete: Can be completed in approximately two years or less
- Delivery: All required coursework is offered both online and in-class

For more information: FacilMgtProgram@ucsd.edu
Further reading:
- Military Transition: Building a Career in Facilities Management (blog)

Courses

### Required Courses
Complete all four courses.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principles of Facilities Management</strong>&lt;br&gt;BUSA-40063</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Planning &amp; Project Management for Facilities Managers</strong>&lt;br&gt;BUSA-40091</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Facilities Operations &amp; Maintenance</strong>&lt;br&gt;BUSA-40681</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Building Systems &amp; Technology</strong>&lt;br&gt;BUSA-40676</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### Elective Courses
Complete at least 8 units.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Real Estate Property Management</strong>&lt;br&gt;RELE-40006</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Emergency Preparedness and Business Continuity</strong>&lt;br&gt;BUSA-40679</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Admission

The Facilities Management program includes 12 required units and your choice of 8 elective units. Principles of Facilities Management (BUSA-40063) is strongly recommended as a prerequisite to other facilities and sustainability courses. The program can be completed in two years, taking one course per quarter.

For more information please visit: extension.ucsd.edu/facilities

There will be a $60 fee upon acceptance into the program.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8139 or Email: FacilMgtProgram@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Finance Certificate

Overview

Regardless of the economic or social climate, management of financial affairs remains the foremost priority in any business. Consequently, an understanding of the principles for building and sustaining the financial health of a firm will strengthen the value of any professional involved in business.

UC San Diego Extension Professional Certificate in Finance will benefit entry and mid-level finance or accounting professionals; practicing Certified Public Accountants (CPAs); securities brokers; personal finance professionals; general business managers, and technical or scientific personnel who wish to broaden and solidify their knowledge of finance.

The curriculum is patterned after the educational requirements for these highly regarded professional credentials:

- The **Certified Management Accountant** (CMA) as administered by the [Institute of Management Accountants](https://www ima org) (IMA)
- The **Chartered Financial Analyst** (CFA) as administered by [CFA Institute](https://www.cfainstitute.org)
- The acclaimed Investor Relations Body of Knowledge developed by the [National Investor Relations Institute](https://www niri org) (NIRI).

For information on credentials, testing sites and dates, and test preparation materials or services, contact either the IMA at (800) 638-4427, the CFA Institute at (800) 247-8132, or the NIRI at (703) 506-3570.

Certificate Benefits

- Designed to augment an individual’s current professional knowledge with a stronger foundation in business finance.
- Taught by qualified practitioners who teach applications as well as underlying rationale. **Instructor Spotlight: George Haloulakos**
- Offered in the evening and online formats so participants can gain additional knowledge and skills while continuing their full-time employment.
- Gain career-oriented education to complement a college degree.
- Follow a pre-planned and approved sequence of courses to guide individual study.
- Facilitate promotions or career changes.
- Network with other professionals in the program.

Courses

<table>
<thead>
<tr>
<th><strong>Prerequisite</strong> These courses are strongly recommended for those who need a refresher in accounting concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td>Financial Accounting for Non-Accountants BUSA-40009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Required Courses</strong> All four are required. Must take in this order.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td>Finance Management BUSA-40439</td>
</tr>
<tr>
<td>Financial Statement Analysis BUSA-40130</td>
</tr>
<tr>
<td>Financing Strategy: Sources of Capital and Business Plans BUSA-40026</td>
</tr>
<tr>
<td>Financial Decision Making BUSA-40435</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Elective Courses</strong> Completion of at least 10 units is required.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td>Behavioral Finance BUSA-40907</td>
</tr>
<tr>
<td>Business Process Modeling BUSA-40892</td>
</tr>
<tr>
<td>Business Valuation BUSA-40477</td>
</tr>
<tr>
<td>Cost Accounting BUSA-40049</td>
</tr>
</tbody>
</table>
Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8148 or Email: FinanceProgram@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Front End Web Development Certificate

Overview

Websites have evolved significantly over time from tools to publish information, to highly complex sites with various service functions and where more and more functionality can be found. Because of the complexity of most websites the development work has been divided between two types of functions which have generated two types of professionals: front-end and back-end web developers.

The front-end developer is the bridge connecting the designer and back-end developer. The developer's work is to take the final designs of an application from the designer, and code it into the front-end code so the back-end developer can understand it and build functionality around it.

The Front-End Web Development program teaches the student to code websites and applications. It will be of interest to web developers who are building applications that interact with the client-side and require input from the end user and to web designers who need to understand HTML, CSS and JavaScript to implement their graphical designs.

Students will learn how to develop sites using HTML5, CSS3, JavaScript and jQuery. At the end of the program, students will create a portfolio website utilizing the techniques taught throughout the certificate program.

Courses

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Web and Internet Literacy</strong> CSE-41206</td>
<td>4.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HTML5 and CSS</strong> CSE-41207</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>HTML5 and JavaScript</strong> CSE-41208</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>HTML5 and jQuery</strong> CSE-41209</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Front End Web Development Portfolio</strong> CSE-41210</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses of Interest (not required)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search Engine Optimization (SEO) and Marketing</strong> CSE-41157</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Web Analytics</strong> CSE-41132</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>User Experience (UX) Metrics</strong> CSE-41260</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9352 or Email: infotech@ucsd.edu
Fundraising and Development Certificate

Overview

UC San Diego Extension’s Professional Certificate in Fundraising and Development is designed to expose you to a wide range of fundraising methods—from planned giving and capital campaigns to grant writing and donor stewardship. Explore marketing and business management tools, and learn about the latest web and media technology available. Discover best practices in how to efficiently apply varied fundraising methods, marketing tools and technology. Experts help you to discern which methods best fit your needs, how to focus your resources, and then practically apply the appropriate tools.

Network with accomplished San Diego fundraising executives and build relationships that will positively impact your career and organization. Gain exposure to model programs and professionals through frequent guest speakers. With the ability to tailor your learning by selecting from a broad range of electives, you can ensure you master skills to meet the specific needs of your organization.

Certificate Benefits:

- Gain a working knowledge of fundraising methods
- Learn practical strategies and emerging trends for developing an annual giving program
- Discover how to develop relationships with your donors and increase support for your organization
- Develop practical skills which can be immediately utilized and applied to work environments
- Build a new career in Fundraising and Development or advance in your current role
- Networking opportunities with peers and instructors

For more information: Fiona O'Donnell-Lawson at unex-environmental@ucsd.edu or 858-534-8139

Courses

<table>
<thead>
<tr>
<th>Required Courses Complete all five courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td><strong>INTRODUCTION TO FUNDRAISING AND DEVELOPMENT</strong> BUSA-40341</td>
</tr>
<tr>
<td><strong>MAJOR GIFTS</strong> BUSA-40929</td>
</tr>
<tr>
<td><strong>PLANNED GIVING</strong> BUSA-40829</td>
</tr>
<tr>
<td><strong>ANNUAL GIVING</strong> BUSA-40410</td>
</tr>
<tr>
<td><strong>Fundraising and Development Project</strong> BUSA-40410</td>
</tr>
<tr>
<td><strong>Elective Courses Complete at least 4 units</strong></td>
</tr>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td><strong>SPECIAL AND CAPITAL CAMPAIGNS</strong> BUSA-40931</td>
</tr>
<tr>
<td><strong>GRANT WRITING FOR NONPROFITS</strong> BUSA-40463</td>
</tr>
<tr>
<td><strong>DONOR RELATIONS AND STEWARDSHIP</strong> BUSA-40930</td>
</tr>
<tr>
<td><strong>FINANCIAL MANAGEMENT FOR NONPROFIT ORGANIZATIONS</strong> BUSA-40791</td>
</tr>
</tbody>
</table>
Admission

Students should enroll in classes at least 2 weeks prior to course start date.

Introduction to Fundraising & Development (BUSA-40341) is a required prerequisite for other core fundraising courses. The program can be completed in approximately two years.

After completion of all prior coursework, students enroll in the Fundraising and Development Project. The project consists of a guided capstone project that gives the student a chance to apply the knowledge and practical skills they have learned throughout the certificate.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8139 or Email: fodonnelllawson@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Geographic Information Systems Certificate

Overview

Our Specialized Certificate in Geographic Information Systems provides you with the skills to store, analyze, and visualize geographic and spatial data.

Geographic Information Systems (GIS) allow businesses and organizations to leverage spatial and geographic data in logistics, communications, management, planning, decision-making, record-keeping, and engineering across many industries; including business, defense, urban planning, education, government, health and human services, public safety, and transportation. While map-making is the task most often associated with geographic information systems, their large range of applications means GIS professionals can have other responsibilities, including data analysis, predictive modelling, programming, and project management.

You will learn a full range of GIS capabilities in this online certificate program. Program courses begin with basic skills, such as displaying and querying data, and progress to more advanced skills, such as designing and managing databases and analyzing data for specific applications. In the program’s capstone course, you will apply the skills you have learned throughout the program to create and present an in-depth research project.

Program Benefits

- Practical, comprehensive hands-on training
- Immediately applicable skills
- All courses taught online
- Program can be completed in just over a year
- Industry-neutral curriculum allows you to apply knowledge to your field of interest
- Capstone guided research project and report

Key Program Topics

- Fundamental GIS skills
- Coordinate systems
- Editing geographic and tabular data
- Spatial data analysis
- Geodatabase creation and design
- Geospatial information design and cartography
- 3D data display and analysis
- Basic project management techniques

Demand and Job Prospects

- According to the U.S. Department of Labor, the median wages for a Geographic Information Systems Technicians, Scientists, or Technologists are $86,510 per year nationwide and $91,680 per year in California.
- Geographic Information Systems Technicians, Scientists, and Technologists are O*NET “Bright Outlook” jobs: new and emerging roles in a high growth industry
- According to Burning Glass, top companies hiring individuals with GIS skills nationwide in the past year include AECOM Technology Corporation, Booz Allen Hamilton, ESRI, BAE Systems, Leidos, General Dynamics, the American Planning Association, CACI, and the National Park Service.

Who Will Benefit

- Individuals seeking a career in defense, planning, government, transportation, environmental, or related industries
- Data analysts looking to add spatial data analysis to their skillset
- Individuals desiring to start a career as a geospatial or GIS analyst, scientist, or technician
- Anyone interested in learning high-demand spatial analysis skills

At a Glance

- Number of courses: Five courses
- Total units: 15
- Estimated cost: $4,150
- Time to complete: One year and three months
- Delivery: All courses offered online

For more information about this program, please contact unex-techdata@ucsd.edu.
Courses

**Required Courses** All five (5) courses are required. Courses must be taken in the order listed below.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| GIS I: Introduction to GIS  
CSE-40991 | 3.0 |
| GIS II: Spatial Analysis  
ECE-40246 | 3.0 |
| GIS III: Geodatabase Design  
ECE-40247 | 3.0 |
| GIS IV: 3-D Display and Analysis of Spatial Data  
ECE-40248 | 3.0 |
| GIS Capstone Project  
ECE-40272 | 3.0 |

Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9358 or Email: unex-techdata@ucsd.edu

Conditions for Admission

Although programs are open to all adult learners, UC San Diego Extension programs are designed to best serve college-prepared working professionals. Where program capacity is limited, applicants with this profile will receive preference for admission.
Gifted and Talented Education Certificate

Overview
UCSD Extension's Specialized Certificate in Gifted and Talented Education offers training for educators who want to teach and develop programs for gifted and talented students. The program meets training requirements for educators, counselors, psychologists, administrators, and others responsible for GATE (Gifted and Talented Education) program services.

The online program is designed for those new to gifted education and for experienced educators. The required coursework offers a comprehensive examination of characteristics and identification, curriculum differentiation, teaching strategies, and program development for gifted and talented students in an online setting. Several courses also feature investigation and study in such specialized areas as technology, serving the second-language gifted student, and underachievement.

Target Audience
The Specialized Certificate in Gifted and Talented Education (GATE) program is offered to help educators meet educational training requirements for teaching gifted and talented students and to keep educations informed about recent research and curriculum development in the field.

Industry Certification
In the State of California, certification in gifted and talented education is the exclusive purview of school districts and Universities. At the time of this writing, the California Commission on Teacher Credentialing does not approve programs in this area, nor does it issue authorizations or endorsements. The GATE certificate program at the University of California, San Diego Extension carefully adheres to established standards and best practices in gifted and talented education, including those supported by the California Association for the Gifted (CAG); Supporting the Emotional Needs of the Gifted (SENG); and the National Association for Gifted Children (NAGC).

The Program
- # of courses required: 4
- Total units: 12
- Estimated cost: $1,600
- Time to Complete: Candidates can complete in 3-6 months
- Delivery: Online

Courses

<table>
<thead>
<tr>
<th>Electives 0 units required - For Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
</tr>
<tr>
<td>Differentiation System Design: District Initiatives</td>
</tr>
<tr>
<td>Differentiation System Design: School Practices</td>
</tr>
<tr>
<td>Differentiation System Design: Classroom Level</td>
</tr>
<tr>
<td>Practicum in Gifted and Talented Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses All four courses are required</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
</tr>
<tr>
<td>Teaching the Gifted and Talented: Differentiating the Curriculum</td>
</tr>
<tr>
<td>Teaching the Gifted and Talented: Recognizing Individual Differences</td>
</tr>
<tr>
<td>Strategies for Teaching the Gifted and Talented</td>
</tr>
<tr>
<td>Program Development for the Gifted</td>
</tr>
</tbody>
</table>
Admission

All teachers who wish to receive the Specialized Certificate in Gifted and Talented Education (GATE) are required to:

- Enroll in the GATE certificate program.
- Pay the certificate fee.
- Complete all required online courses with a grade of "C" or better.
- Coursework must be completed within 5 years of beginning the program.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Education. Call 858-534-9286 or Email: unexeduc@ucsd.edu

Conditions for Admission

The required coursework offers a comprehensive examination of characteristics and identification, curriculum differentiation, teaching strategies, and program development for gifted and talented students in an online setting. Several courses also feature investigation and study in such specialized areas as technology, serving the second-language gifted student, and underachievement.

Complete the application and pay application fee.
Global Health and Policy Certificate

Overview

The Global Health and Policy online certificate program is under development. We will make an announcement on this page when it is ready to accept applications.

Medical and public health professionals who are seeking the policy development skills, global understanding, and practical socio-political tools to meet the rapidly increasing demands that globalization in health represents should consider earning this certificate.

This certificate program will focus on the development and implementation of public health policy around the globe. At the core will be curriculum examining current global public health challenges in a variety of settings, and the spectrum of potential and actual responses to those challenges. The roles of national and international health organizations, the military and national security agencies, academia, advocacy groups, and similar audiences will be examined as vehicles for policy and change and implementation.

This program is taught entirely online.

Target Audience
This education is beneficial for health administrators, physicians, nurses, pharmacists as well as non-clinical executives from business and law. The program crosses all legal and healthcare fields, and healthcare-related industries.

Demand and Job Prospects
Students can use the knowledge gained in the certificate program for career change or career advancement. Occupations in healthcare, community health, legal professions, and regulatory and compliance can all benefit from this program. According to the Bureau of Labor Statistics, the industry and occupation outlook for the healthcare and legal industries are projected to experience an average growth rate of 9.1 percent from 2014 to 2024. Legal occupations have the greatest median salary of $89,826, followed by $71,861 for healthcare and $56, 980 for other industries.

COURSES:

Required: (all 3 are required):
1) Fundamentals of Global Health (3 units)
2) Global Health Policy (3 units)
3) Applied Global Health Policy (2 units)

Electives (5 units minimum):
1) Strategies in Academic Publishing and Dissemination for Global Health Policy (2 units)
2) Research Virtual Mentoring Independent Study (1 unit) (may be taken up to three times for credit)
3) Zombie Pandemic Case Study in Global Health (2 units)

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
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<tr>
<td>Applied Global Health Policy</td>
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<tr>
<td>Global Health Policy</td>
<td>GLBH-40012</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Strategies in Academic Publishing and Dissemination for Global Health Policy</td>
<td>GLBH-40010</td>
</tr>
<tr>
<td>Research Virtual Mentoring and Independent Study</td>
<td>GLBH-40013</td>
</tr>
<tr>
<td>Zombie Pandemic Case Study in Global Health</td>
<td>GLBH-40014</td>
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</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See
Certificate FAQs for more information.

Contact

Office of Adv Prof Education & Development. Call 858-534-9159 or Email: certghp@ucsd.edu
Graphic Design Certificate

Overview

Graphic design skills are highly valued in today's workplaces, and the demand is always growing for employees who possess design-based abilities.

UC San Diego Extension's Specialized Certificate in Graphic Design focuses on building essential design skills, such as branding, web design, and page layout. Students will gain a strong foundation in typography and practice solution-based design thinking.

Upon successful completion of this certificate, students will have completed a portfolio and gained a foundation in graphic design that can be applied immediately to their current jobs, as junior graphic designers, or as freelance designers.

Note: The Specialized Certificate in Graphic Design is geared toward students who already have a good understanding of design and are looking to sharpen or update their skill sets. For an accelerated professional program, please check out the Graphic and Web Design Professional Certificate. For detailed information about this specialized certificate, please enroll in the free online Information Session below.

Courses

Information Session

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Design Specialized Certificate - Information Session</td>
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Prerequisites

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<tr>
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<tbody>
<tr>
<td>Introduction to Adobe Creative Cloud</td>
<td>3.0</td>
</tr>
<tr>
<td>Adobe Illustrator</td>
<td>3.0</td>
</tr>
<tr>
<td>Adobe Photoshop I: Introduction</td>
<td>3.0</td>
</tr>
<tr>
<td>Adobe InDesign</td>
<td>3.0</td>
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</table>

Required Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History of Communication Design</td>
<td>1.0</td>
</tr>
<tr>
<td>Fundamentals of Graphic Design</td>
<td>3.0</td>
</tr>
<tr>
<td>Typography I</td>
<td>3.0</td>
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<tr>
<td>Web Design I: Principles &amp; Techniques</td>
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Final required course

<table>
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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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</thead>
<tbody>
<tr>
<td>Portfolio Development - Graphic Design</td>
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</tbody>
</table>

Electives

Minimum of 6 units required. Subject to change. Enrolled certificate students MUST follow matrix as listed in their MyExtension account.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>Branding I</td>
<td>3.0</td>
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</tbody>
</table>
Admission

This program can be completed in 4-8 quarters (taking 1-2 courses per quarter). Tuition is $595-695 per course. All courses are offered online, with a selection of courses held onsite each quarter for local students.

About online courses:

- Online courses in this certificate are led by live instructors, but students may view lectures according to their own schedules. There are no set lecture dates or times; however, students will be required to meet weekly assignment deadlines, participate in critiques, and contribute to discussion topics.
- Online students should expect to spend 4-6 hours per week, per course.
- Online students must provide their own software.
- To preview our e-learning system, visit ucsdextension.blackboard.com.
- For system requirements, click here.

Software:

Onsite courses are offered in a PC lab at our University City Center campus. Students enrolled in online courses may work on a PC or Apple computer, except where specified in the course description. Software is not provided to online students. Before taking an online course, refer to the course description for exact software requirements. We recommend online students own the latest version of Adobe Creative Cloud.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-6731 or Email: unex-digital@ucsd.edu

Conditions for Admission

Students who wish to apply to the specialized certificate in Graphic Design should have a basic to intermediate knowledge of Adobe Creative Cloud, especially in Illustrator, Photoshop, and InDesign. This can be demonstrated, for example, by completion of the recommended prerequisites in the course matrix, or by submitting a portfolio for approval by the program manager.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.
Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Graphic and Web Design Certificate

Overview

The UC San Diego Extension Professional Certificate in Graphic & Web Design is an accelerated, full time program that provides comprehensive training in graphic and web design, as well as industry-standard software technologies in a project-based learning environment.

Courses in this one-year program focus on applying graphic and web design methodologies to a variety of mediums, from branding and corporate identity to advertising campaign development, digital illustration and photography, Adobe software training, web design, HTML and CSS coding, to user interface design and content management systems such as WordPress.

In this program, students collaborate with industry professionals and real world clients to gain an advanced understanding of essential Graphic & Web Design software and hardware. The program also focuses on professional development, branding, and business aspects of graphic and web design. As part of the program, students complete a comprehensive portfolio.

For more information, enroll in our online on-demand Information Session, or attend one of our regular in-person meet-and-greets.

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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</thead>
<tbody>
<tr>
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FIRST QUARTER

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<tr>
<td>Visual Communications: Fundamentals of Design</td>
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<tr>
<td>Visual Communications: Digital Illustration</td>
<td>ART-40456</td>
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<tr>
<td>Visual Communications: Digital Imaging</td>
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SECOND QUARTER

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<tr>
<td>Introduction to Digital Design</td>
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<tr>
<td>Digital Photography</td>
<td>ART-40429</td>
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<tr>
<td>Digital Publication</td>
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THIRD QUARTER

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<td>Intermediate Digital Design</td>
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<tr>
<td>Introduction to Web Design</td>
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<tr>
<td>Introduction to Web Programming</td>
<td>ART-40334</td>
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</table>
Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-6704 or Email: dac@ucsd.edu

Conditions for Admission

Applicants for this program are assessed as follows:

1. Experience in graphic design or web design or a related field.
2. Strength of a statement of purpose, including a description of individual preparation, interests, and goals consistent with the program.
3. Although a college degree is not required, applicants with this profile will receive preference for admission when program capacity is limited.
4. For non-native English language speakers, proof of language proficiency is required.

Also, current UCSD students may be considered for admission depending on their academic and career focus and educational performance.

To complete the application process please follow the steps below:

1. Attend an online information session or in-person workshop
2. Complete an online application above by clicking Apply Now!
3. Interview for acceptance

Please note: We advise that students complete the above steps as soon as possible as the programs fill up quickly.
HVAC Systems Design and Control Certificate

Overview

This program provides a focused, concentrated study of the latest available technology in the design, calculation, and practical applications of heating, ventilating, and air conditioning (HVAC) and direct digital control (DDC) systems. Classes focus on various HVAC systems and components, their advantages and disadvantages, and their relative energy consumption. The coursework also emphasizes the merit of energy analysis and methods of savings through innovation in HVAC design for today's smart, green buildings.

Certificate Benefits:

- The program is designed to provide an outstanding means of professional advancement for those who are directly or indirectly involved with HVAC systems, facility engineering, and building automation challenges.
- Students who complete this certificate will understand the fundamentals of HVAC and DDC system design and can apply such principals in real-world scenarios.

Certificate Topics:

- HVAC Systems Design
- HVAC Design Calculations
- HVAC DDC Basics
- HVAC DDC System Design
- HVAC DDC Networking Design

Target Audience:

This program is recommended for the professional advancement of HVAC designers and engineers, recent graduate engineers, facility engineers, or for anyone involved with HVAC systems. This program is also highly recommended for those taking the Mechanical Professional Engineering exam.

Program At-A-Glance:

- Number of Courses: 5 Courses
- Total Units: 12 Units
- Estimated Course Fees (not including book and certificate fee): $3,275
- Time to Complete: 1 Year and a Half
- Delivery: Hybrid (Online and In-Person)

Program Notes:

HVAC Courses may be taken in any order. If you do not have any HVAC experience, it is recommended that you take HVAC DDC Basics first.

Prerequisite Knowledge

Students should have a desire to learn concepts in heating, ventilating, and air conditioning (HVAC) and have familiarity with computers.

Instructor Highlight:

Frank Shadpour is a Registered Mechanical Professional Engineer with over 30 years of extensive experience in energy efficiency and sustainable mechanical design. He received a Bachelor of Science degree in Mechanical Engineering from the University of Southern California (USC) and has a Master's degree from the University of Redlands, California. Mr. Shadpour is also an ACG Certified Commissioning Authority; an USGBC LEED Accredited Professional; an ASPE Certified Plumbing Designer; a CSI Certified Construction Specifier; and an ASHRAE Healthcare Facility Design Professional.

An active member in both the professional and academic communities, Mr. Shadpour is an ASHRAE Fellow and a past President of the ASHRAE San Diego Chapter. He currently serves as the Program Chair of ASHRAE Technical Committee, TC1.4, "Control Theory and Application". He has also served as an Instructor of "HVAC Design & Control" courses at the University of California, San Diego since 1987.

Beginning his career as a HVAC technician at an early age, Mr. Shadpour has a great deal of experience in the start-up, troubleshooting, and servicing of HVAC and control systems. He currently serves as the President of SC Engineers, a leading engineering and planning firm in Southern California, providing environmentally responsive and technologically advanced solutions for a variety of facility types. To learn more, please visit the firm website at www.scengineers.net.

Required Textbook:


Courses
HVAC courses may be taken in any order. If you do not have any HVAC experience, it is recommended that you start with HVAC DDC Basics.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<td>HVAC DDC System Design</td>
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<td>AMES-40000</td>
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<tr>
<td>HVAC Design Calculations</td>
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<tr>
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<td>HVAC Systems Design</td>
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<td>AMES-40021</td>
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</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9152 or Email: unexengr@ucsd.edu

Conditions for Admission

Students should have a desire to learn concepts in heating, ventilating, and air conditioning (HVAC) and have familiarity with computers.
Human Resource Management Certificate

Overview

Human resource management is a dynamic field that has been rapidly evolving. Today's professionals are moving into more proactive roles as human resource planners and organizational consultants, earning recognition at the highest levels of the organization.

UC San Diego Extension's Professional Certificate in Human Resource Management has helped hundreds of individuals expand their knowledge of HR management to enter or progress in the field. The certificate program is designed to provide participants with the latest information and practical insights in order to become responsible and effective professionals.

Managing Human Resources: An Overview is a mandatory prerequisite for several courses in the program. Many students take more than one course per quarter, and complete the program sooner than the usual 24 months.

Certificate Benefits

- Learn practical applications and underlying rationale of today’s HR practices from qualified practitioners and subject-matter-experts.
- Instructor Spotlight: Kurt Gering
- Network with other professionals in the program
- Complement your college degree with career-oriented education
- Facilitate promotions or career changes
- Build and enhance your HR toolkit through evening and online courses

Courses

<table>
<thead>
<tr>
<th>Required Prerequisite</th>
<th>Complete the following course prior to taking other required courses.</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
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<tr>
<td>Managing Human Resources: An Overview BUSA-40010</td>
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<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Complete all 7 courses.</th>
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<tr>
<td>Employee and Labor Relations BUSA-40017</td>
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<td>Strategic Talent Acquisition BUSA-40874</td>
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<td>Components of Workplace Compensation BUSA-40872</td>
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<td>Fundamentals of Employee Benefits BUSA-40875</td>
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<td>Training and Development BUSA-40020</td>
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<td>Performance Management BUSA-40877</td>
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<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
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<tr>
<td>Workplace Ethics BUSA-40531</td>
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<tr>
<td>Directed Studies in Human Resources BUSA-40837</td>
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</table>

<table>
<thead>
<tr>
<th>Other Courses of Interest</th>
<th>Not required for the certificate.</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
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<tr>
<td>Human Resource Management Information Session INFO-70031</td>
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</table>

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Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8148 or Email: HRPrograms@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission. Complete the application and pay application fee.
In Vitro Diagnostics Certificate

Overview

Molecular diagnostics, or in vitro diagnostics, are rapidly becoming critical to the delivery of healthcare. In vitro diagnostic products are intended for use in diagnosis of disease or other conditions and play a significant role in prevention, monitoring, diagnosis, and treatment. DNA expression patterns, or biomarkers, can now provide information for the design of new treatments, monitor a treatment’s effectiveness as it is studied in a clinical trial, and predict a patient’s response to a new treatment. Molecular diagnostics provide a reliable way to determine the course of action for many diseases. It focuses on patterns and uncovers changes, improving a clinician’s ability to find irregularities. Some common products that are in-vitro diagnostics include drug tests and blood tests for glucose, liver enzymes, and levels of electrolytes.

This certificate provides an overview of the field from discovery to commercialization of different diagnostic products. You will learn how to use genomic information to discover biomarkers and how to move through stages of validation and into the studies that are needed to obtain regulatory approval.

Key Program Topics

- Biomarker research and theoretical concepts
- Practical issues involved in conducting drug discovery related biomarker research and disease related biomarker identification
- Learn the requirements for moving an IVD product from concept to regulatory approval and market launch
- Get a comprehensive picture of the medical device regulatory process

Certificate Benefits

- Program designed to be completed in only one year
- Hands-on comprehensive training designed to immerse you in the skills needed to successfully get started or advance your career
- Courses taught by leading industry practitioners

Program Audience

This certificate is designed to be applicable to a range of professionals in the diagnostics field, including:

- Engineers
- Sales
- Regulatory affairs and quality assurance professionals
- Bench scientists in different branches of biology
- Bioinformatics professionals

Courses

<table>
<thead>
<tr>
<th>Required Courses All 3 courses required.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Biomarkers</td>
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<tr>
<td>BIOL-40258</td>
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<tr>
<td>In Vitro Diagnostics Product Development</td>
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<td>BIOL-40244</td>
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<td>Overview of Regulatory Affairs for Medical Device Professionals</td>
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<table>
<thead>
<tr>
<th>Elective Courses Six (6) units required.</th>
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<tbody>
<tr>
<td>Genomic Sequencing Technologies</td>
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<td>BIOL-40237</td>
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<tr>
<td>Introduction to QA/QC for Drugs &amp; Biologics</td>
<td>3.0</td>
</tr>
<tr>
<td>BIOL-40038</td>
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<tr>
<td>Good Documentation Practices</td>
<td>3.0</td>
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<td>BIOL-40201</td>
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</table>
Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

Complete the application and pay application fee. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Institutional Research Certificate

Overview

Data is becoming increasingly critical at a community college and university level. Leaders of academic institutions want to see greater data from enrollment numbers, student retention, graduation rates, and program details.

UC San Diego Extension's online specialized certificate in Institutional Research trains professionals and individuals to learn the fundamental skills to analyze data, conduct routine monitoring, and ultimately conduct institutional research. The certificate offers an overview of the field of institutional research, teaching students to utilize quantitative and qualitative methodologies to create research instruments and evaluate university outcomes.

Instructors and students will link scholarship to practice through case studies, problem-solving exercises, and research projects. Students will have the opportunity to participate in internships and gain real-world experience in each course. This program is ideal for post-baccalaureate students and career professionals new to the discipline of institutional research.

**Note:** Students must go through the program as a cohort. Each new cohort will begin in the Fall and take one course per quarter for three quarters. Each cohort will have a maximum of 15 students. Tuition is $1,596 per course.

Program Highlights
• Can be completed in one year
• Small cohort size with no more than 15 students
• Real-world internships incorporated into each class
• Courses delivered asynchronously online

Recommended Prerequisites
Institutional researchers come from a variety of fields, and to accommodate the diversity of educational backgrounds we highly recommend students take the following two courses in any field:
• Research Methods
• Statistics

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All three courses must be completed.</th>
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</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
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<td><strong>Applied Research in Higher Education</strong> BUSA-40915</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Diversity Research in Institutional Research</strong> BUSA-40916</td>
<td>4.0</td>
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</table>

Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Institutional Research. Call 858-822-3552 or Email: gycarton@ucsd.edu
Integrative Nutrition Certificate

Overview

The Integrative Nutrition specialized certificate is a career-focused training program designed for those who want to learn about food as medicine and to coach their patients and clients, families and friends, and members of their communities in understanding the value of food and nutrition as a means to promote health and wellness and prevent and combat disease. This program is designed for existing health professionals, those who aspire to careers in healthcare, and interested laypersons in San Diego, Southern California and beyond who seek to develop or deepen a focus in diet and nutrition with a holistic orientation.

It is composed of online and live sessions taught by UC San Diego health professionals, acclaimed researchers and authors, and expert plant-based chefs. It provides the skills and knowledge required for a basic foundation in the rapidly growing field of Integrative Nutrition.

Certificate Benefits

Upon completion of the program, students are eligible to apply for a complimentary license to teach the UCSD Natural Healing & Cooking program.

The program meets continuing education requirements for all holders of a CNS credential.

Courses offered by the UCSD Extension Integrative Nutrition certificate program are eligible for 10 CE units per course unit for current Certified Nutrition Specialists. This program fulfills the 5 year 75 CE requirement for CNS and RDs to renew their licensure.

Who should take the certificate?

This program is designed for:

- Existing health professionals
- Those who aspire to careers in healthcare
- Those who seek to develop or deepen a focus in diet and nutrition with a holistic orientation
- College-level coursework in relevant areas of at least one of these subjects is preferred: culinary arts, non-dietary healing arts, dietetics, nutrition, biology (biochemistry, cell/plant biology or microbiology), or chemistry (inorganic, organic, or analytical). However, individuals are welcome to apply and will be considered on a case-by-case basis.
- Cooking experience is not required, but will be helpful

Demand and Job Prospects

Healthcare in the U.S. has been dramatically shifting in recent years toward greater focus on prevention and wellness, as evidenced by the passing of the Affordable Care Act (ACA) in 2010. In 2011, the National Prevention Strategy (NPS) of the ACA was released with a stated goal of increasing the number of healthy Americans at every stage of life. Nutrition and healthy eating were listed as one of its seven primary priority areas.

Healthcare professionals will be able to utilize the certificate to expand their existing scope of practice by incorporating the use of food as medicine. Program graduates will be able to provide services such as counseling and coaching in the following areas:

- Use of food as medicine
- Diet-centered home health assistance
- Healthy and natural food production for individuals
- Groups, schools, and businesses
- Personal and group cooking instruction

These types of services will help meet the needs of additional target audiences including new parents and younger people with a growing awareness of the importance of wellness, disease prevention, and self-care, as well as the rapidly increasing population of baby boomers with age-related health concerns.

Industry Certification

Foundations in Nutrition I and II offered through the UCSD Extension Integrative Nutrition certificate program provide 60 CE units to fulfill the Foundational Nutrition coursework eligibility requirements for the MD/DO pathway to the Certified Nutrition Specialist (CNS). BCNS requires MD/DOs to complete other specific coursework, obtain a passing exam score, and document 1,000 hours of clinical nutrition practice experience. BCNS reviews each candidate individually, including current course descriptions, transcripts, and experience to determine eligibility. To learn more about becoming a CNS, visit [www.NutritionSpecialists.org](http://www.NutritionSpecialists.org).

Courses offered by the UC San Diego Extension Integrative Nutrition certificate program are eligible for 10 CE units per course unit for current Certified Nutrition Specialists.

The Program:

- **Number of courses:** 8
- **Total units:** 14
- **Estimated cost:** $2135
• **Time to Complete**: can be completed in 1 year
• **Delivery**: Part 1 Core Courses offered online every quarter, Part 2 Practical Portion offered in-person Winter and Summer quarters (date/location TBD)

## Courses

<table>
<thead>
<tr>
<th>PART I CORE COURSES</th>
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<tr>
<td><strong>Foundations of Nutrition I: Introduction to Nutrition Science</strong>&lt;br&gt;BIOL-40320</td>
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<tr>
<td><strong>Foundations of Nutrition II: Diet and Disease</strong>&lt;br&gt;BIOL-40321</td>
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<td><strong>Food as Medicine: The Art and Science of Food, Nutrition and Self-Healing</strong>&lt;br&gt;FPM-40618</td>
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<td><strong>Behavior Change and Lifestyle Coaching</strong>&lt;br&gt;FPM-40587</td>
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<tr>
<td><strong>The Business of Integrative Nutrition</strong>&lt;br&gt;FPM-40619</td>
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<tr>
<td><strong>Advanced Nutrition Topics</strong>&lt;br&gt;FPM-40620</td>
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<table>
<thead>
<tr>
<th>PART II PRACTICAL</th>
<th>UNITS</th>
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<tr>
<td><strong>Natural Healing and Cooking</strong>&lt;br&gt;FPM-40623</td>
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<tr>
<td><strong>Nutrition Practicum</strong>&lt;br&gt;FPM-40624</td>
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</tr>
</tbody>
</table>

## Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

## Contact

Healthcare & Behavioral Sciences. Call 858-534-9262 or Email: unexhealthcare@ucsd.edu

## Conditions for Admission
Intellectual Property Certificate

Overview

As defined by the World Intellectual Property Organization: "Intellectual property refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce."

The Intellectual Property Professional Certificate is designed to serve the diverse needs of the community by providing a foundation in securing and maintaining patents, copyrights and trademarks.

Mirroring the local economy, the Intellectual Property Professional Certificate offers a rich diversity in the disciplines of biosciences, software development, medical devices and the arts. Students are carefully prepared to comprehend the unique complexities of their specific industry in advanced subject specific courses.

This Intellectual Property Professional Certificate is designed for the professional who wishes to change emphasis or earn continuing education credit; for the novice, wishing to begin a career in intellectual property; and those simply wishing to gain advice, perspective, develop basic skills, and/or network for personal gain. With the help of a highly-qualified and prestigious advisory board, we have developed a comprehensive program that focuses on essential intellectual property concepts and procedures, while allowing the student to customize his/her program by choosing an emphasis through electives.

The Intellectual Property Professional Certificate will focus on a variety of topics, from core subject patents, trademarks and copyrights, and electives that include current topics in Biosciences, Pharmaceutical, Telecommunications, Software Development, Literature and Art.

Please Note: The Intellectual Property Certificate is NOT approved by the American Bar Association (ABA) because it is not a type of program that the ABA oversees, approves, or certifies. The Paralegal Certificate Program is the only UC San Diego Extension program currently approved by the ABA.

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tr>
<td><strong>Principles of Copyrights</strong>&lt;br&gt;BUSA-40539</td>
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<tr>
<td><strong>Principles of Patents</strong>&lt;br&gt;BUSA-40537</td>
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<tr>
<td><strong>Principles of Trademarks</strong>&lt;br&gt;BUSA-40538</td>
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<tr>
<td><strong>Patent Prosecution</strong>&lt;br&gt;BUSA-40540</td>
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<tr>
<td><strong>Patent and IP Searching</strong>&lt;br&gt;BUSA-40541</td>
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<tr>
<td><strong>Advanced Issues in Intellectual Property</strong>&lt;br&gt;BUSA-40542</td>
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<tr>
<td><strong>Intellectual Property Law</strong>&lt;br&gt;BUSA-40263</td>
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Elective Courses Minimum of 2 units required

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<tr>
<th>Elective Courses</th>
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<tr>
<td><strong>Biotech Patent Law</strong>&lt;br&gt;BUSA-40716</td>
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<tr>
<td><strong>Foreign Patent Prosecution</strong>&lt;br&gt;BUSA-40624</td>
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<tr>
<td><strong>Patent Drafting</strong>&lt;br&gt;BUSA-40682</td>
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<tr>
<td><strong>Computer and Software Law</strong>&lt;br&gt;BUSA-40211</td>
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</table>
Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8164 or Email: unexlaw@ucsd.edu

Conditions for Admission

Complete the application and pay application fee.
Java Programming Certificate

Overview

Over the last few years, Java has taken the software development world by storm, growing faster than any other computer language or development environment. Java has been closely associated with the World Wide Web; but in actuality, Java is a language in its own right. Java is a simple, object-oriented, platform-independent language that can be used to develop applets, servlets, and other applications.

This specialized certificate program provides concentrated study and working knowledge of the Java programming language as well as object-oriented programming and design.

Courses

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
</table>
| **Introduction to Programming Using Java**  
CSE-41242 | 3.0 |

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
</table>
| **Java Programming I: Fundamental Java Concepts**  
CSE-40479 | 3.0 |
| **Java Programming II: Core Java Programming**  
CSE-40480 | 3.0 |
| **Java Programming III: Intermediate Java Programming**  
CSE-40481 | 3.0 |
| **Java Programming IV: Advanced Java Programming Structures**  
CSE-40482 | 3.0 |

Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9152 or Email: infotech@ucsd.edu

Conditions for Admission

Complete the application and pay application fee. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Lactation Consultant Certificate

Overview

This Lactation Consultant specialized certificate program expands the clinical knowledge of the breastfeeding professional who interfaces with the breastfeeding client by understanding problems of clinical management. Certification as a lactation consultant is approved preparation for healthcare providers who interact and triage infant nutrition problems and concerns. The course of study is based on objectives, guidelines and competencies established by LEAARC. Although UC San Diego does not issue the credential of Lactation Consultant, they support the IBLCE.

Program Benefits

Students who complete this certificate will:

- Expand their clinical knowledge as a breastfeeding professional who interfaces with the breastfeeding clients by understanding problems of clinical management.
- Have certification as a lactation consultant, which is approved preparation for healthcare providers who interact and triage infant nutrition problems and concerns.
- Study objectives, guidelines and competencies established and approved by LEAARC.

Pathway 1 Qualifications

Pathway 1 Candidates are defined as having both of these requirements, prior to application:

- Have an IBLCE approved license, be a registered or recognized health professional or have completion of all 14 IBLCE Educational Requirements. (IBLCE Approved Health Professions: Dentist, Dietician, Midwife, Nurse, Occupational Therapist, Pharmacist, Physical Therapist or Physiotherapist, Physician or Medical Doctor, Speech Pathologist or Therapist.)
- 1000 clinical hours directly with breastfeeding dyads within the past 5 years (Verifiable by employer)

Pathway 2 Qualifications

Pathway 2 Candidates are defined as having completed all of the requirements below, prior to application:

- Completion of all 14 “General Education Courses” as defined by the IBLCE – or – be an approved Health Professional (Please see list of approved professionals under Pathway 1)
- Completion of the UCSD Extension Lactation Educator Counselor Training Program, Course Number: RMED-40006

Candidates Must Have All Requirements Completed Prior to Applying

Demand and Job Prospects

- Lactation Consultants typically interact with patients in a role similar to nurse practitioners, as advanced practice clinicians. They generally work independently to triage and manage a clinical lactation concern for mother, baby, and family unit. In most areas, they are paid an hourly rate that seems to parallel the RN salary range which is from $20-$45 per hour.
- Lactation consultants do not have to be RN’s to function in their role, although some hospitals may have an additional requirement that the LC be an RN.
- May be employed in hospitals and manage hospital breastfeeding centers and boutiques. In this role they may facilitate other lactation consultants, breastfeeding support groups, triage phone calls and warm lines, and manage breastfeeding stores that rent breast pumps and sell breastfeeding clothing and products.
- Frequently hired by WIC, the federally funded Women, Infant, and Children program. These lactation consultants are usually also dieticians, although that is not a requirement.
- Some UC San Diego Extension Lactation Consultant graduates have chosen to establish private practices. In this role they do lactation consultations with patients and their families either in a business setting or in the patient’s home. The fees are set by the individual lactation consultant. The business may also include retail products, breast pump rentals, support groups and classes.
- Lactation Consultants are generally employed part time although more full time positions are becoming available.

Industry Certification

The Lactation Consultant Program provided by UC San Diego, Extension is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Lactation Education Accreditation and Approval Review Committee. The program earned its initial accreditation on November 17, 2017 and is current until November 30, 2022.

Commission on Accreditation of Allied Health Education Programs
25400 U.S. Highway 19 North, Suite 158
Clearwater, FL 33763
727-210-2350
www.caahep.org

UC San Diego Extension supports IBLCE as the credential and certification for practicing Lactation Consultants. The IBLCE exam is given twice a year in October and April. The student must complete the IBLCE requirements as currently defined at www.IBLCE.org.

Students may meet the certification exam requirements by any pathway. All UC San Diego Extension students who successfully complete the training program and its requirements are eligible to sit for the IBLCE exam.
The Program

- **Number of courses:** Pathway 1: 1 class & Pathway 2: See Requirements
- **Total units:** 12
- **Estimated cost:** Pathway 1: $995
  Pathway 2: $3495 + clinical background document fees
- **Time to Complete:** Pathway 1: 6 months & Pathway 2: 9 months
- **Delivery:** Pathway 1: Online & Pathway 2: Hybrid (Online Education with In Person Clinical)

To learn about becoming a Lactation Consultant in more detail, please visit [breastfeeding-education.com](http://breastfeeding-education.com) and watch a comprehensive presentation from our lead instructor, Gini Baker.

Application Term for Pathway 2 will be from March 1st till June 30th 2018.

Courses

<table>
<thead>
<tr>
<th>Prerequisite Course Required for Pathway 2 students only</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
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<tr>
<td>Lactation Educator Counselor Training Program</td>
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<td>RMED-40006</td>
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<table>
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<tr>
<th>Required Course Only 1 of the courses below required depending on approved Pathway</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
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<tr>
<td>Pathway 1: Lactation Consultant Education</td>
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<td>RMED-40019</td>
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<tr>
<td>Pathway 2: Hybrid Lactation Consultant</td>
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<td>RMED-40024</td>
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<table>
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<tr>
<th>IBLCE Exam CE Courses Pathway 2 students additional CE subjects required for IBCLE exam</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
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<tr>
<td>Medical Terminology: An Anatomy and Physiology Approach</td>
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<tr>
<td>FPM-40632</td>
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<tr>
<td>Anatomy &amp; Physiology for Allied Health</td>
</tr>
<tr>
<td>FPM-40320</td>
</tr>
<tr>
<td>Ethics for Healthcare Professionals</td>
</tr>
<tr>
<td>BUSA-80010</td>
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<tr>
<td>Lactation Medical Documentation</td>
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<tr>
<td>RMED-80000</td>
</tr>
<tr>
<td>Occupational Safety &amp; Security for Health Professionals</td>
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<tr>
<td>FPM-40554</td>
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<tr>
<td>Fundamentals of Infection Prevention/Clinical Epidemiology</td>
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<td>FPM-40577</td>
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<tr>
<td>CT: Practical Clinical Statistics for the Non-Statistician</td>
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<td>FPM-40233</td>
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<tr>
<td>Foundations of Nutrition I: Introduction to Nutrition Science</td>
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<tr>
<td>BIOL-40320</td>
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</tbody>
</table>

Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Healthcare & Behavioral Sciences. Call 858-246-2312 or Email: ucsdlactation@ucsd.edu
Conditions for Admission

Please see the application for specific admission requirements for this program. Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited. All students are required to complete the application (click on "Apply Now").
Leadership and Teamwork Certificate

Overview

In today's job market, an increasing number of companies seek candidates with strong "soft skills" to complement their technical skills and expertise. Regardless of the field, qualities such as solid communication skills, self-awareness, time management, and the ability to function on diverse and collaborative teams are highly sought-after. This certificate in Leadership and Teamwork is designed to equip participants with those skills to help them excel in any working environment.

The courses in the certificate focus on leadership, teamwork, and project management. Throughout the program, students will implement these skills by working collaboratively on teams to manage hands-on campus projects. The culmination of the program will include a showcase of the students’ projects to campus leaders, industry guests, and the general public. Upon completion of the program, students will be empowered to transition into their career pursuits.

Program Objectives

- Understand your strengths, preferences, styles, and areas for development to improve your leadership capacity
- Discover best approaches to make teams work together and how to improve their dynamics
- Enhance presentation skills by developing effective messaging and perfecting delivery according to the audience
- Develop an appreciation for individuals with different roles and responsibilities in interdisciplinary projects
- Learn to communicate effectively and efficiently with fellow team members, direct reports, and stakeholders, who may have different backgrounds and areas of expertise
- Gain an understanding of Project Management tools and techniques
- Practice your newly acquired skills and build your resume while making an impact through a real life project

Admissions

At this time, only current UC San Diego graduate students and postdocs are permitted to participate in the Leadership Teamwork Certificate. Applicants that do not match this profile will not be admitted.

Schedule

Students will complete the full program in two quarters, starting in Fall and finishing in the Winter. Courses will generally run on Tuesday evenings during each quarter, typically from 6PM to 9PM.

Fees: $395, paid over two quarters

Courses

<table>
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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<td>Project Management for the Collaborative Workplace</td>
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<tr>
<td>Leadership and Teamwork Practicum</td>
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Admission

The applications for the 2017-2018 cohort are now open. Applications are due by September 8, 2017. Applicants will be notified of acceptance by September 15, 2017.

At this time, only current UC San Diego graduate students and postdocs are permitted to participate in the Leadership Teamwork Certificate. Applicants that do not match this profile will not be admitted.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Executive Programs and Corporate Education. Call 858-534-9151 or Email: corped@ucsd.edu
Conditions for Admission

The applications for the 2017-2018 cohort are now open. Applications are due by **September 8, 2017**. Applicants will be notified of acceptance by **September 15, 2017**.

Any UC San Diego graduate student or postdoctoral scholar in good standing is eligible to considered for acceptance into the program. To ensure a diverse cohort, applicants will be evaluated based upon:

- Year in program and/or advancement to candidacy status
- Area of study or research interest
- Employment & volunteer history
- Statement of interest
Lean Six Sigma Black Belt Certificate

Overview

*Accepting Applications for the Spring 2018 Session. Program begins next on April 6, 2018.*

Lean Six Sigma is a set of tools, techniques and operating principles that represents the best of practices in quality and process improvement resulting in improved performance and reduced costs.

Course Benefits

- The 12-session program will help you develop an understanding and learn the applications of proven approaches to maximize productivity through process requirements, constraints and flow.
- Learn the established Lean Six Sigma body of knowledge and understand how to implement it directly into your workplace through a project.
- Earn the credentials to be a Lean Six Sigma leader within your organization.
- Classroom instruction and practical hands-on projects, allow direct application of Lean Six Sigma, resulting in a projected ROI of $100K.
- Program curriculum is based on the American Society for Quality’s (ASQ’s) Body of Knowledge, providing the education needed to prepare for the Six Sigma Black Belt Certification (CSSBB) exam. Training will also cover areas of competency in portions of ASQ’s Manager of Quality (CMQ), Certified Quality Engineer (CQE), and Quality Auditor (CQA) certifications.
- Receive a Specialized Certificate in Lean Six Sigma (LSS) Black Belt, and complete the educational training necessary to add LSS Black Belt to your resume. To obtain formal credentials, you must take an exam offered through a certifying body, such as ASQ.
- Achieve one of the projects required to be eligible to sit for the certification exam.

Program Fee

The total cost of training is $5,295, and this includes all course materials:

- Computer Software (SPC XL & DOE PRO)
- Course binder
- Textbooks
- Certificate Processing Fee
- Lunch and parking

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>Lean Six Sigma Black Belt</td>
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<td>INFORMATION SESSION</td>
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<tr>
<td>Lean Six Sigma Information Session (Black/Green Belt)</td>
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<td>OTHER COURSES OF INTEREST</td>
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<tr>
<td>Lean Six Sigma Black Belt Practicum</td>
<td>ENG-40021</td>
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<td>Lean Six Sigma Green Belt</td>
<td>MAE-40013</td>
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<td>Project Management Boot Camp</td>
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<td>Lean and Six Sigma Alumni Event</td>
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Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8133 or Email: ProcessPrograms@ucsd.edu

Conditions for Admission

Note: Admission is limited. Interested students must complete application prior to enrolling in the program. Please apply here.

Course Number: MAE-40004
Credit: 9.00 unit(s)
Related Certificate Programs: Lean Six Sigma Black Belt
Marketing Certificate

Overview

The Professional Certificate in Marketing is designed to help participants develop a broad understanding of the modern marketing functions that are most important in today’s new economy. Learn how to apply savvy marketing techniques to draw in new clientele and drive customer loyalty. Acquire the core knowledge and skills needed to design innovative marketing plans, implement successful marketing tactics, and advance your career.

Program Benefits:

- Explore the building blocks of effective marketing programs
- Gain tools to appropriately measure and evaluate the effectiveness of digital-marketing campaigns
- Learn how to use market research results to drive successful product and service design
- Learn how to create compelling communication with current and prospective customers
- Focus on topics that apply specifically to your goals in your elective coursework
- Networking opportunities with other professionals

Who Should Attend:
The certificate program is designed for individuals looking to start their career in marketing as well as those looking to advance their careers in digital marketing, content marketing, market research and analytics, branding, social media. Students may pursue the full program or select individual courses based on their needs.

The Program:

- Number of courses: 6 required courses and 6 units (approx. 2 courses) of elective courses
- Total units: 27 units
- Estimated cost: Total cost is $5,899
- Time to Complete: Can be completed in approximately two years or less
- Delivery: All required coursework is offered both online and in-class

For more information: Fiona O'Donnell-Lawson at 858-534-8139 or MktgProgram@ucsd.edu

Courses

<table>
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<tr>
<th>Prerequisite</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Elements of Marketing</td>
<td>BUSA-40011</td>
</tr>
<tr>
<td>Elements of Marketing in Science and Technology</td>
<td>BUSA-40863</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Complete all five courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Market Research and Analytics</td>
<td>BUSA-40442</td>
</tr>
<tr>
<td>Branding and Positioning</td>
<td>BUSA-40451</td>
</tr>
<tr>
<td>Digital Marketing</td>
<td>BUSA-40879</td>
</tr>
<tr>
<td>Content Marketing</td>
<td>BUSA-40880</td>
</tr>
<tr>
<td>Strategic Marketing Planning</td>
<td>BUSA-40770</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Choose six (6) units.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Sports Marketing</td>
<td>BUSA-40885</td>
</tr>
</tbody>
</table>
Admission

**Elements of Marketing** is a prerequisite for other required marketing courses. After completing all other required courses, student may enroll in **Strategic Marketing Planning**.

**Professional Organizations**
Connect with marketing professionals by attending local professional association events, including:

- American Marketing Association San Diego Chapter (AMA)  
  *UC San Diego Extension students receive discounted student rate*
- San Diego Direct Marketing Association (SDDMA)  
  *UC San Diego Extension students receive discounted student rate*
- San Diego Ad Club

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

**Contact**

Business, Professional & Legal Programs. Call 858-534-8139 or Email: MktgProgram@ucsd.edu

**Conditions for Admission**

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Mechanical Analysis and Design Certificate

Overview

High-tech companies, such as Apple, Tesla and SpaceX, are eager to understand the characteristics of new materials that are key ingredients of sophisticated products. They are turning to the mechanical engineer to provide them with these answers.

The Mechanical Analysis and Design certificate will provide the latest tools and skills necessary for the engineer to develop a wide range of mechanical systems and components. A professional or recent college graduate (typically in the mechanical engineering field) that completes the certificate requirements will accumulate a set of skills needed in current mechanical engineering jobs. The courses consist of both hard and soft skills complementing the mechanical engineer’s abilities in component and system analysis and design development tools. The courses are designed and classified to train the mechanical engineer further in his field, as well as coordinating with other engineering disciplines and industrial practices.

This highly practical, hands-on program will allow the student to apply the knowledge they learn immediately to their current assignments with proficiency. The Mechanical Analysis and Design certificate can be completed in as short as six months.

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Three Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SolidWorks</strong></td>
<td>MAE-40028</td>
</tr>
<tr>
<td><strong>Introduction to Reverse Engineering with SolidWorks</strong></td>
<td>MAE-40034</td>
</tr>
<tr>
<td><strong>Plastic Part Design for Injection Molding</strong></td>
<td>MAE-40033</td>
</tr>
</tbody>
</table>

**Tracks:** One required:

| **Reliability Centered Maintenance & FMEA** | MAE-40025 | 3.0 |
| **Intro to FEMAP and ANSYS Finite Element Modeling** | MAE-40032 | 3.0 |

**Elective Courses:** One required:

| **Mechanical Design with MATLAB** | MAE-40030 | 3.0 |
| **Geometric Dimensioning & Tolerancing (GD&T)** | MAE-40031 | 3.0 |

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9352 or Email: unexengr@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Medical Coding Certificate

Overview

Despite advances in medical coding software, trained coders are more in demand than ever. In fact, the profession is expected to grow much faster than the national average of all professions over the next eight years, according to the Bureau of Labor Statistics.

This intensive, fully online program will expose participants seasoned to experts in the field, new requirements and emerging tools and technologies for capturing patient information, and prospective careers in the field.

Coders are the critical link between clinicians (physicians and other clinical professionals) and the billers, capturing/coding each procedure and aspect of treatment to enable billing staff to bill completely and accurately for services provided. Appropriate reimbursement for services helps ensure the solvency of the medical enterprise. Coding review patients’ records and assign numeric codes for each diagnosis and procedure. To perform this task, they must possess expertise in the ICD-10-CM and ICD-10-PCS coding system and the surgery section within the CPT coding system. In addition, the Coding Specialist is knowledgeable of medical terminology, disease processes, and pharmacology, and is invaluable as a liaison among physicians, case managers, compliance professionals, financial services, and hospital departments.

The Medical Coding Specialist Certificate program provides comprehensive education to prepare qualified individuals to become an outpatient and/or an inpatient coding professional. It will also enhance the skills of individuals who are currently coding in a healthcare setting. Upon completion of the 27-credit hour program, students earn a professional certificate from UC San Diego Extension.

Certificate Benefits

At the conclusion of the program students will be able to:

- Relate the applicable clinical descriptions (Medical Terminology, Anatomy & Physiology, Pathophysiology and Pharmacology) found in the clinical review material to the proper coding categories in CPT, ICD-10-CM, ICD-10-PCS and HCPCS Level II
- Accurately construct and assign diagnosis codes and procedure codes in both the Outpatient (CM) and Inpatient (PCS) setting
- Associate procedure and diagnosis codes to the nature of the presenting problem(s) or chief complaint of the patient
- Understand the relationship between the Procedural Service and the Diagnostic Description (the procedure outlines what the Physician did, and the Diagnosis explains why he/she did it) and additionally proves the medical necessity for the encounter
- Explain and identify various compliance strategies and the payment methodology systems and be able to describe the billing process and reporting
- Accurately translate the Physician Narrative(s) into the coding nomenclatures that accurately reflect the services rendered by the physician in a billable format for reimbursement
- Abstract all of the billable services from a medical record to assure reimbursement is commensurate with the work performed
- Perform self or internal audits to assure all coding and compliance theories and rules are being followed and appropriately applied in the workplace
- Understand the Legal & Ethical issues in coding and how they are applied in the Health Information environment.

Who should take this certificate?

- Individuals who want to work as an inpatient and/or outpatient coding professional
- Individuals who are currently in the healthcare setting wishing to enhance their skills
- The certificate is intended for individuals who have met the following requirements:
  - High-School graduation/GED
  - Introduction to Medical Coding (MEDC-40024)
  - Medical Terminology: An Anatomy and Physiology Approach (FPM-40632)
  - Anatomy & Physiology for Allied Health (MEDC-40008)

Demands and Job Prospects

- Skilled coding professionals are highly sought-after by hospitals, community health centers, physician practices, long-term care facilities, and other health-related organizations across the nation.
- According to the federal Bureau of Labor Statistics, both experienced and entry-level coding professionals are expected to be in high demand and jobs for certified medical coders are projected to increase 15 percent through the year 2024. This is much faster than the average for all occupations. The demand for health services is expected to increase as the population ages.

Industry Certification

*This program meets the educational requirements for the following national certification exams:

- CCS (Certified Coding Specialist) AHIMA Hospital Inpatient Exam
- CCA (Certified Coding Associate) AHIMA Hospital & Physician Practice Exam
- CPC (Certified Professional Coder) AAPC Physician Practice Exam
- COC (Certified Outpatient Coding) AAPC Hospital Outpatient/Surgical Center Exam

*Students are responsible for meeting all other related exam qualification, which may include a set amount of experience.

The Program

- **Number of courses:** 11
- **Total units:** 34.5
- **Estimated cost:** $4,332 including certificate fee
- **Time to Complete:** 12 months not including prerequisites
- **Delivery:** Online

As of 02/14/2018
Courses

Required Prerequisites

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Terminology: An Anatomy and Physiology Approach</td>
<td></td>
</tr>
<tr>
<td>FPM-40632</td>
<td>1.5</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology for Allied Health</td>
<td></td>
</tr>
<tr>
<td>FPM-40320</td>
<td>4.5</td>
</tr>
<tr>
<td>Introduction to Medical Coding</td>
<td></td>
</tr>
<tr>
<td>MEDC-40024</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICD-10-CM</td>
<td></td>
</tr>
<tr>
<td>MEDC-40018</td>
<td>4.0</td>
</tr>
<tr>
<td>Pathophysiology of Human Disease</td>
<td></td>
</tr>
<tr>
<td>FPM-40617</td>
<td>5.0</td>
</tr>
<tr>
<td>Reimbursement Methodologies &amp; Compliance</td>
<td></td>
</tr>
<tr>
<td>MEDC-40021</td>
<td>2.0</td>
</tr>
<tr>
<td>ICD-10-PCS</td>
<td></td>
</tr>
<tr>
<td>MEDC-40019</td>
<td>4.0</td>
</tr>
<tr>
<td>Pharmacology</td>
<td></td>
</tr>
<tr>
<td>FPM-40382</td>
<td>3.0</td>
</tr>
<tr>
<td>Legal &amp; Ethical Issues in Coding</td>
<td></td>
</tr>
<tr>
<td>MEDC-40022</td>
<td>2.0</td>
</tr>
<tr>
<td>CPT/HCPCS Coding</td>
<td></td>
</tr>
<tr>
<td>MEDC-40020</td>
<td>4.0</td>
</tr>
<tr>
<td>Coding Practicum</td>
<td></td>
</tr>
<tr>
<td>MEDC-40023</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Admission

This Certificate (prerequisites not included) is intended to be completed within a 12-month time frame. Courses need to be taken in the order which they appear in the course matrix. Two starting points (Fall or Spring) are offered each year. 

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Healthcare & Behavioral Sciences. Call 858-534-9262 or Email: unexhealthcare@ucsd.edu

Conditions for Admission
Medical Writing Certificate

Overview

The demand for medical writing professionals is growing significantly. So, too is the supply of individuals with advanced biomedical and life science degrees looking for careers outside academia. Given these facts, an Advisory Board of seasoned medical writing professionals has guided the development of a Medical Writing Certificate program at the University of California, San Diego. The program is designed to provide graduates with the foundational knowledge and skills needed to work as a medical writer in the commercial sector, government agencies and/or academia. The certificate will equip scientists and others with a strong biomedical and/or life sciences background to write specifically for scientific audiences.

Certificate Benefits

- The certificate prepares students to secure well-paying positions as medical writers in four distinct specialty areas:
  - Continuing Medical Education materials
  - Scientific Grants
  - Regulatory Documentation
  - Journal Article and Publication Development
- Medical writing offers a rewarding and intellectually stimulating career, with six-figure salaries for senior writers
- Many medical writers manage their own freelance businesses

Scientific Medical Writing vs. Non-Scientific Medical Writing

The program is not designed for those intending to communicate scientific information to lay audiences, e.g., science journalism, marketing communications or patient communications. This program is designed to equip scientists and others with a strong biomedical and/or life sciences background to write for scientific audiences in peer-reviewed journals, regulatory documents, medical education materials and/or research grant proposals.

Who should take the certificate?

Accepted applicants will have graduate degrees in biomedical or life sciences, such as biology, chemistry, pharmacy, nursing, nutrition, medicine or public health. PhDs are particularly competitive for medical writing positions in the commercial sector and academic settings.

Demand and Job Prospects

- Per the Bureau of Labor Statistics, demand for Technical Writers in Healthcare is projected to grow nearly 27% from 2012 to 2022.
- According to the most recent American Medical Writers Association (AMWA) data, increases in medical writers’ salaries were more than double the rate of inflation and increased with certification.
- Medical writing offers a rewarding and intellectually stimulating career, with six-figure salaries for senior writers.
- Many medical writers manage their own freelance businesses.
- Few Biology PhDs on university campuses will secure a faculty position or campus laboratory; medical writing provides an alternative well-paying career.

Industry Certification

The Medical Writing Certificate program helps prepare students for the Medical Writing Certification Examination developed by Medical Writing Certification Commission (MWCC) in collaboration with the American Medical Writers Association (AMWA). For more information about the certification exam, see https://www.amwa.org/page/MWC.

Program Details:

- Number of courses: 5 core courses and 8 units of electives
- Total units: 22
- Estimated cost: $4,000 +/-
- Time to Complete: 18 months for most
- Delivery: fully online

Before You Enroll

Upon acceptance into the Medical Writing Certificate Program, you must complete the prerequisite courses listed below before enrolling in the first course Introduction to Medical Writing. If you would like to request a waiver of completion for these prerequisite courses, please send your transcripts, CV, and/or resume to Natasha Dasaro at ndasaro@ucsd.edu to be considered.

Non-Native English speakers must provide proof of English language competency via either a score of 90 on the iBT (TOEFL) test or a 7.5 on the IELTS test.

Course Expectations

In order to receive your certificate, you must complete all of the required coursework with a B-/80% or higher.

Courses

Prerequisites (all offered every quarter online)
<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Terminology: An Anatomy and Physiology Approach</td>
<td>1.5</td>
</tr>
<tr>
<td>CT: Practical Clinical Statistics for the Non-Statistician</td>
<td>2.0</td>
</tr>
<tr>
<td>Grammar Lab</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Required Courses** All 14 units required

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Medical Writing &amp; Editing</td>
<td>3.0</td>
</tr>
<tr>
<td>Medical Writing &amp; Editing II</td>
<td>3.0</td>
</tr>
<tr>
<td>Designing Figures, Tables, &amp; Graphs</td>
<td>2.0</td>
</tr>
<tr>
<td>Ethics for Medical Writers</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Electives** 8 units required

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT: Medical Writing: Protocols, Reports, Summaries, and Submissions</td>
<td>2.0</td>
</tr>
<tr>
<td>Good Documentation Practices</td>
<td>3.0</td>
</tr>
<tr>
<td>Overview of the Drug Development Process</td>
<td>3.0</td>
</tr>
<tr>
<td>CT: Drug Development Process</td>
<td>3.0</td>
</tr>
<tr>
<td>CT: Understanding Oncology</td>
<td>3.0</td>
</tr>
<tr>
<td>CT: Regulation of Drugs, Biologics, Devices, and Diagnostics</td>
<td>3.0</td>
</tr>
<tr>
<td>CT: Science of Clinical Trials Design</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Required Capstone Project (Pick One)** Required Capstone Project

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone: Journal Article and Publication Development</td>
<td>4.0</td>
</tr>
<tr>
<td>Capstone: Medical Education Materials</td>
<td>4.0</td>
</tr>
<tr>
<td>Capstone: Regulatory Writing</td>
<td>4.0</td>
</tr>
<tr>
<td>Capstone: Scientific Grants</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Admission**

All students must either take the following two courses or have taken appropriate equivalents within the past five years, earning a grade of B− or better:

- Medical Terminology FPM-40172, 1 unit online
- Practical Clinical Statistics for the Non-Statistician FPM-40233, 2 units online
- Grammar Lab WCWP-40234, 3 units online

Prerequisites can be waived for individuals whose work experience demonstrates foundational knowledge of these subjects.

Applicants seeking this waiver must email their CV to ndasaro@ucsd.edu for determination in advance of their application.
There will be a $60 fee upon acceptance into the program.

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Healthcare & Behavioral Sciences. Call 858-246-2312 or Email: ndasaro@ucsd.edu

Conditions for Admission

Successful applicants must have relevant educational background, and native-level fluency in English with the demonstrated ability to write clear, logical, and grammatically correct sentences as evidenced by the application, official transcripts and writing samples. Accepted applicants will have degrees in biomedical or life sciences, such as biology, chemistry, pharmacy, nursing, nutrition, or public health. It is anticipated that many will have advanced degrees, including PhDs. Candidates with PhDs are particularly competitive for medical writing positions in the commercial sector and academic settings.

Upon acceptance into the Medical Writing Certificate Program, you must complete the prerequisite courses listed below before enrolling in the first course Introduction to Medical Writing. If you would like to request a waiver of completion for these prerequisite courses, please send your transcripts, CV, and/or resume to Stephanie King at s4griffith@ucsd.edu be considered.

Non-Native English speakers must provide proof of English language competency via either a score of 90 on the iBT (TOEFL) test or a 7.5 on the IELTS test.
Paralegal Studies (ABA Approved) Certificate

Overview

Today, paralegals are in demand not only in law offices but also in a wide variety of organizations, including consumer groups, corporations, courts, government agencies, health care facilities, insurance companies, and real estate brokerages. UCSD Extension's ABA-Approved Paralegal Program combines practical skills with legal theory and analysis, providing students with a balanced perspective and insight into the tasks paralegals perform.

To learn more about the Accelerated and Part-time Paralegal Certificate Programs, visit the program website.

The American Bar Association defines a "Paralegal" as a person, qualified by education, training, or work experience who is employed or retained by an attorney, law firm, corporation, governmental agency or other entity who performs specifically delegated substantive legal work under the direction and supervision of a practicing licensed attorney.

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Legal System&lt;br&gt;LAW-40000</td>
<td>1.0</td>
</tr>
<tr>
<td>Legal Communications&lt;br&gt;LAW-40015</td>
<td>2.0</td>
</tr>
<tr>
<td>Business Law&lt;br&gt;LAW-40001</td>
<td>3.0</td>
</tr>
<tr>
<td>Computer Essentials for the Legal Professional&lt;br&gt;LAW-40070</td>
<td>3.0</td>
</tr>
<tr>
<td>Ethics for the Legal Professional&lt;br&gt;LAW-40028</td>
<td>1.0</td>
</tr>
<tr>
<td>Civil Litigation I&lt;br&gt;LAW-40018</td>
<td>3.0</td>
</tr>
<tr>
<td>Civil Litigation II&lt;br&gt;LAW-40021</td>
<td>3.0</td>
</tr>
<tr>
<td>Legal Research and Analysis&lt;br&gt;LAW-40003</td>
<td>3.0</td>
</tr>
</tbody>
</table>
### Electives

6 units required

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Law and Procedure</td>
<td>3.0</td>
</tr>
<tr>
<td>Alternative Dispute Resolution</td>
<td>3.0</td>
</tr>
<tr>
<td>Bankruptcy Law</td>
<td>3.0</td>
</tr>
<tr>
<td>Environmental Law</td>
<td>3.0</td>
</tr>
<tr>
<td>Contract Law</td>
<td>2.0</td>
</tr>
<tr>
<td>Corporate Law</td>
<td>3.0</td>
</tr>
<tr>
<td>Criminal Law and Procedure</td>
<td>3.0</td>
</tr>
<tr>
<td>Discovery Principles</td>
<td>2.0</td>
</tr>
<tr>
<td>Domestic Relations Law</td>
<td>3.0</td>
</tr>
<tr>
<td>Employment Law for the Paralegal</td>
<td>3.0</td>
</tr>
<tr>
<td>Estate Planning and Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>Immigration Law</td>
<td>2.0</td>
</tr>
<tr>
<td>Intellectual Property Law</td>
<td>2.0</td>
</tr>
<tr>
<td>Real Property Law</td>
<td>3.0</td>
</tr>
<tr>
<td>Tort Law</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA/CP (Certified Paralegal) Exam Preparation and Review</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### Admission

**Accelerated Program**

This intensive, one-quarter (12-week) accelerated program is offered Summer, Fall and Spring quarters; classes are from 9 a.m. - 4 p.m. Monday through Thursday. A Bachelor's Degree is required or significant legal experience.

**Part-time Program**

The part-time program allows participants to study for a new career without disrupting their current work schedules. Quarterly courses meet once a week for up to ten weeks. Students pay for each course individually as taken. Day classes are now available to accelerate completion of the certificate. Minimum of Associates Degree or significant legal experience is required.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.
Conditions for Admission

Applicants are officially admitted to the program upon completion of the application process, which includes: three letters of recommendation, official transcripts and the application for candidacy accompanied by a $95 fee. For more information, please visit the program website at extension.ucsd.edu/paralegal.
Photographic Portraiture Certificate

Overview

The Specialized Certificate in Photographic Portraiture provides a comprehensive series of courses taught by successful portrait photographers and other industry experts to build students’ effectiveness and creativity in taking photographic portraits of different subjects in a variety of styles and settings.

Along with technical photographic instruction, there is focused study on the history of photographic portraiture as well as creating a portraiture business.

Elective courses enable students to focus on a primary style or subject and build skills which relate to that specific genre.

All courses are open to students not enrolled in the certificate, but enrollment in the certificate will require an application.

Courses

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>All four are required</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
</tr>
<tr>
<td><strong>History of Photographic Portraiture</strong>&lt;br&gt;ART-40692</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Photographic Portraiture I</strong>&lt;br&gt;ART-40689</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Photographic Portraiture II</strong>&lt;br&gt;ART-40690</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Business of Photographic Portraiture</strong>&lt;br&gt;ART-40691</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>4 units total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
</tr>
<tr>
<td><strong>Color Management for Photographers</strong>&lt;br&gt;ART-40402</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Environmental Portraiture</strong>&lt;br&gt;ART-40494</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Understanding Photographic Light: Studio &amp; Location</strong>&lt;br&gt;ART-40398</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Strobe Workshop: Lighting with Speed Lights</strong>&lt;br&gt;ART-40511</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Variations on Photographic Portraiture</strong>&lt;br&gt;ART-40659</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Portrait Retouching</strong>&lt;br&gt;ART-40706</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Family Pictures</strong>&lt;br&gt;ART-40229</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Admission

To fulfill the certificate program, students must complete the four required courses (totaling ten units), and additional elective courses (totaling four units).

Students may enroll in the certificate program during any quarter of the year.

Most students should be able to complete the program within three to four quarters (or nine months to one year), but have up to five years to complete the program.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.
Contact
Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission

Please see the application for specific admission requirements for this program.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.

Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Photography: Images and Techniques Certificate

Overview

The Professional Certificate in Photography offers concentrated study in the photographic arts. Our program is designed for adults with little or no photography background. The curriculum helps students successively develop solid skills including an understanding of the aesthetic and technical processes essential to the field of photography. This certificate program focuses on creativity and technical abilities, as well as the final product—a portfolio of finished photographs.

Students choose from a variety of photography courses with an emphasis on digital processes, while improving their abilities to observe, find innovative solutions and express individual creativity.

The program is purposefully flexible; students may choose an area of concentration and enroll in electives that fulfill their personal interests.

Courses

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
<td></td>
</tr>
<tr>
<td>Photo I: Aperture, Shutter Speed &amp; ISO</td>
<td>ART-40629</td>
<td>3.0</td>
</tr>
<tr>
<td>Digital Photography Workflow</td>
<td>ART-40705</td>
<td>3.0</td>
</tr>
<tr>
<td>Photo II: Technique &amp; Style</td>
<td>ART-40631</td>
<td>3.0</td>
</tr>
<tr>
<td>Photo III: Portfolio</td>
<td>ART-40632</td>
<td>3.0</td>
</tr>
<tr>
<td>A Short History of Photography</td>
<td>ART-40412</td>
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<table>
<thead>
<tr>
<th>PHOTOGRAPHIC ELECTIVES</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
<td></td>
</tr>
<tr>
<td>Artistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond Image: Using Photography with Other Media</td>
<td>ART-40422</td>
<td>3.0</td>
</tr>
<tr>
<td>Environmental Portraiture</td>
<td>ART-40494</td>
<td>3.0</td>
</tr>
<tr>
<td>Family Pictures</td>
<td>ART-40229</td>
<td>3.0</td>
</tr>
<tr>
<td>Nature Photography: From Vision to Print</td>
<td>ART-40081</td>
<td>3.0</td>
</tr>
<tr>
<td>Postcards from the City: Exploration with Artistic Photography</td>
<td>ART-40165</td>
<td>3.0</td>
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<tr>
<td>Reading Photographs: The Art of Seeing</td>
<td>ART-40413</td>
<td>3.0</td>
</tr>
<tr>
<td>The Endless Road Photography</td>
<td>ART-40658</td>
<td>3.0</td>
</tr>
<tr>
<td>Architectural Photography</td>
<td>ART-40607</td>
<td>2.0</td>
</tr>
<tr>
<td>Variations on Photographic Portraiture</td>
<td>ART-40629</td>
<td>3.0</td>
</tr>
<tr>
<td>Visual Poetry: Ways of Seeing</td>
<td>ART-40416</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Technical | Courses focus on technical skill sets. |  |
## Film & Darkroom Processes

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Black &amp; White Photography</strong>&lt;br&gt;ART-40213</td>
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</tbody>
</table>

## Digital Printing & Workflow

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
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<tbody>
<tr>
<td><strong>Introduction to Digital Printing</strong>&lt;br&gt;ART-40445</td>
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<tr>
<td><strong>Intermediate Digital Printing</strong>&lt;br&gt;ART-40565</td>
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</tr>
<tr>
<td><strong>Digital Darkroom II</strong>&lt;br&gt;ART-40543</td>
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</table>

## Lighting

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Photographic Light: Studio &amp; Location</strong>&lt;br&gt;ART-40398</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Strobe Workshop: Lighting with Speed Lights</strong>&lt;br&gt;ART-40511</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Introduction to Concert and Low-Light Photography</strong>&lt;br&gt;ART-40655</td>
<td>2.0</td>
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## Special Topics

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Photo Journalism</strong>&lt;br&gt;ART-40693</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Crash Course: the Art of Skateboard Photography</strong>&lt;br&gt;ART-40657</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Photo Silkscreen I</strong>&lt;br&gt;ART-40464</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Destination Photography</strong>&lt;br&gt;ART-40575</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Lightroom Workshop</strong>&lt;br&gt;ART-40649</td>
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</tr>
<tr>
<td><strong>Documentary Photography</strong>&lt;br&gt;ART-40507</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Color Management for Photographers</strong>&lt;br&gt;ART-40402</td>
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</tr>
<tr>
<td><strong>Architectural Photography</strong>&lt;br&gt;ART-40607</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>The Fine Art of HDR Photography</strong>&lt;br&gt;ART-40608</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Color Theory for Photographers</strong>&lt;br&gt;ART-40687</td>
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<tr>
<td><strong>Portrait Retouching</strong>&lt;br&gt;ART-40706</td>
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</tr>
</tbody>
</table>

## Admission

To fulfill the certificate program, students must complete at least 28 quarter units in Photography. Student may enroll in the certificate program during any quarter of the year. Most students should be able to complete the program within 2 to 2.5 years but have up to five years to complete the program. The series of courses with both artistic and technical emphasis are organized into levels of increasing difficulty ensures that students develop and refine their skills over time. Students work at their own pace and choose from a wide variety of electives.
There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission

Please see the application for specific admission requirements for this program.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.

Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Play Therapy Certificate

Overview

In play therapy, toys are the child’s words, and play is the child’s language. Therapists strategically use play to help children express what is troubling them when they do not have the verbal language to express their thoughts and feelings.

Formally, the Association for Play Therapy (APT) defines play therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained play therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development."

Play therapy is a structured, theoretically based approach to expressive therapy that builds on the normal communicative and learning processes of children and has been shown to help them

- Become more responsible for behaviors and develop more successful strategies.
- Develop new and creative solutions to problems.
- Develop respect and acceptance of self and others.
- Learn to experience and express emotion.
- Learn new social skills and relational skills with family.

Play therapy can also be used effectively with some teenagers and adults to optimize learning, enhance relationships, improve health, and enhance social well-being.

Certificate Benefits

Mental health professionals can add a set of skills to their repertoire that improves care for children and adults without the ability to verbally express their thoughts and feelings.

UC San Diego Extension meets the "Play Therapy Training" requirement of the Association for Play Therapy’s Registered Play Therapist (RPT) and Registered Play Therapist-Supervisor (RPT-S) credentials. See “Industry Certification” below for more detail.

Target Audience

Licensed therapists, therapist interns, and allied health professionals who work with children, adolescents, and their families.

Industry Certification

The certificate program satisfies the instructional requirement of the Association for Play Therapy (APT) to become a Registered Play Therapist (RPT), as well as a Registered Play Therapist Supervisor (RPT-S). UC San Diego Extension is approved by the APT to offer continuing education specific to play therapy (APT Approved Provider 98-046). Details about requirements and applications for the designations may be obtained from the Association for Play Therapy www.a4pt.org.

Program At-A-Glance

- # of courses: 22
- Total units: 11
- Estimated cost: $3,000
- Time to Complete: Minimum of six quarters (20 months)
- Delivery: In-class

Courses

<table>
<thead>
<tr>
<th>Treatment Planning Series</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td><strong>Toys and Their Uses</strong></td>
</tr>
<tr>
<td>PSY-40156</td>
</tr>
<tr>
<td><strong>Play Diagnosis and Assessment: Play Assessment of Ego Functions and Object Relations</strong></td>
</tr>
<tr>
<td>PSY-40218</td>
</tr>
<tr>
<td><strong>Legal and Ethical Issues in Child Treatment with Emphasis on Play Therapy and Assessment</strong></td>
</tr>
<tr>
<td>PSY-40158</td>
</tr>
<tr>
<td><strong>History of Play Therapy</strong></td>
</tr>
<tr>
<td>PSY-40391</td>
</tr>
<tr>
<td><strong>The Therapeutic Powers of Play</strong></td>
</tr>
<tr>
<td>PSY-40219</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinicians Toolbox Series</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
</tr>
<tr>
<td><strong>Child-Centered Play Therapy</strong></td>
</tr>
<tr>
<td>PST-40235</td>
</tr>
<tr>
<td><strong>Child-Parent Relationship Therapy-CPRT (Filial Therapy)</strong></td>
</tr>
<tr>
<td>PSY-40337</td>
</tr>
</tbody>
</table>
### Introduction to Parent-Child Interaction Therapy
PSY-40328 0.5

### Developmental Play Therapy
PSY-40316 0.5

### Structured Play Therapy: Cognitive-Behavioral Play Therapy, Pre-Set Play, Introduction of Resolutions
PSY-40238 0.5

### Gestalt Play Therapy, Role-play, and Psychodrama
PSY-40239 0.5

### Sandplay: A Therapeutic Process
PSY-40240 0.5

### Experiential Play Therapy
PSY-40303 0.5

### Psychoanalytic Play Therapy
PSY-40237 0.5

### Integrative Play therapy
PSY-40401 0.5

### Supervision and Instruction of Play Therapy
PSY-40388 0.5

### Introduction to Theraplay
PSY-40399 0.5

### Play Therapy with Special Populations

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Uses of Play with Learning Disabilities and Developmental Delay</td>
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<tr>
<td>PSY-40168</td>
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<tr>
<td>Play Therapy, Art Therapy, and Assessment of Abused Children and Adolescents</td>
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<tr>
<td>PSY-40234</td>
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<tr>
<td>Play Therapy with Attention Deficit and Disruptive Behavior Disorders</td>
<td>0.5</td>
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<tr>
<td>PSY-40167</td>
<td></td>
</tr>
<tr>
<td>Play Therapy and Art Therapy Supervision to Transform Compassion Fatigue and Vicarious Trauma</td>
<td>0.0</td>
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<tr>
<td>PSY-40402</td>
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<tr>
<td>Families Fighting and Changing: Play Therapy with Children of Divorce and Remarriage</td>
<td>0.5</td>
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<tr>
<td>PSY-40226</td>
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<tr>
<td>Play Therapy for Children Affected by Illness and Injury</td>
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<tr>
<td>PST-40386</td>
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<tr>
<td>Play Therapy for Attachment Disorders</td>
<td>0.5</td>
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<tr>
<td>PSY-40322</td>
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<tr>
<td>Play Therapy to Help Children Cope with Grief and Loss</td>
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<tr>
<td>PSY-40382</td>
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<tr>
<td>Play Therapy and Art Therapy with Adolescents</td>
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<tr>
<td>PST-40397</td>
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<tr>
<td>Play Therapy in Schools</td>
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<tr>
<td>PSY-40398</td>
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<tr>
<td>Play Therapy Across Cultural and Ethnic Groups</td>
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<tr>
<td>PSY-40171</td>
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</tr>
</tbody>
</table>

**Admission**

To earn the certificate you must complete 11 quarter units (min. 150 hours of coursework). More than 13 units and 171 instructional hours are offered during a complete program cycle from which you select courses that fit your schedule. All coursework meet the Association for Play Therapy's instructional-hours requirement toward becoming a Registered Play Therapist (RPT) or Registered Play Therapist Supervisor (RPT-S).

**Please note that each course is offered twice, every other year. For example, a course offered in July and August of 2017, won’t be available again until July and August of 2019. There will be additional courses offered in between.**

There will be a $60 fee upon acceptance into the program.
From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Healthcare & Behavioral Sciences. Call 858-534-9262 or Email: unexhealthcare@ucsd.edu

Conditions for Admission

Please see the application for specific admission requirements for this program. Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.
Power Systems Engineering Certificate

Overview

Power systems engineering, is the study in engineering that deals with the generation, transmission, distribution and utilization of electric power and the electrical equipment connected to such systems including generators, motors and transformers. Traditionally, power engineers are responsible for maintaining a network of components which convert different forms of energy into electricity and for managing any of the three main subsystems of power engineering: generation, transmission and distribution. Power engineers’ duties also include assuring all components are functioning properly and that they meet safety regulations in addition to communication and data gathering functions.

In recent times, the use of renewable sources of energy has provided new impetus to the field with the design and development of renewable, energy efficient power grids and utility systems. Engineers must research and implement ways to integrate renewable power technology and are often involved in public works projects, and employed on federal projects that involve the integration of large power grids.

This certificate will teach the building blocks of the power system, its control and management. Designed for those with minimal experience with electric power, participants will be able to speak the language and perform substantial tasks within the electric grid and power system network. Any engineering degree, preferably BSEE, is required for entrance. Other relevant coursework will be evaluated separately at the application point.

Additional Reading:

Courses

Core Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals of Electric Power</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>EE-40174</td>
<td></td>
</tr>
<tr>
<td><strong>Electrical Energy Storage</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>EE-40171</td>
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<tr>
<td><strong>Power Electronics</strong></td>
<td>3.0</td>
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<tr>
<td>EE-40172</td>
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<tr>
<td><strong>Power System Analysis and Control</strong></td>
<td>3.0</td>
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<tr>
<td>EE-40173</td>
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</table>

Elective Courses 3 units required

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td><strong>Microgrid Design, Economic Optimization and Simulation</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41291</td>
<td></td>
</tr>
<tr>
<td><strong>Distributed Renewable Energy Resources</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>ECE-40284</td>
<td></td>
</tr>
</tbody>
</table>

Admission

All four required courses and one elective must be completed to obtain the specialized certificate. The coursework does not lead to any graduate degree program at this time.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9152 or Email: unexengr@ucsd.edu

Conditions for Admission
A BSEE or an equivalent engineering degree and experience will be required to enter this program of specialization. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Professional Safety and Health Officer Certificate

Overview

Courses

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Completion of the SHS Certificate OR you must choose one standards course below and complete the other remaining course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
</tr>
<tr>
<td>OSHA 510 - Occupational Safety and Health Standards for the Construction Industry</td>
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</tr>
<tr>
<td>OSHA 511 - Occupational Safety and Health Standards for General Industry</td>
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</tr>
<tr>
<td>Workers Compensation for Safety Professionals</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>You must choose one trainer course and complete all of the remaining courses.</th>
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</thead>
<tbody>
<tr>
<td>Required Courses for Construction, General Industry or Cal/OSHA tracks</td>
<td></td>
</tr>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
</tr>
<tr>
<td>OSHA 500 - Trainer Course in Occupational Safety and Health Standards for the Construction Industry</td>
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<tr>
<td>OSHA 501 - Trainer Course in Occupational Safety and Health Standards for General Industry</td>
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</tr>
<tr>
<td>OSHA 3095 - Electrical Standards (Low Voltage - Federal)</td>
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<tr>
<td>OSHA 7505 - Introduction to Incident (Accident) Investigation (2017 - 2 Days)</td>
<td>1.5</td>
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<tr>
<td>Safety Leadership I</td>
<td>2.0</td>
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<tr>
<td>Safety Leadership II</td>
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</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Must meet requirements of a single emphasis area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>You must complete a minimum of 10 units from the below courses.</td>
</tr>
<tr>
<td>TITLE &amp; COURSE NUMBER</td>
<td>UNITS</td>
</tr>
<tr>
<td>OSHA 2055 - Cranes in Construction</td>
<td>3.0</td>
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<tr>
<td>OSHA 2264 - Permit-Required Confined Space Entry</td>
<td>2.5</td>
</tr>
<tr>
<td>OSHA 3015 - Excavation, Trenching and Soil Mechanics</td>
<td>2.5</td>
</tr>
<tr>
<td>OSHA 3115 - Fall Protection</td>
<td>3.0</td>
</tr>
<tr>
<td>Trainer Course - Fall Protection</td>
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</tr>
<tr>
<td>Scaffolding</td>
<td>2.5</td>
</tr>
<tr>
<td>Trainer Course - Trenching</td>
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As of 02/14/2018
### General Industry
You must complete a minimum of 10 units from the below courses.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>OSHA 2015 - Hazardous Materials</td>
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</tr>
<tr>
<td>OSHA 2045 - Machinery and Machine Guarding Standards</td>
<td>3.0</td>
</tr>
<tr>
<td>OSHA 2225 - Respiratory Protection</td>
<td>3.0</td>
</tr>
<tr>
<td>OSHA 2264 - Permit-Required Confined Space Entry</td>
<td>2.5</td>
</tr>
<tr>
<td>OSHA 7105 - Introduction to Evacuation and Emergency Planning</td>
<td>0.5</td>
</tr>
<tr>
<td>OSHA 7115 - Lockout/Tagout</td>
<td>0.5</td>
</tr>
<tr>
<td>OSHA 7200 - Bloodborne Pathogens Exposure Control for Healthcare Facilities</td>
<td>0.5</td>
</tr>
<tr>
<td>Trainer Course - Confined Space</td>
<td>1.5</td>
</tr>
<tr>
<td>Trainer Course - Forklift Safety</td>
<td>1.5</td>
</tr>
</tbody>
</table>

### Cal/OSHA
You must complete a minimum of 8 units from the below courses.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSHA 5109 - Cal/OSHA Standards for the Construction Industry</td>
<td>3.0</td>
</tr>
<tr>
<td>OSHA 5119 - Cal/OSHA Standards for General Industry</td>
<td>3.0</td>
</tr>
<tr>
<td>Electrical Low Voltage Standards - State</td>
<td>1.5</td>
</tr>
<tr>
<td>Electrical High Voltage Standards - State</td>
<td>1.5</td>
</tr>
<tr>
<td>Laws and Regulations</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Project Management Certificate

Overview

UC San Diego Extension’s Professional Certificate in Project Management provides professionals with a practical, hands-on approach. Students hoping to get started in or advance their project management careers will gain the knowledge and tools necessary to plan, execute and complete complex projects within various types of organizations and industries.

Certificate Benefits

- Curriculum is based on the Project Management Body of Knowledge (PMBOK) developed by the Project Management Institute (PMI).
- Courses are available in both in-class and online formats, and the entire certificate can be completed online.
- Taught by industry leaders who are active practitioners and subject matter experts.
- Project-based coursework enables students to apply tools and concepts into hands-on, simulated projects.
- Industry-neutral curriculum allows students to customize the program to suit career goals.
- Fulfill the necessary education hours required to apply for PMI’s Project Management Professional (PMP) certification exam or PMI’s Certified Associate in Project Management (CAPM) exam. Courses can be used to maintain the PMP credential.
- Build strong interpersonal skills critical to conducting work in a team environment; enhance abilities to manage all types of conflicts and address challenging situations.
- Learn the nuances of management from a global perspective.

Class Spotlight

- Project Management Gets Agile (blog)

Careers in Project Management

Hear from Instructor Ray Frohnhoever about the Project Management field.

Video - About the Field - Alicia McLain, M.A., PMP, CSM

International Students

International students are welcome to participate in the program online from any location. For International students interested in joining our in-class program, please check out the full-time Project Management Program for International Students (two quarters). Participants will study alongside American students and build their professional networks.

Transfer to Online Master’s Degree

Upon completion of UCSD’s Certificate in Project Management, 12 units can be transferred to the University of Wisconsin at Platteville’s M.S. in Project Management degree program, which is offered fully online.

- Learn more about the M.S. Project Management
- View Transfer Course Requirements

Courses
## Foundational Course
Choose ONE of the following.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management Essentials</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40064</td>
<td></td>
</tr>
<tr>
<td>Project Management Boot Camp</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40714</td>
<td></td>
</tr>
<tr>
<td>Project Management Essentials in Science and Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40862</td>
<td></td>
</tr>
</tbody>
</table>

## Required Courses
Complete all four courses; some require successful completion of foundational class prior to participation.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Team Concepts and Skills</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40109</td>
<td></td>
</tr>
<tr>
<td>Project Planning and Scheduling</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40715</td>
<td></td>
</tr>
<tr>
<td>Leading from the Middle</td>
<td>3.0</td>
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<tr>
<td>BUSA-40859</td>
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</tr>
<tr>
<td>Project Cost and Risk Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40926</td>
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</tbody>
</table>

## Elective Courses
Complete a minimum of six units.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agile Power Practices</td>
<td>3.0</td>
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<tr>
<td>BUSA-40860</td>
<td></td>
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<tr>
<td>Earned Value Project Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40494</td>
<td></td>
</tr>
<tr>
<td>Lean Six Sigma Green Belt</td>
<td>4.0</td>
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<tr>
<td>MAE-40013</td>
<td></td>
</tr>
<tr>
<td>Project Cost and Risk Management: Advanced Topics</td>
<td>2.0</td>
</tr>
<tr>
<td>BUSA-40873</td>
<td></td>
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<tr>
<td>Microsoft Project</td>
<td>2.0</td>
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<tr>
<td>BUSA-40927</td>
<td></td>
</tr>
<tr>
<td>Interest-Based Negotiation</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40128</td>
<td></td>
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<tr>
<td>Project Procurement Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40348</td>
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<tr>
<td>Construction Project Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40713</td>
<td></td>
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<tr>
<td>Essentials of Business Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40882</td>
<td></td>
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<tr>
<td>Business Communication Skills</td>
<td>3.0</td>
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<tr>
<td>BUSA-40368</td>
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<tr>
<td>Transformational Leadership</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40803</td>
<td></td>
</tr>
<tr>
<td>Business Practices for Software Project Managers</td>
<td>3.5</td>
</tr>
<tr>
<td>CSE-40849</td>
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</tbody>
</table>

## Other Courses of Interest
Not required

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers in Project Management</td>
<td>0.0</td>
</tr>
<tr>
<td>INFO-70061</td>
<td></td>
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</tbody>
</table>
Admission

The Project Management Program consists of five required courses (15 units) and at least six elective units. Courses are available in both in-class and online formats, and the entire certificate can be completed online. The program can be completed in one or two years, depending on whether one or multiple classes are taken each quarter.

**Project Management Essentials** or **Project Management Boot Camp** is required to advance to other project management courses. A student who has met the necessary pre-requisite, or who already has the PMP credential, is welcome to enroll in any individual class of interest. In order to request to bypass a pre-requisite, please email ProjMgtProgram@ucsd.edu.

Any student working toward the Project Management Professional Certificate must elect to take every course for a letter grade. A grade of Pass is not acceptable toward the certificate. If you have registered for a course and selected a Pass/No Pass grade option, and you would like to apply that course toward the certificate, you can submit a grade change request in writing to the Student Services office directly by sending an email message to unex-reg@ucsd.edu. Students are allowed to change their credit status for a particular course at any time, up to and including the final course meeting. Keep in mind that any work already completed in this certificate program, before Fall, 2016, will be counted, as long as long as you passed, whether you received a pass or a passing letter grade.

For more information please visit [extension.ucsd.edu/pm](http://extension.ucsd.edu/pm).

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8133 or Email: ProjMgtProgram@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Quality Assurance and Control Certificate

Overview

This program is designed for the chemist, bio-chemist or biologist in the pharmaceutical and biologic industry new to quality assurance and control, and is beneficial to senior year undergraduates and graduate students (using concurrent enrollment) interested in a career in QA/QC.

The program focuses on the quality requirements for the production and control of biologics and drugs, and the differences between quality control and quality assurance and their interaction with manufacturing. It highlights the importance of implementing and maintaining a quality system during the early stages of drug development, including the plethora of documents and controls necessary to make such a system effective. Guidelines and regulations from the FDA and the California State food and drug branch regulate the production of drug products. Quality Assurance (QA) monitors the manufacturer's compliance to these guidelines and regulations.

Instruction covers how to write, issue and control SOPs; manufacturing directions; and how to review and archive a batch history and other relevant documents. Emphasis is placed on conducting inspections and vendor audits for compliance to cGMPs to include contract manufacturers, bulk pharmaceutical chemical manufacturers and contract test laboratories. The program covers cGLPs and their applications to audits of facilities that provide toxicological services. Details on compiling, writing and archiving audit reports is provided.

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to QA/QC for Drugs &amp; Biologics</td>
<td>3.0</td>
</tr>
<tr>
<td>BIOL-40038</td>
<td></td>
</tr>
<tr>
<td>Advanced QA/QC for Drugs &amp; Biologics</td>
<td>3.0</td>
</tr>
<tr>
<td>BIOL-40021</td>
<td></td>
</tr>
<tr>
<td>Good Manufacturing Practices</td>
<td>3.0</td>
</tr>
<tr>
<td>BIOL-40000</td>
<td></td>
</tr>
<tr>
<td>Regulatory Compliance for Drugs &amp; Biologics</td>
<td>2.0</td>
</tr>
<tr>
<td>BIOL-40101</td>
<td></td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

Complete the application and pay application fee. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
RF Engineering Certificate

Overview

Communications is rapidly becoming a defining characteristic of the 21st century. Wireless devices include everything from video game controllers to Bluetooth headsets. Entertainment and news is delivered via satellites as well as RF-based cable systems. GPS navigation systems are ubiquitous, and WiFi connections increasingly available on commercial aircraft. Ever more exotic applications are being announced regularly.

All of these advancements are based on the ability of engineers to design sophisticated RF circuits that are energy efficient, high performing, small in size and economically practical.

The RF Engineering Specialized Certificate provides professionals with the positioning to take advantage of the technological advances in both the commercial and military arenas. You will learn the fundamental principles of RF systems and the design of practical, cost-effective RF subsystems and their translation into practical integrated circuits or full RF systems. Also reviewed are the key concepts of simulating, testing and validating RF systems.

Student Testimonial:

"I am very pleased with the job opportunities I have received since completing the UCSD Extension RF Engineering program in June 2017. The course work was challenging and highly relevant to the RF industry. The online format made the instruction convenient. The instructors were also easily accessible and brought their years of practical experience to the learning environment. Don't be surprised if you make several valuable industry contacts through the online forum discussion groups. The following companies have reached out to me since completing my studies 3 weeks ago.

- Orbital ATK
- ViaSat
- L3 Communications
- Cobham
- Crane Industries
- Jet Propulsion Laboratory
- General Dynamics Mission Systems
- Raytheon"

Paul C., Chandler, AZ

RF Certificate Goal

The certificate teaches the students how the RF Systems are designed and implemented, how the RF system blocks are designed and realized, and how the transceiver sub-systems are designed and interconnected. Students will also learn RF theory, RF blocks design, various aspects of RF circuit and systems design, analysis and design of RF systems and subsystems.

Learning Objectives

- By the end of certificate program, the student will be able to:
  - Differentiate the RF circuit, IC, System design requirements
  - Identify the design constraints at RF frequencies
  - Know RF circuit and system design
  - Be able to design RF blocks and systems, calculate the RF systems and sub-systems characteristics

Certificate Benefits

- Introductory-level theory and practical knowledge to enter the field as a designer
- Advanced study in specific topic areas to help professionals stay current with new developments in their fields
- Practical training to complement a formal course of academic study

Certificate Topics:

- RF Parameters
- RF Passive and Active Components
- RF Devices Theory and Applications
- RF Amplifiers, Coupling Structures, Filters, Mixers and Oscillators Design
- RF Systems Concepts and Designs
- RF System Architectures
- RF System Impairments
- RF Systems Chrematistic and Performance
- RF Sub-Systems Requirements

Program At-A-Glance:

- Number of courses: 1 Prerequisite, 3 Required Courses, 2 Electives
- Total Units: 15
- Estimated course fees (not including book and certificate fee): $4825
- Time to Complete: 1 Year and a Half
- Delivery: Online

Prerequisites: Students should have general knowledge about principles of electronics and electronic engineering, general knowledge about transistor operation, and circuits analysis; and/or have a background in electrical engineering, or computer engineering. If you do not have this foundation please take RF Principles and Applications (EE-40137). If you have this background you may take the required courses, no waiver is needed.
Courses

**Prerequisites** If you have prerequisite knowledge you may enroll in required courses, no waiver is needed.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics and Telecommunications Review: Math, Circuits and Signals</td>
<td>ECE-40289</td>
</tr>
<tr>
<td><strong>RF Principles and Applications</strong></td>
<td>EE-40137</td>
</tr>
</tbody>
</table>

**Required courses** All three are required and can be taken in any order.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RFIC Design</strong></td>
<td>ECE-40171</td>
</tr>
<tr>
<td><strong>RF System Design for Wireless Communications</strong></td>
<td>EE-40098</td>
</tr>
<tr>
<td><strong>RF Circuit Design</strong></td>
<td>ECE-40003</td>
</tr>
</tbody>
</table>

**Electives** Choose two

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antenna Theory and Design</strong></td>
<td>EE-40129</td>
</tr>
<tr>
<td><strong>Microwave Test &amp; Measurement</strong></td>
<td>EE-40149</td>
</tr>
<tr>
<td><strong>Microwave Transmission Engineering</strong></td>
<td>EE-40153</td>
</tr>
<tr>
<td><strong>RFID Design and Applications</strong></td>
<td>EE-40148</td>
</tr>
<tr>
<td><strong>Software Defined Radios</strong></td>
<td>EE-40128</td>
</tr>
<tr>
<td><strong>RF PLL Synthesizers</strong></td>
<td>ECE-40175</td>
</tr>
</tbody>
</table>

**Admission**

_There will be a $60 fee upon acceptance into the program._

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply to the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

**Contact**

Science & Technology. Call 858-534-9352 or Email: unexengr@ucsd.edu

**Conditions for Admission**

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Reading Instruction Certificate

Overview

The Reading and Literacy Added Authorization prepares teachers in reading and literacy using a solid curriculum that expands their basic assumptions and knowledge of reading foundations, reading assessment, reading research, reading intervention, reading strategies and the design of effective literacy models.

Building literate classrooms across subject matters and preparing students to become fluent, independent readers has become a major emphasis in all school districts. This program is designed to help credential teachers meet local, state, and federal requirements. The Commission on Teacher Credentialing serves as the approving agency in the State of California.

The Reading and Literacy Added Authorization program is geared towards educators with the potential to become leaders and mentors in the area of reading. It will provide educators with the right tools to improve student achievement.

Target Audience
Individually and Educators who desire training and reading and literacy to build a solid curriculum.

Teachers with a valid California teaching credential and at least 3 years of teaching experience and a California English Learner Authorization are eligible for a Reading and Literacy Added Authorization.

If you do not meet the requirements for the California Commission on Teacher Credentialing (CCTC) Added Authorization you may still earn a Reading Instruction Professional Certificate from UCSD Extension.

Reading and Literacy Added Authorization
The California Teaching Credential Added Authorization, when held in conjunction with a prerequisite credential authorizes the holder to provide the following services to students at one or more school sites, at the grade levels authorized by the prerequisite credential:

1. provide student assessment in reading, and student instruction that is responsive to the assessments;
2. develop, implement and adapt reading instruction, and assist teachers with respect to the prevention and intervention of reading difficulties; and
3. may perform those services at one or more school sites at the grade levels authorized by their prerequisite teaching credential.

Industry Certification
This program is aligned with the Reading and Literacy Added Authorization requirements and standards established by the California Commission on Teacher Credentialing (CCTC). All required courses are CCTC approved; therefore once admitted candidates complete the program, they will be eligible to earn an official Reading and Literacy Added Authorization from the Commission on Teacher Credentialing.

The Program
- **# of courses required:** 6
- **Total units:** 21
- **Estimated cost:** $2,500
- **Time to Complete:** Candidates can complete in 9-12 months
- **Delivery:** Online

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Literacy Program Orientation</td>
<td>EDUC-80012</td>
</tr>
<tr>
<td>R &amp; L: Culture of Literacy</td>
<td>EDUC-31415</td>
</tr>
<tr>
<td>R &amp; L: Assessment, Intervention, &amp; Instruction</td>
<td>EDUC-31416</td>
</tr>
<tr>
<td>R &amp; L: Research, Instruction, and Intervention</td>
<td>EDUC-31417</td>
</tr>
<tr>
<td>R &amp; L: Planning, Organizing, and Providing Instruction</td>
<td>EDUC-31418</td>
</tr>
<tr>
<td>Reading and Literacy Portfolio</td>
<td>EDUC-31419</td>
</tr>
</tbody>
</table>
Admission

All candidates who wish to receive the Reading Instruction Certificate are required to:

1. Apply to the Reading Instruction certificate program.
2. Pay the certificate fee.
3. Complete all the required online courses with a grade of "C" or better.
4. Coursework must be completed within 5 years of beginning the program.

There will be a $60 fee upon acceptance into the program.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Education. Call 858-534-9286 or Email: unexeduc@ucsd.edu

Conditions for Admission

A completed application must be on file before enrolling in the courses. To request a program application, please contact the Education Department directly by phone at (858)534-9286 or email unexeduc@ucsd.edu Although most students finish the program within one-to-two years, in order to be eligible for a certificate from UC San Diego Extension and a CCTC Reading and Literacy Added Authorization, all required coursework must be completed within five years of being admitted to the current program.
Regulatory Affairs Essentials Certificate

Overview

Regulatory Affairs is an excellent career for professionals who wish to work in a challenging and dynamic field that is at the center of science, business, government and most importantly, saving people’s lives.

The Regulatory Affairs Essentials certificate provides professionals with a comprehensive and balanced education focusing on the key areas of Regulatory Affairs and the FDA imposed regulations pertinent to the pharmaceutical and biologics industry. The certificate covers a broad range of necessary technical and business skills. It is designed to provide a basic preparation to professionals who want to participate in the process of drug development as regulatory and quality assurance and control professionals as well as provide a basic understanding to other experts involved directly in drug development process, including chemists, pharmacologists, and biologists.

The Regulatory Affairs Essentials certificate, which grew from demands by the industry, offers a well-rounded curriculum and provides career growth and opportunities for students interested in the Regulatory Affairs industry. The program will enable students to transition into the life science industry and launch careers as regulatory and compliance professionals.

Certificate Benefits

- Learn the practical applications for ensuring regulatory compliance as required by the FDA regulations for Biologics and Drug development.
- Explore Good Documentation Practices for companies performing activities regulated by the FDA
- Understand the current trends in drug safety in the USA and the importance of GLP regulations
- Complete the certificate entirely ONLINE
- Develop the knowledge needed to enter the Advanced Studies for Regulatory Science certificate

Conditions for Admission

To enroll in the certificate program, complete the application and, upon acceptance into the program, pay the $60 certificate fee. Although programs are open to all adult learners, UC San Diego Extension programs are designed to best serve college-prepared working professionals. Where program capacity is limited, applicants with this profile will receive preference for admission.

Certificate Guidelines

There are five required courses in the Regulatory Affairs Essentials certificate. Students may take courses in any sequence, although taking “Regulatory Requirements for Drugs and Biologics” first is highly recommended.

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tr>
<td><strong>Regulatory Requirements for Drugs &amp; Biologics</strong></td>
<td>2.5</td>
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<tr>
<td>BIOL-40102</td>
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<tr>
<td><strong>Regulatory Compliance for Drugs &amp; Biologics</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>BIOL-40101</td>
<td></td>
</tr>
<tr>
<td><strong>Good Manufacturing Practices</strong></td>
<td>3.0</td>
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<tr>
<td>BIOL-40000</td>
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<tr>
<td><strong>Good Laboratory Practices</strong></td>
<td>2.0</td>
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<tr>
<td>BIOL-40085</td>
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<tr>
<td><strong>Good Documentation Practices</strong></td>
<td>3.0</td>
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<td>BIOL-40201</td>
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</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu
Conditions for Admission

Complete the application and pay application fee. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Regulatory Affairs for Medical Devices Certificate

Overview

Medical device development is a dynamic area for professionals considering a career in regulatory affairs and can be as simple as a Band-Aid or as highly complex as lifesaving robotic equipment. Medical devices are increasing in complexity and becoming ubiquitous in the medical field. More recently, the convergence of medical devices with other industries has propelled growth and required more professionals to learn regulations. New products built from a combination of information technology and software enabled medical devices have expanded the need for those involved to learn regulatory requirements, including engineers and other technical associates. Additionally, a convergence of medical devices and drugs brings new treatment opportunities to healthcare, including drug coated stents used for cardiovascular procedures. The advent of such combination products make it necessary for therapeutics professionals involved in regulatory affairs to also become knowledgeable of regulations that apply to such devices.

The Regulatory Affairs for Medical Devices certificate provides professionals with the essential knowledge to work in this highly regulated environment and the process needed to develop medical devices from concept to commercialization.

Certificate Benefits

- Program designed to be completed in only one year
- Complete all courses online in the convenience of your own home or office
- Hands-on comprehensive training designed to immerse you in the skills needed to successfully get started or advance your career
- Courses taught by leading industry practitioners

Learning Objectives

- Understand the overall product development life cycle
- Understand how to work proactively with the FDA
- Understand how a quality management system works within a medical device company
- Understand the overall design control process and risk analysis
- How to prepare a 501(k) submission to the FDA
- How to perform post market surveillance to insure safety

Courses

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<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Regulatory Affairs for Medical Devices</td>
<td>BIOL-40322</td>
</tr>
<tr>
<td>Quality Management Systems for Medical Devices</td>
<td>BIOL-40323</td>
</tr>
<tr>
<td>Design Control for Medical Devices</td>
<td>BIOL-40324</td>
</tr>
<tr>
<td>Regulatory Submissions for Medical Devices</td>
<td>BIOL-40325</td>
</tr>
<tr>
<td>Post Market Topics for Medical Devices</td>
<td>BIOL-40326</td>
</tr>
</tbody>
</table>

Admission

There are five required courses in the Regulatory Affairs for Medical Device certificate. It is strongly encourages that students take the Overview of Regulatory Affairs for Medical Devices course first.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission
To enroll in the certificate program, complete the application and, upon acceptance into the program, pay the $60 certificate fee. Although programs are open to all adult learners, UC San Diego Extension programs are designed to best serve college-prepared working professionals. Where program capacity is limited, applicants with this profile will receive preference for admission.
SAS Programming Certificate

Overview

SAS is a software suite used in the statistical analysis of data, data preparation, reporting, data mining and analytics. As the leader in business analytics software and services, SAS helps organizations access and transform large amounts of data into insights and knowledge that can be used in the discovery of new and exciting opportunities. SAS can be used to manage and retrieve data from a variety of sources and perform a myriad of statistical analyses on it.

Having applications in a variety of industries, SAS is used for operations research, project management, quality improvement, forecasting and decision-making. The language's flexibility is what makes it suitable for a variety of vertical applications and programming.

Developed and taught by seasoned SAS practitioners with over 70 years of collective experience, this online SAS Programming certificate program includes over 120 hours of instruction. The mentor-lead, 9-week capstone allows you the opportunity to demonstrate your cumulative knowledge of SAS programming by authoring a technical paper to merit presentation at a national conference. Upon completion of this program, you will have gained thorough knowledge of the various aspects of SAS and how it can be applied to a variety of industries and professions.

Program Benefits

- Program designed to be completed in only one year
- Complete all courses online in the convenience of your own home or office
- Learn to write a paper to merit a presentation at a national conference, such as the SAS Global Forum, SAS Regional Forums or similar conferences
- Hands-on comprehensive training designed to immerse you in the skills needed to successfully get started or advance your career
- Learning outcomes aligned with SAS Global’s Base and Advanced certifications
- Immediately applicable skills taught by leading industry practitioners

Key Program Topics

- Importing, exporting, manipulating, transforming, and combining data
- Create reports using SAS procedures
- Advanced DATA step programming techniques
- Using PROC SQL in SAS
- Creating and using SAS Macros
- Use ODS to create data visualizations and output in multiple formats

For more information about this program, please contact the program manager at unexbio@ucsd.edu or 858-534-9353.

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAS Programming I: DATA Step and PROC Fundamentals</td>
<td>3.0</td>
</tr>
<tr>
<td>BIOL-40190</td>
<td></td>
</tr>
<tr>
<td>SAS Programming II: Advanced DATA Step Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41183</td>
<td></td>
</tr>
<tr>
<td>PROC SQL using SAS</td>
<td>2.0</td>
</tr>
<tr>
<td>CSE-41190</td>
<td></td>
</tr>
<tr>
<td>SAS Macro Programming</td>
<td>2.0</td>
</tr>
<tr>
<td>CSE-41191</td>
<td></td>
</tr>
<tr>
<td>Output Delivery System (ODS) and Data Visualization Essentials using SAS</td>
<td>2.0</td>
</tr>
<tr>
<td>CSE-41192</td>
<td></td>
</tr>
<tr>
<td>SAS Programming Capstone Project</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41193</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDISC Standards for Clinical Data</td>
<td>3.0</td>
</tr>
<tr>
<td>BIOL-40317</td>
<td></td>
</tr>
<tr>
<td>Data Mining for Scientific Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-40770</td>
<td></td>
</tr>
</tbody>
</table>
Admission

You may enroll in the certificate program at any time. However, it is recommended that you enroll as soon as possible. The program curriculum may be updated at any time; if certificate requirements change, you must adhere to the curriculum at the time of your enrollment into the certificate.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9353 or Email: unexbio@ucsd.edu

Conditions for Admission

Although programs are open to all adult learners, UC San Diego Extension programs are designed to best serve college-prepared working professionals. Where program capacity is limited, applicants with this profile will receive preference for admission.
Safety and Health Specialist Certificate

Overview

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSHA 510 - Occupational Safety and Health Standards for the Construction Industry</td>
<td>3.0</td>
</tr>
<tr>
<td>OSHA 511 - Occupational Safety and Health Standards for General Industry</td>
<td>3.0</td>
</tr>
<tr>
<td>OSHA 7205 - Health Hazard Awareness</td>
<td>0.5</td>
</tr>
<tr>
<td>OSHA 7500 - Introduction to Safety and Health Management</td>
<td>0.5</td>
</tr>
<tr>
<td>Introduction to Fire and Life Safety in the Workplace</td>
<td>1.5</td>
</tr>
<tr>
<td>Safety Inspection Techniques</td>
<td>2.5</td>
</tr>
<tr>
<td>Workers Compensation for Safety Professionals</td>
<td>0.5</td>
</tr>
</tbody>
</table>

You must complete all of the courses for a total of 11.5 units.

Admission

Conditions for Admission
Science Communication Certificate

Overview

The Specialized Certificate in Science Communication is designed to provide students with the necessary skills to write journalistic pieces about science to help an audience of general readers engage with and understand scientific and technical information. This program serves students who are interested in entering into careers in Science Writing including journalism, public relations, and other communications positions related to science. The estimated time to complete this certificate is five quarter or 18 months.

Courses

<table>
<thead>
<tr>
<th>Required</th>
<th>All units required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Writing I</strong>&lt;br&gt;WCWP-40105</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Digital Journalism: News and Feature Writing</strong>&lt;br&gt;WCWP-40276</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Final Required Course** all required courses and electives must be completed first.

<table>
<thead>
<tr>
<th>Final Required Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Writing II</strong>&lt;br&gt;WCWP-40230</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Minimum of 6 units required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Writer’s Art of Interviewing</strong>&lt;br&gt;WCWP-40123</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Building a Business around Writing</strong>&lt;br&gt;WCWP-40321</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>The Art and Business of Blogging</strong>&lt;br&gt;WCWP-40305</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Writing Non-Fiction and Informational Books for Children</strong>&lt;br&gt;WCWP-40327</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Digital Journalism: Self-Editing and Publishing for the Web</strong>&lt;br&gt;WCWP-40313</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu
Software Engineering Management Certificate

Overview

Advanced software engineering skills involving software design, testing, and implementation are vital to software development. However, effective management of the full software life cycle, from conception to deployment, remains the most critical factor influencing the success of software projects. The Software Project Management Certificate program is designed to provide Senior Software Engineers and Technical Managers with a firm grounding in the business and project management skills needed to produce high-quality software products. The program provides instruction in business essentials (both hard and soft skills), requirements analysis and design, and effective implementation and delivery of fully-tested software.

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Practices for Software Project Managers</td>
<td></td>
</tr>
<tr>
<td>CSE-40849</td>
<td>3.5</td>
</tr>
<tr>
<td>Successful Software Requirement Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>CSE-40850</td>
<td>3.5</td>
</tr>
<tr>
<td>Successful Software Implementation and Delivery</td>
<td></td>
</tr>
<tr>
<td>CSE-40851</td>
<td>3.5</td>
</tr>
<tr>
<td>Technology Alignment, Integration, and Compliance</td>
<td></td>
</tr>
<tr>
<td>CSE-41199</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the ‘Apply Now’ button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9358 or Email: infotech@ucsd.edu

Conditions for Admission

Complete the application and pay application fee. UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Software Quality Assurance Certificate

Overview

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.” - William A. Foster

In recent years, Quality Assurance (QA) has developed a well-defined set of methodologies, and techniques, and has grown into a field of its own. Though QA was considered a sub-discipline of test or product management in the past, the growing need for companies to automate and streamline their testing processes evolved the importance of QA.

The Quality Assurance professional must be skilled not only in what was before recognized as software testing, or other testing areas like integration testing, but in variety of very special skills. These skills range from scripting languages (for writing automation scripts), system and web administration, and certain aspects of project management, to unit testing. Companies in the medical industry (Illumina, B&D), banks and big insurance companies (Citibank, American Specialized Health), and engineering companies have constant openings in this field. Though job descriptions vary, all of them require familiarity with software processes and testing techniques, consequently enabling shorter and more reliable test turnaround times.

The Software Quality Assurance certificate will provide effective tools and knowledge for those involved in all stages of Software Development and testing process: Unit testing, Feature testing, Integration testing and Regression testing. The certificate program will teach the skills necessary to ensure that testing is well documented, processes established, and results are correctly interpreted and are repeatable. The required and elective courses are well-rounded, enabling those enrolling in the Software Quality Assurance certificate to satisfy the requirements for job openings in any of the above mentioned areas of QA.

Courses

<table>
<thead>
<tr>
<th>Title &amp; Course Number</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Software Quality Assurance and Testing</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41265</td>
<td></td>
</tr>
<tr>
<td>Software Testing for Quality Assurance</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41266</td>
<td></td>
</tr>
<tr>
<td>Web Performance Testing and Test Automation</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41267</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses One course required.

<table>
<thead>
<tr>
<th>Title &amp; Course Number</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agile Power Practices</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40860</td>
<td></td>
</tr>
<tr>
<td>Introduction to Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-40028</td>
<td></td>
</tr>
<tr>
<td>Unit Testing - Supporting Modern Software Development Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-40691</td>
<td></td>
</tr>
<tr>
<td>User Experience (UX) Metrics</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-41260</td>
<td></td>
</tr>
</tbody>
</table>

Other Courses of Interest Not required for certificate.

<table>
<thead>
<tr>
<th>Title &amp; Course Number</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Practices for Software Project Managers</td>
<td>3.5</td>
</tr>
<tr>
<td>CSE-40849</td>
<td></td>
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<tr>
<td>Successful Software Requirement Analysis and Design</td>
<td>3.5</td>
</tr>
<tr>
<td>CSE-40850</td>
<td></td>
</tr>
<tr>
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<td>3.5</td>
</tr>
<tr>
<td>CSE-40851</td>
<td></td>
</tr>
<tr>
<td>Technology Alignment, Integration, and Compliance</td>
<td>3.5</td>
</tr>
<tr>
<td>CSE-41199</td>
<td></td>
</tr>
</tbody>
</table>
Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9358 or Email: infotech@ucsd.edu
Spanish Language Certificate

Overview

The ability to speak Spanish is increasingly important in the San Diego area. Many employers view proficiency in Spanish and broad familiarity with social norms within bicultural settings as preferred—even required—job qualifications.

The Professional Certificate in Spanish is designed for individuals with little or no background in Spanish. The goal of the program is to bring novice language learners to at least an intermediate level of Spanish, as measured by the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI). Students begin with the Communication Series then advance to Refining Fluency and/or Conversations in Spanish. Upon completion of the program, participants should have developed both the language skills and cultural understanding to communicate within a Spanish-speaking environment. The program aims to provide diverse offerings to accommodate the variety of reasons people want to learn Spanish, whether they want to be able to communicate in another culture, to increase professional opportunities, to gain a new skill and expertise, or to better understand their own heritage.

Participants have the opportunity to further reinforce their language and cultural learning experience through pre-approved language immersion programs in Mexico. The academic credit earned in these programs can be applied to the certificate as elective credit.

Ready to enroll? Enroll online or call Student Services at 858-534-3400.

Questions about our classes or certificates? Contact our department at 858-534-5760 or ahl@ucsd.edu.

Connect with us on Facebook: Foreign Languages

Courses

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish for Communication I</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish for Communication II</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish for Communication III</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish for Communication IV</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish for Communication V</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish for Communication VI</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Refining Fluency: Spain &amp; the Caribbean</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish Refining Fluency: Mexico &amp; the Southern Cone</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish Refining Fluency: Andean region and Central America</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish Conversations: Practical Dialogues</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish Conversations: News and World Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish Conversations: Literary Café</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Admission

In order to receive the Professional Certificate in Spanish, participants must successfully complete the total number of credit units (27 quarter units) and the Spanish Language Proficiency Exam. Exceptions must be approved by the academic department in advance. The approximate cost of the program is estimated at $2,750 (includes course fees and certificate enrollment fee) and is paid incrementally as students enroll in courses, rather than up front. Early enrollment discounts can reduce the cost to $2,525. Cost does not include textbooks, materials, or parking.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission

This certificate does not require any prior Spanish language knowledge or experience.
Spanish for Healthcare Professionals Certificate

Overview

The ability to speak Spanish is increasingly important in the San Diego area. California is home to nearly 7 million people that are limited English proficient (LEP). Additionally over the past few years the US has experienced an increase in the number of individuals with access to healthcare as a result of the Affordable Care Act. As more individuals who are LEP use private and public healthcare systems, the need for healthcare professionals to learn Spanish in order to effectively communicate with clients increases.

To the extent which healthcare professionals can learn to communicate directly with their clients in Spanish, the quality of care will improve including fewer errors, less misdiagnoses, and better compliance with treatment plans which translates into both cost savings and higher professional self-efficacy for the provider and less morbidity and mortality throughout the Spanish-speaking community.

The Specialized Certificate in Spanish for Healthcare professionals is designed for individuals with little or no formal training in Spanish. The goal of the program is to build student’s effectiveness in communicating with Spanish speaking clients in various healthcare settings.

Students will learn both general Spanish and Spanish medical terminology in order to be able to understand their Spanish-speaking clients and increase their cultural competence which will help them connect and build rapport with clients and have more insight into client-interpreter conversations.

Ready to enroll? Call Student Services at 858-534-3400.

Questions about our classes or certificates? Contact our department at 858-534-5760 or ahl@ucsd.edu.

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish for Healthcare Professionals I</td>
<td>3.0</td>
</tr>
<tr>
<td>LASP-40150</td>
<td></td>
</tr>
<tr>
<td>Spanish for Healthcare Professionals II</td>
<td>3.0</td>
</tr>
<tr>
<td>LASP-40011</td>
<td></td>
</tr>
<tr>
<td>Spanish for Healthcare Professionals III</td>
<td>3.0</td>
</tr>
<tr>
<td>LASP-40152</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives - optional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Competence in Healthcare and Social Service</td>
<td>1.0</td>
</tr>
<tr>
<td>Delivery</td>
<td></td>
</tr>
<tr>
<td>FPM-40615</td>
<td></td>
</tr>
</tbody>
</table>

Admission

The Specialized Certificate in Spanish for Healthcare Professionals is issued upon completion of the total number of required credit units (9 quarter units).

The approximate cost of the program is estimated at $980 (includes course fees and certificate enrollment fee), and is paid incrementally as students enroll in courses, rather than up front. Early enrollment discounts can reduce the cost to $905. Cost does not include textbooks, parking, or optional electives. Course fees and schedules are subject to change.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission
Applicants are encouraged to have some previous general healthcare knowledge. No prior Spanish language knowledge is necessary.
Supply Management Certificate

Overview

Today's Purchasing and Supply Management professionals, as a member of the management team, will be expected to guide their company through the evaluation and deployment of contemporary best practices to solve supply issues that go well beyond the simple buying transaction.

The Specialized Certificate in Supply Management is intended to help individuals with responsibility for buying goods and services in research, healthcare, public service, retail and manufacturing environments to keep abreast of contemporary solutions in this dynamic field. The program is beneficial for participants who currently have supply responsibility and wish to advance their career, as well as those individuals who want to explore this profession as a new career.

Coursework stresses the practical information and techniques needed to solve real supply issues. Students will learn underlying theories, how to apply the latest research findings, then to develop solutions, just as they would in their workplaces, through vigorous discussion and consensus building. Students quickly learn the value of their own experiences and the power of consensus-based decisions through case studies.

Program curriculum is recognized by the Institute of Supply Management (ISM) as a basic primer for Supply Management professionals, and the principles reviewed can help you to prepare for ISM’s professional certification.

Student Spotlight

- Student Spotlight: Catalina Ciobanu

Transfer to Online Master's Degree

Upon completion of the specialized Supply Management certificate from UC San Diego Extension, nine units can be transferred towards a Master of Science in Integrated Supply Chain Management through the University of Wisconsin-Platteville, which offers the master’s degree program fully online.

- Learn more about the M.S. in Integrated Supply Chain Management

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supply Management I: Purchasing &amp; Creating Requirements</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40392</td>
<td></td>
</tr>
<tr>
<td><strong>Supply Management II: Sourcing and Analyzing Cost</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40393</td>
<td></td>
</tr>
<tr>
<td><strong>Supply Management III: Regulations, Contracting, and Logistics</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40394</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Sustainable Supply Chain</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40742</td>
<td></td>
</tr>
<tr>
<td><strong>Interest-Based Negotiation</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40128</td>
<td></td>
</tr>
<tr>
<td><strong>Project Management Boot Camp</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>BUSA-40714</td>
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<tr>
<td><strong>Project Management Essentials</strong></td>
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<td>BUSA-40064</td>
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<td><strong>Lean Six Sigma Green Belt</strong></td>
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<td>MAE-40013</td>
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<tr>
<td><strong>Business Law for Managers</strong></td>
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<td>BUSA-40301</td>
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</table>
Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8133 or Email: PurchMgtProgram@ucsd.edu

Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Overview

Solving environmental problems will require behavior change. From issues as diverse as reducing energy and water consumption, to protecting wildlife and ecosystems, achieving a sustainable future will require that people change their behaviors.

The Specialized Certificate in Sustainability and Behavior Change provides unique and advanced educational training in conservation psychology, and behavior change strategies and community engagement tools that are designed to produce results. Explore the psychological factors that lead people to engage in sustainable behavior and gain a clear understanding of the strategies that work (and those that don't) to motivate people towards behavioral change. Learn how to develop programs and projects that activate behavior change and promote sustainable outcomes and how to develop community engagement projects or programs that foster both awareness and meaningful action. This certificate culminates in a capstone course where students apply the knowledge and skills developed in this certificate to a program or project of interest.

Program Benefits:

- Learn how to develop programs and projects that activate behavior change and promote sustainable outcomes
- Gain insight on psychological principles, theories and methods to understand and solve environmental problems.
- Identify and prioritize target behaviors related to a specific environmental problem
- Develop a behavior change program implementation plan and identify appropriate metrics for evaluating performance
- Develop a communications strategy that activates behavior change at the community level
- Understand strategies relevant to community based social marketing and conservation education programs

Who Should Attend:

- Professionals who manage environmental programs and campaigns
- Government employees working on environmental protection projects or programs
- Employees and educators at informal education institutions, including zoos and aquaria
- Community volunteers and activists interested working to promote community engagement and sustainability
- Business professionals interested in understanding consumer behavior and promoting corporate behavior change

Industry Certification:

AICP members can earn Certification Maintenance (CM) credits for select courses. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association

The Program:

- Number of courses: Four required courses
- Total units: 12
- Estimated cost: Total cost is $2,360.00
- Time to Complete: Can be completed in one year or less
- Delivery: All required coursework is offered both online

For more information: unex-environmental@ucsd.edu

Additional Reading

- Instructor Blog: Pathways to Connectedness

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conservation Psychology</strong></td>
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<tr>
<td>ENVR-40000</td>
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<tr>
<td><strong>Behavior Change Strategies for Sustainability</strong></td>
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<tr>
<td>ENVR-40006</td>
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<tr>
<td><strong>Community Engagement</strong></td>
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<tr>
<td>ENVR-40005</td>
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<tr>
<td><strong>Behavior Change Capstone Project</strong></td>
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<td>ENVR-40007</td>
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</table>

Other Courses of Interest
Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-8139 or Email: unex-environmental@ucsd.edu
Sustainable Business Practices Certificate

Overview

Leading organizations are becoming more aware of compliance challenges, regulations in sustainability, and opportunities afforded by public interest in climate change, environmental issues, sustainability, and “green practices.” This creates a need for educated professionals to steer their organizations in the direction of sustainable practices that make sense for their business models and goals.

This certificate program provides an overview of environmental sustainability concepts and how to apply them in a business context. Learn the core principles behind environmental sustainability; explore the “business case” for sustainability; learn strategies for measuring sustainable practices.

Certificate Benefits:

- Offers a foundation in sustainability principles
- Provides opportunity to develop, practice, and apply skills most beneficial on-the-job
- Builds skills to assume more responsible roles within the industry
- Create a portfolio of work demonstrating industry knowledge
- Networking opportunities with instructors and peers

Industry Certification:
Select courses are approved by Green Building Council International (GBCI) to fulfill Continuing Education (CE) requirements. For more information go to www.usgbc.org.

The Program:

- Number of courses: Four required courses and one elective course
- Total units: 15
- Estimated cost: Total cost is $2,855
- Time to Complete: Can be completed in approximately one year
- Delivery: All required coursework is offered both online and in-class

For more information: unex-environmental@ucsd.edu

Further reading:
- Environment, Economy, and Equity—Pillars for Sustainability (blog)
- Finding a Sustainable Career (blog)
- Spotlighting Sustainability at La Jolla Playhouse (blog)

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
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<td><strong>Introduction to Sustainability</strong> BUSA-40729</td>
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<tr>
<td><strong>Economics and Life Cycle Cost Analysis</strong> ENVR-40013</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Strategic Planning and Innovation</strong> ENVR-40014</td>
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</tr>
<tr>
<td><strong>Measuring Sustainable Impact</strong> ENVR-40015</td>
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<table>
<thead>
<tr>
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<tr>
<td><strong>The Sustainable Supply Chain</strong> BUSA-40742</td>
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</tr>
<tr>
<td><strong>Resource Management</strong> BUSA-40677</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Sustainability Leadership</strong> ENVR-40016</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Sustainable and Environmental Management Reporting</strong> BUSA-40726</td>
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</table>
Conservation Psychology

Environmental Sustainability Assessment Practicum

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>Conservation Psychology</td>
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<td>Environmental Sustainability Assessment Practicum</td>
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Other Courses of Interest

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<tbody>
<tr>
<td>Behavioral Economics</td>
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<tr>
<td>Behavior Change Strategies for Sustainability</td>
<td>ENVR-40006</td>
</tr>
<tr>
<td>California Environmental Quality Act (CEQA)</td>
<td>BUSA-40739</td>
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</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Business, Professional & Legal Programs. Call 858-534-8139 or Email: fodonnel@ucsd.edu
Systems Engineering Certificate

Overview

A system is a collection of different elements that together produce results not obtainable by the elements alone. The elements, or parts, can include people, hardware, software, facilities, policies, and documents as defined by INCOSE. Systems Engineering is a technique of combining knowledge from all associated engineering disciplines to solve complex engineering problems. Customers are becoming much more demanding, competition is greater, and advances in technology are shortening the product life-cycle. Systems Engineering solves these problems by providing the best possible solutions within cost and performance constraints while meeting all customer objectives. The application of sound engineering principles provides each business entity with a clear and certain competitive advantage in their respective industry.

Program Benefits:

- Instructors include real world experience in their curriculum
- Learn to make effective teams out of multidisciplinary resources
- Gain the skills for planning and executing the various phases of a project
- Understand the systematic methodologies to obtain efficient design and production
- Through hands-on experience acquire an understanding and appreciation of others contribution to systems, products and services
- Minimize product defects and failures with solid verification and validation methods
- Reduce design changes by producing a clear and concise “Statement of Work” (SOW)
- Improved system reliability, maintainability, and availability
- Understand the importance of applied logistics and support strategies

Certificate Topics:

- Systems Engineering Management
- Systems Requirements Analysis
- Systems Engineering Software Overview
- Systems Hardware/Software Integration
- Systems Verification and Validation
- Systems Thinking
- Systems Engineering with OMG Sys/ML™
- Engineering Project Management
- Logistics I: Logistics Overview
- Systems Safety

Target Audience:

- A Bachelor’s Degree preferred but not required to complete this certificate
- Individuals looking to transition from fields including but not limited to Project Management, Software Development, Software Engineering, Electrical Engineering, System Integration, System Design, Configuration Management, System Architecture, and System Administration are encouraged to enroll in this program

Demand and Job Prospects:

- Industries employing systems engineers include: Defense, Information Technology, Financial Services and Banking, Aerospace and Airlines, Communications, Healthcare, Manufacturing, Utilities, Automotive, Transportation and Warehousing, Pharmaceuticals, and Biomedical.
- According to statistics from Burning Glass - Labor Insight Jobs, within the last year (7/2016 - 8/2017) there were 14,635 job postings in the state of California and 100,086 nationwide
- U.S. Bureau of Labor Statistics reports the base salary range for a Systems Engineer as 87K – 95K annually

Industry Certification:

- The International Council on Systems Engineering (INCOSE) has established a multi-level Professional SEP Certification Program to provide a formal method for recognizing the knowledge and experience of systems engineers, regardless of where they may be in their career
- For more information on certification http://www.incose.org/certification/

Program At-A-Glance

- # of courses 8
- Total units - 24
- Estimated cost: $6,295.00 (includes $95.00 certificate fee but excludes cost of textbooks)
- Time to Complete: 2 years
- Delivery: All courses offered Online

Further Reading:

What the Internet of Things Needs: Systems Engineering

Courses
# REQUIRED COURSES
All 5 courses are required

<table>
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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tr>
<td>Systems Engineering Management BUSA-40066</td>
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<tr>
<td>Systems Requirements Analysis BUSA-40125</td>
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<tr>
<td>Systems Verification and Validation BUSA-40414</td>
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<tr>
<td>Systems Engineering Software Overview CSE-41293</td>
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<tr>
<td>Systems Hardware/Software Integration EE-40060</td>
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# ELECTIVE COURSES
Select any combination of elective courses. Minimum of 9 units required.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>Introduction to Systems Thinking MAE-40017</td>
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<tr>
<td>Systems Engineering with OMG SysML™ CSE-40981</td>
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<tr>
<td>Logistics I: Logistics Overview BUSA-40932</td>
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<tr>
<td>HSI I: Introduction to Human System Integration CSE-40996</td>
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<tr>
<td>LEAN Thinking for Big Data Analytics CSE-41296</td>
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</tr>
<tr>
<td>Introduction to System Safety MAE-40026</td>
<td>3.0</td>
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</tbody>
</table>

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## Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

## Contact

Science & Technology. Call 858-534-9152 or Email: unexengr@ucsd.edu

## Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Talent Acquisition Certificate

Overview

Talent acquisition is a significant function of the HR discipline that involves a variety of strategies to help an organization meet its current and future staffing needs. As technology and social media platforms revolutionize the practice, it is increasingly important for HR and talent acquisition professionals to update their training and skills in order to deploy effective strategies that attract and acquire the best-performing candidates for employers.

The Specialized Certificate in Talent Acquisition will offer students opportunities to delve deeper into the strategic talent acquisition process. Coursework will provide practical and up-to-date information on identifying, sourcing, selecting, and onboarding new employees into the organizations. Additionally, students will be able to develop talent acquisition strategies that are compliant with equal employment as well as other employment laws and regulations. The program will benefit new and experienced individuals, including those who are involved in hiring activities and desire to gain specialized knowledge in talent acquisition.

Learning Objectives:

- Gain practical understanding of talent acquisition trends and best practices in today’s environment
- Explain and implement the steps to develop effective talent acquisition strategies and compliant hiring practices
- Practice applying recruiting techniques for the different types of positions
- Obtain skills to accurately assess and select the qualified candidates against a prescribed set of criteria
- Understand and learn to effectively use various types of selection tools in the hiring process
- Conduct effective interviews using the various types of interview questions and interview methods
- Demonstrate knowledge of how the various federal and state laws and regulations relate to the employment process
- Learn how to effectively onboard and orient new employees to their new roles and new workplaces
- Measurement of and continuous improvement to the recruitment and selection processes

Courses

<table>
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<tr>
<th>Required Prerequisite</th>
<th>Complete both courses prior to taking other required courses</th>
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<tbody>
<tr>
<td><strong>Managing Human Resources: An Overview</strong></td>
<td>BUSA-40010</td>
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<td><strong>Strategic Talent Acquisition</strong></td>
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<tr>
<th>Required Courses</th>
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<tr>
<td><strong>Talent &amp; Sourcing Strategies</strong></td>
<td>BUSA-40828</td>
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<tr>
<td></td>
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<tr>
<td><strong>Employee Selection Tactics</strong></td>
<td>BUSA-40902</td>
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<tr>
<td><strong>Effective Onboarding Practices</strong></td>
<td>BUSA-40903</td>
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<th>Other Courses of Interest</th>
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<tr>
<td><strong>Human Resource Management Information Session</strong></td>
<td>INFO-70031</td>
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<tr>
<td><strong>HR Analytics Workshop</strong></td>
<td>BUSA-80020</td>
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</table>

Admission

The required courses are designed to be taken sequentially and should be taken in the order shown on the course matrix above. You must earn a Pass (C-) or better grade in each course.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See As of 02/14/2018 Page 170 of 199

As of 02/14/2018 179 of 598
Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission. Complete the application and pay application fee.
Taxation Certificate

Overview

The Specialized Certificate in Taxation will enable students to gain comprehensive instruction regarding many facets of individual and corporate tax principles. Such knowledge will allow students to understand aspects of tax with regard to planning, compliance and decision making. This program is designed for individuals who are:

- CPA Candidates
- Accounting Managers
- Payroll Managers
- Financial Professionals
- Small Business Owners
- Lawyers
- Paralegals

This Certificate encompasses the application of the concepts learned from the courses in accounting, taxation and the legal system. A \(\text{Professional Certificate in Accounting}\) is recommended to gain a comprehensive understanding of accounting.

Learning Objectives

- Gain a practical understanding of the federal tax codes and regulations as applied to individuals and corporations.
- Develop skills in analyzing transactions and identifying the corresponding tax consequences.
- Learn about the legal environment as it relates to various tax authorities, such as the Internal Revenue Service (IRS), Department of Justice, and Assessor's office.
- Understand the legal practices and procedures involved with defending tax audits and appeals.
- Introduce an ethical framework as a basis for professional conduct when dealing with tax issues.
- Experiencing opportunities for hands-on skill building in accounting, taxation and law.

Courses

### Required Prerequisite

Complete one course.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td><strong>Elementary Accounting I</strong>&lt;br&gt;BUSA-40036</td>
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<tr>
<td><strong>Financial Accounting for Non-Accountants</strong>&lt;br&gt;BUSA-40009</td>
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### Required Courses

Complete all four courses.

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<tr>
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<td><strong>Federal Individual Income Taxation</strong>&lt;br&gt;BUSA-40047</td>
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<td><strong>Taxation of the Business Entity</strong>&lt;br&gt;BUSA-40529</td>
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<tr>
<td><strong>Introduction to the Legal System</strong>&lt;br&gt;LAW-40000</td>
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<tr>
<td><strong>Taxation: Practice, Procedure and Ethics</strong>&lt;br&gt;BUSA-40869</td>
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</table>

### Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

### Contact

Business, Professional & Legal Programs. Call 858-534-8189 or Email: acctgtaxprogram@ucsd.edu
Conditions for Admission

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
Teaching Adult Learners Certificate

Overview

The Teaching Adult Learners Professional Certificate is an online certificate program. The program is designed to prepare you to work with groups of adult learners in diverse and challenging environments. Whether you work in an educational or corporate setting, understanding how to teach and train adults can build effective management skills, make your classrooms much more effective and engaging, and ultimately advance your career to new levels of success.

The Professional Certificate in Teaching Adult Learners is designed and taught by specialists currently working in the field. Our instructors are highly experienced in andragogy, online instruction, and curriculum development and focus on the development of practical classroom skills and effective teaching techniques. Their skills and knowledge are what keeps our program up-to-date in the field. This certificate will certainly add to your expertise and knowledge of teaching adults and presenting material in the online environment.

Target Audience
This is an opportunity to enhance your existing area of expertise and become a skilled and engaging trainer in an educational or corporate setting. The program will develop your abilities to:

- Understand how to teach and train adults in diverse settings.
- Create effective curriculum and successful training sessions.
- Demonstrate your new skills and abilities to advance your career.

The Program

- **# of courses required:** 11
- **Total units:** 24
- **Estimated cost:** $3,200
- **Time to Complete:** Candidates can complete in 9-12 months
- **Delivery:** Online

Courses

<table>
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<th>Required Courses</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
<tr>
<td>Introduction to Online Learning EDUC-40989</td>
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<tr>
<td>Foundations of Curriculum Design and Evaluation EDUC-40990</td>
<td>2.0</td>
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<tr>
<td>Foundations of Adult Education EDUC-40096</td>
<td>3.0</td>
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<tr>
<td>Interpersonal Relations, Communication Skills, and Guidance EDUC-40098</td>
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</tr>
<tr>
<td>Teaching and Training Adults in Diverse Settings EDUC-41266</td>
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</tr>
<tr>
<td>Effective Strategies for Teaching and Training Adults EDUC-41267</td>
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Post-Secondary Instruction Emphasis Complete all courses listed in area

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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>Instructional Practices EDUC-40097</td>
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<tr>
<td>Current Issues in Adult Education EDUC-40091</td>
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<td>Preparing for a Community College Career EDUC-40556</td>
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</tr>
<tr>
<td>Instructional Technology Tools CSE-40798</td>
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</tr>
<tr>
<td>Adult Learners Capstone Portfolio EDUC-41233</td>
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</tr>
</tbody>
</table>
Admission

All candidates who wish to receive the Teaching Adult Learners Professional Certificate are required to:

1. Enroll in the Teaching Adult Learners certificate program.
2. Pay the certificate fee.
3. Complete all the required online courses with a grade of a "C" or better.
4. Coursework must be completed within 5 years of beginning the program.

Students must first complete an Introduction to Online Learning and a Foundations of Curriculum Design and Evaluation.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Education. Call 858-534-9286 or Email: unexeduc@ucsd.edu

Conditions for Admission

This is an opportunity to enhance your existing area of expertise and become a skilled and engaging trainer in an educational or corporate setting. The program will develop your abilities to:

1. Understand how to teach and train adults in diverse settings.
2. Create effective curriculum and successful training sessions.
3. Demonstrate our new skills and abilities to advance your career.
Teaching English as a Foreign Language Certificate

Overview

UC San Diego Extension’s Teaching English as a Foreign Language (TEFL) Professional Certificate program provides aspiring ESL and EFL educators with the necessary knowledge and skills to become a resourceful and confident teacher of English as a second language or English as a foreign language. We offer a high-quality curriculum of in-class and online courses which provide specialized training and necessary skills to people interested in teaching English in the U.S. or overseas. A TEFL certification, along with a bachelor’s degree will open doors to job opportunities around the globe as an English teacher.

UC San Diego Extension TEFL certification courses provide a unique opportunity for international students and American students to study side-by-side, developing their knowledge of applied linguistics and their teaching techniques for the various English language skills and competencies. Students are given just enough theory to provide a good foundation while taking courses which focus on the successful application of information about the English language and pedagogical principles for student-centered language teaching. Students will take many courses to strengthen their ability to teach English grammar, listening skills, pronunciation and fluency, speaking, writing, reading, and vocabulary development. The TEFL Practicum provides the chance to observe classroom teaching in action, and to develop and deliver a portfolio of effective lessons plans which are extremely useful when searching for employment. A TEFL job resources guide is also available for graduates of the program.

If you are interested in a TEFL specialization, our Teaching English to the Young Learner (TEYL) program offers courses focused on teaching English to kindergarten to middle school-aged children (K-8), and includes fieldtrips to local schools and teacher specialty stores to learn how to obtain the latest and most effective educational materials.

Whether you are looking to begin a new career, change careers, live and work abroad, travel overseas, or volunteer in the local community, our TEFL programs will help you to become a successful, resourceful, and confident English teacher in any educational setting. Let the adventure of a lifetime begin now!

Please click here for a Spring 2018 TEFL course catalog.

If you have any questions, please email tefl@ucsd.edu or call (858) 534-7418.

Learn more about the TEFL certificate program at our free information session. Can't make it to our in-person information session? Please try our online information session!

Stay connected with us on our Facebook page.

Courses

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
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<tr>
<td>LING-40045</td>
<td>Advanced Analysis of English Sentence Structure I</td>
</tr>
<tr>
<td>LING-40048</td>
<td>Best Methods in Teaching Listening Skills</td>
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<tr>
<td>LING-40047</td>
<td>Best Methods in Teaching Pronunciation and Fluency</td>
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<tr>
<td>LING-40050</td>
<td>Best Methods in Teaching Speaking Skills</td>
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<td>LING-40111</td>
<td>TEFL Practicum: Best Methods in Developing and Delivering Lesson Plans</td>
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<tr>
<td>LING-40044</td>
<td>Teaching Writing for Academic and Professional Purposes</td>
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<td><strong>Theories and Methods of Language Teaching and Learning</strong></td>
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<td><strong>Business Writing for Non-Native English Speakers</strong></td>
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<td><strong>Effective Oral Presentation</strong></td>
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<td><strong>Games for the EFL Classroom</strong></td>
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<td><strong>Grammar and Editing I</strong></td>
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<td><strong>Grammar and Vocabulary Building</strong></td>
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<td>LING-40082</td>
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<td><strong>Introduction to Pronunciation and Fluency for Language Teachers</strong></td>
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<tr>
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<td>LING-40121</td>
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<tr>
<td>LING-40067</td>
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<tr>
<td><strong>Oral Presentations for Language Teachers</strong></td>
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<td>LING-40099</td>
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<tr>
<td><strong>Pronunciation and Fluency</strong></td>
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<tr>
<td>LING-40076</td>
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<tr>
<td><strong>Scientific and Technical Writing for Non-native English Speakers</strong></td>
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<tr>
<td>WCWP-40045</td>
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<td><strong>Scientific and Technical Writing Lab for Non-native English Speakers</strong></td>
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<td><strong>Teaching Language through Art</strong></td>
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<tr>
<td>LING-40120</td>
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<tr>
<td><strong>Teaching TOEFL Prep Classes: Paper and Internet</strong></td>
<td>1.0</td>
</tr>
<tr>
<td>LING-40068</td>
<td></td>
</tr>
</tbody>
</table>
Admission

- Students may begin the TEFL Professional certificate program in any quarter of the year, and it can be completed in two quarters. If students would like to complete the program in one quarter, this option is available during the summer and winter quarters.
- If a student needs to complete the program in a quicker period of time, please contact us for advising.
- Various specialized TEFL certificates are also offered.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

International Programs - Bldg. A. Call 858-534-7418 or Email: tefl@ucsd.edu

Conditions for Admission

- Native speaker of English or one of the following language proficiency scores: 550 paper-based TOEFL; 80 Internet-based (iBT) TOEFL; 760 TOEIC; 6.5 IELTS; or "pass" on the FCE or Advanced Cambridge exams.
- Complete the application and pay the $60 certificate fee. The certificate fee must be paid online and students are subject to program change requirements until paid.
Teaching English to Speakers of Other Languages Certificate

Overview

UCSD Extension's Professional Certificate in Teaching English to Speakers of Other Languages (TESOL) offers coursework online. This program allows participants to acquire the specialized training and skills needed for a successful career teaching English as a second language, either in the U.S. or in another country.

The program provides the major competencies and knowledge necessary to be a specialist in the TESOL field, with a focus on the development of practical classroom skills and effective teaching techniques, plus a foundation in second-language acquisition theory. Each class covers concepts, methods, techniques, materials, and resources directly applicable to the classroom. The courses will be as useful to the experienced second language educators as well as the novice.

Target Audience

The TESOL program is geared to meet the needs of educators or potential educators at all levels-elementary, secondary, college, or adult. It will also greatly benefit foreign language educators seeking professional development, including TESOL teachers who would like to know more about second-language acquisition, program administrators or coordinators responsible for the development of TESOL curriculum. In addition, the material covered will help educators currently teaching or training in school English immersion programs.

Professional Development

If you wish to take one of the TESOL Professional Certificate online courses for professional development without registering for the program, you may do so.

EDUC 40093 Fundamentals of Teaching English as a Second Language and LING 40031 Theories of Second-Language Acquisition and Application to Teaching are the first two recommended courses in the program.

The Program

- **# of courses required:** 8
- **Total units:** 21
- **Estimated cost:** $3,200
- **Time to Complete:** Candidates can complete in 6-9 months
- **Delivery:** Online

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All eight are required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
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<tr>
<td><strong>Fundamentals of Teaching English as a Second Language</strong></td>
<td>EDUC-40093</td>
</tr>
<tr>
<td><strong>Teaching and Testing ESL Reading and Writing Skills</strong></td>
<td>EDUC-40544</td>
</tr>
<tr>
<td><strong>Teaching and Testing ESL Listening and Speaking Skills</strong></td>
<td>EDUC-40408</td>
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<tr>
<td><strong>Linguistics for Language Teachers</strong></td>
<td>LING-40000</td>
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<tr>
<td><strong>The Role of Grammar in Teaching a Second Language</strong></td>
<td>LING-40005</td>
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<tr>
<td><strong>Culture in the Language Classroom</strong></td>
<td>EDUC-40756</td>
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<tr>
<td><strong>Theories of Second-Language Acquisition and Application to Teaching</strong></td>
<td>LING-40031</td>
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<table>
<thead>
<tr>
<th>TESOL Practicum</th>
<th>Required or documentation of one full year of ESL teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
</tr>
</tbody>
</table>

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Admission

All candidates who wish to receive the Professional Certificate in Teaching English to Speakers of Other Languages (TESOL) are required to:

1. Enroll in the TESOL certificate program.
2. Pay the certificate fee.
3. Complete all required online courses with a grade of “C” or better.
4. Coursework must be completed within 5 years of beginning the program.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Education. Call 858-534-9286 or Email: unexeduc@ucsd.edu

Conditions for Admission

Native speaker of English or one of the following language proficiency scores: 79 Internet-based (iBT) TOEFL; 760 TOEIC; 6.0 IELTS; or “pass” on the FCE or Advanced Cambridge exams.

Although most students finish this certificate program within one to two years, in order to be eligible for a certificate from UC San Diego Extension, all required and elective coursework must be completed within five years of beginning a certificate program.
Teaching Online Certificate

Overview

The Teaching Online program is designed for anyone who would like to teach online, whether they do this at a community college, K-12 school, or business professional development program. Online Learning is a growing field and will only continue to expand as enhanced technology makes it possible to provide effective instruction through distance learning. The professional demand extends from K-12, community college, University, adult education programs, and corporate training. As today's learners become more receptive to online interactive learning, e-learning represents a paradigm shift in delivering and acquiring knowledge. Participants will learn how to design, implement, assess and evaluate curriculum content and appropriate teaching methodology for the online classroom. Candidates will explore leading instructional technology tools, software, and web-based applications.

Professional Development

All new applicants to the certificate program who are considering beginning the program with any of the other courses should note the required prerequisites must first be completed. EDUC 40989 Introduction to Teaching Online and EDUC 40990 Foundations of Curriculum Design and Evaluation are required prerequisites for all the other courses throughout the program.

If you wish to take one of the Teaching Online Specialized Certificate online courses for professional development without registering for the program, you may do so.

Target Audience

This is an opportunity to enhance your existing area of expertise and become a skilled and engaging online educator. The program will develop your abilities to:

- Attain a solid foundation for learning in an online environment which enables student-centered teaching methods.
- Learn the necessary skills, knowledge, and abilities required to transition successful from in-person to the online classroom.
- Gain first-hand knowledge and experience of learning in an online environment.

The Program

- # of courses required: 6
- Total units: 13
- Estimated cost: $1,705
- Time to Complete: Candidates can complete in 6-9 months
- Delivery: Online

Courses

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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<td>Foundations of Curriculum Design and Evaluation&lt;br&gt;EDUC-40990</td>
<td>2.0</td>
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<td>Instructional Technology Tools&lt;br&gt;CSE-40798</td>
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<td>Enhancing Your Online Course with Multimedia&lt;br&gt;CSE-40799</td>
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<td>Advanced Curriculum Design for the Online Classroom&lt;br&gt;EDUC-41231</td>
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<tr>
<td>Teaching Online Practicum&lt;br&gt;EDUC-41232</td>
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</tbody>
</table>

Admission

Certificate Guidelines

All candidates who wish to receive the Teaching Online Certificate are required to:

(1) Enroll in the Teaching Online certificate program.
(2) Pay the certificate fee.
(3) Complete all the required online courses with a grade of "C" or better.
(4) Coursework must be completed within 5 years of beginning the program.

Students must first complete “Introduction to Online Learning” and “Foundations of Curriculum Design and Evaluation.

There will be a $60 fee upon acceptance into the program.
From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Education. Call 858-534-9286 or Email: unexeduc@ucsd.edu

Conditions for Admission

Please see the application for specific admission requirements for this program. Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.
Technical Communication Certificate

Overview

Technical communication is an excellent career for good writers who love to help others understand complex information. They draw on their skills in writing and information design to translate complex scientific or technical information into content that a specific audience will easily understand. Technical communicators work in every field, from accounting to pharmaceuticals to telecommunications and create a wide variety of documents and scripts, including environmental impact statements, financial reports, training materials, user guides and more. Demand is greatest for communicators who have degrees in science or engineering, but there are opportunities for those with a background in communications, journalism, English, visual media, and other fields.

UC San Diego Extension’s Professional Certificate in Technical Communication will prepare you for an entry-level position by providing you with the most up-to-date knowledge. The program is designed and taught by technical communication professionals working in the field and can be completed entirely online.

For detailed information, please enroll in the Writing Program Online Information Session.

The program can be completed online in 18-24 months. Tuition is $295-$595 per course. The courses are asynchronous but not self-paced; you will be required to keep up with weekly assignments. The average student spends three hours online and six hours offline per course each week. Please preview our e-learning system at http://ucsdextension.blackboard.com.

Courses

<table>
<thead>
<tr>
<th>Information Session</th>
<th>Learn more about the program in a free, online information session.</th>
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<table>
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<tr>
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<td>Technical Communication I</td>
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<tr>
<td>Basics of Technical Editing</td>
<td>WCWP-40307</td>
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<tr>
<td>Critical Thinking for Communicators</td>
<td>WCWP-40265</td>
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<td>Information Design for Technical Communicators</td>
<td>WCWP-40150</td>
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<tr>
<td>Writing Online Documentation</td>
<td>WCWP-40158</td>
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<td>Technical Communication II</td>
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<tr>
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<tr>
<td>Applied Design for Technical Communicators</td>
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<tr>
<td>Grammar Lab</td>
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<tr>
<td>Project Management for Technical Communicators</td>
<td>BUSA-40667</td>
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<tr>
<td>Tools for Technical Communicators</td>
<td>WCWP-40266</td>
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</table>
Admission

The program consists of 24 quarter units in Writing and other disciplines related to technical communications. It can be completed in eight academic quarters. You must earn a Pass (C-) or better grade in each course. Extension courses in science, computing, and engineering may be applied toward electives with department approval.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission

You must have native-level fluency with English and must write clear, logical, and grammatically correct sentences. You will need a computer, a high-speed internet connection, MS Word, PowerPoint, and proficiency with all of the above. Students should be prepared to send and receive email regularly, navigate the web, and manage files on a computer.

Please see the application for specific admission requirements for this program.

Although a college degree or professional experience in the field are not required, applicants with such experience may receive preference for admission when program capacity is limited.

Current UCSD students may be considered for admission depending on their academic and career focus and educational performance.
Overview

Designed for bilingual adults who may or may not already be working in the field of translation, the program offers high-level instruction and professional training from active professionals. It can set you apart from the competition and certify to potential employers that you possess the bilingual proficiency, cultural understanding, theoretical knowledge, and skill set they are looking for. Graduates of our program go on to own and operate their own translation businesses, freelance, work for private companies or work within the public sector.

Ready to enroll? Enroll online or call Student Services at 858-534-3400.

Questions about our classes or certificates? Contact our department at 858-534-5760 or email ahl@ucsd.edu.

Looking for a broader translation and interpretation program?

Get connected to the local and national translation and interpretation communities through UC San Diego Extension:

Facebook
Twitter
LinkedIn

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
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**Required Courses** All 7 courses are required.

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<td>LING-40106</td>
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<td><strong>English to Spanish Translation I</strong></td>
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<td><strong>Spanish to English Translation I</strong></td>
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<td><strong>Theory and Practice of Translation</strong></td>
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<td>LING-40004</td>
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<tr>
<td><strong>English to Spanish Translation II</strong></td>
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<td>LING-40027</td>
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<tr>
<td><strong>Spanish to English Translation II</strong></td>
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<td>LING-40011</td>
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<tr>
<td><strong>Tools and Technology in Translation</strong></td>
<td>3.0</td>
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<td>LING-40107</td>
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**Optional Additional Classes** Please note: Does not apply to certificate; prerequisite requirements apply to some courses

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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td><strong>Strategic Marketing &amp; Branding for Translators &amp; Interpreters</strong></td>
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<td>LING-40113</td>
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<tr>
<td><strong>Business Translation</strong></td>
<td>3.0</td>
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<tr>
<td>LING-40025</td>
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</table>
Admission

The Specialized Certificate in Translation (Spanish/English) is issued upon completion of the entrance exam and the total number of required credit units (19.5 quarter units). The approximate cost of the program is $3,270 (includes course fees, entrance exam fee, and certificate enrollment fee) and is paid incrementally as students enroll in courses rather than up front. Cost does not include textbooks, materials and parking. Course fees and schedules are subject to change.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission

Total fluency in both English and Spanish, including the ability to speak, read, and write at a second year university level, is required. Fluency is determined by a written online entrance exam. Select courses may be taken prior to passing the entrance exam.
Translation and Interpretation (Spanish/English) Certificate

Overview

The Professional Certificate in Translation and Interpretation (Spanish/English) is designed for bilingual adults who may or may not already be working in the field of translation and interpretation. Our reputable and rigorous program offers high-level instruction and professional training from active professionals to set you apart from the competition and certify to potential employers that you possess the bilingual proficiency, cultural understanding, theoretical knowledge, and skill set they need. Graduates of our program go on to own and operate their own translation and interpretation service companies, freelance, work for private companies or work within the public sector.

Ready to enroll? Enroll online or call Student Services at 858-534-3400.

Questions about our classes or certificates? Contact our department at 858-534-5760 or ahl@ucsd.edu.

Looking specifically for translation?

Get connected to the local and national translation and interpretation communities through UC San Diego Extension:
- [Facebook](#)
- [Twitter](#)
- [LinkedIn](#)

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Session</strong> Find out more about the program in a free information session.</td>
<td></td>
</tr>
<tr>
<td><strong>PREREQUISITE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>REQUIRED COURSES</strong> All 21 units are required.</td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES</strong> A minimum of 9 units is required from any of the following categories.</td>
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</table>

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>Translation &amp; Interpretation Program Information Session</td>
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<tr>
<td>Entrance Exam</td>
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<tbody>
<tr>
<td>Introduction to Translation</td>
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<tr>
<td>Introduction to Interpretation</td>
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<tr>
<td>English to Spanish Translation I</td>
<td>3.0</td>
</tr>
<tr>
<td>Spanish to English Translation I</td>
<td>3.0</td>
</tr>
<tr>
<td>Theory and Practice of Translation</td>
<td>3.0</td>
</tr>
<tr>
<td>Consecutive Interpretation: Theory &amp; Practice</td>
<td>3.0</td>
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<tr>
<td>Simultaneous Interpretation: Theory &amp; Practice</td>
<td>3.0</td>
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<tr>
<td>Sight Translation: Theory &amp; Practice</td>
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General Electives

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<tr>
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<tbody>
<tr>
<td><strong>English to Spanish Translation II</strong>&lt;br&gt;LING-40027</td>
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</tr>
<tr>
<td><strong>Spanish to English Translation II</strong>&lt;br&gt;LING-40011</td>
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Business

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<tbody>
<tr>
<td><strong>Business Translation</strong>&lt;br&gt;LING-40025</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Tools and Technology in Translation</strong>&lt;br&gt;LING-40107</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Strategic Marketing &amp; Branding for Translators &amp; Interpreters</strong>&lt;br&gt;LING-40113</td>
<td>3.0</td>
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<tr>
<td><strong>Introduction to Swordfish</strong>&lt;br&gt;LING-40118</td>
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Education

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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td><strong>Interpretation and Translation in Education</strong>&lt;br&gt;LING-40102</td>
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Legal

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<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td><strong>Introduction to Court Interpretation</strong>&lt;br&gt;LING-40071</td>
<td>3.0</td>
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<tr>
<td><strong>Legal Translation</strong>&lt;br&gt;LING-40035</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Legal Interpretation in Criminal Proceedings</strong>&lt;br&gt;LING-40072</td>
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Medical

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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td><strong>Medical Translation: Internal Medicine</strong>&lt;br&gt;LING-40092</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Medical Translation: Specialty Areas</strong>&lt;br&gt;LING-40093</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Medical Interpretation</strong>&lt;br&gt;LING-40104</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Admission

Tailor the curriculum to suit your professional needs. Areas of specialization in translation or interpretation, or professional industry (medical, legal, business, and education) are available.

The Professional Certificate in Translation and Interpretation (Spanish/English) is issued upon completion of the entrance exam and the total number of required credit units (30 quarter units). The approximate cost of the program is $4,945 (includes course fees, entrance exam fee, and certificate enrollment fee) and is paid incrementally as students enroll in courses rather than up front. Cost does not include textbooks, materials, or parking. Course fees and schedules are subject to change.

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits.
Certificate FAQs for more information.

Contact
Arts, Humanities, Languages & Digital Arts. Call 858-534-5760 or Email: ahl@ucsd.edu

Conditions for Admission
Total fluency in both English and Spanish, including the ability to speak, read, and write at a second year university level, is required. Fluency is determined by a written online entrance exam. Select courses may be taken prior to passing the entrance exam.
UNIX & Linux System Administration Certificate

Overview

The UNIX-Linux operating systems have been predominant leaders in both academic and industrial computing environments. Enjoying a resurgence in popularity, UNIX and Linux are appearing everywhere from desktops to servers, and as the operating system for housing big data.

The increase in installed systems, as well as an increasing sophistication of networks and users has created a growing demand for highly skilled UNIX and Linux System Administrators. In addition, UNIX and Linux skills can lead to a career in various Information Technology (IT) fields, such as dev ops and IT security. UNIX and Linux System Administrators implement and maintain complex network connectivity, domain name service, web services, database engines, time service, mail handling, printer service, network file service, virtual environments, and system backups. The industry now requires that UNIX and Linux System Administrators demonstrate an achievement level to manage such complex network systems.

The UNIX & Linux System Administration Specialized certificate is designed to provide students with a demonstrable, working knowledge of UNIX and Linux and the tools and capabilities to implement, maintain, and manage complex network systems. The certificate consists of four required courses. The introductory course showcases the UNIX and Linux operating system’s user interface and common commands. The proceeding course covers disk and file management, users and groups administration, and backing up and restoring a UNIX-Linux system. The last two courses cover Shell programming and system security.

Extensive hands-on lab exercises with dedicated virtual systems immediately reinforce lecture material and students can begin to apply their learning almost immediately. The program can be completed in as short as 6 months.

Program Benefits

- Learn how to navigate and understand the UNIX-Linux Operating System
- Develop a solid foundation in UNIX-Linux System Administration.
- UNIX-Linux is one of the most widely used operating system in academia, research, the sciences, entertainment industry and various other areas.

Practical Experience

- Use UNIX and Linux Kernels to write UNIX and Linux commands
- Install, configure, and setup UNIX and Linux Operating Systems
- Manage UNIX and Linux Operating Systems
- Apply security protocols to UNIX and Linux Operating Systems
- Create scripts, using UNIX and Linux syntax, that can run in UNIX and Linux environments

Courses

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIX &amp; Linux Operating Systems Fundamentals</td>
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</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All four (4) courses are required</th>
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<tbody>
<tr>
<td><strong>TITLE &amp; COURSE NUMBER</strong></td>
<td><strong>UNITS</strong></td>
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<tr>
<td>UNIX &amp; Linux System Administration I</td>
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<tr>
<td>CSE-41269</td>
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<tr>
<td>UNIX &amp; Linux System Administration II</td>
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<tr>
<td>CSE-41270</td>
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<tr>
<td>UNIX &amp; Linux Shell Programming</td>
<td>3.0</td>
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<tr>
<td>CSE-41271</td>
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<tr>
<td>UNIX &amp; Linux Security Fundamentals</td>
<td>4.0</td>
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<tr>
<td>CSE-41272</td>
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</tbody>
</table>

Admission

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.
Contact
Science & Technology. Call 858-534-9352 or Email: infotech@ucsd.edu
User Experience (UX) Design Certificate

Overview

Following the advent of mobile devices, advanced web technologies, and user-centered design, demand for qualified User Experience (UX) designers has skyrocketed.

Good UX can create loyal customers or guide them toward a sale; bad UX can break your app or stop users in their tracks – and it’s important to be on the right side of that decisive click.

However, User Experience Design (UX) isn’t just the process of maximizing functionality or making your product look attractive; UX is a science with a significant focus on research, data collection, and psychology of human-computer interaction. Because of this, UX designers must possess a wide range of skills.

This certificate in User Experience Design provides students with a practical knowledge of UX principles, software, and techniques for analysis. Upon successful completion of the User Experience Design certificate, students will have completed a portfolio and gained a solid foundation in UX that can be applied immediately to their current or future professions as junior UX designers.

For detailed information, please enroll in the online on-demand User Experience (UX) Design Information Session.

Courses

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Experience Design Professional Certificate - Information Session</td>
<td>0.0</td>
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</table>

REQUIRED COURSES All 16 units are required.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of User Experience (UX)</td>
<td>4.0</td>
</tr>
<tr>
<td>User Experience (UX) Design I</td>
<td>4.0</td>
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<tr>
<td>Responsive Design and User Experience (UX)</td>
<td>4.0</td>
</tr>
<tr>
<td>User Experience (UX) Design II</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Final required course all required courses and two electives must be completed first.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Experience (UX) Portfolio</td>
<td>4.0</td>
</tr>
</tbody>
</table>

ELECTIVES Minimum of 6 units required. Subject to change. Enrolled certificate students MUST follow matrix as listed in their MyExtension account.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Interface Design</td>
<td>3.0</td>
</tr>
<tr>
<td>Search Engine Optimization (SEO) and Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>User Experience (UX) Metrics</td>
<td>3.0</td>
</tr>
<tr>
<td>Introduction to Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>Web Analytics</td>
<td>3.0</td>
</tr>
<tr>
<td>Fundamentals of Graphic Design</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Name</td>
<td>Code</td>
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<td>-----------------------------------------</td>
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<tr>
<td>Adobe Photoshop I: Introduction</td>
<td>ART-40311</td>
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<tr>
<td>Adobe Illustrator</td>
<td>ART-40527</td>
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<tr>
<td>Web Design I: Principles &amp; Techniques</td>
<td>ART-40677</td>
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<tr>
<td>Adobe Photoshop II: Intermediate</td>
<td>ART-40526</td>
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<tr>
<td>Web Design II: Intermediate Principles and Techniques</td>
<td>ART-40685</td>
</tr>
<tr>
<td>HTML5 and CSS</td>
<td>CSE-41207</td>
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<tr>
<td>HTML5 and jQuery</td>
<td>CSE-41209</td>
</tr>
<tr>
<td>HTML5 and JavaScript</td>
<td>CSE-41208</td>
</tr>
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</table>

Admission

This program can be completed in 5-8 quarters (taking 1-2 courses per quarter). Tuition is $595-795 per course. All required courses are offered online, with a selection of courses held onsite each quarter. Note, some electives may not be available online.

About online courses:

- Online courses in this certificate are led by live instructors, but students may view lectures according to their own schedules. There are no set lecture dates or times; however, students will be required to meet weekly assignment deadlines, participate in critiques, and contribute to discussion topics.
- Online students should expect to spend four to six hours per week per course.
- Online students must provide their own software.
- To preview our e-learning system, visit [ucsdextension.blackboard.com](http://ucsdextension.blackboard.com).

Software:
Our onsite courses are offered in a PC lab at our University City Center campus. Students enrolled in online courses may work on a PC or Apple computer, except where specified in the course description. Software is not provided to online students. Before taking an online course, refer to the course description for exact software requirements. We recommend online students own the latest version of Adobe Creative Cloud.

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Arts, Humanities, Languages & Digital Arts. Call 858-534-6731 or Email: unex-digital@ucsd.edu

Conditions for Admission

Students who wish to apply to this program should meet the following prerequisites:

- Basic knowledge of the field of Human-Computer Interaction (HCI), demonstrated, for example, by completion of the online course offered by Scott Klemmer, UC San Diego: [https://www.coursera.org/learn/human-computer-interaction](https://www.coursera.org/learn/human-computer-interaction).
- Students may audit this course and view all videos and lectures for free on Coursera.
- Basic knowledge of HTML and CSS, in order to understand the working environment and limitations faced by programmers, demonstrated, for example, by completion of UC San Diego Extension courses Web and Internet Literacy and HTML5/CSS, or similar courses from Codecademy or Lynda.com.

Complete the application and pay application fee.
Web Design Certificate

Overview

The Internet is an integral part of our lives, and web savvy is a highly sought-after skill in today’s workplaces.

UC San Diego Extension’s Specialized Certificate in Web Design focuses on the idea that good web designers possess a wide-ranging set of skills that meets both the practical needs of both user and client.

In this certificate, students gain a solid understanding of essential software, principles of usability, fundamentals of coding in HTML and CSS, as well as color, type, layout, and user interface design. Upon successful completion of this certificate, students will have completed a portfolio and a gained a foundation in web design that can be applied immediately to their current jobs, as a junior web designer, or as a freelance designer.

Enrolled students should have a basic knowledge of computers (PC or Mac), but design experience is not required.

For detailed information, please enroll in the online on-demand Web Design Program Information Session.

Courses

<table>
<thead>
<tr>
<th>Information Session</th>
<th>find out more about the program in a free, online information session</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>Web Design Specialized Certificate – Information Session</td>
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Prerequisites recommended

<table>
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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>Introduction to Adobe Creative Cloud</td>
<td>3.0</td>
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<tr>
<td>Adobe Illustrator</td>
<td>3.0</td>
</tr>
<tr>
<td>Adobe Photoshop I: Introduction</td>
<td>3.0</td>
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Required Courses all 12 units are required.

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<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>Web Design I: Principles &amp; Techniques</td>
<td>3.0</td>
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<tr>
<td>User Interface Design</td>
<td>3.0</td>
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<tr>
<td>Web Design II: Intermediate Principles and Techniques</td>
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</tr>
<tr>
<td>Web Design III: Responsive Design</td>
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Final required course all required courses and two electives must be completed first.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
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<tbody>
<tr>
<td>Portfolio Development - Web Design</td>
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</table>

Electives Minimum of 6 units required. Subject to change. Enrolled certificate students MUST follow matrix as listed in their MyExtension account.

<table>
<thead>
<tr>
<th>TITLE &amp; COURSE NUMBER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of User Experience (UX)</td>
<td>4.0</td>
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<tr>
<td>Fundamentals of Graphic Design</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Title</td>
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<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>Introduction to Social and Digital Media</td>
<td>ART-40610</td>
</tr>
<tr>
<td>Business of Digital Media</td>
<td>ART-40612</td>
</tr>
<tr>
<td>JavaScript I</td>
<td>CSE-40591</td>
</tr>
<tr>
<td>Adobe InDesign: Creating Publications for Mobile Devices</td>
<td>ART-40580</td>
</tr>
<tr>
<td>Adobe After Effects I: Introduction to Motion Graphics</td>
<td>ART-40587</td>
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<tr>
<td>Digital Journalism: Self-Editing and Publishing for the Web</td>
<td>WCWP-40313</td>
</tr>
<tr>
<td>Web and Internet Literacy</td>
<td>CSE-41206</td>
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<tr>
<td>jQuery</td>
<td>CSE-41158</td>
</tr>
</tbody>
</table>

**Admission**

*There will be a $60 fee upon acceptance into the program.*

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

**Contact**

Arts, Humanities, Languages & Digital Arts. Call 858-534-6731 or Email: unex-digital@ucsd.edu
Wireless Engineering Certificate

Overview

Wireless communications technology has developed without measure in the past ten years. Initially, the worldwide success of CDMA resulted in an increased demand for engineers skilled in wireless engineering, and opened the doors to the new fields of study like the standards in WiMax, LTE and OFDMA. As a result of these rapid developments in the field, involved individuals need to build and sharpen their skills for present and future Wireless industries.

The Wireless Engineering certificate program is intended to provide practicing engineers, technical program managers and other technical personnel, with leading edge specialized knowledge in 4G systems and networks for advancement in career and productivity. The program also incorporates electives in the latest wireless technologies like MIMO, and beamforming. With the introduction of the OFDMA 4G technology the courses also address changes in the network management to seamlessly move from 3G to 4G.

Note: Communications Engineering knowledge required for this program. Students with a minimal engineering background should enroll in the course Signals and Systems (ECE-40051) prior to beginning this program.

Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>All three courses required.</th>
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<tbody>
<tr>
<td><strong>Title &amp; Course Number</strong></td>
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<tr>
<td>RF System Design for Wireless Communications</td>
<td>EE-40098</td>
</tr>
<tr>
<td>Introduction to OFDMA and 4G Systems</td>
<td>EE-40163</td>
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<table>
<thead>
<tr>
<th>Elective Courses</th>
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<tbody>
<tr>
<td><strong>Title &amp; Course Number</strong></td>
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<tr>
<td>Antenna Theory and Design</td>
<td>EE-40129</td>
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<tr>
<td>Microwave Transmission Engineering</td>
<td>EE-40153</td>
</tr>
<tr>
<td>DSP in Wireless Communications</td>
<td>ECE-40283</td>
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</tbody>
</table>

Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

Science & Technology. Call 858-534-9152 or Email: unexengr@ucsd.edu

Conditions for Admission

Must have a BSEE or equivalent coursework. All others without an Electrical Engineering background must take the Signals and Systems course (ECE-40051).

UC San Diego Extension programs are designed to best serve college-prepared working professionals. Although programs are open to all adult learners, where program capacity is limited, applicants with this profile will receive preference for admission.
iOS Programming Certificate

Overview

Mobile programming is part of a segmented portion of technology that’s filled with innovations constantly evolving at unprecedented rates – even for technology. Such advancement requires precision-based specialty training in iOS programming languages.

The iOS Programming Specialized Certificate was developed by an advisory board of successful industry leaders with the goal to offer students familiar with programming languages, such as Java, Python or C++, the opportunity to apply such knowledge to the area of mobile software application development.

Students will gain new skills necessary to program applications that run natively on mobile devices specific to iOS for Apple based technology, including a step-by-step instruction that will detail processes required to program apps optimized for different screen sizes, the Apple Watch and Apple TV.

Coursework is designed to help professionals master the following tools and functions within iOS app development:

- SQLite Database Access
- Core Data
- iCloud
- Advanced Networking

Advanced learning opportunities will demonstrate how the Swift programming language can call into existing Objective-C code, the original language used for writing iOS apps, as well as Xcode IDE, the center of Apple development, which will teach students how to build, design, code, debug and troubleshoot iOS applications.

Courses

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Choose one</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title &amp; Course Number</strong></td>
<td><strong>Units</strong></td>
</tr>
<tr>
<td>Introduction to Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>CSE-40028</td>
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<tr>
<td>Introduction to Programming Using Java</td>
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<th>Required Courses</th>
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<td><strong>Title &amp; Course Number</strong></td>
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<tr>
<td>Introduction to Swift Programming</td>
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<td>iOS Programming I</td>
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<td>CSE-41147</td>
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<td>iOS Programming II</td>
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<th>Elective Courses: Choose one</th>
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<td><strong>Title &amp; Course Number</strong></td>
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<td>Objective-C</td>
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<td>iOS App Production</td>
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Admission

There will be a $60 fee upon acceptance into the program.

From the 'Apply Now' button, login to your student account, complete the online application, and pay the application fee if applicable. It is preferable that you create an account before proceeding if you have not already done so.

Candidates are encouraged to apply in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Contact

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Conditions for Admission

Geared towards professional software developers hoping to gain specialized skills in iOS programming.
Certificate Requirements

You are expected to complete the minimum certificate requirements, i.e., all approved required courses and the minimum number of required elective units, in effect at the time of registration regardless of any requirement changes at a later date. Prerequisite courses are not considered part of the minimum credit unit requirements of a certificate. All certificate courses must be enrolled in for credit (with a letter grade or pass/no pass grading option) and, unless the certificate program states otherwise, with a passing grade of at least a C- or better to earn the certificate.

While all courses must be successfully completed with a passing grade, the Extension academic department responsible for the certificate has the discretion to elevate the minimum grade you must earn and/or specify that courses (elective and/or required) be taken for a letter grade. A third party, e.g., employer, Workforce Partnership, credentialing authority, also has the right to increase the minimum certificate requirements by increasing the minimum acceptable grade and time to complete the certificate program. In those cases, the minimum certificate requirements, as specified by the third party, supersede the above.

Transfer Credits

In order to receive a certificate at UC San Diego Extension, you must fulfill all minimum unit requirements of a certificate with transcripted, credit-bearing coursework from an accredited institution. The number of units that can be transferred, however, varies depending on where the academic credit was received. Non-transcripted continuing education courses or courses from a non-accredited institution are not accepted for transfer.

Units of courses completed at educational institutions operating on the semester system should be converted to a value consistent with the quarter system, i.e., one semester unit is equivalent to two-thirds of a quarter unit. The number of units of the course completed outside of Extension must be at least equal to the unit value of the certificate course you are petitioning to transfer. Similarly, the number of units that can be transferred is determined by the number of units associated with the Extension certificate course and not the unit value granted elsewhere.

If you have successfully completed comparable courses at another accredited college or university within five years certificate coursework began at UC San Diego Extension, and you earned at least a "C-" in each, you may petition to transfer up to a third of the certificate program units, not to exceed two courses for professional certificates and one course for specialized certificates. If you have successfully completed courses at a UC campus’s within five years certificate coursework began at UC San Diego Extension, you may petition to transfer up to half of the units required for a certificate program. To request transfer credit, please submit a written petition, including an official transcript and course descriptions (with syllabus) to the academic department listed in the certificate description for consideration.

Course Substitutions

Only approved courses count toward your certificate program. Due to the post-baccalaureate level of Extension coursework and the intent of many certificate program students to further specialize and develop their current careers, you may have acquired industry knowledge outside of the classroom. If you can demonstrate mastery of the knowledge imparted in a required certificate course through personal or professional experiences, you may petition to substitute a course. In that case, you may have the option to take another Extension course as determined by the academic department in lieu of the required course. You may waive the course requirement but not the unit requirement. Because of the curricular importance of required certificate coursework, you can only petition to substitute up to half the total required course units. To request a substitution, please submit a written petition, including evidence of your knowledge, to the academic department listed in the certificate description for consideration.

Certificate Completion

Once all certificate requirements have been successfully completed, please request a certificate audit through the student portal, My Extension, at https://myextension.ucsd.edu. Once you have logged in to My Extension, go to the My Courses” tab and click on the program under "My Certificate Programs". From there, click on "Request Certificate Audit" and complete the form.
AMES40000: HVAC DDC System Design - 3.00 Units
This practical course covering HVAC and DDC system design provides a simple approach for the design of HVAC DDC systems and enables students to understand and design various types of control solutions. The course emphasizes the latest available technology, critical Do’s and Don’ts in HVAC Control Design and accepted rule-of-thumb checks in the design of HVAC controls.

Broken into the following major categories, this course is focused on reviewing the most advanced HVAC technologies and solutions that save installation, energy, and operational costs: 1) HVAC Systems 2) Fans 3) Air Distribution and Zoning 4) Pumps 5) HVAC Coils and 6) Chiller and Boiler Selection. Each course starts with the fundamentals followed by practical application, real life examples, and the most common design solutions. An optional field trip is included.

Next Steps
Upon completion of this course, consider taking HVAC DDC Basics, HVAC DDC Networking Design, HVAC Systems Design, or courses in the HVAC Systems Design and Control Certificate.

Course Highlights:
- HVAC Systems
- Innovative HVAC Solutions for Smart Buildings
- Air Distribution Systems
- Fan Curves and Fan Selection
- Piping Design, Pump Curves and Pump Selection
- Coil Selection and Characteristics
- HVAC Zoning
- Indoor Air Quality
- Chiller and Boiler Selection

Course Benefits:
- Learn the advantages and disadvantages of various types of HVAC systems.
- Learn about chilled water and hot water piping and pumping design.
- Learn to design basic HVAC systems.
- Learn the advantages and disadvantages of HVAC chillers.
- Lead the process of HVAC system design.

Target Audience:

AMES40001: HVAC Design Calculations - 3.00 Units
Energy efficiency and sustainable design are critical components of today’s smart, green buildings. This practical course covers the fundamental calculations required for the design of building HVAC systems. Topics include cooling and heating load calculations, psychrometric analysis, and HVAC energy usage. This fast-paced course focuses on practical methods of HVAC calculations in accordance with governing codes and American Society of Heating, Refrigerating, and Air Conditioning (ASHRAE) guidelines. Emphasis is placed upon accepted rule-of-thumb checks in HVAC load calculations and energy analysis, including a review of available computer programs. An optional field trip is included.

Course Highlights:
- HVAC Heating and Cooling Load Calculations
- Psychrometric Analysis
- Energy Analysis
- Indoor Air Quality
- Natural Ventilation
- Hybrid Natural Ventilation
- Mechanical Ventilation
- Energy Saving Payback Analysis

Course Benefits:
- Learn the fundamentals of psychrometrics and how to perform HVAC design calculations utilizing the psychometric chart.
- Discover the difference between dry bulb, wet bulb, relative humidity, and specific humidity.
- Calculate properly-sized air cooling units for a given space.
- Calculate the (CFM) required for air handling and fan coil units.
- Calculate the properly-sized equipment for mechanical ventilation.
- Explore natural ventilation and hybrid ventilation methods for smart, green buildings.

Prerequisites: Students should have a desire to learn concepts in heating, ventilating, and air conditioning (HVAC).

Next Steps
Upon completion of this course, consider taking HVAC DDC Basics, HVAC DDC Networking Design, HVAC Systems Design, or courses in the HVAC Systems Design and Control Certificate. For more information about this course, please contact the program manager at unexengr@ucsd.edu or (858) 534-9351.

AMES40021: HVAC Systems Design - 3.00 Units
This course reviews the advantages and disadvantages of the latest energy efficient HVAC systems including variable air volume, chilled beam, positive displacement, ventilation, variable refrigerant flow, natural ventilation, and hybrid natural ventilation.

Broken into the following major categories, this course is focused on reviewing the most advanced HVAC technologies and solutions that save installation, energy, and operational costs: 1) HVAC Systems 2) Fans 3) Air Distribution and Zoning 4) Pumps 5) HVAC Coils and 6) Chiller and Boiler Selection. Each course starts with the fundamentals followed by practical application, real life examples, and the most common design solutions. An optional field trip is included.

Course Highlights:
- HVAC Systems
- Innovative HVAC Solutions for Smart Buildings
- Air Distribution Systems
- Fan Curves and Fan Selection
- Piping Design, Pump Curves and Pump Selection
- Coil Selection and Characteristics
- HVAC Zoning
- Indoor Air Quality
- Chiller and Boiler Selection

Course Benefits:
- Learn the advantages and disadvantages of various types of HVAC systems.
- Learn about chilled water and hot water piping and pumping design.
- Learn to design basic HVAC systems.
- Learn the advantages and disadvantages of HVAC chillers.
- Lead the process of HVAC system design.

Target Audience:
The course is recommended for anyone involved with HVAC systems, including HVAC designers and engineers, building and hospital engineers, and recent graduate engineers.

Prerequisites: Students should have a desire to learn concepts in heating, ventilating, and air conditioning (HVAC). Two years HVAC-related experience or associate degree in an engineering field preferred, but not required.

Next Steps
Upon completion of this course, consider taking HVAC DDC Basics, HVAC DDC System Design, HVAC Design Calculations, HVAC DDC Networking Design, or courses in the HVAC Systems Design and Control Certificate

For more information about this course, please contact the program manager at unexengr@ucsd.edu or (858) 534-9351

AMES40037: Designing in Plastics - 3.00 Units
This two-day course provides basic instruction on the variety of polymer types and the property enhancers available to the working designer/engineer with a limited background in synthetic materials. Experience in designing for metals and other inorganic materials seldom correlates with the criteria necessary for designing in plastics/composites. By using hundreds of slides, easily read texts, and numerous examples of good and bad sample parts, students gain a sound working knowledge and a feel for plastics. No prior knowledge of chemistry or physics is needed for individuals who are currently employed in design/engineering. Attention is given to recently introduced higher-performance plastics that may outperform their inorganic predecessors in strength, weight, safety, and durability.

AMES40139: HVAC DDC Networking Design - 1.00 Units
This advanced course focuses on the latest available technology and practical scenarios of communication and networking between DDC controllers and DDC systems. The course also addresses common questions such as: How to upgrade existing Heating, Ventilating, and Air-Conditioning (HVAC) DDC systems? What are the advantages and disadvantages of open systems? How to integrate various building automation systems?

This short but powerful course for HVAC DDC Networking Design is structured to enable students to better design and understand HVAC DDC systems. The course focuses on practical scenarios of communication and networking between DDC controllers and DDC systems. The instruction also emphasizes critical Do’s and Don’ts, as well as accepted rule-of-thumb checks in HVAC DDC.

Course Benefits:
- HVAC DDC System Architecture
- Open System Interconnection Model
- HVAC DDC Topologies and Protocols
- ASHRAE BACnet
- Gateways to Closed Systems
- Open Systems and Tridium Solution
- Web Services and the Tridium Solution
- Four Levels of Energy Dashboards
- DDC Wireless Technology

Course Highlights:
- Learn the seven layers of Open System International (OSI) models.
- Identify the four most commonly used topologies in HVAC DDC.
- Discern between the two most commonly used network access methods.
- Uncover the benefits of energy dashboards for large campuses.
- Discover how BACnet benefits Owners.
- Distinguish between LAN technologies for DDC.
- Review the concept behind web services.
- Describe the advantages and disadvantages of the Tridium Solution.
- Uncover the advantages of energy dashboards for large campuses.

Optional Textbooks:

Prerequisites: Students should have a desire to learn concepts in heating, ventilating, and air conditioning (HVAC).

Next Steps
Upon completion of this course, consider taking HVAC DDC Basics, HVAC DDC System Design, HVAC Design Calculations, HVAC Systems Design, or courses in the HVAC Systems Design and Control Certificate

For more information about this course, please contact the program manager at unexengr@ucsd.edu or (858) 534-9351

AMES40170: HVAC DDC Basics - 2.00 Units
Covering the basics of Heating, Ventilating and Air Conditioning (HVAC) Direct Digital Controls (DDC), this course enables students to understand the fundamentals of HVAC DDC systems design. The course emphasizes critical &ld quo Do’s &rd quo and Don&rsquot and accepted rule-of-thumb checks in the design of HVAC controls.

Broken into the following four major categories, this course provides a sound foundation for understanding DDC system design: 1) The Six Steps of HVAC DDC System Design 2) DDC Controller 3) Basics of HVAC Controls and 4) Building Automation, LEED, and Commissioning.

Course Benefits:
- Learn the systematic process of designing HVAC DDC systems.
- Distinguish between Supervisory Control and Data Acquisition (SCADA) and Programmable Logic Controller (PLC) systems.
- Examine the advantages of Proportional Plus Integral and Proportional Plus Integral Plus Derivative control actions.
- Discern between Supervisory Control and Data Acquisition (SCADA) and Programmable Logic Controller (PLC) systems.
- Discover the three most commonly used wireless technologies for building automation systems.
- Identify the basic characteristics of the five types of the most commonly used HVAC control systems.
- Examine the advantages of Proportional Plus Integral and Proportional Plus Integral Plus Derivative control actions.
- Review methods to use the building automation system as a tool for commissioning as well as LEED measurement and verification.

Optional Textbooks:

Prerequisites: Students should have a desire to learn concepts in heating, ventilating, and air conditioning (HVAC).
AME580004: PE Electrical Review - 0.00 Units
Receive a thorough review for the PE Electrical and Computer licensing exam for the State of California. The course will cover the Power Section only: circuit theory fundamentals, 3-phase analysis, transformers, thyristors, frequency response, power generations, transmission lines, and rotating machines. Energy and power systems, HVAC and refrigeration business engineering and management, machine design and materials, hydraulics and fluids dynamics, and vibrations are covered. This course is updated per the specifications of NCEES to the extent applicable when they are available in time.

AME580005: Structural Engineering Review: Seismic Section (PE Civil) - 0.00 Units
Review the IBC2006/CBC2007 provisions that apply to the structural seismic analysis of buildings and structures. Instruction covers examples of structural engineering problems found on the PE exam and offers pertinent testing strategies. This review is open to all individuals, whether or not they plan to take the PE exam.

AME580006: Fundamentals of Engineering: EIT Review - 0.00 Units
Review the subjects covered on the State of California’s exam for licensed professional engineering. This course offers applicants a review of the subjects covered on the FE/EIT exam. Topics include: environmental, geotechnical, hydraulic, and structural with construction engineering transportation and water resources. The course also covers examples of civil engineering problems found on the PE exam and offers pertinent testing strategies. Topic experts will participate as guest instructors. The course has been recently modified to include emphasis on some of the popular topics taken by students.

AME580007: PE Civil Review - 0.00 Units
Review the subjects covered on the State of California’s exam for licensed civil engineers. Topics include: environmental, geotechnical, and structural with construction engineering transportation and water resources. The course also covers examples of civil engineering problems found on the PE exam and offers pertinent testing strategies. Topic experts will participate as guest instructors.

AME580009: PE Mechanical Review - 0.00 Units
Review the subjects covered on the State of California’s exam for licensed mechanical engineers. Key topics from the exam will be covered, including: machine design and materials, hydraulics and fluids dynamics and vibrations, and power systems. The course is specifically designed from an exam viewpoint and will be supported with ample examples.

ANES40001: Principles of Post-Anesthesia Nursing, Part II - 4.00 Units
As the second requirement in the certificate program, this course addresses recovery-room care following surgery of specific body systems, postoperative care of the ambulatory surgical patient, and current concerns of post-anesthesia nurses. In addition to the group work required for preparing a case presentation, students without PACU experience must complete a preceptorship before receiving certification (details to be provided in class).

ANES40003: Principles of Post-Anesthesia Nursing: Part I - 3.00 Units
This course presents some of the basic principles of recovery room nursing, including the use of anesthetic agents and potentiating medications, spinal anesthesia and regional nerve blocks, ventilation and ventilators, neurological monitoring, aspiration, hypotension and hypertension, management of pain and nausea, and fluid replacement therapy.

ANES40008: ANES-40008 Career Exploration in Global Public Health Policy - 2.00 Units
This course is aimed at those that engage or wish to engage in global health from a practitioner perspective. The field of global public health is dynamic. Although demand for capable individuals who can dissect and develop workable solutions to dramatic and vexing global health challenges is widespread, specific jobs and careers are more difficult to define. This course explores career paths, preparation, and opportunities in this field. Students will also be directed in individual and group work to identify and frame career directions that employ specific interdisciplinary skills. The course also presents techniques and actions that can enhance employment in global health policy.

ANTH90000: Bones: The Human Skeleton and Forensic Anthropology - 6.00 Units

ANTH90001: Introduction to Primatology: Monkey Business and Going Ape - 6.00 Units
"Introduction to Primatology: Monkey Business and Going Ape" will introduce students to the world of Old World and New World monkeys and the apes. The course will examine each group of species in detail, from bones to brains. Students will learn to identify the primates and their unique behaviors through field trips to the San Diego Zoo. Lastly, we will learn how conservation techniques are being implemented for declining populations of primates around the world.

Prerequisites: High School Education

ANTH90002: Scripps Institution of Oceanography: Introduction to Paleontology and the History of Life - 6.00 Units
In this course, students will learn about the history of life on earth, form the origin of life to the present. We will discuss topics such as evolution, extinction, biologic interactions through time, biodiversity, and the role that environment plays in shaping life on earth. These topics will be explored through hands-on laboratory activities and demonstrations where students will be able to work with fossils and rocks, as well as through field trips to various fossil localities and museums in Southern California, including the San Diego Natural History Museum and the La Brea Tar Pits. Students in this course should have an interest in science and nature, but do not need to have a science background. As a result of the course, students will have an appreciation for the history and complexity of life on earth, and a better understanding of how the natural world works.

ANTH90003: An Introduction to Paleocoeology - 3.00 Units
"An introduction to Paleocoeology" is an interdisciplinary scientific course designed for students to gain an appreciation for the study of fossil organisms and their associated remains, in order to reconstruct ecosystems of the past. The course begins by explaining the fundamental importance of the field of paleoecology and science in general, then quickly moves into the nitty-gritty topics of paleoecology including sampling, species interactions, inferring pattern from process, functional morphology, organismal design, food webs, energetics, ecological and evolutionary time, and future Earth. Since the instructor heavily believes in hands-on learning, the class will include field-trips to La Jolla Shores, in-class exercises, movie and video discussions, and group discussions followed by class discussions in order for students to express their views on the topics being studied.

ANTH90004: The Dead Speak: Learning about the Past through Human Remains and Related Contexts - 6.00 Units
The purpose of this course is to provide an introduction to archaeology, both from the perspectives of methods and practice (from “in the dirt” to in the lab) and theory (the ways archaeologists approach interpreting what they find).

We start with an examination of what archaeology is, as well as a basic history of archaeology. We will then consider methods of locating and excavating sites, and managing archaeological material.

We will then cover an overview of what archaeologists hope to learn about past places, people, and cultures, and how they study this through the material record. In this section we will consider cases and examples from many ancient cultures.

In the next section of the course, students will learn that archaeologists collaborate with other experts from a wide variety of scientific and humanities fields in order to learn more about the past.

In the final section of the course, we will discuss how learning about seemingly distant times, places, and peoples is important to us. We will also discuss archaeological ethics, and some of the controversies the discipline has faced.

**ANTH90016: Introduction to Anthropology: The Varieties of Human Experience** - 6.00 Units

**ARCH40000: AutoCAD III: Working Drawings** - 2.50 Units

Learn the process that professional offices go through to create and assemble the components of a set of working documents. The course will focus on the production aspects of assembling a set of construction documents. Participants are expected to have reasonably strong AutoCAD skills. In this advanced-level AutoCAD training course, technical aspects of AutoCAD will be addressed, including file referencing, paper/model space and the relational aspects of drawing files.

**ARCH40001: AutoCAD I: Introduction** - 2.50 Units

Gain valuable experience with AutoCAD commands and menu systems. Learn two-dimensional drawing commands, dimensioning, layering systems, and drafting techniques. By the end of this AutoCAD training course, students will have gained experience developing and assembling a construction document, including plotting, creating drafting symbols, fixtures and a floor plan.

**ARCH40004: AutoCAD II: Intermediate** - 2.50 Units

Develop a more advanced understanding of the AutoCAD applications. Create plan and elevation drawings and learn important manipulation and management tools for assembling and integrating drawings within the project document set. Topics in this intermediate-level AutoCAD training course include advanced commands and drafting conventions.

**ARCH40009: Revit I: Introduction** - 1.50 Units

Designed for architects, interior designers, engineers, and others involved in the construction industry seeking an overview of Building Information Modeling (BIM) using Revit Architecture, this course examines how to design 3D models that simultaneously document the project in schedules and 2D architectural drawings. Topics include starting a project, modifying elements, and presenting models. By the conclusion of this Revit training course, students will have built a BIM project from scratch and present multiple views of the model on an architectural sheet.

**ARCH40010: Revit II: Intermediate** - 1.50 Units

Explore the more advanced methods of documenting a building project in Revit Architecture. The classes will be taught from the architect’s perspective, but interior designers and engineers will also gain valuable insight as the course unfolds. Topics include scheduling building components, using the family editor to create 2D and 3D components, refining graphics, and construction documentation. By the conclusion of this intermediate-level Revit training course, students will be able to develop a BIM model independently and understand how to organize it as an integrated, interoperable construction document set.

**ARCH40011: Revit III: Advanced** - 1.50 Units

Using “as-built” drawings, students will model an existing single story building on a site model and will then create the model for a significant two-story expansion to that building model. Included in this project will be creating demolition plans to accommodate the new construction and rendering the final model. This project scenario is typical of projects currently being handled by architectural, engineering, and construction teams who are using Revit in their offices. After following along with the videos and/or class instruction, you will have a completed model, ready for presentation, documentation, and visualization. By the conclusion of this course, students will be able to develop a BIM model independently and understand how to organize it for subsequent development into a set of integrated, interoperable construction documents. You will have access to the online course materials for one full month from when you begin.

**ARCH90001: Designing Your Own Tiny House** - 0.00 Units

In this design class students learn about architecture, social responsibility and community. Students will gain experience envisioning, designing and building a scale model of their own tiny home. Students will also be introduced to and be able to translate building design and concepts including sustainability, functionality and how to incorporate natural light in the house design. This class will teach students about translating programmatic requirements to a three-dimensional project (design), develop scale modeling skills (math), creativity (arts), ability to follow instructions (life lessons), ability to understand and work within constraints and time management (workforce skills). To refine the students’ presentation and communication skills, all students will present their tiny houses to the class. This course is designed for middle school students who have little to no experience with design or construction.

**ART40002: Oil Painting I** - 3.00 Units

Develop your paint handling skills and enhance your perceptual abilities in this studio class. Each meeting focuses on the development of basic skills while encouraging individual expression. Instructor-led painting demonstrations and a series of in-class exercises will be followed by discussions of some of the intellectual factors involved in both traditional and non-traditional art making. Students in this class will acquire a solid foundation in oil painting technique...

**ART40006: Figure Drawing I** - 3.00 Units

Gain greater confidence in your ability to compose and render the human form. This course provides an in-depth study of how to draw the human figure using live nude models. Within a positive and supportive environment, you will focus on basic proportions and proper construction of the human form as well as light and shadow, contour, line, and composition. In-class drawing exercises will be enhanced by demonstrations of how to simplify and assemble the more complex areas of the body.

**ART40028: History of Environmental Arts I** - 4.00 Units
Played against a backdrop of the cultural, social, and political climate of various time frames, this course utilizes lectures, audio-visuals, and classroom presentations to illustrate the impact of environment and architecture on style of living and the development of furniture and decorative art forms. This is the first part of a three-part series, emphasizing styles from antiquity through the Gothic period. Those who are not enrolled in the certificate program are welcome to attend. Requirement for Professional Certificate in Interior Design.

ART40032: Rendering - 4.00 Units
Intended for interior design students, this course in color rendering provides instruction in and exploration of various color and line techniques. These methods are used to interpret and illustrate exterior and interior architectural elements in plan, section, elevation, and perspective format. Prerequisite: Competency in drafting. == Requirement for Professional Certificate in Interior Design.

ART40054: Drafting for Designers II - 4.00 Units
This course continues to develop the skills presented in ¿Drafting for Designers I¿ applying them to a specific design project. Additional attention is given to FreeHand drawing, presentation skills, reproduction techniques, and construction drawings for the interior designer. Prerequisite: ¿Drafting for Designers I¿ (ART-40026) or consent of instructor. Discounts and complimentary enrollments will not be accepted. Requirement for Professional Certificate in Interior Design.

ART40056: History of Art, Architecture and Interiors II - 4.00 Units
Played against a backdrop of the cultural, social, and political climate of various time frames, this course utilizes lectures, audio-visuals, and classroom presentations to illustrate the impact of environment and architecture on style of living as well as furniture development and decorative art forms. This is the second of a three-part series, emphasizing styles from the seventeenth through early nineteenth centuries. Note: Those not enrolled in the certificate program are also welcome to attend. Second year requirement for Professional Certificate in Interior Design.

ART40057: Lighting - 4.00 Units
This lecture course addresses all aspects of lighting needs and methods, including the use of materials and lighting engineering. Instruction covers the decorative, aesthetic, and practical uses of lighting, while students prepare a project from concept to installation. A review of relevant building codes is also covered. Prerequisites: Drafting for Designers I and Space Planning or consent of instructor. NOTE: Discounts and complimentary enrollments will not be accepted. Requirement for Professional Certificate in Interior Design.

ART40058: Textiles: Theory and Application - 4.00 Units
This lecture/studio course covers the content, appropriate use, and design potential of textiles for interior applications. Visits to textile studios enhance technical knowledge of fiber structure, weaving, and printing techniques. Selection and performance of textiles are discussed in conjunction with industry codes and construction of finished products. A comprehensive study of contemporary fiber art and its use in residential and commercial installation is also included. Students learn how to place orders for draperies, bedding, pillows, slip covers, and upholstery from workrooms and fabric houses, and become familiar with the office procedures necessary to complete the orders. Note: The first class meeting will be held on the UCSD campus. Subsequent meetings will be held in the instructor¿s private La Jolla studio, which is not accessible to the mobility impaired. Maps will be distributed at the first meeting. Students should expect to pay a $20 materials fee. Early enrollment is advised, since space is strictly limited to 12 certificate enrollees. Discounts and complimentary enrollments will not be accepted. Requirement for Professional Certificate in Interior Design.

ART40064: Figure Painting - 3.00 Units
The human form is one of the most interesting and challenging subjects for the artist and art student. All artistic mediums benefit from the skills required to paint the figure in all its complicated structure, changing form, and expression. This course provides an opportunity for concentrated exploration in painting the human figure, placing emphasis on understanding and using color, approaches to brush work, and handling form. Students will be asked to exercise and develop perceptual, observational, and expressive skills. Prerequisite: Previous drawing and/or painting experience is recommended but not required, since the course is open to all levels.

ART40067: Mixed-Media Painting and Drawing - 3.00 Units
Intended for beginning, intermediate, and advanced students, this painting and drawing workshop explores a variety of media, including watercolor, gouache, pastel, casein, paintstik, graphite, and prismacolor pencils. Students have the opportunity to try new media and experiment with numerous techniques. Emphasis is placed on pictorial design elements as they relate to creating a composition, with discussion of the do¿s and don¿ts of picture making. Students work from models, prop setups, or their own imaginations. Students learn design concepts and fundamentals, explore the use of color, and become familiar with the process of transferring ideas from sketch to final work of art.

ART40068: Oil Painting II - 3.00 Units
Geared toward the intermediate painting student, Oil Painting II expands on the ideas and topics presented in the beginning oil painting course. A series of exercises encourages students to investigate materials, surface treatments, color mixing, composition, spatial concepts, and symbolic, expressive, and descriptive forms of representation. Students will have the opportunity to enhance their technical, analytical, and perceptual skills while focusing on exploration and personal development in order to discover a sense of artistic identity.

ART40081: Nature Photography: From Vision to Print - 3.00 Units
Learn how to take beautiful nature photographs, mount your prints, and exhibit them for sale. This practical, hands-on course covers the economics of fine art nature photography as well as the artistic and technical aspects. The class features a variety of photo-shoots: Quail Gardens, San Elio Lagoon, Palomar Mountain, etc. You will learn to identify your creative point of view, sharpen your skills through participation in field trips, and prepare a selected group of images for sale and/or exhibition in a show hosted by the class. Photographs will be presented either as greeting cards or as matted prints.

ART40145: Travel Photography Workshop in Ensenada - 2.00 Units
Join Leland Foerster on his very popular annual travel workshop across the border to Mexico. Enjoy an exciting weekend of photography in the markets and plazas of Ensenada and Tecate. Rediscover your enthusiasm for travel photography and improve the quality of your prints. This course is suitable for both beginning and advanced amateurs with automatic, manual or digital cameras. The workshop begins with a pre-departure lecture to help you prepare for this photographic and cross-cultural experience, and concludes with a post-trip meeting to critique your work. A custom boat tour of Ensenada’s harbor, with close-up colorful views of the boatyard and moorings, is included in the workshop. Adventurous photographers with a love for the people and urban landscapes of Baja are encouraged to enroll.

ART40148: Photographing People - 1.00 Units
Learn to create expressive portraits in this short, workshop-style course. Discussion of subject matter, composition and lighting (including flash) helps you experiment with a variety of portraiture methods. Instruction also covers practical issues such as photographing in public areas and posing. Additional
class time will be spent exploring the history of portraiture through work of such photographers as Diane Arbus, Julia Margaret Cameron, Dorothea Lange, Sally Mann, Arnold Newman and others. Includes Saturday field trip to MoPA and an outdoor field session at Balboa Park. Some camera experience is recommended but course open to all levels.

ART40153: White Mountains Photography Workshop - 3.00 Units
Spend four days in the beautiful White Mountains brushing up on your photographic skills and sharing your passion for image making with fellow photography enthusiasts. The workshop takes place in the remarkable setting of the University of California's White Mountain Research Station near Bishop, California. Home to the photogenic bristlecone pines, the oldest living things on earth, the White Mountains are an extraordinary environment for this four-day, five-night residential program. Participants will shoot in a variety of locations and work at different times of the day to capture on film a diversity of landscape features and varying effects of the sun and moon. The remote high-altitude Crooked Creek facility is usually only available to UC researchers. Now, students will have the opportunity to study at this unique site with experienced field photographer, Donna Cosentino. Learn what it takes to shoot great outdoor photographs, work with available light, capture a full moon, and work in the night landscape. Geared toward intermediate and advanced photographers, the workshop covers technical and aesthetic issues to help students achieve their photographic goals. Students may work with black-and-white and/or color film. Includes a pre-departure orientation to help participants prepare for their adventure.

ART40155: Travel Sketching - 2.00 Units
Add to your travel memories by adding creative and colorful illustrations to your journal. In this condensed-format course, students learn to train the eye and hand to record--quickly and with flair--the world enjoyed by the traveler. Sketching techniques practiced with various media help capture the character, movement and texture of the subject, in the light of the moment. Landscapes, everyday scenes, people, animals and details of life chosen by a selective eye will take form in the sketchbook to be enjoyed as a reminder of travels for years to come.

ART40162: Animal Illustration - 3.00 Units
Learn how to capture the spirit of animals in your artwork. This course introduces the basics of depicting animals, including preliminary composition, sketching, finding good reference materials, and realistic rendering. Basic concepts of animal anatomy including how to depict fur, feathers, features, motion and personality will be taught. Using pencil, colored pencil, watercolor and other media, students will work from museum specimens, photographs and real life. Students will learn methods and techniques for creating finished pieces of art for their portfolios or for display. A field trip to the San Diego Zoo will be scheduled.

ART40165: Postcards from the City: Exploration with Artistic Photography - 3.00 Units
Learn to take photographs of urban scenes and display your work in a form that is almost as old as photography itself—the photographic postcard. Our subject is the San Diego urban scene: streets, markets, buildings, parks, bridges and people in the landscape. This non-darkroom class is designed for beginning to advanced students. Instruction includes illustrated lectures, field trips, and critique sessions. Students will make, write, and mail their own postcards to communicate..."Wish you were here!"

ART40166: Drawing I: Focus on Perception - 3.00 Units
Learn basic drawing techniques through a variety of instructor demonstrations, guided in-class exercises and homework projects. Topics include contour drawing, positive and negative space, perspective, shading and composition. As this is a foundation course, work is based on drawing from observation. Explore the concept of light and shadow by experimenting with highlights, cast shadows and reflected light. An introduction to realistic portrait and figure drawing is included, focusing on proportion and quoting techniques used by the masters. Most importantly, students experience a change in perception, learning to see like an artist in this fun but challenging class.

ART40167: Figure Drawing II - 3.00 Units
Enhance your drawing strengths through direct observation of a live model and classroom practice using a variety of materials, including charcoal, pencil, and pastels. In addition to helping students achieve accurate visual interpretation by drawing draped fabric on the figure, instruction covers light and shadow, proportion, foreshortening, composition, and use of negative space. Students also learn to increase their perception, insight, and aesthetic vocabulary.

ART40180: Introduction to Painting - 3.00 Units
Develop a strong foundation in painting. In this course, students have the opportunity to explore basic painting techniques while developing visual awareness and artistic self-expression. Principles in two-dimensional art, choice and use of materials (tempera, gouache, acrylic), sound techniques in painting, mixing, and color combination will be studied through a variety of subject matter. Color perception, artistic skill, style, and originality will be enhanced through the creative process in a supportive and stimulating atmosphere.

ART40181: Creative Process II - 3.00 Units
Tap your creativity through a variety of art-making projects designed to spur your imagination and broaden your abilities. Projects include 2 &amp; 3 dimensional forms, painting, found objects, collage, book art, collaborative work and more. By exploring new territories beyond preconceptions about art, you will immerse yourself in the process of creative expression and be surprised at the results.

ART40183: Creative Process III - 3.00 Units
Anchor the creative thought process and art in your life and work place. Continue the paths of learning and exploration begun in Creative Process I and II. In this personalized class, examine the roles of imagination, perception, humor, art in society and its impact, the nature of change, and the challenge of making a difference through your artwork in the community. Instruction includes projects, art videos and discussions, instruction and field trips, to enrich your experience and appreciation of art in our environment.

ART40187: All About Light and Form - 2.00 Units
Photography begins with light. Learn about lighting techniques applied in portraiture, still-life, architecture and photojournalism. In this course, students will explore lighting challenges including direct light, soft (open shade and overcast) and mixed light. Natural light, fill light and basic studio lighting techniques will also be examined. While traditional art is stressed as a foundation for good and compelling photography, the course surveys cameras, multiple formats and films available for various applications. Guest speakers will share shooting techniques, lighting 'secrets' and photofinishing tips.
ART40211: Narrative Photography - 3.00 Units
In this fast-paced course, the beginning photographer will learn basic camera functions, fundamental darkroom skills, and black-and-white film processing techniques. The emphasis is primarily technical, although aesthetics, composition, and contemporary issues in photography will be covered through class critiques and discussions. You will shoot a minimum of five 36-exposure rolls of Tri-X film and participate in a final critique of student work.

ART40229: Family Pictures - 3.00 Units
Venture beyond the snapshot! Learn to use any camera to take artistic, descriptive photographs of family & friends. Photographers of all levels are welcome. Instruction includes: weekly critiques, visit to the MoPA Photography Library, Photoshop & Lightroom techniques and method demonstrations by the instructor. Students will exhibit their work for family and friends at the last class meeting. Students should bring a small selection of prints to the first class meeting.

ART40239: Intermediate Watercolor - 3.00 Units
Do you have paints, brushes and paper but don’t know what to do next? In this class, students with some prior experience with watercolor will learn new techniques, improve and refresh existing skills and develop a personal direction in their work. Demonstrations and practical exercises focus on paint properties, shadows, composition, color and texture. Quick sketches and sustained paintings will be accomplished during this class. A variety of subject matter and styles will be explored. Class includes one outdoor field trip in San Diego area.

ART40242: Acrylic Painting I - 3.00 Units
Explore acrylic painting through exercises designed to help you gain confidence in your work. Students learn how to take advantage of the qualities of acrylics—a dense but quick-drying medium—rather than trying to emulate oil paint. Exercises in landscape, narrative, and portraiture encourage students to experiment with color and composition. Demonstrations of technique and class discussions will engage students in a dialog that focuses on the process and the potential of the painted image.

ART40245: Introduction to Book Arts - 3.00 Units
Tap your creative skills and learn how to make unique and personal artists’ books. This course is perfect for new and repeat students interested in exploring the rich tradition of bookmaking from cover to cover. Instruction covers the history of bookmaking, creative sketching and writing exercises, and the fundamentals of bookmaking using a variety of techniques including folded and sewn structures, Japanese stab binding, handmade paper and marbling collage, transfer and simple block printing techniques for creating images.

ART40251: Mastering the Language of Photography - 3.00 Units
Photographs carry hidden messages and meanings. Learn how to read photographs and master the language of photography, crucial skills in becoming a photographer. Explore the visual language of photography through the work of master photographers, reading materials and discussions. Shooting assignments will give you hands-on opportunities to experiment and incorporate new ideas into your creative work. This class will expose you to the major ideas, arguments, and theoretical issues concerning image making. If you love the photographic arts this class is critical to your growth as an artist.

ART40253: Drawing II: Refining Technique - 3.00 Units
Build confidence and expand your drawing skills! Through use of different materials and techniques, students become comfortable with drawing as process. Topics include: proportion, foreshortening, perspective, nature of light, chiaroscuro and exploration of new forms of expression. Using wet and dry media, you will work on still lifes, self-portraits and other imagery, while strengthening your own voice. Experience the act of drawing as a way to reason through the creative process, learning how the simplest graphic marks can express complex concepts.

ART40257: Anza Borrego Desert Photography Workshop - 2.00 Units
Spend a winter weekend in the serenity of Anza Borrego State Park, exploring the unique features of this desert landscape. The workshop includes a pre-trip lecture about desert photography in-the-field instruction shared meals around a campfire stories about the Anza Expedition told under the stars and a post-trip meeting to critique images and select a photograph for a framed print. Destinations include Borrego Badlands overlooks, desert canyons, boulder fields, mud washes, palm oasis and high desert chaparral. Open to all levels.

ART40267: Palomar Mountain Travel Photography Workshop - 2.00 Units
Step back in time and experience the rustic beauty of rural San Diego during a unique, springtime weekend workshop. This is the perfect time of year to explore the natural beauty of Palomar Mountain and the photogenic remains of some of the region’s earliest settlers. Join experienced outdoor travel photographer Donna Cosentino as she takes participants to her secret discoveries in the area. This workshop is designed for all levels of photographers. Photo locations include beautiful vistas, open meadows, old barns, and a rare opportunity to photograph inside the Palomar Observatory. In addition, you will have the chance to walk around and enjoy the quiet, natural landscape of Palomar Mountain. The weekend also includes an evening of night photography. Participants will stay at the historic Bailey’s Palomar Resort, a renovated 115 year old bed and breakfast. Located on a ranch surrounded by forests and meadows this is a true weekend retreat. Students may work with black-and-white and/or color film. A pre-departure meeting will cover all details pertaining to the workshop.

ART40272: Intermediate Digital Photography - 3.00 Units
Make your photos pop! This intermediate-level course focuses on expanding and improving your skills for making digital photographs. Topics include: capturing creative digital images, expanding digital darkroom skills using Adobe Photoshop CS3, and preparing files for output (printing) to various media. Technical skills are developed through appropriately challenging aesthetic assignments. The class will be held in a PC computer lab.

**ART40274: California Coast Travel Photography Workshop - 2.00 Units**

Experience the beautiful Monterey Peninsula with photographer Donna Cosentino as your guide and mentor. This world-renowned area of the California Coast is full of wonderfully photogenic locations such as rocky Westonz Beach, historic Old Monterey, and the lovely Carmel Mission. Side trips will take you to Pescadero and Bean Hollow as well as the breath-taking Big Sur region. As part of your photographic exploration, you will visit with distinguished California-based photographers and spend time looking at and discussing fine art photography in famed Carmel galleries. This workshop is an immersion in all things photographic. In-the-field instruction will cover photography under varying lighting conditions, framing with economy, and interpreting nature. Students will practice previsualizing and on-the-spot problem solving. The group will base themselves in Carmel and stay in a charming hideaway of riverside cottages near the Carmel Mission. A pre-departure meeting prepares participants for their trip. Some camera experience is recommended but the workshop is open to all levels. You may work in the camera format of your choice.

**ART40298: Maya I: Introduction to 3D Modeling - 3.50 Units**

This Maya training course will provide an introduction to using the Autodesk software to create 3D models and computer animations. Students will be given a comprehensive introduction to the various components of the Maya software package, including modeling, animating, rendering, and lighting.

**ART40301: Book Arts II - 3.00 Units**

Learn various sewn binding structures such as case bindings and multiple signatures, coptic binding, album structures, pop-up and tunnel book forms. Basic ingredients—text, structure and image—will be explored in depth. Students will also learn transfer techniques for creating images with tabletop silk screening and make their own artists books—unique personal artwork expressed in book form. Includes one fieldtrip to the UCSD Mandeville Special Collections Library.

**ART40303: Advanced Studio - 3.00 Units**

Are you ready to take the next step? Learn how to develop an idea and proceed toward creating a series of artwork that fully expresses your vision and reflects your technical abilities. Topics include portfolio development, writing an artist's statement, creating a biography &amp; getting your work exhibited in galleries, museums or other venues. We will also look at the lives of other great artists &amp; discuss what it means to be an artist. Class includes group critiques &amp; instructor demonstrations of techniques in drawing, painting &amp; mixed-media.

**ART40304: Abstract Painting II (Advanced) - 3.00 Units**

Discover your own creative language through the use of acrylic or oil paint and the formal elements of design. Students will pursue individual assignments based on a specific idea or subject matter for the entire quarter. Ideas can range from the purely non-objective (a sustained exploration of color, form, rhythm via line, etc.), or may have more to do with representation (narration of a story, description of an object, a memory, a person, or even the investigation of a specific emotion).

**ART40307: Studio Strobe Lighting I - 1.00 Units**

Learn the basic tools & techniques of studio strobe photography, including how to use light meters, lighting ratios & three-light setup. Course includes hand-on experience, demonstrations & lectures. Learn use & effects of soft boxes, reflectors, umbrellas, flash meters & more. Enrolled students have access to use the fully equipped Studio for one 2-hour daytime session. This is a non-darkroom based class.

**ART40311: Adobe Photoshop I: Introduction - 3.00 Units**

An introduction to Adobe Photoshop, the imaging software application used by professional graphic artists to create and modify images for use in print and web media. This graphic design training course includes topics about working with the tools and user interface, working with selections, retouching, correcting, and enhancing photographs, layer basics, masking, compositing, preparing files for the web, and more. Students learn through hands-on practice and a series of creative projects.

**ART40320: On Location: Photography in the Field - 2.00 Units**

Join photographer Donna Cosentino on three mini-excursions to select locations in San Diego (Quail Botanical Gardens, coastal locations and downtown at night). In this short, workshop-style course, appropriate for all levels, Donna will help students fine-tune their ability to see creatively and capture expansive landscapes as well as details. She will also share tips on better night photography including painting with light. Enjoy the summer and work outdoors as you become a more successful photographer with Donna as your guide.

**ART40321: Lighting the Classic Portrait - 1.00 Units**

Learn professional techniques to create photographic portraits with impact. This short course is designed for photographers interested in effectively using lighting for portraiture. This three-session course takes place in Camera Exposure’s Rental Studio. Enrolled students have access to use the fully equipped Studio for one 2-hour session. Emphasis is on learning lighting techniques, students will have their film developed by an outside professional lab.

**ART40322: Capturing Time: Beyond the Basic Exposure - 1.00 Units**

Capture the world in motion! Learn techniques needed to develop and expand your personal artistic vision by photographing movement not normally seen by the human eye. Using either film or digital cameras, students will develop their knowledge of manual camera controls, exposures, and various shooting techniques and learn about calculating long exposure times, reciprocity film failure, neutral density filters, and proper camera use with a tripod.

**ART40324: 3ds Max I - 2.50 Units**

Get a complete introduction to 3D modeling and rendering while learning to build and bring to life a 3D scene from plans. Learn to model or import interior details and furniture items to create a finished scene. Add lighting and textures, and learn how to render realistic images. In this 3dsMax course, students will gain the ability to navigate the user interface, manipulate views, modify parameters and choose the most efficient modeling techniques. Dive into modeling using many of Autodesk’s powerful parametric object creation tools.

**ART40325: Adobe Dreamweaver I: Introduction - 3.00 Units**

Learn to design websites using Adobe Dreamweaver, a powerful and easy-to-use web design software. In this course, students will learn basic HTML and CSS and how to design websites within Dreamweaver &amp;#39s rich web authoring environment. Participants will work with text, graphics, and tables, and customize pages using CSS.

**ART40333: Introduction to Web Design - 4.50 Units**

Familiarize yourself with the fundamentals of web design. Students will discuss basic terminology, and identify internet components. In an intense
overview of site planning, students will explore techniques of effective design and layout. Students will learn how to create web graphics, optimize them for website usage, and build their first websites using current web tools and best practices.

**ART40334: Introduction to Web Programming - 4.50 Units**
This course is designed to further students’ understanding of the principles of web design, including user experience and responsive design for viewing content on multiple devices. Emphasis will be placed on expanding HTML and CSS skills. Website projects will be introduced, challenging students to accommodate a variety of specific marketing-related requirements.

**ART40335: Introduction to Content Management Systems - 4.50 Units**
Students will continue to develop the skills necessary to design websites. Adhering to the contemporary practices of web design, and using top web design software, students develop and refine their portfolio sites to demonstrate thoughtful integrated media presentations and intuitive design and navigation structures.

**ART40336: Intermediate Web Programming - 4.50 Units**
Continue to develop the skills necessary to design websites. Adhering to the contemporary practices of web design, and using top software such as WordPress, students will develop a dynamic website for their portfolios that will demonstrate thoughtful integrated media presentations and intuitive design and navigation structures.

**ART40347: Portfolio Development for Graphic & Web Design Professional Certificate - 4.50 Units**
Learn how to position yourself for a career in the creative industry. Review careers and jobs in the field. Address the issues of starting and running a successful design business, including working in the field and as a freelancer. Become skilled at marketing and self-promotion, budgeting, purchasing, managing documentation, and copywriting in the communications industry, as well as a comprehensive portfolio and the development of marketing materials.

**ART40349: Digital Arts Center Internship - 10.00 Units**
A quality internship experience is an essential contributing factor to the success of many individuals in this competitive job market. Advanced students enrolled in Digital Arts Center Professional Certificate programs may qualify for internships. Interns will gain real-world experience working for a minimum of 100 hours with professionals in their field of study. Under the mentorship of an intern manager, interns will participate in and learn the inner workings of a Digital Arts workplace, and will observe first-hand how different departments function in support of an artistic mission. Interns will be committed to a department and will carry out the duties of that department, including attending meetings and design presentations. Digital Arts Center internships will provide students with the resume building, hands-on experience needed to increase their professional marketability.

**ART40351: Digital Arts Center Career Preparation - 0.50 Units**
Practical skills and experiences are critical to success as a professional. The primary focus of this course will center on how to launch a successful job search campaign. Subjects include marketing and self-promotion, budgeting, purchasing, documentation and copywriting in the communications industry and networking to enhance job searches and helpful business/freelancing topics.

**ART40354: Introduction to Mosaic Art - 3.00 Units**
Create mosaic art by employing different methods and working with a variety of materials. Explore methods for creating realistic representations of three-dimensional forms such as portraits, animals or landscape. Learn the contemporary European folk art technique called Pique Assiette (“Broken China Mosaics”) combinations of broken china, ceramic dishes, stained glass, vitreous glass, ceramic tile and found objects such as rocks, shells and mirrors. Learn and apply the indirect method used for completing mosaics panels or mosaics off site. Students will complete a total of 4 projects.

**ART40355: Bridging the Gap: From Film to Digital Output - 2.00 Units**
Do you shoot in film and want to learn how to print your photographs on a desktop printer? In this short, 6-session class, learn the essentials as you shoot in film and output to digital sources. Take this class and learn how to convert your negatives or transparencies into digital files using on-line services, Photo CDs, and desktop scanners. You will learn how to download, archive, browse, open, and print or email your photographs. The course also teaches basic Adobe Photoshop CS 2 skills. Class assignments will focus on scanning images and producing digital files.

**ART40356: Exposing Your Creative Eye - 3.00 Units**
Bring out your unique artistic vision with photography. If you know the basic skills for photographing and wish to focus on developing your artistic voice, this course is for you. Weekly exercises will help students experiment with creativity, new ideas, and subjects. Students will learn to interpret without fear and tap latent talents through a series of hands-on activities, projects, and group discussions. Students will be exposed to a wide range of photographic art from established and outsider artists. Take this course to free yourself from the shackles of conventional rules. Appropriate for beginning to intermediate level photographers.

**ART40359: Digital Publication - 4.50 Units**
Students will immerse themselves in the professional project development sequence by completing a series of design projects. Using Adobe InDesign, students will develop collateral material such as brochures, posters, packaging, labeling, corporate identities, and signage. From concept through output, each project will engage a specific production process.

**ART40360: Visual Communications: Digital Imaging - 4.50 Units**
Graphic design projects are not complete until a high quality product with acceptable output or reproduction clarity is accomplished. Whether it is printed collateral, screen presentations, or projected digital media, the visual designer must be familiar with the technical requirements associated with a variety of output methodologies. Using Adobe Photoshop, students will learn to identify key technical requirements such as color definitions, file formats, and resolutions, and understand how to implement these requirements into design projects.

**ART40362: Introduction to Digital Design - 4.50 Units**
Students will learn contemporary practices of web design using top web design software and Adobe Creative Suite. Students will develop and refine their portfolio websites by demonstrating thoughtful integrated media presentations and intuitive design and navigation structures.

**ART40363: Intermediate Digital Design - 4.50 Units**
Apply the advanced principles of design to real-world projects, taking on your first client work as introduced by your instructors. Clients may come from varying disciplines and backgrounds and present a variety of specific requirements and visual challenges. More in-depth work will enhance and sharpen your skills in Design.

**ART40369: Landscapes in Oils and Acrylics - 3.00 Units**
Explore the art of painting landscapes using oil and acrylic paints. Each class will focus on the development of technical skills while encouraging your creativity and original style. Topics include composition, fundamentals of...
color mixing, creating depth through perspective, and incorporating architecture and figures into a landscape. The techniques of the masters will be examined and discussed.

ART40375: Digital Darkroom Lab - 2.00 Units
Take the best of both worlds - the versatility of digital technology and the satisfaction of traditional darkroom printing. This small, 3-week course will teach students how to create paper and film negatives using desktop inkjet printers in the digital photography lab. The class will alternately meet in the Craft Center darkroom, where students will produce black and white contact prints from their digital negatives using gelatin silver papers and traditional wet-printing practices. Class assignments will focus on production of quality negatives suitable for silver printing and on the printing of those negatives in the darkroom.

ART40385: Introduction to Mosaic Sculpture - 3.00 Units
Learn basic mosaic skills and advanced techniques to create 3-dimensional constructions and large flat mosaic surfaces. This class includes demonstrations, lectures and hands-on experience with a focus on 3-D construction techniques, finding and selecting the right materials, preparing and setting tesserae and grouting. Students will concentrate on a free-standing sculpture inspired by the work of Niki de St. Phalle suitable for indoor or outdoor use.

ART40387: Family Pixels: Making Digital Files of Historic Family Photographs - 3.00 Units
Do you have treasured family photographs stored away in an old shoebox or album? Learn how to transform these irreplaceable images into digital files that can be shared and preserved. Topics will include scanning prints, transparencies and negatives digital file editing, caption writing, emailing, as well as the production of digital books and prints using local services or online resources. Instruction takes place in a PC lab using the latest version of Adobe Photoshop. Other editing programs such as Lightroom, iPhoto or Picassa will also be addressed. Students may bring their own laptop to class. Basic computer skills are required.

ART40388: Illustrating Children's Books: Portfolio Development - 2.00 Units
Do you have a story that you'd like to illustrate and submit for publication? Or do you dream of pursuing a career in illustration? If you already know how to draw and would like to polish your illustration style, develop or expand your portfolio and create professional children's book proposals, this class is for you. Students will examine a variety of traditional and contemporary illustration styles and complete a series of assignments that will focus on the development of style and result in a series of images for their portfolio.

ART40397: After Dark: Digital Capture at Night - 2.00 Units
Explore San Diego at night with a master photographer and learn how to capture compelling images after dark. This intensive weekend workshop includes lectures, demos, assignments and class time to refine images and produce prints. Instruction covers manual camera controls, exposures, RAW capture and conversion and expanded dynamic range by blending multiple exposures. Bring 5-10 prints to 1st meeting.

ART40398: Understanding Photographic Light: Studio & Location - 2.00 Units
Light can be elusive. Knowing the theories and techniques behind photographic lighting—from utilizing studio strobes to controlling harsh sunlight—is an essential skill in making any image work. Gain more confidence and control over your work as you discover the best methods to determine light quality, quantity and direction, as well as the correct tool for the task. The proper use of soft boxes, grid spots, umbrellas, reflectors and mirrors will be presented in detail. Class meetings take place in a studio setting and on location and include lecture, hands-on involvement and assignments. Course fee includes studio, equipment and model fees. Enrollment limited to enable individual attention.

ART40400: Sports Photography: Capturing Dynamic Moments - 1.00 Units
Learn professional techniques to create dynamic sports images. This short course is designed for photographers interested in successfully capturing peak action, using light effectively as well as composing compelling images of athletes and sports. Emphasis will be on learning to adapt to the fluid aspect of sports and capture memorable images. Instruction will include lectures, demonstrations, discussion of photo gear and critiques. Students will be responsible to shoot & present images of a sporting event of their choice. Images can be brought in as prints or digital files.

ART40402: Color Management for Photographers - 2.00 Units
Do you wonder why the photos you print don't match how they appear on screen? Learn how to color manage your system from capture to print in this short, intensive workshop. From basics of digital color, discover how to use a color management system including software & hardware. Topics include: limitations of color gamuts, color settings, calibration and profiling of a LCD display & profiling a media on the supplied photo quality inkjet printers. Prior experience in digital photography & working knowledge of computers & Photoshop required. Bring 5 digital images to 1st class meeting.

ART40403: Coastal Views: Painting Plein Air - 2.00 Units
Capture breathtaking views of coastal San Diego using your choice of watercolor, oil or acrylic paints or pastels. Learn how to render coastal scenes "en plein air" (on site), including how to set up materials and work outdoors. Focus on visual components of landscape painting, including color relationships, composition and understanding of light and shade. Instruction includes demonstrations, critiques and individual instruction within the group to address specific needs and levels of experience.

ART40412: A Short History of Photography - 2.00 Units
Examine major photographic movements and the individuals who have shaped the history of the medium. Beginning with discussion of pre-photographic experiments and continuing toward a look at contemporary photography, students will learn the relevance of the medium's rich and complex history. Lectures will concentrate on the progression of visual culture, role of science and photography's dubious relationship with art. A print viewing assignment will bring students face to face with rare examples of original prints and masterworks of photography. The goal of this course is to engage history with a tangible understanding of the medium and its relationship to the act of making images.

ART40413: Reading Photographs: The Art of Seeing - 3.00 Units
Expand your ability to appreciate and create an array of photographic images by a variety of diverse artists as well as interpret and discuss your own photographs in a workshop setting. Through weekly hands-on activities and round-table discussions, we will learn to identify and utilize the tools an artists employs—vision, subject, symbolic value, tone, mood, framing, texture, metaphor, etc. This non-darkroom based course is designed for beginning to advanced students with basic technical skills in photography. Students can use either film or digital cameras.

ART40414: Plein Air: Fundamentals of Landscape Painting - 3.00 Units
Learn the basics of landscape painting in plein air! Students will explore the elements found in a landscape and learn to put them together to create a successful composition. Topics will focus on the visual components of landscape painting: color relationships, composition, creating distance, atmosphere and understanding light and shade. In this class, you will learn
how to work outdoors and deal with materials and the unique challenges of outdoor painting. Instruction will include demonstrations, critiques and class discussion as well as individual guidance. Students can choose to work in watercolor, oil, acrylics or with sketching materials.

**ART40416: Visual Poetry: Ways of Seeing - 3.00 Units**

Push your creative threshold and propel your work to new heights! In learning to interpret and create photographs that resonate as poems, you will further develop your artistic eye, sharpen your skills in poetic narrative, aesthetic vision and symbolic value. Instruction includes round-table discussions, hands-on activities and individual critiques that aim to hone your skills as both an aficionado and creator of images. This non-darkroom based course is designed for beginning to advanced students with basic technical skills in photography. Students can use either film or digital cameras.

**ART40420: Art through the Ages: Prehistory to Ancient Egypt - 1.00 Units**

In this art historical survey, the first of several parts, students will be introduced to the Paleolithic cave paintings of Lascaux, sculptures of the ancient Sumerians and the magnificent pyramids of Egypt. The course delves into the painting, sculpture and architecture of the Prehistoric periods, the ancient Near East and Egypt. Emphasis will be placed on major works of art as well as the terminology of art and style. Aspects of function, patronage, symbolism and subject matter will also be covered. A perfect introductory class for those interested in Art History or travel!

**ART40422: Beyond Image: Using Photography with Other Media - 3.00 Units**

Broaden your scope of photographic expression by using your camera in concert with other art forms. This course invites students to experiment with their photographic images using texture and structure in both the 2-dimensional (such as collage, text and image, and earthwork/performance documentation) and the 3-dimensional (such as assemblage and installation). Additionally, students will be introduced to any array of work by 20th century mixed-media artists. This non-darkroom based course is designed for beginning to advanced students with basic technical skills in photography. Students can either use film or digital cameras.

**ART40426: Art through the Ages: Ancient Greece and Rome - 1.00 Units**

Explore the art and architecture of ancient Greece and Rome, from the legendary King Minos’ palace on the island of Crete to the colossal portrait of Emperor Constantine among Rome’s ancient ruins. In this four week course, students will be introduced to cultural hallmarks of the ancient world including wall paintings from ancient Pompeii, the famed Nike of Samothrace and Venus de Milo, the Parthenon, and feats of Roman engineering, such as the Colosseum. Style, function, patronage, symbolism, materials and techniques and context will be discussed in this second installment of a several-course series.

**ART40428: Introduction to Illustration - 3.00 Units**

Learn the fundamentals of illustration by exploring the link between language and image. Translate ideas, text, or narrative into pictures that communicates to others. Through demonstration, in-class exercises and homework projects, students will work on both concept and drawing skills. Basic techniques of using pen and ink, ink wash, and opaque paint (tempera or acrylic) will be covered.

**ART40429: Digital Photography - 4.50 Units**

Learn the fundamentals of the digital photographic process. In this course, students will gain a basic understanding of photography concepts such as lighting, composition, digital processing workflow, scanning, outdoor photography, architectural photography, product photography, portraits, studio set ups, filters, and more.

**ART40434: Art of the Medieval World - 1.00 Units**

Explore the art and architecture of the medieval period in this third installment of the Art Through the Ages series. From meticulous illuminated manuscripts to soaring Gothic cathedrals, this course will introduce students to the visual language of medieval monuments, paintings, sculptures, mosaics, and manuscripts. Topics will include the art and architecture of the Early Christian, Byzantine, Islamic, Romanesque and Gothic periods. By reconstructing the physical, geographical, sociological, and historical context in which the works were created, this course aims to bring medieval art to life.

**ART40436: Architectural History of San Diego - 2.00 Units**

San Diego offers many noteworthy examples of domestic, commercial, civic, industrial, entertainment and roadside architecture, as well as designed landscapes. This course will provide a historical overview of San Diego's built environment, beginning with San Diego’s Hispanic architectural heritage, through the Victorian and Revival periods, followed by Arts & Crafts inspired styles into Modernism, Post-Modernism and the Contemporary and Neo-Revival styles. Through lectures, assigned readings, walking tours and independent study projects, the philosophy and character-defining features of each style will be presented along with representative local examples.

**ART40443: Travel Photography - 1.00 Units**

Would you like to really impress people with your travel photos? This workshop is designed for the novice photographer who wants to improve their photographic skills specifically for upcoming travel. In this fast-paced workshop, you will learn what equipment is vital to bring, what your camera can do for you and how best to use it. Topics include technological concerns such as digital formats and image storage as well as aesthetic concepts such as composition, personal style and capturing picturesque moments and people.

**ART40444: Art of the Late Gothic and Early Renaissance - 1.00 Units**

Towards the end of the 13th century, Europe is consumed by a profound metamorphosis and artists are increasingly influenced by nature, humanism, and antiquity (Roman times). In the North, artists meticulously render nature in paintings filled with symbolism as seen in the work of Jan van Eyck. In Italy, important artists such as Giotto, Masaccio, and Donatello renew the art of fresco, illusionistic painting, and classical sculpture. With the formulation of the principles of mathematical perspective, Brunelleschi opens up an endless world of illusionistic painting, which is embraced by Piero della Francesca and Mantegna.

**ART40445: Introduction to Digital Printing - 2.00 Units**

Learn techniques essential for generating high quality digital prints by exploring the relationship between image processing software like Photoshop and your printer. This course covers the basics of digital color and black & white printing, how to process images for print, common problems digital photographers encounter and how to develop a cohesive personal workflow for consistent output. Students generate and print images on a variety of glossy and semi-gloss papers using dye and pigment printer technologies. Instruction includes lectures, demonstrations, critiques and hands-on exercises.

**ART40447: Drawing Ideas: Developing Your Sketchbook - 3.00 Units**

Drawing in your sketchbook regularly is one of the best ways to improve your drawing skills and to exercise your creativity, as well as develop and record ideas for larger drawings and paintings. Great ideas spring from sincere observation of the world around us. Class will meet weekly to draw in a
ART40450: Art of the High Renaissance & the Baroque Age - 1.00 Units
Do you wonder what inspired Leonardo da Vinci, Raphael, Michelangelo and other significant artists of 16th Century Europe? In this class, we will examine the major social and theological shifts that took place in Italy, Germany and other centers of European power and how those changes are reflected in seminal works of the High Renaissance, Mannerism and the Baroque era. Through lecture and discussion, students will learn how artists attempted to best the work of their predecessors, pushing technical boundaries in various media while staying in the good graces of their patrons and either one of the two denominations of the Christian faith.

ART40451: Color Fields: An Exploration in Painting - 2.00 Units
Explore the realm of color and learn how light affects color! This short workshop is designed for novice artists eager to use color more effectively and master some techniques artists use in painting images. Topics focus on color mixing, tonal values, color theory, washes and direct painting. Students will paint both representational and abstract subject matter. Instruction includes demonstrations, hands-on exercises, discussion and critiques.

ART40454: Panoramic Photography - 1.00 Units
Expand your view- literally! Since the inception of the art form, panoramic photography has been a recurring interest of both professional and amateur photographers. This three week workshop will revisit traditional panoramic making techniques as well as explore modern stitching methods using current digital technology. Instruction includes field sessions, critiques, discussions, demonstrations and hands-on exercise in our digital lab. Field trips will concentrate on capturing urban and natural landscape with and without people. Suitable for photographers with a digital camera with manual override and a working knowledge of Photoshop.

ART40455: Visual Communications: Fundamentals of Design - 4.50 Units
Designers are faced with the challenge of visual-problem solving and utilizing a wide variety of graphic elements. How they organize these elements in layout can determine the success of a project. In this introduction to InDesign, Illustrator and Photoshop, students will develop a broad range of skills to effectively bring a project from concept to completion. Students will learn to evaluate audience response, determine appropriate aesthetic sensibilities, identify effective spatial relationships, and explore color theory, typography, and effective page layout concepts.

ART40456: Visual Communications: Digital Illustration - 4.50 Units
Continue to build upon design processes and skill sets acquired. Use Adobe Illustrator to develop design projects based on specific aesthetic and goal requirements. Students will also learn about file management principles and branding, and advance their understanding of color theory, typography, and spatial relations.

ART40461: Art through the Ages: Rococo to Impressionism - 1.00 Units
Did you ever wonder what happened in Europe after the Sun King Louis XIV died? In this class, we will explore how the European political, social & cultural landscape changes after the demise of absolute monarchs. Starting with the Rococo & Naturalism, we will discuss how a new understanding of human nature leads to the birth of Neo-Classicism. We will also focus on Romanticism, which puts its emphasis on the emotional experience of the world around us. Then, Realism will lead the way to experiencing the world in a highly subjective fashion and finally, we will transition to our final artistic movement discussed in this class, Impressionism.

ART40464: Photo Silkscreen I - 2.00 Units
Discover the printmaking process that made Andy Warhol a superstar in the art world! In this hands-on class, you will learn how to transform your photographic images into silk screen prints. From prepress procedures including selecting appropriate images to printing 1-color and 2-color images, students will create a number of print editions on paper and textiles. Topics include screen tensioning, ink mixing, squeegee handling and stencil making.

ART40465: Mastering Your On-Camera Flash - 1.00 Units
Using your on-camera flash effectively and creatively can be a daunting challenge. In this short, fast-paced workshop, we will examine the science of your camera’s flash unit and learn about the creative possibilities it provides, utilizing your flash unit to produce studio lighting. Through demonstrations, discussions and hands-on assignments during this fast-paced, short workshop, you will learn how to use your flash off camera to produce well lit portraits and still life images without the challenges found with traditional studio lighting equipment. Course fees include model fee.

ART40472: Introduction to Modern Art: Impressionism to World War II - 1.00 Units
After the decline of Impressionism, a wealth of European and American artists and movements start to appear not adhering to standard categories. Explore the paths of the post-Impressionists and uncover the origins of modern architecture, sculpture, painting and design. Among styles and movements discussed are Art Nouveau, Fauvism, Expressionism, Cubism, Futurism, de Stijl, Dada, New Objectivity, Surrealism and early movements of Abstraction. The stylistic and philosophical characteristic of each movement or individual are investigated and integrated into the broader framework of intellectual history.

ART40480: Contemporary Art 101 - 1.00 Units
Are you curious about contemporary art? Do you want to learn more about the art of our time? This class will examine the major themes and practices of visual art produced since the 1960’s. Looking at such key movements as Pop, Minimalism, Feminism, Conceptualism, and beyond, we will explore the profusion of artistic production and content into the current century. We will consider ways in which contemporary artists look to past traditions of practice, and invent new ways of making meaning in the work they produce. Discussions and lectures will be complemented by field trips.

ART40483: Plein Air Painting: A Working Method - 2.00 Units
Learn how to capture the landscape in front of you! This six-day workshop will provide you with a step-by-step working method to tackle the challenges of outdoor landscape painting. Students will interpret a particular scene and make thoughtful and informed decisions on color, composition, values and edges. This workshop will enhance the skills of the experienced artist and give confidence to the new plein air artist. All levels of experience welcome. Instruction includes demonstrations, individual instruction, critiques and class discussion. Students can choose to work in oil or acrylics.

ART40491: Photo Silkscreen II - 2.00 Units
Continue your adventures in printing and further your investigation of the versatile and rewarding medium of silkscreening! In this next class, you will spend more time in pre-press preparation-- from creating the image to coating screens with emulsion, exposing the image to the screen, printing the image and reclaiming the stencil. Tight registration, off contact, screen mesh selection, squeegee handling and ink mixing will all be reviewed as well as a discussion of how to print on a variety of surfaces including plastics, paper and metal.
ART40504: Environmental Portraiture - 3.00 Units
In environmental portraiture, the surrounding background is used to convey crucial information about a subject’s personality, interests, and lifestyle. This course is designed to encourage the intermediate photographer to examine and create environmental portraits. Our approach will focus on fictional storytelling and/or reality-based portraiture—in other words, your backdrops need not be strictly factual. Each week, we will discuss assigned readings, study the work of contemporary portrait photographers, and engage in constructive class critiques of our weekly assignments.

ART40505: The Mobile Studio: Lighting on the Go - 2.00 Units
Life can serve up surprises, especially during an important photo shoot! Learn how to assess a situation, the subject and location of your shoot and how to make the most of the circumstances. Mastering the use of lighting equipment outside the studio in order to make an exceptional photograph is a necessary skill for professional photographers. Class meetings take place on campus, taking advantage of the great architecture, landscape and sculpture UCSD has to offer. Topics include use of strobes, umbrellas, spot grids, barn doors, reflectors and slaves. Instruction consists of lectures, demonstrations, assignments and critiques.

ART40506: Toy Camera Workshop - 2.00 Units
Break free from technology, batteries and “uber sharpness!” Put down your DSLR, shoot color and B/W film using a “toy” camera that will stretch your visual perceptions. This intensive, hands-on workshop guides you through a series of photographic experiments with multiple exposures, pinhole techniques, and camera modifications with lenses and filters. Students will not only focus on what the lens sees but also on the imagery that springs from their own imagination. This is a non-darkroom class and all films are developed by professional labs. All other production and processing are done digitally.

ART40507: Documentary Photography - 3.00 Units
Documentary photography is a powerful tool for telling a story, making a point or giving voice to people who have none. In this course, you will learn to document what you see with your photographs. By examining the work of respected documentary photographers, you will explore the boundaries of objective reporting while developing an awareness of your own biases. Your photographs may be about a place—the San Diego River Valley a topic that interests you—eating locally produced food or an issue that defines our times. Instruction includes demonstrations of field practice and weekly critiques of project photographs as well as a final group exhibition.

ART40511: Strobe Workshop: Lighting with Speed Lights - 2.00 Units
Learn how to light your photographs without the use of heavy or expensive gear. This intensive workshop teaches the art of strobe lighting using off-camera flashes and other equipment such as flash triggers, gels, grids, softboxes and more. Through demonstrations, in-class assignments and independent projects, students will learn to maximize their options shooting with a core set of gear including a camera with manual controls, inexpensive speed lights and basic light modifiers.

ART40526: Adobe Photoshop II: Intermediate - 3.00 Units
Advance your Photoshop skills. Using your own photographs, students will learn to effectively perform many of the image enhancements that could previously be accomplished only in the darkroom. Topics include advanced selections, masks, retouching, adjustment layers, portrait enhancements, perspective effects, and camera RAW. In this graphic design training course, efficiency techniques as well as color theory for print and screen will be explained, demonstrated and discussed.

ART40527: Adobe Illustrator - 3.00 Units
Learn the industry-standard professional vector drawing program Adobe Illustrator. In this graphic design training course, students will gain practical experience with Illustrator’s precision drawing and transformation tools for creating and editing Bézier curves, color, gradients, gradient mesh, patterns, transparency, type, layers, and more. Through a series of creative projects students will gain experience in using Illustrator to produce art for both print and web design.

ART40532: Adobe Dreamweaver II: Intermediate - 3.00 Units
Gain greater interactivity from your Dreamweaver-based websites. Students will learn how to incorporate CSS, scripting, jQuery, and more into more advanced projects. Responsive design using Bootstrap will be an essential theme of the course, and User Experience design strategies will also be discussed. Students will be expected to develop two fully functioning websites with CSS driven layouts and JavaScript-based interactivity.

ART40533: Adobe InDesign - 3.00 Units
Learn to use this comprehensive page layout software in conjunction with Photoshop and Illustrator to create various kinds of publications and documents for print and onscreen viewing. This course includes easy-to-follow exercises and several projects which will be reviewed and evaluated throughout the course. Students will use InDesign to learn about three primary disciplines: type, images, and color. Students also learn how to examine, troubleshoot, fix, and package digital files.

ART40535: User Interface Design - 3.00 Units
Gain a strong understanding of user interface design. This graphic and web design training course covers references, user experience (UX), and usability principles. Topics include psychological and interaction principles, requirements analysis, designing for different screens (web, TVS and mobile devices), design standards, style guides, techniques and visual design principles. Gain the perspective to give consumers a high quality design experience. It is a great time to be an interactive designer.

ART40536: Making Vectors into Art: An Introduction to Adobe Illustrator - 3.00 Units
This course provides students with a general understanding of Adobe Illustrator and digital vector art. Techniques taught in this workshop are geared towards the fields of illustration, character design, animation, and graphic design. Photoshop does similar thing with pixels, but vectors are different because they can be enlarged to any size (even the size of a billboard) without losing quality. Vectors are incredibly helpful with design and layout, since logos and other objects will often be used repeatedly in different sizes. Vectors have also earned a reputation from their clean look, making their way into the hands of character designers and illustrators. Even animators who use Flash (a program that animates using vectors) use Illustrator to create their characters and scenes before they animate.

ART40543: Digital Darkroom II - 3.00 Units
Expand your digital darkroom skills from batch processing to refining a particular image in this specialized hands-on course. Learn how to streamline and personalize your workflow, comparing different image management options including Lightroom. Explore more advanced Photoshop techniques and tools to fine-tune individual images, including the creative use of different filters or researching and utilizing plug-in software. Construct unique images from pre-visualization, photographic realization to post-production assembly of composite images.

ART40552: Contemporary Paper Art - 2.00 Units
ART40556: California Impressionism: Plein Air Painting - 2.00 Units
Capture the essence of the California landscape using the impressionist techniques of rapid wet-in-wet painting! Rather than focusing on detail, you’ll use liberating strokes of vibrant color to interpret a scene. Step-by-step methods are presented to tackle the challenges of outdoor landscape painting, giving students the tools to make thoughtful and informed decisions on composition, values, color and more. Classes are taught in scenic locations around San Diego County. Instruction includes demonstrations, individual instruction, critiques and class discussion. Students can choose to work in oil or acrylics. All levels of experience welcome.

ART40557: Animation I: Introduction to Disney’s 12 Principles of Animation - 3.00 Units
This is the first in a series of animation courses taught by longtime Disney and Warner Bros. animator Eric Van Hamersveld. Using the simplicity of basic 2D animation, students will become familiar with Disney’s “12 Principles of Animation”. Whether 2D, CG, or stop motion animation, these principles are the backbone for all character animation projects. Students will learn to use Key Pose Animation, Squash and Stretch, Anticipation, Staging, Lines-of-Action, and more to create several short animation projects and a final 10-15 second film.

ART40558: Animation II: Animation Skill Building - 3.00 Units
This is the second in a series of animation courses taught by longtime Disney and Warner Bros. animator Eric Van Hamersveld. Whether the student chooses to pursue 2D, CG, or stop motion animation, this class is designed to emphasize emotion, performance and timing, which are the heart of any character animation project. Students will create several short animation projects and one 15-second animation project. All successful projects will be acceptable for inclusion in demo reels.

ART40561: Picturing your Ideas: Developing a Body of Photographic Work - 3.00 Units
One of the best ways to improve your drawing skills is to draw regularly in a sketchbook. Based on similar artistic practices, this class can help you develop ideas for a body of photographic work that makes a statement. Students will examine the work of established photographers and explore the different genres defining their work. Weekly assignments designed to mark your progress will provide the structure necessary to develop consistently strong ideas and take you to the next level as a photographer. Instruction includes individual and group critiques, lectures, readings, and homework assignments.

ART40562: Personal Visions: the Photographic Self-Portrait - 1.00 Units
Capture the essence of who you are or who you want to be, using a variety of photographic techniques. Develop your creativity and find inspiration as you explore the wide range of self-portraiture in photography from representational to symbolic imagery, inclusive or exclusive of the body. Through illustrated lectures, discussions, weekly photo assignments, critiques, and journaling, students will examine this rich genre, working to elucidate their definition of “self” which can be approached from many angles including intellectual, emotional, spiritual and artistic.

ART40565: Intermediate Digital Printing - 2.00 Units
Improve your digital printing techniques so your color or black and white images look their best. This course focuses on the aesthetics of printing, especially the process of selecting fine art or specialty papers that accentuate a photo’s subject or mood. Students will learn how to evaluate their images and identify the ideal paper for the outcome they have in mind. Topics covered include trouble shooting common problems, advanced printer controls as well as post-printing handling and treatment. Instruction includes lectures, demonstrations, critiques and hands-on exercises.

ART40575: Destination Photography - 2.00 Units
Are you planning the trip of a life time or even a local excursion and want to capture better images? Designed for photographers with sound experience with camera and software operation, this class teaches strategies to make the most of your journey. Discussions, demonstrations and individual critiques will help you learn and develop improved approaches to pre-trip preparation, shooting on site as well as storing and sharing your images from the road or once you are home. Topics include gear selection, cultural sensitivities towards photographers, lighting, composition and other technical and aesthetic considerations.

ART40580: Adobe InDesign: Creating Publications for Mobile Devices - 3.00 Units
Students will learn how to use Adobe InDesign to create reflowable and fixed-layout ebooks, interactive PDF files, and native apps which are intended for viewing on tablets and other mobile devices. We will look at various Adobe publishing solutions and other options. Students will learn how to produce ebooks with a navigational table of contents, animation, and other advanced features. Students will learn how to create interactivity including buttons and hyperlinks, slide shows, audio and video, panoramas, and images that can be panned and zoomed. We will discuss the rapidly evolving world of digital publishing and the designer’s role in this exciting new frontier.

ART40587: Adobe After Effects I: Introduction to Motion Graphics - 3.00 Units
Learn Adobe After Effects, the digital motion graphics and compositing software used by professionals in filmmaking and television post-production. In this motion graphics training course, students will learn the basics of animation, visual effects compositing and use of titling in theatrical and broadcast graphics. Finishing techniques including image adjustment, color correction, and output settings for variety of media will be covered.

ART40588: Viewing America: A Survey of Contemporary Documentary Projects - 2.00 Units
Find out what distinguishes the good photographers from the great. Explore major photographer’s projects and themes as they relate to the practice of the personal documentary project. Starting with Robert Frank’s seminal book, The Americans, follow a winding route through the history of American photography. Through both a historical and critical lens, the course will move decade by decade into contemporary practice while observing American society through the observations of key late 20th century photographers. Get an introduction to important photographers, projects or ideas and comment on the readings in class discussions. An ideal class for photographers in the process of creating a meaningful body of work and/or students interested in the history of the medium.

ART40592: ProTools I: Introduction to Audio Production - 3.00 Units
An introduction to audio production techniques. In this course, students will learn to record and digitize sound and apply it for audio enhancement of their productions. Students will also learn how to produce audio effects and
transitions. After completing the course, students will be able to identify basic types of microphones, set up mics to record voice, examine sound/image relationships to select suitable audio, match audio effects with specific visual images, use audio to create mood in transitions, integrate and adjust levels in mix of voice, effects and music, and more.

ART40601: Finding Your Photographic Voice - 1.00 Units
If you are like many aspiring photographers, you have a diverse assortment of great photographs you have taken for various purposes, but might be struggling with finding your own unique photographic voice. In this class, students will be guided through various creative exercises to help identify their personal photographic vision and style. In addition, students will be introduced to the work of master photographers who are able to maintain a strong sense of personal vision throughout their careers.

ART40605: Perspectives in Photography - 2.00 Units
Drawing inspiration from contemporary art practices, students will develop unique artistic perspectives through digital photography and exhibition. Investigate the conceptual and formal concerns (through the use of Photoshop tools such as cropping, color correction, and montage) found in exhibiting artists’ works, and learn how to examine and discuss your own work as well as that of others. Includes lab-instruction, critiques, individual and collaborative exercises, field trips to exhibits at MOPA (30x: Three Decades) and Calit2 (Visualization Facilities), and a final class exhibit. NOTE: Elective for Professional Certificate in Photography. Course fee includes field trip fee. (685 characters)

ART40607: Architectural Photography - 2.00 Units
Architecture, new and old makes for amazing photographic subject matter! Build the skills necessary to photograph structures both exterior and interior, utilizing current digital equipment and techniques. Through discussions, demonstrations and hands-on assignments, you will learn about the materials and equipment, cameras, lenses and post-production software required for making stunning architectural photographs. Students will examine inspiring and educational examples of architectural photography, discuss the various components that make the images work and try their hand at developing a series of their own images, applying presented concepts by submitting weekly assignments.

ART40608: The Fine Art of HDR Photography - 2.00 Units
High Dynamic Range or HDR photography allows photographers to expand the dynamic range of light in their images for a very dramatic effect. Examining this popular trend, students will gain a thorough understanding of this style of image making and develop skills necessary to shoot and process their own successful HDR photos. Starting with learning how to capture images intended for HDR, you will understand how to organize and edit HDR images in both Photoshop HDR Pro and Photomatix Pro. Instruction includes illustrated lectures, critiques, discussions, demonstrations as well as hands-on assignments.

ART40610: Introduction to Social and Digital Media - 4.00 Units
In today’s media environment, it is essential for content creators to be comfortable working with many types of media. In this course, students will examine current professional and consumer trends in digital content creation and social media, following both the technological and theoretical advances that have disrupted mediums such as print, television, and film. This course is part of our certificate in Digital Media Content Creation, which provides newcomers and veterans in writing, marketing, corporate communications, graphic design, and journalism with the comprehensive set of skills necessary to create content for and/or manage many different types of social media platforms.

ART40611: Introduction to Graphics for Digital Media - 4.00 Units
This fast-moving, hands-on course prepares students to advance into various fields of digital media content creation using the latest software applications and concepts. Learning terminology, file management, file formats, resolution and page layout as they relate to visual communication for the web. Typography, user interface design, and use of color will be discussed.

ART40612: Business of Digital Media - 4.00 Units
Learn to manage a freelance digital media business. Students will learn how to develop a business model for their freelance enterprise, understand small business accounting, identify and research potential markets, and create a portfolio website for marketing their services. Students will also gain an understanding of digital media distribution methods, media trends, and legal considerations such as intellectual property rights and payment for services.

ART40613: Portfolio Development - Digital Media - 1.00 Units
This course provides in-depth feedback to students as they polish the website or blog portfolio that they have been developing throughout the Digital Media Content Creation Professional Certificate program. This course includes online coursework and portfolio building, online meetings with the instructor, as well as email dialogue.

ART40617: Digital Arts Center Extended Study I - 4.00 Units
Practical skills and experiences are critical to success as a professional. In this extended study, students will work one-on-one with a Digital Arts Center instructor to research their field, solidify their skills, and begin the process of developing a comprehensive portfolio. Students enrolled in this series will advance their understanding of design and digital art production, industry best practices, marketing, self-promotion, copywriting, file management, and more. Students will complete several projects over the course of this series suggestions for areas of growth will be discussed, as well as avenues for application.

ART40618: Digital Arts Center Extended Study II - 4.00 Units
Practical skills and experiences are critical to success as a professional. In this extended study, students will work one-on-one with a Digital Arts Center instructor to research their field, solidify their skills, and continue the process of developing a comprehensive portfolio. This is the second course in the Digital Arts Center’s extended study series. Students enrolled in this series will advance their understanding of design principles, digital art production, industry best practices, marketing, self-promotion, copywriting, file management, and more. Students will complete several projects over the course of this series suggestions for areas of growth will be discussed, as well as avenues for application.

ART40619: Digital Arts Center Extended Study III - 4.00 Units
Practical skills and experiences are critical to success as a professional. In this extended study, students will work one-on-one with a Digital Arts Center instructor to research their field, solidify their skills, and continue the process of developing a comprehensive portfolio. This is the third course in the Digital Arts Center’s extended study series. Students enrolled in this series will advance their understanding of design principles, digital art production, industry best practices, marketing, self-promotion, copywriting, file management, and more. Students will complete several projects over the course of this series suggestions for areas of growth will be discussed, as well as avenues for application.

ART40620: Digital Arts Center Extended Study IV - 4.00 Units
Practical skills and experiences are critical to success as a professional. In this extended study, students will work one-on-one with a Digital Arts Center instructor to research their field, solidify their skills, and complete the process of developing a comprehensive portfolio. This is the fourth course in
the Digital Arts Center’s extended study series. Students enrolled in this series will advance their understanding of design principles, digital art production, industry best practices, marketing, self-promotion, copywriting, file management, and more. Students will complete several projects over the course of this series suggestions for areas of growth will be discussed, as well as avenues for application.

ART40622: Poster Art: A Photo Silkscreen Workshop - 2.00 Units
Poster art can be powerful! Whether for a travel destination, concert, movie, political movement or event, a well-designed poster can attract attention and inspire action or reflection. Through demonstration and hands-on guidance from the instructor, students will learn how to design and create a 4-color poster. Drawing inspiration from historical and contemporary poster art, create your own poster and make a statement or just something beautiful for your wall. Silkscreen a limited edition (12 prints) of your design using water-based inks on poster paper up to 13 x 19 inches.

ART40625: Watercolor I: Basic Techniques and Materials - 3.00 Units
Watercolors are a brilliant, versatile and sometimes very challenging medium! Develop basic painting skills in transparency, washes, glazing, composition, color theory, color mixing and value along with masking techniques, glazing, additive and subtractive methods of using paints. Learn how to use photographs as resource material and how to develop your personal style. Each meeting will focus on developing basic skills while encouraging individual style and creativity. Class format consists of lectures, painting demonstrations, group and individual critiques and individually supervised exercises.

ART40628: Studio Art Internship - 3.00 Units
Interested in learning more about how to facilitate a visual arts class? Designed for intermediate to advanced studio art students, this internship offers the opportunity to shadow the instructor of a college-level workshop or class. Topics covered include how best and when to provide demonstrations of techniques, how to pace a class in terms of maintaining a balance between instruction, in-class work time as well as critiques and more.

ART40629: Photo I: Aperture, Shutter Speed & ISO - 3.00 Units
Develop competence and confidence as a photographer while mastering camera operation (aperture, shutter speed and ISO). Learn basic design and composition rules to capture more compelling images and study fundamental photographic principles with industry experts. Take part in weekly shooting assignments and demonstrations, discussions, and class critiques to help make the most of digital imaging technology. Class includes an introduction to Adobe Lightroom that focuses on digital workflow including image management, types of files, image exports, how to make basic adjustments, and file resolution.

ART40631: Photo II: Technique & Style - 3.00 Units
Designed to inspire intermediate photographers who are comfortable with the basics of photographic camera work (aperture, shutter speed, ISO). Take your work to the next level, both artistically and technically while participating in detailed demonstrations, hands-on exercises and constructive critiques. Discover your personal photographic style while photographing a variety of subjects under varying conditions. Explore different methods and types of photography including narrative photography, still life photography, histograms, color theory, portraiture, electronic flash basics, night time photography, time exposures and more.

ART40632: Photo III: Portfolio - 3.00 Units
The key to success as a photographer is distinguishing yourself from your contemporaries through process, practice and vision. This advanced course helps synthesize the skills you’ve cultivated, and solidify your role as a photographic artist. Through purposeful assignments, as well as thought provoking and inspirational readings, refine your ability to analyze photographs from a technical and creative standpoint. Learn how to write a strong, effective artist’s statement of your personal purpose in photography, putting your identity as an artist into sharp focus. Assignments include preparing and presenting a polished portfolio, investigating next steps to becoming a professional, working photographer, essentials in business practices in different markets (commercial, wedding, portraiture, artistic) as well as further exploration of copyright issues.

ART40633: Youth Photography Mentoring Project - 3.00 Units
Community art projects are powerful vehicles for bringing people together to look at society through different perspectives. Learn about documentary photography production and exhibition techniques while sharing your photography skills with local youth. Join photographer, Leland Foerster, the San Diego City Library and the Museum of Photographic Arts to mentor a select group of high school students from Barrio Logan to tell stories about their lives and community. Mentors selected in summer, training and photography takes place in fall and the exhibit in winter. This limited enrollment course is open to advanced students. Selection includes interviews and review of applicant’s photographs. For more info and to apply, contact us at ahi@ucsd.edu. Applications due 7/28/14.

ART40634: Children’s Book Illustration: Thinking in Pictures - 3.00 Units
Do you have an idea for a children’s book? Or have you always wondered how to make a story come alive through art? Learn to create stories through images and turn written narratives into a sequence of pictures. Through hands-on assignments, illustrated lectures, discussions, and critiques, students get a solid foundation in the basics of visual story-telling, and sketch story characters, make action drawings, develop story boards, and design working book dummies. Explore a wide variety of picture books for inspiration, alongside a real-world introduction to the publishing profession and the industry.

ART40635: Children’s Book Illustration II: Focus on Style - 3.00 Units
Build on your illustration experience and develop your style with this fast-paced children’s illustration intensive! We will focus on developing your children’s illustration abilities by experimenting with materials and techniques, practicing characters and compositions, and creating work from the ground up -- sketch to final. Through a range of inspiring assignments, critiques, slideshows and collaborative exercises, we’ll investigate environment, perspective, horizon, color, line/tone, mood, expression, body language, scale, and the unique ability illustration gives us to bring our imaginations into the picture! Prepare to have fun, work hard and be challenged.

ART40636: Getting Published: Navigating the Children’s Book Market - 3.00 Units
You’ve polished your skills as a writer/illustrator...how now what? This course will guide you through the process of getting published, including traditional and independent publishing options, writing queries, how to choose professional representation (or self-management), navigating contracts, self-marketing techniques, and how to manage an effective online presence. Throughout the course you will also work on completing a portfolio of your work or a book dummy/proposal.

ART40638: Principles of User Experience (UX) - 4.00 Units
Understand the principles of Human Factors and User Interface Design, including theories of human-computer interaction, and design principles and standards. The course also focuses on user and task analysis (framing, establishing goals), field research methods (observation, interviewing,
testing, documentation of personas, budgeting), usability testing and the UX process (task models user journeys, content requirements, wireframes), and more.

**ART40639: User Experience (UX) Design I - 4.00 Units**
Focus on case studies, UX prototyping tools such as OmniGraffle and Axure, and techniques, metaphors, organization and navigation. Build a User Experience case study - personas, task models, user journeys, content requirements, sitemap and wireframes — and create a usability test plan.

**ART40640: Responsive Design and User Experience (UX) - 4.00 Units**
Build a responsive UX optimized site using HTML, CSS and Bootstrap. Utilizing a UX case study, including personas, task models, user journeys, content requirements, sitemaps and wireframes, students will design a responsive interface and conduct a usability test plan.

**ART40641: User Experience (UX) Portfolio - 4.00 Units**
This course provides in-depth feedback to students as they refine the portfolio that they have been developing throughout the User Experience (UX) program.

**ART40642: User Experience (UX) Design II - 4.00 Units**
This course covers style guides, designing for different screens (web, kiosks and mobile devices), user interface design, and best practices in typography, design and navigation. Participants will design a UX project, and conduct a usability test plan.

**ART40649: Lightroom Workshop - 1.00 Units**
Are you ready to organize your growing photographic library or make the transition from Bridge, iPhoto or Aperture? Whether you've been shooting for a while or just starting out, this workshop will give you the skills needed to create your own successful digital workflow in Lightroom 5. Learn to manage your photographic assets, edit your images and share with others the way the pros do. Demonstrations, directed tutorials and hands-on exercises combine for a balanced and effective learning experience. Topics include: file management, keywords, metadata, collections, presets, editing, batch processing and file export options.

**ART40650: Advanced Digital Darkroom - 2.00 Units**
Already have a foundation in Photoshop and Lightroom? This course, designed and taught by industry experts, will expand your digital darkroom skills from single image editing to multi image compositing. Learn how to streamline and personalize your workflow. Explore advanced photo editing techniques. Refine your image making, and find your creative voice through the use of advanced selections, layer masking and blend modes. Topics include Lightroom batch processing, develop and export presets, Photoshop channels, Brush and Layer blend modes, Advanced portrait masking, Pen path tool, understanding perspective and lighting for realistic compositing, white balance, recoloring objects and more.

**ART40651: Digital Illustration Using The Wacom Intuos Pen Tablet - 3.00 Units**
Learn to create digital illustrations and designs using Adobe Photoshop and the Wacom Intuos drawing tablet. The Intuos pen tablet combines Wacom&rsquoos finest pen capabilities with intuitive multi-touch gestures and gives you the precision and control you demand when using professional software and time-savers to speed your workflow. It&rsquoos a versatile, unique, and fun tool that allows designers and enthusiasts to be creative in all new ways. In this course, students will learn how to use a digital stylus to create drawings, illustrations, and designs, how to navigate using the Intuos tablet, shortcuts, and more.

**ART40655: Introduction to Concert and Low-Light Photography - 2.00 Units**
Getting great shots in low-light situations can seem quite the challenge. Getting great shots without a flash or other lighting can seem impossible. In this introductory course, students will learn the ins and outs of photographing events where lighting is inconsistent, non-existent, or otherwise problematic. This course will cover techniques, equipment, and best practices of low-light photography. Post-processing in Adobe Lightroom and using RAW files will also be discussed. Although this course focuses on concert photography as its primary example, lessons will apply to many low-light situations.

**ART40656: Painting alla Prima - 2.00 Units**
Painting alla Prima! Try something new that is centuries old! This fast-paced, “direct” painting method is a classic oil painting technique that coaxes the painter to be bold and decisive! Learn to apply layers of wet paint on canvas to quickly capture the essence of the subject matter- from landscape, still life and figure. The instructor supplies the subject matter and demonstrates step-by-step as students follow along. Through demonstrations, in-class projects, individual critiques and group discussions, students will expand their creative abilities by trying this painting approach perfect for beginners and more advanced painters alike.

**ART40657: Crash Course: the Art of Skateboard Photography - 1.00 Units**
Whether you consider skateboarding an action sport, art form, mode of transportation or successful industry, skateboarding enjoys an enduring cultural status, fueled largely by the dynamic influence of skate photography. Skateboarders have a tradition of capturing their feats of daring and athletic skills through still photos. Amateur and professional photographers have documented this compelling subculture from its inception in the late 40’s. This course, designed for anyone interested in exploring the genre and learning about the history, aesthetics and technical aspects of skateboard photography, places the emphasis on learning to adapt to the fluid aspect of the sport and capturing memorable images. Instruction includes lectures, demos, discussion of photo gear & critiques.

**ART40658: The Endless Road Photography - 3.00 Units**
America is not imaginative without joy rides, wanderings, and discoveries on Google Street View. This course focuses on the road trip as a core photographic genre for documentation and experimentation. Modeled on famous trips by artists like Frank, Ruscha, Winogrand or Alec Soth, students will consider diverse shooting styles while on the road. Students will develop an understanding of the genre and embark on photo trips to tell their own stories of America. Through presentations and peer critiques students will develop an effective language for describing their images and visual concepts.

**ART40659: Variations on Photographic Portraiture - 3.00 Units**
A portrait photograph can offer itself to a multitude of implications and interpretations, serving as a realistic representation of a person, a fictional narrative, or even an allegorical idea. This class will help expand and reinvigorate your approach to portraiture. Using such artists as Emmet Gowin, Francesca Woodman, Harry Callahan, and Joyce Tenneson as inspiration, students will explore treatment of subject and composition. Instruction includes discussion, demonstrations and both individual and class critiques.

**ART40661: Playing with Pen & Ink - 3.00 Units**
Playing with Pen & Ink is an introduction to traditional modes of drawing using line, shape, texture, value, and space relation. Drawing skills will be developed using a variety of techniques. There will be drawing in class as well as drawing at home.
We will explore the broad variety and versatility of pen and ink techniques using dip pens, ballpoint pens, and an assortment of ink pens. Weather permitting we may go outdoors to draw on occasion. This class is appropriate for anyone that wants to draw, for whatever reason, whether you have drawn before or not.

ART40664: Scoring and Sound Design - 3.00 Units
Dive into the world of sound and music as used in film, television, and advertising. This course will explore the role of the composer and sound designer in cinematic movies, dramatic TV, and advertising. Each week will cover a segment of the artistry, the technique and the business of creating and delivering a finished score to picture. Students will also explore how the historical line between music and sound effects has blurred enough to offer new opportunities for the composer.

ART40665: Introduction to Adobe Creative Cloud - 3.00 Units
This course provides future graphic designers, artists, and illustrators with an overview of computer technology and its role in the production of graphic designs. Students begin by learning file management and page layout and how they relate to visual communication. This course prepares students for advancement in various fields of digital technology, graphic design, digital arts, and digital design. A must for beginners, this is the first recommended prerequisite course for several certificates, including Graphic Design Specialized Certificate and Web Design Specialized Certificate.

ART40666: Editorial Illustration - 3.00 Units
Editorial illustration is the bread and butter of a full-time freelance illustrator. No matter the current trends in illustration, art directors will always be in the market for conceptual thinkers, as well as accurate and inventive portraiture.

Learning to be an editorial illustrator is learning how to interpret a source and produce an illustration that represents the essence of its accompanying text. This course goes through the step-by-step process of creating an editorial illustration—from thumb, to sketches, to final. Class work includes real-life editorial assignments that provide students with the same material and information an art director would provide. The class also discusses using reference material and editorial promotion techniques, as well as reviewing examples of successful editorial illustration.

ART40667: Fundamentals of Graphic Design - 3.00 Units
A key course in learning the fundamentals of graphic design, this course introduces students to the principles of design and their application for print and web. Coursework will cover design fundamentals including gestalt design theory, color theory, typography and hierarchy, and imagery resulting in the successful integration of design concepts. Students will learn about print production and file format and management and their effect on both printed and digital/web projects. In this graphic design training course, gain an introduction to the essential design techniques required for the production of professional work from both an aesthetic and technical standpoint. Students will work with Adobe Creative Cloud design applications including InDesign, Illustrator, and Photoshop.

ART40668: Typography I - 3.00 Units
In this graphic design training course, students will explore applications of typography to achieve and improve upon effective visual communication. Students will apply techniques including layout, hierarchy, leading, tracking and font selection to design a variety of specific marketing, graphic design and web design needs. Coursework will incorporate student communication, presentation, and storytelling of design work. Students will work with Adobe Creative Suite design applications including Adobe Illustrator and Photoshop.

ART40669: Design Internship - 4.00 Units
A quality internship experience is an essential contributing factor to the success of many individuals in this competitive job market. Advanced students enrolled in Digital Arts certificate programs may qualify for internships. Interns will gain real-world experience working for a minimum of 120 hours with professionals in their field of study. Under the mentorship of an intern manager, interns will participate in and learn the inner workings of a professional workplace, and will observe first-hand how different departments function in support of an artistic mission. Interns will be committed to a department and will carry out the duties of that department, including attending meetings and design presentations. Internships will provide students with the resume building, hands-on experience needed to increase their professional marketability.

ART40670: Watercolor for Illustration - 3.00 Units
Ready to apply your watercolor skills to illustration? This course will consist of the practice and development of intermediate-level watercolor techniques, color usage, and materials. Students will learn to make washes, gradients, and a variety of textures. An assortment of watercolor media will be introduced, which may include watercolor pencils, ink, and marker. Students will be required to complete a series of illustrations demonstrating technique and application. Skills learned in this course may also be applied to studio and fine art. Students will learn to develop their own artistic style, and resource materials and usage will be emphasized.

ART40671: History of Communication Design - 1.00 Units
Throughout human history the design of visual communication has been a necessary and culturally important attribute of all societies. From the invention of alphabets to new media technology, mankind has evolved in tandem with advancements in communication. This course will enlighten students and provide a foundation of visual design systems in historical context.

ART40672: Typography II - 3.00 Units
This course elaborates on the principles covered in Typography I. Coursework will include styles, hierarchy, and layout. This project-based course will use design history context and core design principles to creatively solve typographic challenges. Students will use Adobe Illustrator, InDesign, and traditional materials. Coursework will advance student communication, presentation, and storytelling of design work.

ART40673: Print Design I - 3.00 Units
This course will build upon the foundations laid down by Fundamentals of Design. Students will create portfolio-ready pieces in this course through a process of evaluation, critique and refinement. Projects include: business systems, brochures, and advertisements. Coursework will advance student communication, presentation, and storytelling of design work.

ART40674: History of Surf Photography - 2.00 Units
From Rolliflexes in wooden boxes to Go Pros, this course will scan the history of capturing images of surfing and surfers with an eye on technological advances and its growth within the sport. Each session will be comprised of individual time periods ranging from 1900 to current with video interviews from significant contributors and experts of these time periods. Gain an understanding into the trends and technologies that advanced as surf photography grew.

ART40675: Introduction to Video Editing using Adobe Premiere - 3.00 Units
Gain an understanding of Adobe’s CC / Premiere video editing software. In this course, students will learn how Adobe Premiere works, understand the basic principles of shooting and editing digital video, learn media
management techniques, and practice time-based storytelling principles. Audio editing, color correction, and some advanced techniques will be covered. Students enrolled in this course will use their new skills to complete one project using Adobe Premiere.

In addition, this workshop style production class examines the new frontier of online publishing for film and video narratives and explores editing and compression techniques for online distribution. Through discussion and group critiques students will develop an effective language for describing their work, providing constructive critiques to their peers and collaborators, and analyzing time-based media works. This course will demand significant self-directed editing work outside of class time and a dedication to being available as crew member for all in-class shooting and editing projects.

ART40676: Introduction to Curvilinear Mosaic Sculpture - 3.00 Units
Learn basic mosaic skills and advanced techniques to create a curvilinear 3-dimensional constructions. This class includes demonstrations, lectures and hands-on experience with a focus on 3-D construction techniques, finding and selecting the right materials, preparing and setting tesserae, use of tools, grouting and finishing. Students will concentrate on one free-standing sculpture inspired by the work of James Hubbell suitable for indoor or outdoor use. All levels welcome.

ART40677: Web Design I: Principles & Techniques - 3.00 Units
Become familiar with the principles and techniques for creating websites for desktop, tablet and mobile devices. Learn the steps of the online design process: define goals, identifying the message(s) and target audience, gathering user data, creating responsive visual design and coding. The course will cover the use of Adobe Photoshop for creating web designs and saving individual images that are web-optimized. The course will also introduce students to programming logic and coding principles using Adobe Dreamweaver. Students will also receive a brief introduction to user experience (UX) principles as an integral part of the web design process.

ART40678: Branding I - 3.00 Units
This course is a continuation of the concepts and practices introduced in Fundamentals of Graphic Design and Print Design I. Students will pursue an intermediate identity and branding project with a strong focus on process. Coursework will advance student communication, presentation, and storytelling of design work.

ART40679: Packaging Design I - 3.00 Units
Students will use branding, typography, and illustration to apply a visually effective design to a three-dimensional form within given specifications. Coursework will advance student communication, presentation, and storytelling of design work. Packaging projects will focus on structure, functionality, and modular systems.

ART40681: Typography III - 3.00 Units
In this advanced graphic design course, students will work on exploratory techniques to solve complex typographic problems. Typography will be used as a core element in an advanced design project. Coursework will deepen student understanding, appreciation and creation of typographic solutions.

ART40682: Branding II - 3.00 Units
In this advanced graphic design course, students will work on design assignments that challenge them to produce solutions based on research and methodology. Students will work on an advanced identity and branding project that extends from the client’s brick-and-mortar company to a broad advertising campaign. Coursework will advance student communication, presentation, and storytelling of design work.

ART40683: Packaging Design II - 3.00 Units
In this advanced graphic design course, students will work on design assignments that require sophisticated solutions. Students will work on an advanced print packaging project that will include use of client-determined branding and specifications. Coursework will advance student communication, presentation, and storytelling of design work. Packaging projects will focus on concept, material, and strategy.

ART40684: Print Design II - 3.00 Units
In this advanced graphic design course, students will work on progressively challenging design assignments. Students will develop their portfolio by working on advanced print design products to create professional-quality pieces. Coursework will advance student communication, presentation, and storytelling of design work.

ART40685: Web Design II: Intermediate Principles and Techniques - 3.00 Units
Become familiar with the user experience principles and techniques for creating websites for desktop, tablet and mobile devices. Learn the steps of defining your target market and user community by creating user personas and user journeys/use cases. The course will cover the use of Adobe Photoshop for creating web designs and using Adobe Experience Design and other online tools to create interactive prototypes.

ART40686: Web Design III: Responsive Design - 3.00 Units
Gain greater interactivity from your websites and build responsive design using a responsive framework. Students will learn how to incorporate CSS, JavaScript and JavaScript frameworks in the creation of more advanced projects. Responsive design will be an essential theme of the course, as well as User Experience and Interactive Design strategies. Students will be expected to develop a fully functioning, responsive website. Coursework will advance student communication, presentation, and storytelling of design work.

ART40687: Color Theory for Photographers - 2.00 Units
This course will cover the basics of color science and color theory, including the language of color, color primaries, the color wheel, and color relationships. These concepts will be framed in a way that is relevant for photographers especially in composition, control of mood, and image processing. Some additional topics include the importance of memory color, light source, light directionality, and special topics such as photographing glass, water, and metal.

ART40688: Introduction to Scratchboard - 2.00 Units
This course will focus on building drawing skills and learning a variety of techniques using the very unique medium of scratchboard and scratch knife tools. This high contrast black and white medium can be manipulated to achieve many interesting styles of image making. We will explore light and shadow, and practice use of highlights, cast shadows and reflective light in the creation of form. We will hone skills in sketching and planning of darks and lights, while learning to see in simple bold shapes. Assignments will cover hatching techniques, linear engraving style, chunky woodcut looks, ink pen and brush combinations and loose, softer, even painterly approaches, using both black and white scratchboard. Some color application techniques will be discussed and experimented with.

ART40689: Photographic Portraiture I - 3.00 Units
Develop competence and confidence as a portrait photographer while learning the photographic techniques associated with portraiture – proper aperture and shutter speed, posing, expressions, and environment. Learn portraiture composition rules to enhance your subject and create meaningful, powerful portraits. Participate in weekly shooting assignments and demonstrations, discussions, and class critiques to help make the most
of digital imaging technology for the entire portrait process – from image design and capture to processing and printing. Class includes a discussion of the digital workflow of portraiture, including coordination, planning, and design of portrait session, image management and post-processing techniques, image exports, and how to provide image selection to your subjects and/or clients.

**ART40690: Photographic Portraiture II - 3.00 Units**
Enhance understanding of portraiture and build on basic knowledge from Photographic Portraiture I with increased control over lighting, posing, and more complicated portrait scenarios. Design elements will be considered for photographing multiple people, various skin tones, and a variety of more advanced lighting techniques such as Hollywood Glamour and Beauty Light. Class includes a discussion of working with multiple people to create your images – including art directors, models, and additional contributors – advanced portrait image management and post-processing techniques, image exports, and how to provide image selection to your subjects and/or clients.

**ART40691: Business of Photographic Portraiture - 2.00 Units**
Discuss the basics for launching and succeeding with a freelance photographic portraiture business. Topics will include how to create competence and confidence with the business side of being a photographer, including creating a unifying brand presence initiating required paperwork including model releases, licenses, and copyright protections balancing your expectations and reality with both your time and finances and keeping your business going as a self-perpetuating enterprise.

**ART40692: History of Photographic Portraiture - 2.00 Units**
Enhance understanding of the relevancy of the photographic portrait in our world history by discussing the origins and evolution of photographic portraiture as it pertains to the medium’s technical and creative advances. This will include in-depth discussions of the value of photographic portraits for various class and ethnic groups portraits in times of war portraits as revolutionary, civil rights, and human rights tools portraits as advertising tools within arenas of commercial enterprises such as fashion, product, and catalog and the evolution of the portrait in the modern era including editorial and mass media.

**ART40693: Introduction to Photo Journalism - 2.00 Units**
Photographs can change the world and how we see it. In this course, students will be introduced to the history of photojournalism, exploring the stories behind iconic images of critical moments in human history captured by various photographers. Instruction will include the technical aspects of photojournalism including understanding composition, using editing software, using different qualities of light and capturing decisive moments. The course will also cover ethics in photojournalism, the importance of captions and learning to read human behavior. Out of class assignments include researching a subject, shooting and editing a photo essay.

**ART40694: Art of Protest - 2.00 Units**
Art has historically been used as a powerful tool for interrogating and speaking out against various oppressions and inequalities. The question of whether art and politics can be separated is a timeless, complex, and ever-changing inquiry with multiple entry points for understanding. However, the idea that art can successfully produce concrete social change is widely accepted and proven on an international scale. This course will survey global activist art from the 1960s to the present and examine the social and political impact of performance, drawing, photography, sculpture, and public intervention. Specific case studies will focus on feminist art, AIDS activism, the Vietnam War, global civil rights, environmental activism, and the current political climate in the United States. Artists to be discussed will include but are not limited to Ai Weiwei, Judy Chicago, Pyotr Pavlensky, Banksy, Bruce Davidson, the Guerilla Girls, the Arab Spring Movement, ACT UP, and the Hong Kong Umbrella Movement. Students will spend the final part of the course producing a piece of activist art in a medium of their choice or writing a short paper that examines a piece of contemporary protest art.

**ART40695: Art Now - 1.00 Units**
In this class, students will examine a sample of contemporary art pieces made since 2000, and how they fit into art historical themes, practice, and meaning. Discussion and lectures will be supplemented by field trips.

**ART40696: Introduction to Interior Design - 3.00 Units**

**ART40697: Color Theory for Fine Artists - 3.00 Units**

**ART40698: Adobe Illustrator II - 3.00 Units**

**ART40701: - 3.00 Units**

**ART40702: Costume Design: Theory and Practice - 3.00 Units**

**ART40703: - 3.00 Units**

**ART40704: - 3.00 Units**

**ART40705: - 3.00 Units**

**ART40706: - 2.00 Units**

**ART80002: DIY Wedding Floral Design - 0.00 Units**
Are you planning your own wedding and want to make your own bouquet, personal flowers and floral décor? Or are you thinking about becoming an event planner or wedding coordinator? Master the basics of wedding floral design and learn how to customize wedding florals, based on color palette, theme, season and flower selection. Projects include bridal bouquets, attendants’ flowers, flowers to wear- corsages, wristlets, boutonnieres, hair flowers and detailed accessories. Whether your style is contemporary-modern or vintage-chic, learn the basic skills to create your own wedding floral décor.

**ART80006: Introduction to Calligraphy: English Round Hand - 0.00 Units**
Calligraphy is a timeless and elegant art form. In this hands-on workshop, students will learn the foundations of a very popular lettering style developed in Italy around the Renaissance. The Italic hand, a graceful and legible hand, is very current today and used for many lettering applications. Beginning with pencil, students will gain an understanding of the underlying structure of the Italic hand before moving on to render the alphabet with a calligraphy pen using ink or gouache. Each session will build on the previous one in order for the student to become comfortable not only with their tools, materials, and lettering, but also to become confident in developing a calligraphic composition. Instruction includes guided practice and demonstration.

**ART80010: Introduction to Calligraphy: English Round Hand - 0.00 Units**
Put pen to paper and make a real flourish! Using dip pens and ink, students will learn the foundations of calligraphy and be introduced to the classic and elegant script, commonly known as &quotCopperplate.&quot Each session will build on the previous one in order for the student to become comfortable not only with their tools, materials, and lettering, but also to become confident in developing a calligraphic composition. Instruction
includes guided practice and demonstrations including a lesson focusing on flourishing and how to play with Copperplate to create a fun, whimsical look.

**ART80011: Portfolio Development - Web Design** - 0.00 Units
Upon successful completion of the required courses in the Web Media certificate program, a consolidation of your design projects for presentation will be reviewed one-on-one with the lead program adviser. Suggestions for areas of growth will be discussed as well as avenues for application.

**ART80012: Portfolio Development - Graphic Design** - 0.00 Units
Upon successful completion of the required courses in the Design Media certificate program, a consolidation of your design projects for presentation will be reviewed one-on-one with the lead program adviser. Suggestions for areas of growth will be discussed as well as avenues for application.

**ART80014: Design in Practice: Client Mockup** - 0.00 Units
In this hands-on course, students will undergo a complete mock client cycle – from design brief to completion – simulating possible communication inaccuracies, creative predicaments, and business mix-ups that may happen during the design process. This course can be taken as an alternative to the Graphic Design Portfolio Development as the capstone for the specialized certificate in Graphic Design.

**ART81315: Contemporary Floral Design: Fall Flowers** - 0.00 Units
Enjoy the color and beauty of working with fall flowers! Students of all levels will learn the art of contemporary floral arranging through demonstrations & hands-on practice. In addition to learning about container selection, design theory, care and handling of cut flowers, students will be introduced to a variety of techniques and creative ideas.

**ART81510: Contemporary Floral Design with Spring Flowers** - 0.00 Units
Enjoy the abundance of flowers blossoming this spring! Students of all levels will learn the art of contemporary floral arranging through demonstrations & hands-on practice. Learn about container selection, design theory, care and handling of cut flowers while working with a variety of unusual cut flowers and foliage. Design styles include armature vase, vegetative, interpretive waterfall, new wave and tropical high style.

**ART90000: Vector Art, Production Design and Production - Make Your Own Flat-Pack Character** - 3.00 Units
The course introduces a creative approach to the design process of packaging and product design, by leveraging technologies such as laser cutters and computer-aided design programs, together with novel concepts of form-making, branding, and marketing, as a useful means of communicating ideas, as well as learning to think in 2-dimensions. Students will create vector artwork that will be laser cut and folded into useful 3-dimensional objects. The course is designed for high school students, so the course will also cover fundamentals of packaging, patterning, and 3d-modeling.

**ART90001: Traditional 2D Animation: Production Techniques** - 3.00 Units
This introductory course focuses on drawing the human figure, developing drawing and observational skills of the human body, while gaining a solid foundation in the technical nature of the anatomical forms making up the human anatomy. The course will focus on an interpretation of the human body and anatomical forms, based on major masses organized by gestural line, line of action, gesture, motion, measurement, and foreshortening. Emphasis will be placed on the basic anatomical structures of human and animal forms, concentrating on the joints, and the degree of articulation of the major joints all throughout the body. Body mechanics and how the gravitational forces affect those mechanics will be fully studied, and interpreted in line, finished off with rendering in light and shadow. Comparative anatomy will between human and animal articulation will also be investigated.

**ART90003: Creating an Artist Portfolio** - 6.00 Units
**ART90004: Mobile Game Development** - 6.00 Units
**ART90005: Game Development in Flash** - 3.00 Units
Have you ever wondered what is a Graphical User Interface (GUI)? This workshop will introduce students to GUIs and present industry design standards while teaching students how to use ActionScript to program their own animations! At the end of this course, students will be able to create and animate their own GUIs and will understand action scripting in a way that will allow them to create a diverse range of animations and web applications, preparing them for future pathways in game design and interactive media.

**ART90006: Introduction to Digital Painting and Illustration** - 3.00 Units
The capabilities available to contemporary artists, given the power of creative software such as Photoshop, have had a huge impact on industry techniques and approaches. Digital tools have expanded artists' creative power and have given them new ways to create compelling, convincing imagery. However, all wonderful capabilities aside, the computer is only a tool, and being able to make good art takes more than learning software. Students enrolled in this workshop will not only learn how to use Photoshop for painting, but will also learn traditional techniques from illustration and how to implement those in creating artwork digitally. Over this two-day workshop, students will develop a full illustration, starting with brainstorming and thumbnail sketching by hand. Students will then draw their final illustration by hand, scan it into the computer, and give it color, value, and texture. This workshop will equip students with the knowledge and basic skills necessary to take their creative visions to a new level of personal achievement and put them well on the path toward becoming the next generation of creative professionals.

**ART90007: Exploring the World of Digital Art & Design** - 3.00 Units
Get ready for a week of digital art and design that will change the way you look at popular arts and media. Workshop instructor Scott Flanders is a freelance illustrator and artist specializing in entertainment art and media including commercial illustration, comic books and conceptual design for film and video games. Scott brings an exciting and contemporary professional approach to digital art and a deep knowledge rooted in the fundamentals of fine art training that will leave participants inspired to stretch their creative muscles and push the boundaries of visual expression!

Students will be exposed to many of the basic techniques and common approaches to digital art and design, including the familiar skills of drawing, painting and composition as synthesized through the digital medium, but also silhouette and contour design, using abstraction in development, and using photographic reference and the basics of image sampling. At the end of this exciting intensive workshop, students can expect to have generated their very own original works of art and design and will be well on their way to developing their skills as a contemporary designer/illustrator with an enhanced working knowledge of digital art creation software.

**ART90008: Digital Drawing: Traditional and Virtual Techniques** - 3.00 Units
Learn how to draw bold and expressive graphics on paper as well as in a virtual environment! Students will explore traditional hand-drawing techniques and modern styles, as well as 2 and 3-dimensional drawing methods. Through hands-on projects, students will learn how to draw characters and letters by hand
using pen and paper, and translate that knowledge into digital drawing, using an innovative method of gesture recognition to ‘trace’ their hand movements.

Students will also develop an understanding of industry-standard raster and vector editing software, computer interface and interactivity, and data visualization. Students will take a journey from traditional drawing by hand, into media, messaging and the tools of the trade, concluding with a peek into advanced methods of drawing in 3D using gesture analysis and motion data.

ART90009: Making Music With Computers II: Composition and Sound Design - 3.00 Units
The union of technology and music weaves a cloth of limitless possibilities for creativity and learning. Composer, recording engineer, and technologist Rick Snow leads students on a 4 day immersion into both the creative and technical sides of creating music and sound art using the free open source visual programming language Pure Data. Students are inspired to harness the power of computers to create beautiful and complex sounds and music.

With an emphasis on creative projects this course focuses on developing facility with the open source programming language Pure-Data. Pure-Data affords the user the freedom to design their own sound synthesis and manipulation paradigms for use in Sound Design and Music Composition. As a source of inspiration, students will be introduced to the creative projects of world famous composers and sound artists.

ART90010: Introduction to 3D Modeling and Animation - 3.00 Units
In this course, students will learn 3 dimensional principles and apply them in the creation of 3D representations using Autodesk software. This course will give students the opportunity to create 3D objects and 3D scenes. Students will arrange 3D objects in environments, and gain understanding of how these skills translate into animations for games or visualizations. This course will introduce students to the principles of 3D animation and rendering, and students will learn how to create realistic objects that can be used in virtual environments or prepared for printing on a 3D printer.

ART90011: Create a Video Game World with the Tools that Built BioShock and Mass Effect - 3.00 Units
Learn how to use one of the world’s most advanced video game creation engines. Unreal Engine 3 has been used to develop over 100 video games, including the Mass Effect series, the Gears of War series, and Batman: Arkham City. UE3 continues to be used for the development of future games on the PC, Xbox 360 and PlayStation 3, including BioShock Infinite and Borderlands 2. Now, a version of the Unreal Engine 3 has been released for free to any aspiring video game designers in the form of the Unreal Development Kit.

We will delve into the creation of video games worlds using UDK. Build a video game map and test the gameplay as you go, including interior and exterior spaces. Learn the process of building structures, adding lights and textures and gameplay necessities such as player starts, weapon pickups, pathnodes and more. We will look at different types of gameplay and program sequences with Kismet to enhance the effect of your maps.

ART90012: Creating a Narrative for New Media: Marketing and Messaging For Your Design - 3.00 Units
“Story” or narrative is the foundation of all communication. The “media” through which narrative messages are transmitted are advancing—evolving—and expanding by type and capability, by measures of weeks and months, rather than years and decades. This course will review the history of narrative communication from a holistic perspective, summarizing the myriad “forms” of communication that people have used to tell their stories over time and how those story structures have evolved to suit the media, from cave paintings and silent movies, to podcasting and blogging. Narrative Structures in New Media will involve the creation of narratives designed for the present new media zeitgeist: Vimeo, Youtube, Facebook, Blogs, Podcasts, Websodes, Internet Radio and devices including smart phones.

ART90013: Junior Academy: Learn the Techniques to Color Your Comic with Photoshop Just Like the Pros! - 0.50 Units
In today’s digital age, almost all comics are colored digitally. Most artists still draw and ink their comics by hand, but then they scan it into the computer and color it using Photoshop. Comic coloring is perhaps the most important step for setting the mood of the comic and for helping us feel the emotions of the characters. Even outside of coloring comics, many artists use the same techniques to add color to their work. In this Saturday workshop, see what is so cool about coloring comics digitally. Learn the process used by professional artists to finish their work and get a hands-on chance to do the same. Get the basics of Photoshop and start coloring your own comics.

Students may bring their own comic drawings in for coloring on the day of the workshop.

ART90015: Casual Gaming Development - 6.00 Units
This course is designed to give students theoretical and practical introduction to casual game development including fundamentals of game design, art for casual games and programming/scripting techniques for interactive games. Students will apply their knowledge by solving visual and technical problems through the process of guided and independent research while creating a functional prototype of a casual game.

ART90016: 3D Character Development for Games - 2.00 Units
This course will introduce students to full production cycle of character development for video and computer games including character design, modeling, texturing and animating. After conducting creative research into various character styles students will design their unique characters, generate fully textured 3D models of those characters in virtual environment, animate their characters to perform basic game moves such as idle, walk, run, attack, etc… integrate and test their characters inside fully functional game engine.

ART90017: Object Design and Virtual Prototyping - 2.00 Units
This course is designed to introduce students to fundamentals of technical and practical prototyping of concept object such as concept mp3 player, vehicle, shoes, game controller, watch, medical devise, etc… and through the process of creative and technical research generate high quality 3D virtual prototype of their concept object.

ART90018: Architectural Pre-Visualization - 2.00 Units
This class is designed to introduce students to advanced computer generated and compositing techniques used in feature film and broadcast television such as multilayered and green screen composing, masking, rotoscoping, etc… Students will work with Digital High Definition cameras and conduct extensive research into various special effects while creating several high quality visual effects compositions.

ART90020: Stereoscopic Arts - 2.00 Units
This course will introduce students to production techniques used in generating photo and 3D stereoscopic imagery. Students will research into various stereoscopic theories and production techniques while generating several stereoscopic images using 3D rendering software and photography.

ART90021: Animated Storytelling - 2.00 Units
This course is designed to introduce students to fundamental techniques used in animated films. Students will produce their own animated short film while researching a wide spectrum of pre-production, production and post-production techniques such as scripting, storyboarding, timing, animating, compositing and editing final animated film.

ART90022: High Dynamic Range Photography - 2.00 Units
This course is designed to introduce students to fundamental concepts behind digital photography and High Dynamic Range (HDR) photography. Students will learn how to take stunning pictures using digital SLR cameras, work with manual camera settings and various lenses and filters. Employing leading HDR tools students will conduct creative research into photo manipulation while producing vivid high quality HDR photographs.

ART90023: 3D Creative Studio - 2.00 Units
This course is designed to provide students with creative studio environment to support their continuing research into the areas of 3D character development for games, object design and virtual prototyping. Students will conduct practical research and experiment with character visual styles and movement or object design, high quality rendering and virtual prototyping or architectural pre-visualization while creating their own 3D marvels.

ART90024: Visual Storytelling Studio - 2.00 Units
This course is designed to provide students with creative studio environment to support their continuing research into the area of visual storytelling. Students will conduct practical research and experiment into styles of animation and experiment mixing various computer generated and practical visual styles and techniques while working on their own animated short film or composition.

ART90025: Full Color Heroes in Digital Art & Design: Create Your Own Comic Book Character - 0.50 Units
In today's digital age, almost all comics are colored digitally. Most artists still draw and ink their comics by hand, but then they scan it into the computer and color it using Photoshop. Comic coloring is perhaps the most important step for setting the mood of the comic and for helping us feel the emotions of the characters. Even outside of coloring comics, many artists use the same techniques to add color to their work. In this Saturday workshop, see what is so cool about coloring comics digitally. Learn the process used by professional artists to finish their work and get a hands-on chance to do the same. Get the basics of Photoshop and start coloring your own comics.

ART90026: Junior Academy: Perspective Drawing for the Young Artist - 0.50 Units
Have you ever seen a drawing of Spider-Man swinging through the city and wondered how the artist made those buildings in the background look so good? People have been drawing the world for a long time, and ever since buildings have been around, people have noticed that the lines that make up those buildings work in a specific way. Ever since then, people have been using perspective drawing as a way to visually show what they see in the world. Now you, too, can learn the secrets of perspective drawing and how to bring them into your artwork to give it a more realized look. Come spend a Saturday morning having fun, drawing, and putting your drawings into perspective.

ART90027: Storytelling with Pictures and Words: Making Digital Comics! - 0.50 Units
Do you like to tell stories? Do you like to see characters come to life in drawings? Comics are an exciting and growing form of storytelling that balance the enveloping and personal experience of novels with the visually exciting nature of movies. Unlike novels, comics describe scenes and characters with pictures instead of words. And unlike movies, comics tell stories without spending thousands of dollars to pay for equipment, crew, and actors.

The most well-known form of comics is the monthly superhero comic. But the comics field is constantly expanding to tell more and more types of stories. Today the internet is filled with webcomics, and independent graphic novels are on the rise, as more and more people learn that they can use this medium to tell their own stories, no matter what they’re about. In this two-day workshop, you will plan out, draw, digitally ink, and digitally color your own personal comic. We will discuss comic layout and pacing, as well as some basic color theory, while working extensively with Adobe Photoshop. Get ready to start telling your own stories with pictures and words!

ART90028: Modeling in Maya: Create your own 3D Character - 0.50 Units
Maya is an industry standard in 3D animation, used by professionals in the feature film and video game industries. In this one day workshop, you will create your own 3D character using this powerful program. Learn how to model with polygons and build up a custom creation from simple geometric shapes. Then add color and texture to give your character a finished look.

ART90029: Draw with Both Sides of Your Brain - 2.00 Units
This class will teach you an innovative approach for observational drawing. Dr. Wei Xu is an artist, mathematician and computer graphics scientist. He is also a faculty at The Art Institute of California – San Diego. Recently, he has developed a scientific drawing method that is based on his research of integrating math and art. By utilizing basic geometry knowledge and computer technologies, learning how to draw becomes easier and more efficient. The class consists of both theories and exercises. The theory part will cover principles to observe and organize visual information, while the hands-on exercises are specially designed to train students the essential drawing skills.

ART90030: Introduction to Video Production - 6.00 Units
Hands-on Introduction to Video Production is a 9-week workshop/course which will introduce young people to hands-on techniques of media production, focusing specifically on digital videography, composition, sound recording, image and sound editing with digital nonlinear editing equipment and lighting. No prior video production experience is necessary. Youths will be working in small collaborative groups with current UCSD students from the Department of Communication with the shared goal of developing a short video project by the end of the 9-week period.

ART90032: Wildlife Art - 3.00 Units
A habitat is the natural environment of animals and plants. Students will discuss and understand the elements of a habitat. Students will take guided nature walks on the UCSD campus to sketch native habitat: birds, animals, plants, and trees. Working in the classroom setting, students will use their sketches to design compositions and to create their works of art. Students will learn to create compositions in a wide variety of media using drawing pencils, colored pencils, pastels, charcoal, colored markers, and paint. Students will study of elements of color in good design and will learn to create original works of art.

ART90039: Walls and Parasites: Art in the Public Realm - 6.00 Units
WALLS & PARASITES is a unique, non-media specific course that explores the intersection of public spaces with art, power, culture and democracy. In this course we will be looking at the history and origins of art in public monuments, sculptures, street technology, performance and ritual environmental interventions architectural decisions and the roles of surveillance and activism.

This course will be taught under the direction of Collective Magpie in three phases: History, Design, and Construction/Installation.

“It is not a question of knowing whether this [class] interests you but rather of whether you yourself could become interesting under the new conditions of cultural creation”

—Guy Debord

ART90040: Sound, Technology and Culture: Radio Drama and Audio Arts - 6.00 Units
This course focuses on American radio drama and German hörspiel as a means for examining the intersection between sound, technology and society. Students will be empowered with technical skills and critical thinking essential to producing compelling aural works. Students gain an historical and cultural perspective of radio drama while analyzing specific genres, and dissecting the structures and techniques that contribute to effective storytelling. The class will survey comedies, detective shows, and science fiction from the Golden Age of Radio while thinking critically about the interaction between the programs’ creators, broadcasters, advertisers, family, and government. An introduction to basic audio production and hands on exploration of Foley, sound design and effects will be applied to the creation of original narratives developed by the students.

ART90041: Appreciation of Indigenous Dance and Theatre - 6.00 Units
Appreciation of Indigenous Dance and Theatre is both a survey course and movement laboratory. This course explores both historical and contemporary dance and theatre. In this course we will look at the history and influences of indigenous dance and theatre by attending performances and embodying these aesthetics within a laboratory/studio setting. Students will gain a background in historical, theoretical and physical perspectives within the Indigenous realm, with a culmination of a performance of all the students

ART90042: Math and Murals (High School) - 0.00 Units
Design a mural while simultaneously discovering how to use math to prefect the execution of the final project. Explore how different types of paints adhere to different surface types and become efficient at calculating the needed materials and costs to complete large scale murals. Investigate obtaining permission and permits for final mural placement. Topics will also include a discussion of funding and grants and how to use technology to enhance designs. All students will participate in creating a sample mural, either individually or in groups.

ART90043: Make your own Inflatables (Middle School) - 0.00 Units
Explore the fascinating world and possibilities of bubbles. Be introduced to the intersection of engineering, architecture, art and nature through amazing experiments with bubbles and inflatables. We will learn how to be inventors and designers of our own unique constructions through an introduction to the design to build process. We will turn ordinary plastic bags into giant inflatables through group and individual work. Our final project will be a public art display. This course is designed for high-school students who have little to no experience with inflatables.

ART90044: Make your own Inflatables (High School) - 0.00 Units
Explore the fascinating world and possibilities of bubbles. Be introduced to the intersection of engineering, architecture, art and nature through amazing experiments with bubbles and inflatables. We will learn how to be inventors and designers of our own unique constructions through an introduction to

ART90045: Introduction to Inflatables (NExT) - 0.00 Units
ART90050: - 6.00 Units
ART90051: - 6.00 Units
ART90052: - 6.00 Units

BENG90000: Stem Cells: Making and Mending a Body - 6.00 Units
Stem cells have the potential to regenerate and develop into many different specialized cell types in the body. Because of these remarkable abilities, scientists and engineers in the field of regenerative medicine are investigating ways to use stem cell therapies to treat diseases. This course will introduce the biology of stem cells and where they are found in the body. We will then survey the cutting-edge technologies scientists use to engineer stem cells and how doctors use stem cells to repair damaged and diseased tissues.

BICD90003: Global Health: Prevention & Epidemiology - 6.00 Units

BILDX10: Fundamental Concepts of Modern Biology - 4.00 Units
BILD X10 is an introductory course on the molecular and cellular biology of microbes, plants, and animals for non-Biology majors. The course initial focuses on structures and mechanisms of action required for the smallest unit of life - the cell. We will then progress to discussion of biotechnology, mechanisms of inheritance, the diversity of organisms on earth, evolution, and natural selection, and the microbial world.

BILDX13: Human Anatomy - 5.00 Units
This course presents an integrated introduction to the structure and function of cells, tissues, and organs of the human body. Systems covered will include the musculoskeletal, nervous, circulatory, respiratory, digestive, urinary and reproductive systems. The functional properties of the human body will be analyzed from the molecular level to the entire organism. This course will fulfill the Anatomy with lab requirement for admission to most Health Professional Schools including: Physician Assistant, Nursing, Physical Therapy, Occupational Therapy, etc. This is a two part course consisting of Lecture and Wet Lab. All sections below have same Lecture schedule. Student needs to enroll in section with the Lab schedule of their preference.

Course Availability: Human Anatomy is only offered once a year in summer. In May, our website will show our summer offerings, which will allow you to enroll into the appropriate didactic dates (Summer Session 1 or 2) and then select the date choices for your lab sessions.

BILDX22: Human Nutrition - 4.00 Units
A survey of our understanding of the basic chemistry and biology of human nutrition: discussions of all aspects of food: nutritional value, diet, nutritional diseases, public health, and public policy.

BILDX3: Organismic & Evolutionary Biology - 4.00 Units
This course deals with the living world at the level of whole organisms, populations, communities, biomes, ecosystems and the biosphere. It is designed to introduce you to the fields of evolution, systematic, ecology, environmental science, behavior and conservation biology. The major focus of the course will be on evolution, since an understanding of the evolutionary process enables us to grasp why there are so many different kinds of living things, how they interact with each other to produce complex ecosystems,
the ways in which the interactions may lead to evolution of complex behaviors, how evolution has often brought about large changes in body plan, and how species (including ourselves) are likely to continue to evolve. Such knowledge is essential for understanding biology in general, and provides the tools for our stewardship of the planet’s biota and the sustainability of the ecological services we take for granted.

**BIMM90000: Oncofertility Science Academy - 5.00 Units**
The Oncofertility Science Academy at UC San Diego is a hands-on educational program that inspires 10th to 12th grade girls to become the next generation of scientists and physicians. The curriculum is focused on oncofertility – an exciting new field in medicine that addresses the fertility needs and quality of life issues for young women with cancer. Sessions are held on a series of Saturdays during the summer and include topics such as, ovarian physiology, assisted reproductive techniques (including in vitro fertilization), cancer biology, radiation and chemotherapies and reproductive ethics. Students are taught by expert UCSD faculty from the Department of Reproductive Medicine as well as related departments at various locations including Moores Cancer Center, Scripps Institute of Oceanography, and Reproductive Partners IVF clinic.

**BIMM90006: Introduction to Bioinformatics - 6.00 Units**

**BIOL30000: Cell Biology and Physiology CSET Preparation - 3.00 Units**
Candidates demonstrate an understanding of the foundations of the cell biology and physiology. To ensure a rigorous view of cell biology and physiology, and their underlying structures, candidates have a deep conceptual knowledge of the subject matter. Candidates demonstrate an understanding of the fundamental life processes of plants and animals that depend on a variety of chemical reactions that occur in specialized areas of an organism’s cells. They recognize the coordination of organ systems and the relationship of structure to function. They use this understanding to apply the concepts of homeostasis and its mechanisms to the regulation of human body systems.

This course is part of the following California Commission on Teacher Credentialing program(s):
Added Authorization

**BIOL30001: Genetics CSET Preparation - 3.00 Units**
Candidates demonstrate an understanding of the foundations of the genetics. To ensure a rigorous view of genetics and its underlying structures, candidates have a deep conceptual knowledge of the subject matter. Candidates demonstrate understanding of the structure and function of genetic material. They understand the genetic coding of DNA (deoxyribonucleic acid) and how this coding specifies the sequence of amino acids in proteins characteristic of the organism. Candidates know that a multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. They understand the roles of mutation and sexual reproduction in genetic variation within populations. They know how new biotechnology methods incorporate exogenous DNA into cells to alter their genetic composition, and the resulting ethical implications of using such methods. Candidates also understand the relationship of genetics to evolution and how the frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.

This course is part of the following California Commission on Teacher Credentialing program(s):
Added Authorization

**BIOL40000: Good Manufacturing Practices - 3.00 Units**
Gain a comprehensive understanding in FDA compliance with current good manufacturing practices (cGMPs), as regulated and guided by national and international agencies for the pharmaceutical and industry. The course will emphasize the US FDA cGMPs and briefly touch on differences between the other regional markets in the rest of the world. In addition to pharmaceutical applications, nutritional supplements will also be discussed since this industry is held to standards very similar to therapeutics.

The goal of this course is to teach you how to apply the knowledge gained about GMP regulations to institutions that are either trying to develop clinical trial materials or commercial product for human or veterinary treatment to assure compliance. Teaching the foundation of current Good Manufacturing Practices and similar legislative edicts in other countries that are applied to Chemistry Manufacturing and Controls (CMC) in the biotechnology, pharmaceutical and nutritional supplement industries should provide that knowledge base.

**Learning Objectives**

Understand the FDA &#39;s basic Good Manufacturing Practices regulations

Understand the historical evolution of current Good Manufacturing Practices

Understand the application of guidance documents to the GMPs (ICH and FDA)

Develop a basic Quality Management System to manage GMPs

Use risk management tools in developing a compliance strategy

Respond with solutions to practical case studies as a learning tool.

**BIOL40001: Introduction to Molecular Biology - 3.00 Units**
Do you need an introduction or refresher to molecular cell biology? This course begins with an overview of essential concepts of chemistry and proceeds to the structures and functions of cellular macromolecules, particularly nucleic acids and proteins directly involved in storage and retrieval of biological information. Other topics include gene structure and regulation, recombinant DNA techniques, and the immune system.

**BIOL40015: Overview of the Drug Development Process - 3.00 Units**
Guiding a new product through the stages of research, development, clinical trials and submission of an IND and New Product Marketing Application requires the input of nearly every area within a pharmaceutical company. This course presents a road map for taking the product from bench-scale operations in the research laboratory to full-scale manufacturing production and the requirements for GMP product approval. Pitfalls will be discussed and consideration will be given to the regulatory and quality requirements at each step.

**BIOL40016: Biotechnology Validation and Calibration - 3.00 Units**
Validation and calibration of equipment, procedures, and other aspects of manufacturing are necessary components of a cGMP or GLP facility. This
course presents the theory, regulatory requirements and practice of validation. You will learn when and how much validation is required and common industry practice. You will write validation documentation using provided templates and learn how to qualify the equipment and processes used in pharmaceutical, medical device and biotechnology laboratories, facilities and manufacturing. Topics include the history and practice of validation, regulatory requirements, facilities, analytical test methods, equipment calibration & qualification, process, software, and computer systems. Also covered is the importance of calibration, what equipment needs to be calibrated, and how to write the procedures.

BIOL40021: Advanced QA/QC for Drugs & Biologics - 3.00 Units
Highlighting the challenges facing QA/QC in today's pharmaceutical manufacturing and control environment, this course examines what it takes to have an effective, functional QA/QC. Instruction covers the risk management decisions that the Quality Unit must make for (1) failure and Out of Specification investigations, (2) approving validation protocols and reports, (3) setting scientifically defensible specifications, (4) establishing quality agreements when outsourcing, and (5) preparing for regulatory inspections. The role of QA/QC in auditing GxPs (GMP, GLP, and GCP) will be covered.

BIOL40028: Exploring San Diego's Ecosystems: Native Plants - 1.50 Units
This series of courses offers first-hand experience with the conditions, species, and methods involved in assessing and preserving San Diego area habitats and ecosystems. Previously students participated in a survey of the many diverse ecosystems that are found here in San Diego County this quarter students will study and survey the native plant species that are found in those many ecosystems. Students will learn to categorize and identify our native plant species and the important role they play in maintaining the biodiversity of our county. A follow-up paper or project will be required if the course is taken for academic credit. Student are NOT required to have taken the previous field studies courses to enroll in this one. NOTE: This course requires physical exertion in an outdoor environment, so we recommend wearing sturdy shoes or boots. It is also recommended that students bring water, lunch and binoculars (optional). Recommended book for the course is Flowering Plants of the Santa Monica Mountains by Nancy Dale. Early enrollment advised, since space is limited. Elective for the Professional Certificate in Natural Resource Management.

BIOL40038: Introduction to QA/QC for Drugs & Biologics - 3.00 Units
This introductory course in Quality Assurance/Quality Control (QA/QC) for Drugs & Biologics provides guidance in the following areas: 1) understanding the importance and underlying principles of QA/QC 2) developing a cost-effective, risk-managed QA/QC strategy for products through the different phases of clinical development and into commercialization 3) handling biosafety, potency, and impurity profile issues for biologic/biopharmaceutical products 4) setting appropriate and meaningful product specifications and expiration dates 5) managing manufacturing process changes 6) identifying pressures on QA/QC groups today and 7) meeting FDA’s expectations for the role of Quality Systems.

BIOL40043: Applied Immunology - 3.00 Units
Innovative immunological approaches aimed at modifying immune response will continue to play a significant role in the future of biomedical, medicine, biotechnology, and the pharmaceutical industries. This course will examine newer techniques and applications in the immunology field as they pertain to medical diagnostics and biotechnology. It will cover current principles and theories being developed, antibody structure and function, innate and adaptive immunity, cells involved in the immune response, complement, antigen-antibody reactions, and antibody detection for the diagnosis of infectious disease.

BIOL40047: Introduction to Pharmacology - 2.00 Units
Gain an introduction to classical pharmacology. This course will emphasize the understanding of drug effects on organ systems and drug use as clinical therapeutics. Topics covered include: receptor structure/function and signal transduction pathways pharmacokinetics - rates of drug absorption, distribution, metabolism, and excretion (ADME) pharmacodynamics - dose-response relationships of drugs and their mechanism of action and a survey of major systems physiology and pharmacology including renal/cardiovascular pharmacology, neuropharmacology, and chemotherapy.

BIOL40049: Biostatistics - 3.00 Units
Biostatistics provides the basic framework for thinking about data in a rigorous fashion. Biostatistics applies this rigorous examination of data to information gathered in the biological sciences, including clinical trials, public health, genetics, and genomics. It seeks to differentiate between correlation and causation to uncover the proper interpretation of data.

This course is intended as both a refresher course and as a first course in the applications of statistical thinking and methods. Both descriptive and inferential statistics will be covered, and students will complete a collaborative, real-life project demonstrating their understanding of the methods and applications covered in the course.

Topics include:
- Basic probability
- Discrete and continuous distributions
- Descriptive statistics
- Confidence intervals
- Hypothesis testing
- Correlation
- Simple regression
- Chi-square tests
- Analysis of variance (ANOVA)

Practical experience:
- Organize, summarize and present data
- Describe the relation between two variables
- Understand basic probability and probability distributions
- Work with sample data to make inferences about a population

Software: Students will need access to Excel or a similar spreadsheet software to complete course assignments.

Course typically offered: Online in Fall, Winter, Spring, and Summer (every quarter)
Prerequisites: None

Next Steps: Upon completion of this course, consider taking Biostatistical Methods I: Linear Regression and ANOVA to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

BIOL40071: Introduction to Bioethics - 2.00 Units
Recent advances in medicine and biomedical research raise substantive ethical and public policy issues of broad concern. In this course, you will examine a variety of case studies that have shaped current legal and ethical thinking in the area of bioethics, supplemented by cases drawn from a variety of biotech industries. This case-study approach will then be used to critically examine our own moral intuitions, conclusions, and experiences, drawing upon the resources of established ethical traditions and the principles of moral reasoning. The goal of the course is to develop effective and ethically consistent strategies for resolving difficult professional and personal choices.

BIOL40080: Overview of Regulatory Affairs for Medical Device Professionals - 2.00 Units
This intensive, four-day program focuses on the chemistry of drug molecules and drug action. It covers topics essential for understanding the multidisciplinary areas of medicinal chemistry including: \( \text{Reduce the barrier to creative contribution and discussion with biological collaborators} \)

This intensive, four-day program focuses on the chemistry of drug molecules and drug action. It covers topics essential for understanding the multidisciplinary areas of medicinal chemistry including: Reduced the barrier to creative contribution and discussion with biological collaborators. An increased understanding and confidence in biological literature. An increased awareness of the meaning and relevance of biological data and the limitations of its interpretation.

BIOL40085: Good Laboratory Practices - 2.00 Units
By addressing fundamental regulatory compliance principles relative to the FDA's current Good Laboratory Practice regulations, this course will show how GLP's affect the conduct of non-clinical laboratory research, QA audit programs and FDA inspections. You will gain an in-depth understanding of specific critical GLP requirements such as the role of the QAU, study director, test and control articles. Preparation for FDA GLP inspections and current inspection trends, basic elements of GLP documentation, and considerations for lab facilities, equipment, and animals are covered.

BIOL40101: Regulatory Compliance for Drugs & Biologics - 2.50 Units
Regulatory Compliance is the level of activity that provides assurance to the sponsor and the regulatory agency that all phases of drug development are conducted in compliance with the Federal Food, Drug, and Cosmetic (FD&C) Act. In this course, you will learn the practical applications for ensuring regulatory compliance as required by FDA regulations for biologics and drug development. You will also examine how a pharmaceutical or biotechnology company can use the graded approach when following the good manufacturing practice (GMP) regulations for manufacturing, testing and control of clinical supplies and commercial products.

BIOL40102: Regulatory Requirements for Drugs & Biologics - 2.00 Units
Discover the FDA regulatory requirements as they pertain to biotech and pharmaceutical companies. In this course, you will review topics such as: FDA organization and operations, U.S. Pharmacopeia, INDs, GLPs, clinical investigations, biorheological monitoring, and GCPs. Also covered are the roles that regulatory affairs professionals play in the process.

BIOL40110: Advanced Topics in Regulatory Affairs - 3.00 Units
This capstone course will help you examine current, often complex, Regulatory Affairs issues impacting regulated biopharmaceutical industry. Presented by leading professionals with broad industry and FDA experience, this class will provide you with the opportunity to learn about and examine critical development decisions and practices at leading companies. A final project is required, where you will develop and present analysis of a significant RA topic to a panel of instructors and peers.

BIOL40116: Medicinal Chemistry Intensive Program - 3.00 Units
September 19-22, 2016
This program is directed primarily at graduate and post-doctoral chemists and biologists who have a basic knowledge of drug discovery and development. This intensive, four-day program focuses on the chemistry of drug molecules and drug action. It covers topics essential for understanding the multidisciplinary areas of medicinal chemistry including: Reduced the barrier to creative contribution and discussion with biological collaborators. An increased understanding and confidence in biological literature. An increased awareness of the meaning and relevance of biological data and the limitations of its interpretation.

BIOL40125: Preclinical Drug Discovery & Development - 3.00 Units
Gain a comprehensive understanding of preclinical drug discovery and development. Through the use of lectures, case studies and discussion, this course will cover the framework of the various stages of developing a therapeutic agent including biologics. This course is appropriate for those without a strong technical background as well as experienced biologists and chemists, who want to gain knowledge into how new drugs are discovered and the processes needed to take them to clinical studies. Topics include:

- Drug targets, mechanisms and target identification
- Target based drug design and modeling
- Lead generation and optimization
- ADME
- Pharmacokinetics and Pharmacodynamics
- Toxicity, drug safety pharmacology
- Biologic drugs
- Formulations
- Investigational New Drug (IND) filings

Learning Objectives:
- Understand the different stages of the process of drug discovery and development
- Identify the role played by different disciplines in preclinical drug development
- Appreciate the interplay between business and science in drug discovery
- Be aware of the legal regulations to be thought through to get a drug commercialized
Analyse case studies that exemplify the modern drug discovery and preclinical processes.

**BIOL40131: Databases and Genome Analysis - 3.00 Units**
Examine genome analysis using public biological databases in both UNIX and Windows environments. In this course, you will gain hands-on experience in commercial bioinformatics by analyzing and annotating a full genome through applying and integrating the information, methodology, and tools. Using the Perl programming language in a UNIX environment, you will learn to query databases, parse the resulting data, and generate relevant reports. Databases and software covered include NCBI, BLAST/PSI-BLAST, CLUSTALW, PFAM, KEGG, RefSeq and OMIM.

**BIOL40133: High Throughput Screening Methods in Drug Development - 2.00 Units**
Advances in chemistry, biology, biophysics and engineering have increased efficiency in screening compounds for drug-like activity. We will discuss screening methods for hit identification and lead optimization, including the interaction of medicinal chemistry with the screening process, as well as new approaches to biological models for drug discovery. Topics include: assay and screening technologies, liquid handling, automation, assay miniaturization for screening in ultra-HTS formats, compound handling and management, readers and detection technologies for high throughput and for high content screening, data analysis, assay transfer from assay development to HTS, cell culture for cell-based HTS and computational approaches and high-density high throughput assay formats for fast and comprehensive ADMET guidance in hit-to-lead chemistry.

**BIOL40145: Introduction to Biochemistry - 3.00 Units**
Gain an understanding of the molecules that drive living organisms. In this course we will study life at the atomic and molecular level. We will study the four classes of biomolecules that are the building blocks of living organisms – proteins, carbohydrates, lipids, and nucleic acids. We will study how bioenergy is stored in and extracted from food sources. Finally, we will study how inheritable genetic information is stored in the form of DNA and orchestrates the functions of cells through the processes of transcription and translation. The course is appropriate for students who have not taken a biochemistry course and those that have and want to refresh their knowledge in the area. A rudimentary understanding of biology and chemistry is recommended.

**BIOL40148: Understanding Biopharmaceuticals - 3.00 Units**
Explore the influence of biopharmaceuticals derived from recombinant DNA technologies in the practice of medicine and in the development of the pharmaceutical industry over the last 25 years. The course will examine the scientific, clinical, manufacturing, regulatory, marketing and legal issues related with their discovery, development and commercialization. It will also focus on the top 20 biopharmaceuticals representing an array of product classes including monoclonal antibodies, growth and coagulation factors, interferons, hormones and therapeutic enzymes. The interactions of technology development with medical, government and society needs are examined as they come together to enable the development of biopharmaceuticals, legal and regulatory issues, their manufacturing and the evolution of the biopharmaceutical industry.

**BIOL40151: Introduction to Human Physiology - 3.00 Units**
Gain a basic understanding of how the human body works. This course is designed to cover the fundamental concepts of human physiology. A general overview of most of the systems of the human body will be presented along with a discussion about regulation and the medical relevance of the physiological concepts. Although the course is geared toward students who have limited science and math backgrounds, the textbook provides enough detail to satisfy those students who want to enter the health professions. Topics include the following systems: nervous, endocrine, cardiovascular, respiratory, urinary, digestive and reproductive.

**BIOL40157: Pattern Recognition for Bioinformatics - 2.00 Units**
Pattern recognition is becoming increasingly important in the age of automation and information handling and retrieval. This course focuses on algorithms for pattern recognition that can be applied to problems in bioinformatics and biotechnology, including laboratory imaging, microscopy, and gene expression arrays. The processing of intensity histograms, edge and feature detection, Fourier and deconvolution filters, and 3D tomography will be described. Statistical methods will be introduced and applied to hypothesis testing. Methods for clustering and categorizing expression patterns will be evaluated and extended to proteomic, genetic interactions and the analysis of metabolic networks. Computer simulation modeling methods, systems analysis, and problems of integration for cellular imaging data will be introduced.

**BIOL40158: PERL for Bioinformatics - 2.00 Units**
PERL is a powerful and flexible language with a quick development cycle that makes it perfect for fast-paced and fluid problem domain. Learn the fundamentals or the Perl language and the core skills needed to be a Perl developer. All examples are bio examples which lead to applying biological sequences to analysis pipelines. This includes a review of bio software written by a prominent bio developer.

**BIOL40161: Medicinal Chemistry of Leading Drugs - 1.00 Units**
Explore the drug discovery process using case histories in various therapeutic areas. Following an analysis of the leading prescription drugs and their physicochemical properties which ensure they are ‘drug-like’, case histories will focus on target identification and validation, design and synthesis of relevant molecules, structure activity relationships and a summary of the pharmacokinetic properties of the selected drugs. Therapeutic areas which will be discussed include anti-hypertensives, anxiolytics and antidepressants, anti-viral agents and anti-hyperlipidaemia agents and will cover both earlier drugs in the field as well as the most recent advances.

**BIOL40170: Drug Metabolism - 3.00 Units**
Approximately one out of every 1,000 compounds identified in preclinical studies is eventually found suitable for human use. This creates a need to shorten the time and cost to increase the “hit” rate of finding drug candidates. This course will give you a comprehensive understanding of the biochemical aspects of drug metabolism in the drug discovery process and related pharmaceutical principles. Topics include pharmacokinetics, Phase I and II drug metabolism, factors affecting drug metabolism, and recent advances in drug metabolizing and absorption technology. The goal of this course is to give students a full appreciation of the drug metabolism aspects of the NDA process as well as an ability to predict drug metabolism and distribution of new chemical entities.

**BIOL40175: Writing Preclinical Reports for IND Submissions - 2.00 Units**
Preclinical study reports are a key element of IND submissions. In this class, you will discuss the process of generating pre-clinical reports from start to finish. You will learn the steps involved in generating pre-clinical reports such as: acquiring and verifying information and data, generating graphs and tables, performing statistical analysis, interpreting the results, writing the report, and managing the review process. You will also discuss real life situations learn how to solve the most frequent problems and practice the art of concise, accurate, consistent, and unbiased writing.
BIO|L40176: Pharmacokinetics - 3.00 Units
Get an overview of the application of pharmacokinetic concepts to all stages of drug development. The focus will be on the practical application of pharmacokinetic principles in the design and conducting and interpreting preclinical and clinical pharmacokinetic studies. Areas to be covered will include pharmacokinetic concepts (absorption, distribution, metabolism, and elimination), pharmacodynamics, regulatory requirements, and guidance for in vitro and in vivo studies, and practical examples of preclinical and clinical pharmacokinetic and pharmacodynamic analyses. This entry-level course will be appropriate for individuals with a background in biological sciences who contribute to the design, conduct, analysis or interpretation of pharmacokinetic studies or who have an interest in the role of pharmacokinetics in drug development.

BIO|L40186: Stem Cell Biology - 3.00 Units
Advancements in stem cell biology are occurring at a rapid pace. Discoveries in this field may lead to regenerative therapies for diabetes, heart disease, age-related organ failure, genetic diseases, Parkinson's, and severe tissue traumas such as spinal cord injuries. Scientists also use stem cells to gain a better understanding of mammalian development, cell differentiation, and gene regulation. In this course, learn the fundamentals of stem cell biology, the most recent and significant scientific breakthroughs in the field, and the governmental policy and societies' views on stem cell research and how recent discoveries may influence these views. Topics include: embryonic stem cells, adult stem cells, induced pluripotent stem cells, cloning, and the potential applications of stem cells in medicine and science.

BIO|L40188: Laboratory Information Management Systems - 2.00 Units
With the explosion of scientific data through the application of computers to scientific research, Laboratory Information Management Systems (LIMS), have become an integral part of the biotech and pharmaceutical industry. Benefits of a successful LIMS system include cost savings, improved communication between departments, and an overall increase in efficiency and productivity. This course covers applications, value for staff and management, regulatory compliance issues, contributions to gains in productivity and cost savings, information management methods, software engines used, and how to bridge the science and business sides of a company.

BIO|L40189: Toxicology - 3.00 Units
Gain a basic understanding of the introductory concepts and use of toxicology in drug discovery and development. The basic principles of toxicology will be presented as they relate to the assessment of drug safety from the initial selection of a drug for development through the registration of a drug for human use and post-marketing surveillance. The principles and applications of toxicology will be taught through the use of actual examples encountered in the drug discovery and development process to help you deal with toxicology issues you may encounter in the work environment. Chemists, biologists, clinicians and others who are involved in pharmaceutical research and development would benefit from this course. Goals and Objectives:

- This course will provide an overview and practical applications of the discipline of toxicology to studying and understanding the adverse effects of chemicals on biological systems. The fundamentals taught in this course can be applied to the development of small molecules as well as biologics.

SAS Programming I: DATA Step and PROC Fundamentals - 3.00 Units

The SAS system is a software suite for data analysis and management, widely used in business, government, and academia. Because the pharmaceutical, biotech, and clinical research industries use SAS to analyze clinical trial data, SAS programmers are in especially high demand in these industries.

In this course, students will learn the tools necessary to write SAS programs to perform elementary data management, analysis, and reporting. Students will also gain the skills necessary to create and document data sets, manage and reshape data, write simple reports, and compute basic statistics on dataset variables.

Topics include:
- Creating, viewing, and inspecting SAS data sets
- Formats and labels
- Conditional processing
- Iterative processing
- Numeric functions and missing values
- Subsetting, interleaving, and merging data sets

Practical experience:
- Writing SAS programs to read in data, manipulate the data, and generate reports

Software: Students must download and install SAS OnDemand for Academics: Enterprise Guide. There is no additional cost for this product. Registration and download information will be provided by the instructor on the start date.

Course typically offered: Online in Fall, Winter, Spring, and Summer (every quarter)

Prerequisites: Completion of Introduction to Programming or basic programming skills required.

Next Steps: Upon completion of this course, consider taking SAS Programming II: Advanced DATA Step Programming to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

BIO|L40193: Proteomics: Applications for Discovery & Disease - 1.50 Units
Disease proteomics is generating an increasing amount of interest in the research community. Underlying this new field is the desire to better understand disease processes, develop new biomarkers for diagnosis and early detection of disease, and accelerate target discovery and drug development. Numerous new technologies are being developed to meet the challenges of proteome analysis. The greatest needs of this burgeoning field continue to be higher sensitivity, reproducibility and throughput. This exciting and intensive 3-day course gives an overview of the fundamentals and recent advances of proteome science.

BIO|L40195: Analytical Chemistry - 3.00 Units
There is a growing need in the pharmaceutical industry to develop fast and reliable analytical procedures and strategies within a short timeframe. This course details the role of the laboratory analyst in the pharmaceutical industry. Topics include: the CFR and ICH regulations and guidelines in relation to the pharmaceutical industry the US Pharmacopeia and other compendial methods and analytical method development (e.g. HPLC and LC/MS). Additionally, how these methods are used for raw material analysis, drug substance, drug product, stability studies and bioavailability studies will be explained.

BIO|L40200: Cancer Biology - 3.00 Units
Gain a comprehensive overview of the genetic and cellular changes that characterize the development and progression of cancer. Topics include: the role of growth factors, oncogenes, tumor suppressors in the development of cancer genetic and cellular changes that lead to tumor metastasis, and current technologies used to understand the mechanisms of cancer development and effective cancer therapeutics and diagnostics. Additionally, the course provides an overview of the major therapeutic avenues currently
BIOL40201: Good Documentation Practices - 3.00 Units
The most vital tool available for assuring product quality, integrity, and consistency is good documentation practices. This highly interactive course covers fundamental principles and techniques required to write cGMP procedures. Students can bring samples of their own documentation to be audited during the course. Students will learn techniques to write and improve cGMP documentation to ensure compliance with regulatory documentation.

Topics Include:
- Document Hierarchy, Document Pyramid
- SOPs
- Document Control
- Laboratory notebook Con
- Data Integrity and GXP Compliance
- Auditing

Practical Skills:
- Understand the fundamental laws and regulations applied to various stages of product development
- Authoring documents fundamental to GXP compliance, such as SOPs, Work Instructions, Data Collection Forms and Document Templates.
- Maintaining Laboratory Notebooks for R&amp;D work and assessment of the same
- Auditing documents to ensure data integrity that is critical to an effective Quality System, including the importance of having supportive documents, such as raw data and Training Records
- Applying Technical Writing techniques important to scientific documents and understanding the difference between poorly documents and the consequences of the latter
- Understanding fundamentals of Change Control and Documentation Management.
- When to communicate electronically and when this might not be the best venue for communication

BIOL40205: IT Management in FDA-Regulated Industries - 3.00 Units
The FDA regulatory framework gives rise to critical I.T. management, development, and operations requirements. Discussions focus on best practices in managing for compliance, covering such topics as GxP and QSR issues, 21 CFR Part 11, HIPAA, electronic submissions, Guidance documents, European requirements, and software life cycle controls. Examples may include LIMS, clinical data management, document control, manufacturing, safety reporting, submissions publication, and in-house spreadsheet development. The course concludes with guidelines for compliance strategy, maintaining a validated state, key policies & procedures, training, security, and vendor management.

BIOL40211: UCSD Master's Degree in Marine Biodiversity and Conservation - 48.00 Units
Marine conservation professionals can pursue a master's degree in Marine Biodiversity and Conservation (MAS-MBC) through a full-time 12 month program taught by faculty of the Center for Marine Biodiversity and Conservation at the world-renowned Scripps Institution of Oceanography. The program includes interdisciplinary course work designed to teach current and future professionals about marine ecosystems from the scientific, economic and policy perspectives, and provide important cultural and communication skills. The program runs for one year starting in June, with an application deadline in January. For more information, visit http://mbc.ucsd.edu or email the Office of Advanced Professional Education & Development at mbc@ucsd.edu.

BIOL40215: Systems Biology - 2.00 Units
The interconnections of biological components of cells are taking center stage in biology. It is our ability to generate detailed lists of biological components, determine their interactions and to generate genome-wide data sets that has lead to the emergence of systems biology. Detailed biological 'parts catalogs' of cells are emerging, and thanks to advances in computer technologies, the interactions of these parts are being documented. This course is focused on helping current university faculty, life-science researchers, and others gain an advanced understanding of the cutting-edge field of systems biology.

BIOL40217: IT Management in FDA-Regulated Industries - 2.00 Units
The FDA regulatory framework gives rise to critical I.T. management, development, and operations requirements. Discussions focus on best practices in managing for compliance, covering such topics as GxP and QSR issues, 21 CFR Part 11, HIPAA, electronic submissions, Guidance documents, European requirements, and software life cycle controls. Examples may include LIMS, clinical data management, document control, manufacturing, safety reporting, submissions publication, and in-house spreadsheet development. The course concludes with guidelines for compliance strategy, maintaining a validated state, key policies & procedures, training, security, and vendor management.

BIOL40219: Predicting & Selecting Promising Drug Compounds - 2.00 Units
Learn the process and considerations in predicting and selecting the most promising alternative among various candidate drug compounds. In a very practical way, this course applies the principles taught in previous courses related to the likelihood of positive absorption, distribution, metabolism, excretion and toxicology/patient safety outcomes of each compound. This course will include the use of in vitro studies utilized to predict in vivo outcomes in both test animals and humans.

BIOL40220: Protein Expression - 2.00 Units

BIOL40229: Biotech: A Look Inside the Building Blocks of Life - 1.00 Units
Employment opportunities continue to rise as biotech companies continue to grow. The positions in these companies are not just for scientists, but also for marketers, accountants, administrators, engineers and many other non-science professionals. It is important for non-scientists to know the applications, techniques, and issues that drive the biotechnology industry in order to succeed in these companies. UCSD Extension is proud to partner with Miramar College to offer this workshop designed as an introduction to the Life Science industry, including the underlying science, tools and regulatory environment. A laboratory component is included where you will isolate your own DNA and analyze it by PCR.

BIOL40230: Introduction to Nanobiotechnology - 1.00 Units
Nanobiotechnology is a demonstration of interdisciplinary science becoming dominant in this century. While the National Science Foundation estimated that nanotechnology will reach $1 trillion by 2015, there is no real way to estimate the extent of the impact on our markets. What we can confidently say is that nanotechnology will touch every aspect of our lives. The course will provide an introduction to the developing field and present both theoretical concepts and practical applications including nanostructures, nanomaterials and their fabrication, safety, and nanotechnology enabled analytical tools and techniques. It will also discuss specific applications in medical diagnostics and therapeutics as well as impact to future industry and society.

BIOL40231: Introduction to Cancer Nanotechnology - 1.00 Units
Cancer is the second leading cause of death in the world. New technologies such as nanotechnology present us with new ways of treating patients that were unimaginable only a few years ago. However, there needs to be an understanding of the problems clinicians and patients face and the potential solutions scientists can develop. This course is designed as an introduction for students (undergraduate and graduate) in biologic sciences, chemistry, and engineering, industry and institutional researchers to get a background in cancer biology, clinical cancer treatment, the application of nanotechnology to solve these problems and the regulatory hurdles involved.

**BIOL40232: Nanobiotechnology: An In-Depth Look - 3.00 Units**

Taught by experts in the field, the goal of this course is to provide a solid foundation in both theoretical concepts and practical applications in Nanotechnology with an extensive coverage of the areas of Nanomedicine and commercial trends and opportunities. Topics include a deeper review of nanostructures, engineered nanomaterials and their fabrication, nanotechnology enabled analytical tools and techniques, and nanofluidics. With an emphasis on drug discovery, medical diagnostics and therapeutics, selected nanotechnologies and cases will be discussed along with an overview of current regulation and safety of nanotechnology. You will also learn the economics and future trends of this rapidly growing field in terms of funding sources, partnerships, intellectual property, and workforce trends.

**BIOL40234: Cell and Molecular Biology - 3.00 Units**

Get an overview of what is currently known in cellular and molecular biology and its application in biotechnology in this introductory course. In this course, you will start with a review of necessary basic chemistry concepts, cover the molecules and processes essential for living systems and reach a basic understanding of biotechnology and the fundamental techniques it uses. Topics covered include: DNA and protein structure and function, elementary genetics, cell structure, cell cycle, inheritance and DNA sequencing.

**Goals and Objectives:**
- Briefly review some basic chemistry, and cover some of the molecules important to living systems
- To cover DNA structure and function and how this was determined, including transcription, translation, prokaryote and eukaryote differences, mutations, DNA repair, and how all of this relates to Darwinian evolution.
- Discuss differences between prokaryote and eukaryote cells, and the functions of intracellular organelles in eukaryote cells.
- Cover basic Mendelian inheritance.
- Discuss the evolution of modern methods of isolating and identifying genes and displaying individual DNA patterns.

**BIOL40235: Biostrategy: The Forces that Shape the Life Sciences Industry - 3.00 Units**

New technologies, changing markets, empowered consumers, shifts in government policies are continuously challenging life sciences organizations. To thrive, managers need to develop a strategic vision for their organization. This course shows how to apply principles in strategic management to create successful ventures in the life sciences. You will discuss strategic management tools, including SWOT and Five Force analysis the life science organizations response to changes the development of capabilities that lead to sustained growth. This course provides managers, entrepreneurs, investors and scientists in the industry with a comprehensive view of the tools needed for strategic management in the Life Sciences arena.

**BIOL40236: Bioinformatics - 3.00 Units**

Bioinformatics is the glue that allows us to manipulate, utilize and learn from vast amounts of biological data. Bioinformatics tools and databases enable a range of scientific, technological, and biomedical applications that would otherwise be impossible to achieve. Familiarity with bioinformatics concepts and widely used tools allows one to effectively leverage biological data into useful biological information. The course will cover the use of resources like NCBI’s Entrez and EBI, and encourages students to explore various web tools for sequence search, alignment, PCR design, protein structure, etc. An introduction to database design and the principles of programming languages will be provided as well as an overview of how bioinformatics is applied in the industry.

**BIOL40237: Genomic Sequencing Technologies - 3.00 Units**

Review current genomic sequencing technologies while exploring the scientific and medical applications that these technologies are enabling. Instruction centers on traditional and next generation sequencing including: genetic test design strategies, bioinformatics workflows at genomic scale, population genetics and medicine. For each topic, we start with theoretical considerations and explore current literature examples. Coverage of current and developing next generation sequencing technologies is the primary goal. Bioinformatics aspects are explored from both theoretical and practical perspectives. Discussion of genetic applications enabled by emerging technologies is touched upon.

**BIOL40238: Advanced High Throughput Screening - 2.00 Units**

**BIOL40240: Cheminformatics - 2.00 Units**

The storage of chemical information in digital form, its management and use in a research environment are central to the pharmaceutical discovery process. The class will progressively build from the basic concepts of how to represent a chemical structure in machine readable form to the use of the informatics in chemical research. It will familiarize you with different representations of chemical structures, chemical databases generation and searching, sources of chemical information, chemical data workflows, calculation of molecular properties, techniques for molecular similarity and molecular diversity assessment. In addition, the class will provide a basic introduction to the three dimensional representation of chemical compounds and its applications in drug design and virtual screening.

**BIOL40242: Perl For Bioinformatics II - 3.00 Units**

Perl is a powerful and flexible language with a quick development cycle that makes it perfect for fast-paced and fluid problem domain. This course extends Perl for Bioinformatics I to include examples of graphical user interface development, web development, and database loading. Learn how biological sequences flow from the screen, to the web, and through various analysis pipelines.

**BIOL40244: In Vitro Diagnostics Product Development - 2.00 Units**

As biotech and In Vitro Diagnostics (IVD) companies mature, the need for professionals with a broad understanding of the skills required to be effective in a biological product development environment will increase. In this course, learn the requirements for moving an IVD product from concept to regulatory approval and market launch. Topics include planning for success by setting product requirements & specifications to meet customer needs, critical path management, resource planning, principles of assay development, instrumentation, role and composition of the product development team, risk analysis, and IVD clinical and regulatory issues including compliance and complaint handling. Specific product development cases will be discussed.

**BIOL40245: Java for Bioinformatics II - 3.00 Units**

JAVA is the language of choice for enterprise-wide programming requiring an architectural design paradigm. This object oriented language runs on virtual machines that virtually run anywhere. This course extends Java for Bioinformatics I to include examples of graphical user interface development,
web development, and database loading. Learn how biological sequences flow from the screen, to the web and through various analysis pipelines.

**BIOL40246: Perl for Bioinformatics III - 3.00 Units**

BioPerl is a stable, easy to use toolkit that is becoming a standard in Perl bio projects. This course extends Perl for Bioinformatics II to include examples of the toolkit to accomplish bio programming in Perl. Learn how biological sequences flow from the screen, to the web, and through various analysis pipelines.

**BIOL40247: Microbiology: Fundamentals to Application - 3.00 Units**

An estimated 90% of the biomass of the whole biosphere is constituted by microbes. They constitute the root of the tree of life, playing variable roles from recyclers of organic molecules and atmospheric gases to foundations of powerful technologies in the sciences. This course will examine basic microbiological concepts and processes including microbial structure, metabolism, and genetics, and their application in drug discovery and industrial processes. Other topics include issues related to interactions between microbes, between microbes and their environment, environmental metagenomics, the surge of infectious diseases, bioterrorism, and green chemistry. Chemists, biologists, clinicians and others who are involved in pharmaceutical research and development will benefit from this course.

**BIOL40248: Biotechnology Fundamentals - 3.00 Units**

Learn the basics of biotechnology and its products from a non-scientific prospective. This course will discuss the use of “red”, “green” and “white” biotechnology to develop health-care, agricultural, and industrial products derived from the modification of genetic information. Explore the products of “red” biotechnology and how they are used to manipulate biological functions and desired effects in the prevention and treatment of a disease. Learn the products of “green” biotechnology and how they lead to improved agricultural, nutritional and bioenergy-delivery performance. Discover how “white” biotechnology uses genetic manipulation to enhance industrial biochemical and biofuel productivity. The course will discuss the development, manufacturing, administration, regulatory, legal, ethical, and commercial parameters and issues.

**BIOL40249: Business Development for Science and Technology - 3.00 Units**

The life science job market is becoming more competitive. Learning complimentary business skills will expand your competencies and will make you a more viable job candidate. Business development is seen as a natural transition for scientists because, in the life science arena, scientific knowledge is often a prerequisite for a business development position. This course is designed to give life science professionals the basic understanding of the business development process and job responsibilities in the evolving life science business environment. This course will review the core elements of business development, strategic planning and the integral relationship business development have with all departments and the organization’s success.

**BIOL40251: Molecular Diagnostics and Personalized Medicine - 3.00 Units**

The emphasis of clinical practice is slowly shifting from one-disease and one-treatment-fits-all to more personalized care based on molecular markers of disease risk, disease subtype, drug effectiveness, and adverse drug reactions. Through the use of case studies, this course will review the genetic, genomic, proteomic, and metabolomic technologies being applied for biomarker discovery and molecular diagnostic development. The emerging role of the FDA in personalized medicine will be addressed. The economic impact and ethical issues arising from this next generation of diagnostics will also be discussed. The class is designed as a survey course and is appropriate for researchers and individuals in the business of biotechnology who possess a basic science background.

**BIOL40255: Overview of International Regulatory Affairs - 2.00 Units**

As the global market for medicinal products is expanding, the need for biotech companies to understand the regulatory issues in developing countries is becoming more critical. This course provides an excellent overview of the regulatory systems and agencies in the key global regions involved in the development of medicinal products. The regulatory requirements of product registration for pharmaceutical and biological products in Australia, Canada, Europe, Japan, and other emerging regions such as China, India, and Latin America will be described. Topics include: product designations, regulations and guidance, regulatory pathways and options, document submission requirements, Quality Systems, interfacing with regulatory Agencies, and post-market vigilance. Medical devices will be covered along with several regulatory hot topics.

**BIOL40256: Dosage Form Design and Development - 2.00 Units**

This course will review the scientific principles as well as practical aspects of dosage form design and development for traditional and biotech drugs. The content will include topics relevant to the discovery interface (drug candidate selection, preformulation, and route of administration considerations). In addition to addressing the various types of pharmaceutical dosage forms, there will be coverage of theories relevant to a variety of dosage forms such as solubility, surface chemistry, and reaction kinetics and mechanism. Practical aspects of development will address packaging, intellectual property, tech transfer, and regulatory and GMP considerations during the various phases of development. Prerequisite: Undergraduate level organic chemistry biochemistry and physical chemistry preferred.

**BIOL40257: Overview and Development of the Pharmaceutical Supply Management Process - 3.00 Units**

The outsourcing of manufacturing and other processes in pharmaceutical research and development is rapidly growing. With this growth, several high-profile safety issues have occurred which have been directly linked to poor supplier controls. The FDA has indicated that it will increase its scrutiny of control and evaluation of suppliers in the industry. Learn the best practices for setting appropriate controls for suppliers based on risk and developing assessment methods and continuous monitoring tools. The course is intended for individuals wishing to understand supplier selection, evaluation, or monitoring. Sample assessment tools will be provided to the students.

**BIOL40258: Biomarkers - 3.00 Units**

As an emerging topic of discussion within clinical diagnosis and drug discovery, biomarker research and developments are set to expand the scope of relevant clinical endpoints. During the three-day intensive Biomarker workshop, participants will gain a basic understanding of the study of biomarkers, as well as major concepts within the field. Instruction from leading industry experts will deliver biomarker research and theoretical concepts, as well as practical issues involved in conducting drug discovery related biomarker research and disease related biomarker identification. Workshop participants will learn various biomarker research model systems and tools while learning the criteria required for identifying biomarkers in different diseases. Topics may include: Biomarker requirements, classification and criteria for evaluating potential markers. The practice of sample collection and quality control for a biomarker study in conjunction with epidemiological studies, including design, analysis and more. Ethical and legal concerns. Tools including flow cytometry, DNA arrays, gene expression arrays and proteomics.
Biomarker in diseases, including cancer and autoimmune disease, such as rheumatoid arthritis. Biomarker in Drug Discovery in animal models, in vitro diagnostics and surrogate and endpoint biomarker.

Speakers:
Jelveh Lameh, Ph.D., Executive Director, Head BioPharma Services Laboratory, Genoptix, a Novartis Company
Hua Gong, Ph.D., Sr. Director, Clinical Trial Testing, BioPharma, Genoptix, a Novartis Company
Naveen Dakappagari, Ph.D., Director, Protein Biomarker Development Genoptix, a Novartis Company
Chad Ray, Ph.D., Senior Director, Pfizer
Scott Fountain, Ph.D., Former Executive Director, Pfizer
Reinhold Pollner, Ph.D., Director, Clinical Trial Assay Development, Genoptix, a Novartis Company

BIO40259: Understanding the Biopharmaceutical Company - 2.00 Units
The inner workings of biotechnology and pharmaceutical companies are extremely complex. This course aims to develop an understanding of all key functions within a pharmaceutical or biotechnology company, as well as to provide a systems view of the typical biopharmaceutical organization. From research and development to manufacturing, sales and distribution, we will highlight interdependencies and how each part affects the success of the organization. The course will serve to provide a holistic view for veterans of the industry and an overview of the diverse functions for those entering the field.

BIO40260: Electronic Submissions in Life Sciences - Planning for Success - 3.00 Units
Review the activities required to successfully prepare compliant electronic submissions for drug, biologic, and device registrations to health authorities in Europe, U.S., Canada, and Japan. This course will provide tools to enable implementation of in-house systems for producing electronic submissions or for managing projects outsourced to services vendors. It will identify the leading causes for agencies to reject electronic submissions, and the critical success factors to ensure that compliance and submission-readiness of content is built into the research and development process. This course will also cover the current electronic Common Technical Document (eCTD) format and highlight the Regulated Product Submission (RPS) format that is in development as follow-on to eCTD.

BIO40261: Introduction to Biofuels - 3.00 Units
This course will provide an overview of the growing field of biofuels by introducing the basics of renewable biofuel production. The topics covered will include the chemistry of biofuels, the biology of important feedstocks, the biochemical, genetic and molecular approaches being developed to advance the next generation of biofuels and the economical and global impacts of biofuel production. Overall the course will emphasize the importance of biofuel development as a contributor to replacing the diminishing supplies of fossil fuels, reducing global warming, and creating a sustainable society.

BIO40262: Genetics and Physiology of Photosynthetic Microorganisms - 3.00 Units
Gain an introduction to the genetics and molecular biology of eukaryotic algae and cyanobacteria. It will cover the background and applications of the genetic and molecular tools required to address challenges of using algae for biofuels applications. Thought experiments for practical application are included and legal and procedural challenges posed by transgenic organisms will be discussed. Recent advances in biotechnology are also covered. Exercises in bioinformatics are developed to familiarize students with commonly used tools in problem solving. Lecture pace and structure is developed in conjunction with the companion laboratory course and synchronized with relevant topics for enriched experience.

BIO40263: Chemistry and Biochemistry of Biofuels - 3.00 Units
An introduction to the fundamental chemistry and biochemistry of petroleum and biofuel technologies, this course will explore chemical identity, properties, production, and analytical techniques related to contemporary petroleum and first through fourth generation biofuels. Metabolic engineering and refining processes will also be covered. This course will complement an analytical chemistry laboratory of biofuels, which may be taken concurrently. Prerequisites include organic chemistry (CHEM 140A-C or the equivalent) and biochemistry (CHEM 114A-C, or the equivalent).

BIO40264: Aquatic Ecology - 3.00 Units
This course will examine the aspects of the aquatic environment that determine the productivity and chemical composition of phytoplankton. We will discuss the roles of the supply of different limiting mineral elements and the chemical transformations among them, and the input and spectral properties of light energy. The biology of consumers [pathogens, unicellular and metazoan zooplankton] as it affects their impact on algae grown in culture and naturally, and strategies for controlling their populations, will be discussed.

BIO40265: Photosynthetic Microorganisms Molecular Biology Laboratory - 4.00 Units
From genomes to genetics and understanding and being able to manipulate DNA is the foundation for a large fraction of the work in industrial biofuels. This course will focus on developing the basic skill sets to work at the molecular biology bench in this growing industry. Skills taught in the course include PCR plasmid amplification and purification algal transformation via particle bombardment, electroporation and agrobacteria and analysis of successful transfer of DAN via antibiotic selection, microscopy and Western blot. Designed for students who have a strong interest in biofuels and have had basic biology and an introductory biological laboratory class.

BIO40266: Aquatic Microbiology Laboratory - 4.00 Units
This course will provide training in the growth, physiology, and identification of both eukaryotic and prokaryotic microscopic algal species. We will learn methods for enriching, isolating, identifying and characterizing microalgae from aquatic environments including both natural environments and algal production ponds. We will also cover methods for identifying and enumerating co-occurring micro-organisms such as bacteria, protozoans, rotifers and crustaceans, as well as methods for characterizing their interactions with phytoplankton.

BIO40267: Analytical Chemistry Laboratory - 4.00 Units
This course will provide students with background information on biofuels, the specifications and methods required to maintain quality in manufacturing, and provide experience in the analytical methods used to characterize fuel properties. Prerequisites: Introductory chemistry (CHEM 100A or equivalent).

BIO40268: Downstream Processing and Refinement of Biofuels - 3.00 Units
Gain a comprehensive overview of the techniques and methods utilized to convert the raw fuel produced from renewable sources into chemical forms and structures that are amenable to today’s energy infrastructure. The historical perspective on refinement methods of the petroleum industry is followed by an analysis of technological hurdles currently associated with
obtaining fungible fuel from algal sources. Methods to process and refine fuel grade ethanol from traditional food and cellulosic sources is also covered. A description of the processing and refinement of fuels from land-based crops and various fuel types using pyrolysis is provided. The potential role that synthetic biology may play in meeting today's energy demands is covered.

**BIOL40269: Advanced Biomass Production Techniques - 4.00 Units**
Develop the knowledge and skills on production technologies and practices for algae biomass production at a commercial scale. Lectures and laboratories will be facilitated by algal production technicians, scientists and senior algal farm managers. Topics covered will include: Aquatic photosynthesis Algae production facilities layouts Bioreactor and pond designs Scale-up factors Water sources, water handling and management Nutrient sourcing and handling, Light management Carbon dioxide sources and handling Biomass monitoring for growth, productivity and product expression Advanced analytical techniques for biomass and product assessment Harvest technologies and techniques Product mix options: biofuels, protein animal feeds, food supplements, pigments supply chain requisites, materials purchasing and shipping production economics.

**BIOL40271: Biotherapeutic Drug Development: From Bench to Bedside - 3.00 Units**
The development of biotherapeutic drugs has revolutionized the treatment of numerous diseases, including but not limited to indications in oncology, inflammation and autoimmunity. The search for novel therapeutic approaches designed to improve patient treatment and enhance patient quality of life, has provided the stimulus to drive drug discovery. This course will take you from the identification of a candidate biotherapeutic through its development process to first in human clinical trials. Covered are the fundamental drug development processes that are mandated by regulatory agencies like the Food and Drugs Administration (FDA) to protect patient safety. Topics pertaining to pharmacology, toxicology, manufacturing and Phase I clinical design will be addressed.

**BIOL40274: Cultural Foods - 3.00 Units**
This is a three-unit asynchronous online nutrition course that examines the regional, ethnic, cultural, religious, historical and social influences on food patterns and cuisine.

Over the ten-week length of the course, students will study cultural food and nutrition principles related to the following topics:
- Food as identity and food in social organization
- Evolutionary and revolutionary developments in food and cuisine
- Food as spectacle
- Food technology in non-industrialized and industrialized food systems
- Food and health: political inputs and obesity
- Food branding and marketing
- Food in world religions
- Global hunger: root causes and proposed solutions
- Hunger in America and food and social change

**BIOL40275: Nutrition Throughout the Lifecycle - 2.00 Units**
This is a two-unit asynchronous online nutrition course designed to introduce you to the basic principles of nutrition throughout the lifecycle. The course is designed for current and future healthcare professionals and community health workers, with an overarching goal to promote optimal health utilizing adequate nutrition throughout the human lifespan.

Over the ten-week length of the course, students will study lifecycle nutrition principles related to the following topics:
- Preconception nutrition and planning a healthy diet
- Nutrition during pregnancy
- Nutrition while breastfeeding
- Nutrition during infancy
- Nutrition for the preschool and school-aged child
- Pediatric overweight and obesity
- Nutrition during adolescence
- Nutrition in older adulthood

**BIOL40277: Biotech Operations - 3.00 Units**
As biotech companies mature, a competent supply chain becomes a necessity and possibly a key differentiator. The need for skilled Ops managers equipped with the breadth of knowledge required to ensure the holistic coordination of all elements of the supply chain is essential in order to ensure complete customer satisfaction (on time, expected quality and at a competitive cost). This course provides an overview of what Operations entails and is designed for middle to senior managers who wish to better understand their supply chain as well as the aspiring Ops manager. Topics include planning, manufacturing principles, distribution, inventory management, S&OP, trade compliance, finances, strategic sourcing, quality, regulatory affairs, lean and six-sigma, etc.

**BIOL40278: Biomass Production - 3.00 Units**
This course provides the student with skills and knowledge on production technologies and practices for algae biomass production at a commercial scale. Lectures will be taught and facilitated by algal production technicians, scientists and senior algal farm managers, each with years of production management experience in commercial a setting.

**BIOL40280: Introduction to Genetics and Human Disease - 3.00 Units**
Genetics is a fascinating topic that is frequently in the news. &ldquoLearn valuable health and ancestry information&rdquo and &ldquoDiscover your genetic risk for disease&rdquo are just a few of the advertisements for direct-to-consumer genetic test kits. This course demystifies genetics and is open to anyone who wishes to learn more about inherited traits, their variation, and how they are transmitted between generations. It will provide an introduction to the principles of genetics with an emphasis on human disease. Topics include: fundamental concepts of Mendelian inheritance basic principles of molecular genetics inheritance patterns of genetic diseases the human genome project and the potential of personalized medicine.

**Goals and Objectives:**
- Provide a basic understanding of the inheritance patterns of traits as they are passed from parents to offspring.
- Cover the fundamental concepts of the molecular structure and replication of the genetic material, gene expression, and types of mutations.
- Highlight examples of human genetic disorders.
- Other topics to be covered include genetic testing and treatment, the human genome project, and personalized medicine.

**BIOL40281: Microbial Fermentation Workshop - 2.00 Units**
Developed in partnership with UC San Diego&rsquo Division of Biological Sciences, this 3-day workshop is designed to provide a deep dive into bioreactor principles and bioprocess development. You will be equipped with the fundamental knowledge and practical skills needed to design, develop, optimize, control, scale-up, analyze, and troubleshoot your fermentation processes. Five case studies allow attendees to practice what they have learned. A &ldquoFermentation Firing Line&rdquo provides a lively, open ended forum for attendees to pose questions to the instructional team on any fermentation-related subject.

**Workshop Objectives:**
- Understand the biological principles behind microbial metabolism, growth, and genetic modification.
BIOL40295: Mammalian Cell Culture Technology Workshop - 2.00 Units
June 3-5, 2015
UC San Diego Campus, La Jolla, CA
Developed in partnership with UC San Diego’s Center for Continuing Education in Biosciences (CCE|BIO), this 3-day workshop is designed to provide participants with a deeper understanding of the performance of mammalian cell culture operations throughout the product and process life cycle from process development to full scale manufacturing under current Good Manufacturing Practices. In addition to cell line and process development, this workshop will explore insights into technology transfer, scale-up, and operational aspects. State of the art regulatory and quality practices will play a central role. This workshop combines practical knowledge with case studies to provide participants with the ability to thoroughly analyze experimental cell culture results.

Genentech Site Visit Included!

Workshop Objectives:
- Learn about the history of mammalian cell biotechnology and challenges faced, specifically in the biopharmaceutical industry
- Gain an overview of the manufacturing process, including regulatory, quality, and supply chain aspects
- Analyze key issues and tools used in industrial cell culture operations, including economies of scale and process flow diagrams
- Gain a deeper understanding of technology transfer and scale-up
- Analyze experimental cell culture results using proper statistical analysis towards increased process understanding

Instructors:
Li-Fan Lu, Ph.D., Assistant Professor, UCSD
Michael Fino, M.Eng., Professor, Bioprocess Technology, Miracosta College
Jeff Lievense, Ph.D., Senior Advisor to the CEO, Bioengineering & Technology, Genomatica
Inn Yuk, Ph.D., Senior Group Leader and Principal Engineer, Genentech
Eric M. Fallon, Ph.D., Director, Technology, Genentech

BIOL40296: Applications to Biology and Medicine II - 4.00 Units
The medical applications covered in this course will be mostly the medical treatment of various disease states. A modified team-based learning (TBL) approach will be integrated into the course. Students will be tested frequently and there will be opportunities during class for students to work together in teams to solve challenging problems that stimulate a deeper understanding of the material. The team activities are also designed to allow students to teach one another and promote life-long learning.

BIOL40297: Applications to Biology and Medicine III - 4.00 Units
The medical applications covered in this course will be mostly the medical treatment of various disease states. A modified team-based learning (TBL) approach will be integrated into the course. Students will be tested frequently and there will be opportunities during class for students to work together in teams to solve challenging problems that stimulate a deeper understanding of the material. The team activities are also designed to allow students to teach one another and promote life-long learning.

BIOL40298: Psychological, Social, and Biological Foundations of Behavior. - 4.00 Units
This course will introduce students to theories related to human behavior. Students will learn about the biological and psychological underpinnings of individual behavior as well as the social dynamics that are produced during human interactions and that are embedded in broader institutional
relations. This course will place an emphasis upon philosophic notions of the 'self,' social psychology, and institution inequalities.

**BIOL40299: Structural Biology in Drug Discovery** - 2.00 Units
Get an overview of the application of structural biology in the discovery of new therapeutics. This course is for research scientists who want to improve their knowledge of the drug discovery process and will explore the fundamentals of macromolecular structure biology with an emphasis on how those principles can be applied to the discovery of therapeutic agents. The course starts with a survey of macromolecular structure and a detailed analysis of certain protein classes that have been found to be important for drug purposes. We will describe how structural information can be used to optimize therapeutic proteins such as antibodies. The course will discuss how computational techniques can be used to identify small molecule ligands by applying docking techniques.

**BIOL40300: Public Policy Clinic** - 2.00 Units
The Public Policy Clinic is an interactive training program to help participants engage effectively in public policy analysis, communication, and outreach. Learn how to analyze current policies, regulations, legislation, identify issues of concern, assess alternatives, and develop policy priorities and recommendations for an employer or client. Practice essential research and communication skills to engage effectively with clients and stakeholders. Guest speakers will be invited to share their professional experiences with relevant and interesting policy initiatives in an informal setting. Participants will choose a current issue for analysis/case study, either individually or as a group.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association.

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**BIOL40301: Environment, Land Use, and Resources: Statutes and Permitting Processes** - 3.00 Units
Explore the principal federal and state laws and regulations governing the environment around us, including air, water, soil and hazardous waste, as well as the regulation of land uses. By evaluating the text of key environmental statutes and regulations, and hands-on application of those requirements, students will learn how to interpret and apply the laws in practical, “real life” settings. Students will study the Clean Water Act Clean Air Act and California’s State Implementation Plan Resource Conservation and Recovery Act Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), Endangered Species Act and the California Environmental Quality Act. The fundamental permitting and enforcement mechanisms of each of these statutes will be considered, as well as the cooperative relationships and roles of the federal, state and local governments, and the role of citizen enforcement.
BIOL40302: Survey Design and Analysis - 2.00 Units
Surveys are an important tool for collecting information and are used in many private and public sector jobs, as well as academic research. This course will guide participants through the nuts and bolts of designing an effective survey research program and basic statistical methods for analyzing survey research data. Participants will learn how to develop testable hypotheses, write effective and well-organized questions, avoid survey bias, collect and compile actionable survey data, increase survey response rates, and manage the survey research process from start to finish. Participants will also learn basic statistical methods for evaluating survey data and how to write reports that present data in a way that efficiently and effectively communicates survey results. Students will design and field a survey online.

BIOL40303: International Regulatory Affairs - 3.00 Units
As the global market for medicinal products expands, the need for biotech companies to understand the changing regulations in established global regions, as well as in developing countries, is becoming more critical. This course provides an excellent overview of the regulatory systems and agencies in the key global regions involved in the development of medicinal products. The requirements of product registration for pharmaceutical and biological products in Australia, Canada, Europe, Japan, and other regions such as China, India, and Latin America will be described. Topics include: product designations, regulations and guidance, regulatory pathways and options, document submission requirements, interfacing with regulatory agencies, and post-market vigilance. Medical devices will be covered. Regulatory hot topics will be discussed.

BIOL40304: FDA Audits and Inspections - 2.00 Units
GXP audits are conducted to identify non-compliances, but also regulatory weaknesses and the potential for non-compliance. This course familiarizes students with GXP audit activities and helps regulatory affairs professionals develop the skills to participate in the preparation, hosting, and follow-up to GXP audits.

BIOL40307: Environmental Science - 3.00 Units
Gain an overview of the science underlying contemporary environmental and sustainability issues. Learn the scientific method within the context of environmental science: how to properly analyze technical scientific reports, the peer-review process, and how to create and analyze tables and graphs. Explore current and emerging scientific problem solving techniques and solutions to key environmental issues including, but not limited to, genetically modified organisms, energy acquisition and resources (fossil fuels and renewable energy), biodiversity, climate science and water scarcity, environmental toxicology, and pollution.

BIOL40308: Algae Biotechnology - 3.00 Units
This course will provide an overview of the growing field of algae biotechnology by introducing the basics of photosynthetic bio-manufacturing. The topics covered will include the biofuels, feeds and foods, nutraceuticals, industrial enzymes and therapeutic proteins. It will also cover the basics of algae biology and its importance as a feedstock, the biochemical, genetic and molecular approaches being developed to advance the next generation of bio-products, and the economical and global impacts of algal biomass production. Overall, the course will emphasize the importance of photosynthetic biomanufacturing development as a contributor to replacing the diminishing supplies of fossil fuels, reducing global warming, and creating a sustainable society.

BIOL40310: Algae Biomass Production - 3.00 Units
This course provides the student with skills and knowledge on production technologies and practices for algae biomass production at a commercial scale. Lectures will be taught and facilitated by algal production technicians, scientists and senior algal farm managers, each with years of production management experience in commercial a setting. Topics covered will include: Aquatic photosynthesis at commercial scale Algae production facilities layouts Bioreactor and pond designs Scale-up factors Water sources, water handling and water management Nutrient sourcing and handling, Light management Carbon dioxide sources and handling Biomass monitoring for growth, productivity and product expression Advanced analytical techniques for biomass and product assessment Harvest technologies and techniques Product mix options: biofuels, protein animal feeds, food supplements, pigments, and other possible products supply chain requisites, materials purchasing and shipping at commercial scale production economics.

BIOL40311: Algae Biomass Production Lab - 3.00 Units
This course is focused on practical laboratory experience to provide students with skills and knowledge on production technologies and practices for algae biomass production at a pilot and commercial scale. The laboratory will be taught and facilitated by algal production technicians, scientists and senior algal farm managers, each with years of production management experience. Topics covered will include: Aquatic photosynthesis at commercial scale and overall process design Algae production facilities layouts Bioreactor and pond designs Scale-up factors Water sources, water handling and water management Nutrient sourcing and handling. Light management Carbon dioxide sources and handling Biomass monitoring for growth, productivity and product expression Advanced analytical techniques for biomass and product assessment Harvest technologies and techniques Product mix options: biofuels, protein animal feeds, food supplements, pigments, and other possible products supply chain requisites, materials purchasing and shipping at commercial scale production economics. Biomass will be produced at a relevant scale for extraction and product testing.

BIOL40312: Chemistry and Biochemistry of Renewable Fuels and Chemicals - 3.00 Units
An introduction to the fundamental chemistry and biochemistry petroleum replacement technologies, this course will explore chemical identity, properties, production, and analytical techniques related to contemporary petroleum products. Metabolic engineering and refining processes will also be covered. This course will compliment an analytical chemistry laboratory, which may be taken concurrently.

BIOL40313: Biomedical Research using Non Animal Models - 3.00 Units
For scientific, ethical and economic reasons, cell-based, computational and other non-animal study methods are being increasingly developed and implemented by biomedical researchers. Additionally, federal regulations and guidelines state that researchers proposing animal-based methods in research must demonstrate that they have considered the methods that can avoid or minimize animal use. In some cases in the U.S. and abroad, the use of alternatives to animals in experiments is required. Yet, there is currently little training on the availability and efficacy of these critical research tools and reports show that researchers and administrators are often not familiar with these techniques. At the completion of this course, which includes guest lectures from renowned subject matter experts, students will: Understand the past and current use of animals in research and the limitations of animal models Be familiar with the wide range of non-animal research, testing and training techniques available Understand laws and policies in the US and internationally that relate to alternatives to animal research Be able to search for and identify appropriate non-animal methods using available databases and other resources

This course is intended for undergraduate and graduate students enrolled in biomedical sciences programs, university and industry faculty and staff...
researchers, bioethicists, grant reviewers, and Institutional Animal Care and Use Committee coordinators and members. No prerequisite is needed.

Course Goal and Objectives: The development and utilization of non-animal methods (often called “alternatives”) in biomedical research, testing and education is a burgeoning field. The course will introduce students to the range of non-animal research methods available, their efficacy, how to identify and implement them and policies affecting their use.

BIOL40314: The Structure of Proteins - 2.00 Units
Proteins play a fundamental role in biology and their structure and dynamics provide a key perspective on their function. This course aims to provide an introduction to those with an interest in developing an understanding on how the available proteins structures can be used to gain a better understanding of their function and how it could be applied to drug discovery and optimization. After an introduction to amino acids as the building blocks of proteins, we discuss the different levels at which protein structure can be analyzed, and the experimental and modeling techniques that can be used to obtain them. We show the importance of computational molecular modeling methods for extracting information from the protein structure. We carry out a survey of different protein classification schemes and carry out a survey of the structure of major classes of therapeutic proteins and drug targets. Finally we discuss the elements that govern protein interactions with other proteins and small molecules. We summarily describe the main techniques to analyze the motion of proteins.

Goals and Objectives:
- Develop an understanding of how protein structure influences its function
- Become familiar with how structural biology can be used in drug discovery.
- Practice the use of common visualization tools for structural biology.
- Learn basic techniques in molecular modeling useful in structural biology.

BIOL40315: Biostatistical Methods I: Linear Regression and ANOVA - 3.00 Units

Biostatistical Methods I: Linear Regression and ANOVA
Regression analysis is used to estimate the relationships between variables, and includes many different techniques. Linear regression serves as the basis for other types of regression. It is used extensively in many fields, but especially in the biomedical field. This course covers simple and multiple linear regression, analysis of variance and covariance, and nonparametric analysis. Model building techniques, evaluating model fit, and dealing with violations of model assumptions are also introduced in this course. Through the completion of real-world problems, students will learn to analyze continuous response data and to write the method and result sections for a scientific paper.

Topics include:
- Simple linear regression
- Multiple linear regression
- Analysis of variance and covariance (ANOVA and ANCOVA)
- Model diagnostics
- Nonparametric analysis

Practical experience:
- Use SAS to analyze continuous response data
- Write method and result sections for a scientific paper

Software: Students will use SAS OnDemand for Academics: Enterprise Guide.

There is no additional cost for this software. Registration information will be provided by the instructor on the course start date.

Course typically offered: Online in Fall and Spring

Prerequisites: Biostatistics and SAS Programming I or equivalent experience required.

Next Steps: Upon completion of this course, consider taking Biostatistical Methods II to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

BIOL40316: Biostatistical Methods II: Logistic Regression and Survival Analysis - 3.00 Units

Biostatistical Methods II: Logistic Regression and Survival Analysis
The most common types of analysis in the healthcare or pharmaceutical industries are logistic regression models and survival analysis. To analyze data with dichotomous outcomes, such as having (or not having) a certain disease, one often needs to use a logistic regression model. Survival analysis focuses on time to event data. The event of interest can be death (most commonly encountered) or occurrence of a disease.

In this course, students learn to identify situations when it is best to utilize logistic regression and survival analysis and how to run these types of analysis by using SAS software. Sample size calculation and power analysis are also introduced.

Topics include:
- Simple logistic regression
- Multiple logistic regression
- Goodness of fit and model diagnostics for logistic regression
- Introduction to survival analysis
- Cox Proportional Hazards Model
- Model diagnostics for Cox Proportional Hazards Model
- Nonproportional Hazards Model
- Power and sample size analyses

Practical experience:
- Use SAS to run logistic regression and survival analysis
- Write method and result sections for a scientific paper

Software: Students must download and install SAS OnDemand for Academics: Enterprise Guide. There is no additional cost for this product. Registration and download information will be provided by the instructor on the start date.

Course typically offered: Online in Winter and Summer

Prerequisites: Completion of Biostatistical Methods I: Linear Regression and ANOVA required.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

BIOL40317: CDISC Standards for Clinical Data - 3.00 Units

CDISC Standards for Clinical Data
The Clinical Data Interchange Standards Consortium (CDISC) is a non-profit organization that develops and supports data standards to improve medical research and ensure research data is easily interpreted and understood by regulators. The CDISC established standards support the acquisition, exchange, submission and archive of clinical research data.

In this course, students will learn the skills and tools necessary to apply the CDISC standards when processing clinical data used for FDA submissions. Specifically, this course will focus mapping raw datasets to CDISC&rsquos Study Data Tabulation Models (SDTM) and Analysis Dataset Models (ADaM).

Topics include:
- CDISC terminology and standards
- ISO 8601 dates and durations and creating DM and ADSL demog datasets
- Processing AE, SUPPAE and ADAE adverse datasets
- Converting LB and ADLB Lab datasets
- Understanding QS, RELREC, EX and TE/TA/TV datasets
- Validation of SDTMs and ADaMs
Liver and kidney disease
Respiratory disorders
Energy metabolism, inborn errors of metabolism, metabolic stress and syndrome
Energy balance, weight management, overweight and obesity and metabolic
Diabetes and prediabetes
Hypertension and heart disease
Gastrointestinal tract

Nutrient digestion, the human microbiome and disorders of the GI tract
Modified diets and food-drug interactions

BIOL40318: Medicinal Chemistry - 3.00 Units

BIOL40319: Overview of the Drug Development Process - 2.00 Units

BIOL40320: Foundations of Nutrition I - Introduction to Nutrition Science - 3.00 Units
Over the ten-week length of the course, students will study nutrition science principles on the following topics:
The importance of nutrition research, research study designs, the scientific method
Planning a healthy diet utilizing balance, moderation and variety
Guidelines for nutrition the Dietary Reference Intakes, Dietary Guidelines for Americans, the food label
Nutrient digestion, absorption and transport and common disorders of the GI tract
Carbohydrates, lipids and proteins, including their functions, needs, sources and roles in health
Vitamins, minerals and dietary supplements
Nutrition throughout the lifecycle including nutrition for pregnancy, breastfeeding, infancy, childhood, adolescence and older adulthood
Energy balance, weight management and eating disorders
Food safety and technology
Global hunger and malnutrition
The course is taught by a Registered Dietitian Nutritionist (RDN) and Certified Diabetes Educator (CDE).

BIOL40321: Foundations of Nutrition II - Diet and Disease - 3.00 Units
This is a three-unit asynchronous online nutrition course that explores the relationship between diet and disease. The course is designed for current and future healthcare professionals.
Over the ten-week length of the course, students will study evidence-based nutrition guidelines in the following areas of wellness and disease:
Nutrition screening, assessment, counseling and nutritional genomics
Nutrition support (tube feeding and total parenteral nutrition), hospital and modified diets and food-drug interactions
Nutrient digestion, the human microbiome and disorders of the gastrointestinal tract
Hypertension and heart disease
Diabetes and prediabetes
Energy balance, weight management, overweight and obesity and metabolic syndrome
Energy metabolism, inborn errors of metabolism, metabolic stress and respiratory disorders
Liver and kidney disease

Cancer and HIV/AIDS
The course is taught by a Registered Dietitian Nutritionist (RDN) and Certified Diabetes Educator (CDE).

BIOL40322: Overview of Regulatory Affairs for Medical Devices - 3.00 Units
The healthcare industry is dynamic and full of exponential growth. In this innovative and regulated industry, it is essential for medical device professionals to understand the business, science and regulations in developing a medical device from concept to commercialization.
In this course students will develop an understanding of the regulatory affairs environment, how to navigate and work with the FDA and the steps and timetable to develop and commercially market medical devices in the United States. It will also highlight post market compliance issues once a device has been commercialized.
This course is designed for individuals new to the medical device and biotechnology industries or who are considering a career in Quality, Regulatory Affairs or Project Management. Professionals employed in research and development, bioengineering, quality, regulatory, law, sales and marketing who are seeking a more comprehensive picture of the medical device regulatory process will also benefit.
Topics include:
Working with the FDA
Device Classifications
Product development/approval process (IDE, 510(k), PMA)
Post-market controls
State and federal site inspections
Enforcement activities
Universal Device Identification
International Marketing
Practical Skill Development:
Understand the Product Development Life Cycle
Preparations for State and Federal Inspections
How to work proactively with the FDA and California State FDB
Understand International Regulations

BIOL40323: Quality Management Systems for Medical Devices - 3.00 Units
The cornerstone in the efficient manufacturing of a medical device is the implementation of a quality management system. Medical Device companies are required to develop a QMS that conforms to the regulations imposed by the FDA and ISO 13485 to ensure the safety of a medical device on the market.
This course will provide an in depth look into the FDA Quality System Regulation (21CFR820), and International Standard ISO 13485 for Quality Management Systems. You will also learn the related aspects of Risk Management and Medical Device Reporting.
Topics include:
Design, Document , Production and Process Control
CAPA
Risk Management
Medical Device Reporting
Practical Skills:
Understand what a Quality Management System is
Understand how a Quality Management System works practically in a Medical Device company
Understand the elements of a Quality Management System and how they work together
Know how to design an FDA/ISO compliant Quality Management System
Know how to development a complete set of Quality Management System procedures
BIOL40324: Design Control for Medical Devices - 3.00 Units
Developing a new medical device for commercialization is a complex process. The FDA has guidelines that provide a framework for designing and manufacturing medical devices. This course will provide a detailed and practical overview of the design control process for medical device design and development. The course will cover design control under the FDA Quality System Regulation (21CFR820.30) and international Standard ISO 13485 for Quality Management Systems, in addition to the practical application in the design and development of electronic hardware, software, mechanical elements and labels. The course will also cover related aspects of associated Standards and Regulations such as Risk Management (ISO 14971), Usability (IEC 62366-1) and Software lifecycle (IEC 62304).

Topics Include:
- Initial Design Control Process
- Design Output Process
- Verification and Validation
- Design Transfer
- Tagging, Tracing, Packaging and labeling
- Risk Analysis
- Practical Skill Development:
  - Understand the overall Design Control process
  - Understand the (10) elements of Design Control
  - Know how to apply each element of Design Control to the most common design disciplines
  - Know how to do Design Risk Analysis
  - Know how to do tracing between Risk Analysis, Design Input, Design Output, Design Verification and Design Validation
  - Know practical methods for Design Transfer and Design Review

BIOL40325: Regulatory Submissions for Medical Devices - 3.00 Units
Are you ready to enter your medical device into the commercial marketplace? This course covers the specifics of regulatory submissions made to the FDA for the purpose of placing a medical device on the commercial market. Submissions covered will include: pre-submissions (pre-IDE and pre-510(k)) IDE PMA and 510(k). Additionally international submissions for CE mark will also be introduced. This workshop style course will offer students an opportunity to practice understanding and gathering the complex scientific information required in various regulatory submissions. You will examine the process of writing medical device submissions for regulatory agencies, both nationally and internationally and will culminate with a preparation of a sample 510(k) submission.

Topics include:
- Laws and regulations of medical devices
- Device classifications
- Product development process
- Submission structure and content.
- Practical Skill Development:
  - Understand medical device product classifications
  - Understand the premarket submission process, including 510(k), PMA and IDE
  - Introduce students to the international submissions required to obtain CE mark for medical devices.
- Competently use the FDA website to find information for preparation of a FDA regulatory submission.

Understand all the sections of a 510(k) submission and how to gather the information required
Prepare a sample 510(k) submission for a medical device.

BIOL40326: Post Market Topics for Medical Devices - 3.00 Units
Once a medical device is commercialized, FDA requirements mandate that a company must perform Post Market Surveillance (PMS) to ensure public safety and efficacy.

This course will provide a detailed training on a variety of Post Market Topics and will introduce professionals to the many typical situations they may be responsible for during the weeks, months and years after commercialization of a product. Learning will be done by studying regulations, investigating the history of other companies (particularly failures), and sharing experiences within the class.

Topics Include:
- Complaint Management
- Failure Investigations
- Recalls
- Internal Audits
- Inspection Management
- Marketing Material
- Practical Skill Development:
  - How to manage complaints
  - How to decide between a recall or enhancement
  - Do's and Don'ts during an FDA inspection
  - Tools used to improve internal audits
  - Best Practices for Marketing Materials
  - Tools to protect company from off-label promotion

BIOL40327: Processing Actionable Data in Genomics - 3.00 Units
Explore bioinformatics approaches to processing genomic scale datasets and distilling consequential biomedical information. Genomic sequencing technologies deliver such huge volumes of data that specific, dedicated handling methods are critical for analysis. This course focuses on methodologies appropriate for analysis tasks commonly employed with various sequencing experiments. Instruction covers general considerations ranging from experiment configuration, data QC, and software systems, to tuning of algorithms and visualization of results. In addition, assigned work with public datasets will provide students hands on experience with several widely used methodologies, including variant discovery (e.g. cancer treatment), metagenomics (e.g. gut flora), and "Seq" technologies (e.g. RNA-Seq). Class sessions consist of slides, assigned reading and a quiz. Mandatory data processing homework is a significant part of this class. Slides summarizing performed analyses (e.g. homework) are required for completion.

BIOL40328: Navigating The Genomic Regulatory Landscape - 1.50 Units
Learn the fundamental principles of pharmacology. This course will emphasize the major classes of clinically important drugs currently used in medical practice. Within each anatomic system, emphasis is placed on discussion of drug groups and prototypes. Following a review of receptor biology and signal transduction, basic principles of drug action, metabolism and toxicity are discussed as they relate to specific organ systems and disease targets. Anatomic systems covered include: autonomic, neuropharmacology, immunopharmacology, cardiovascular, endocrinological, and chemotherapy drugs.

Learning Objectives:
Grasp the general principles of pharmacology and mechanisms of drug action at the molecular level.

Be familiar with the current topics of pharmacogenomics and gene/protein therapy, as well as the regulatory (FDA) and industrial aspects of pharmacological science.

Gain a general knowledge of

**BIOL40330**: - 3.00 Units

**BIOL40331**: - 2.00 Units

**BIOL40918**: Target Identification & Validation - 2.00 Units

Learn both the conceptual and current methodology being utilized in the discovery of new targets for drug intervention. The particular topics to be discussed include: the concepts of target identification and validation in vitro and in vivo techniques (e.g., microarrays, proteomics, siRNA, antisense, knockout mice) how this approach is driving present drug discovery efforts pharmaceutical companies’ new potential pharmacological targets historical prospective of the evolution of Ti/TV efforts and the emphasis of the paradigm shift to gene-derived targets over the past 10 years. Case studies covering cancer, infectious diseases and neurological and metabolic disorders will be presented by representatives from local pharmaceutical companies.

**BIOL41244**: Java for Bioinformatics - 3.00 Units

JAVA is the language of choice for enterprise-wide programming requiring an architectural design paradigm. This object-oriented language runs on virtual machines that virtually run anywhere. This course introduces the Java language and teaches the core skills of a Java developer. All examples are bio examples, which lead to the application of biological sequences to analysis pipelines. This also includes a review of typical bio software written by a prominent bio developer.

**BIOL80000**: Biotech: Connecting Science to Business - 0.00 Units

Employment opportunities continue to rise as biotech companies continue to grow. The positions in these companies are not just for scientists, but also for marketers, accountants, administrators, engineers and many other non-science professionals. It is important for non-scientists to know the applications, techniques, and issues that drive the biotechnology industry in order to succeed in these companies. UCSD Extension is proud to partner with Miramar College to offer this workshop designed as an introduction to the Life Science industry, including the underlying science, tools and regulatory environment. A laboratory component is included where you will isolate your own DNA and analyze it by PCR.

**BIOL80002**: Industrial Stormwater Compliance Workshop - 0.00 Units

This two-day intensive workshop provides participants with the skills and knowledge needed to manage industrial stormwater permitting and compliance at their industrial facility. Learn how California’s reissued Industrial Stormwater Permit applies to you and strategies businesses can implement now to minimize permit impact. Bring your facility SWPPP and monitoring data with you and receive hands-on training in developing and implementing compliant Stormwater Pollution Prevention Plans (SWPPP) and Monitoring Implementation Plans (MIP).

Learning Objectives:

- Learn strategies in SWPPP development and best practices in plan development and implementation.
- Learn how to conduct effective sampling and monitoring
- Learn how to identify and implement practical best management practices
- Learn how to manage first, second, and third party inspections

**BIOL80003**: Annual CEQA Update - 0.00 Units

The California Environmental Quality Act (CEQA) is the State’s preeminent environmental protection statute. Compliance with the law and its implementing guidelines has never been more important to the success of planning and development projects – nor has it ever been as complex. Practitioners and stakeholders alike will benefit from this one day seminar covering critical changes to CEQA and the CEQA Guidelines, legislative updates, and review of recent court decisions that inform best practices for preparation of defensible environmental review documents. While the seminar will address important changes that affect projects state-wide, the instructors will bring a decidedly San Diego and southern California focus, coloring concepts with local case studies and environmental issues most relevant to the region.

MCLE Credit: UCSD certifies this activity is approved by the State Bar of California for 4 hours MCLE credit.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional AICP CM Events at UC San Diego Extension go to American Planning Association.

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**BIOL80004**: Endangered Species Permitting and Habitat Conservation Planning - 0.00 Units

This focused two-day workshop is designed to provide in-depth training on federal and state Endangered Species Act (ESA) permitting and Habitat Conservation Plan (HCP) development in southern California. Our region is a biodiversity hotspot with over 350 listed or proposed-listed species, which accounts for nearly 25% of all listed species in the United States. Conservation planning and permitting are critical components that allow for a balance between species/habitat protection and public and private development. This workshop will afford participants hands-on training using knowledge and experience from experienced industry experts, with specific emphasis on the regulations, resources, and procedures involved in ESA permitting guidance and tips for working with agency staff and general strategies and approach to drafting HCPs and establishing preserves that meet regulatory requirements, ensure consistency with adopted regional HCPs.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association.

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**BIOL80005**: Metabolic Engineering for Industrial Biotechnology - 0.00 Units

**BIOL90000**: Marine Biology - 3.00 Units

**BIOL90001**: It’s a GPCR World: Introduction to the Interplay of Biology, Chemistry and Physics - 6.00 Units

**BIOL90003**: UCSD Jr. Biotechnology Academy - 3.00 Units

This workshop for 7th and 8th graders will introduce you to three main areas of Biotechnology. We will begin with basic introductory level activities and build on to more advanced topics. We will cover the basic use and applications of the equipment used. Be one step ahead for your high school biology course!
BIOL90004: Rock On! at Torrey Pines State Park: Experience Hands-on Earth Science with a Renowned Geologist - 3.00 Units

Students in grades 7-10 are invited to attend this new, exploratory earth science workshop led by Don Barrie, Professor, Mesa College. Those of you who attended last summer’s Rock On! Workshop will remember Mr. Barrie and he looks forward to leading another fun, filled day of exploration.

Saturday, March 3, 2012
10:00am- 3:00pm
Torrey Pines State Park

Located only a few minutes from the UCSD campus, Torrey Pines State Park is a place of stunning landscapes, unique vegetation, and dramatic rock formations. Join Mesa College geology professor, Don Barrie, for a broad-based introduction to the Park’s natural features. After a tour of the visitor center, the group will explore various coastal trails within the Park on foot, learning about its rocks, soils, and vegetation along the way. In addition, participants will observe and discuss various landscape features, including hillsides, gullies, terraces, and sea cliffs, which contribute to the Park’s uniqueness. Participants will also learn about the Park’s geologic history as recorded in its rocks and fossils.

The workshop will be taught from an integrated Earth systems perspective, which emphasizes the complex web of relationships among four components of the Earth system, including the geosphere (solid Earth), hydrosphere (water), atmosphere (air), and biosphere (life).

BIOL90005: Understanding the Scientific Method: Be a Scientist and Create Your Own Experiments! - 3.00 Units

The scientific method is some thing that is introduced to children at a young age and continues to be important though the course of life. It is used every day in order to explore new ideas and new concepts and aids in advancing the scientific world. Through the use of the Scientific Method students will learn how to observe the world around them, develop hypothesis, design experiments and find the answers to some of the most fascinating concepts of the world we live in.

BIOL90006: Exploring Our World and the Organisms Around Us: Helping to Make Our Planet Green - 3.00 Units

In this workshop, we will be focusing on the coastal ecosystems found in San Diego and the similarities between these ecosystems and those around the world. Students will be studying a few of the different types of ecosystems found along the coast, focusing on estuaries, rocky intertidal zones, and sandy shores. Comparing the similarities and the differences between these ecosystems, students will observe the flora and fauna and the roles each of them play, as well as the niches they fill. Students will learn how each of these ecosystems is connected and the importance each one, how we have affected each one of these ecosystems and the potential influence this could have on our future.

BIOL90007: Brain Power - 2.00 Units

What makes you you? What makes you happy? This course is a practical approach to neuroscience in addition to learning the basics of neurobiology, students will use studying the brain as a framework for self-inquiry and apply the findings from studies on brains to learn about the many different ways that people operate and experience the world. Through personality tests and discussions of the theory of multiple intelligences, students can consider what learning strategies work best for them and how to play to their strengths inside and outside of the classroom.

BIOL90008: Science in the Media - 1.00 Units

In this course we will examine how to creatively and accurately write about science. By investigating sources such as the New York Times Science section, National Geographic and Newsweek, as well as supporting research papers, we will ask whether the piece is both approachable and a true reflection of the primary literature.

We will also explore the history of science and the media, from the dawn of the scientific revolution to the present day. By examining case studies, we will gain insight on how social and/or political climate has historically influenced the media’s portrayal of science. The course will culminate in students writing lay-friendly scientific pieces for peer critique. Students should have high-school level science comprehension and strong writing skills.

BIOL90009: MythBusters: Germs - 1.00 Units

In this course, students will learn what “germs” are and how to classify them by their type and effect on human health. We will discuss the “bad rap” germs get from the media and companies advertising antibacterial products. Students will get to test the truth behind two different myths about germs using the scientific method and classic microbiology experimental techniques. And, in addition to testing “The 5 second rule”, students will get to design their very own MythBuster and then experimentally test it themselves!

BIOL90011: Junior Academy: Lightning bugs and Tardigrades and Basilisk, oh my! - 2.00 Units

A tour of the wildest living things on Earth! Students will pick a theme common to living organisms (eg. locomotion, respiration, sensitivity, growth, reproduction, excretion, or nutrition) and research a broad diversity of living organisms to find unconventional strategies by which life forms accomplish the chosen theme. After compiling information detailing the crazy ways by which organisms operate, students will be asked to probe their dataset for similarities and differences, eventually distilling it down to a set of core strategies which can be studied to consider questions such as: Why are there so many different ways to do the same thing? When might one strategy be more advantageous than another? What is the value of diversity?

BIOL90012: Genetic Engineering: In your grocery store and around the world - 1.00 Units

This course will introduce students to the molecular biology behind genetic engineering, its history, and its applications. Students will learn about molecular cloning, its use as a classic research technique and how it applies to genetic engineering. Additionally, students will learn how genetic engineering has been used historically and how the media affects how the public thinks about genetic engineering. We will discuss familiar examples of genetic engineering, as well as the pros and cons of how genetic engineering is used in other parts of the world.

BIOL90013: Scripps Institution of Oceanography: Genetic Engineering and Genetically Modified Organisms - 6.00 Units

In the past few decades, our understanding of molecular biology and genetics has enabled us to transform the face of food production and to drastically increase access to human therapies, and in the near future it may help us mitigate the looming energy crisis. This course will explore the ways in which GMOs have already impacted our society, examine their potential to confront the challenges that lie ahead, and delve into the biological details of what GMOs are and how they are made. Students will also become trained scientists at the bench, learning the skills to create their own GMO by the end of the course through a strong hands-on laboratory component. Completion of high school-level biology is strongly recommended but not mandatory.

BIOL90014: Introduction to Stem Cell Biology and Cancer Treatmte - 1.00 Units

Learn about the types of stem cells currently being studied by researchers including the embryonic stem cell, adult stem cell and induced pluripotent stem cell.
stem cell (IPSC) and how they can be used to treat a variety of diseases including cancer, in addition to ailments such as spinal cord injury. Topics discussed will include cell differentiation and life cycle and the differences between stem cells, tissue specific cells and cancer cells, as well as the ethics around stem cell research.

**BIOL90015: Genetically Modified Organisms, What they are and Why We Need Them - 1.00 Units**

Explore the technology behind the creation of genetically modified organisms. This course will discuss the theory behind molecular cloning and bacterial transformation used to create new varieties of plants. Discussion will be lead as to the gains and risks associated with this technology as it relates to the world hunger crisis. Content and activities are appropriate for grades 5-8. Prior exposure to cell structure and photosynthesis recommended.

**BIOL90016: Human Identification Technology - 1.00 Units**

Explore the technology behind human identification using DNA profiling. This course will discuss the theory behind molecular biology techniques such as Polymerase Chain Reaction (PCR) and gel electrophoresis and how scientists create a DNA profile using these processes. Discussion will lead as to validity of this technology and the varieties of applications it can serve, including forensic archaeology. Course work and activities are geared towards grades 6-8. A prior exposure to cell structure and DNA is recommended.

**BIOL90017: From Food Deserts to Green Communities: The Good Food Revolution in Practice - 4.00 Units**

This course is an introduction to community gardening, food independence and green technology. Join a community of thousands of people throughout the United States who are working to reclaim how we grow, consume and think about our food and who want to use technology to benefit our environment and our local communities. Each student will learn hands-on skills through participation in community gardening projects, use of digital sensors, visualization of data and multimedia production. By the end of the course, you will use your new skills to build a multi-media Google map and webpage to share your experiences online.

**BIOL90018: Next Mission: Stress, Resilience an Post-Traumatic Growth - 6.00 Units**

Next Mission: Stress, Resilience and Post-Traumatic Growth is an exploration of the neurophysiology, biology and narrative process of the military experience. We will use the narrative process and examine the neurophysiology of stress to help you tell your own stories and hopefully better understand your own journey into, through and out of the military. Our course will utilize all types of historical and contemporary media to inform the narrative process.

**BIOL90019: W5-DISCOVERING ENVIRONMENTAL STUDIES - 3.00 Units**

This course is based on the fundamental principle that natural systems change over time. Students will dissect ecosystem features and consider the impact of human beings, population growth, and technology on the environment. This course has three main sections: first, species adaptations for survival and interaction within the ecosystem second, public awareness of issues like climate change, pollution, and population control (regionally and internationally) and, third, future opportunities for related involvement through professional and personal commitments.

**BIOL90021: Discovering Environmental Studies 3 - 4.50 Units**

This course is based on the fundamental principle that natural systems change over time. Students will dissect ecosystem features and consider the impact of human beings, population growth, and technology on the environment. This course has three main sections: first, species adaptations for survival and interaction within the ecosystem second, public awareness of issues like climate change, pollution, and population control (regionally and internationally) and, third, future opportunities for related involvement through professional and personal commitments.

**BIOL90022: Art of Anatomy (High School) - 0.00 Units**

In this class we learn about 11 body systems that work together to keep us alive. We look at the organs in each system that range in size, shape and weight, exploring why our skin is our largest organ, how our lungs are the only organ that can float on water and that one of our kidneys is about the size of a computer mouse. To better understand our anatomy and physiology, students create life-size models and artistically construct 3D models to demonstrate some of our body processes. No prior anatomy experience is required.

**BIOM90000: Body Language: How Cells Use Hormones to Communicate - 6.00 Units**

This course will introduce students to endocrinology, the study of hormones and endocrine systems, and will also provide an overview and discussion of fundamental biological principles and techniques that enabled important discoveries in this field. Students will learn how the brain, pituitary, and peripheral organs work together to produce hormones that act as chemical messengers to regulate virtually all physiological processes, including stress, metabolism, growth, reproduction, blood pressure, blood sugar, salt and water balance, bone density, and more. By exploring the specific mechanisms through which different organ systems use hormones to communicate, students will also achieve a basic understanding of molecular biology.

**BREW40000: Overview of Brewing Science and Technology - 1.00 Units**

Get an overview of craft brewing on an industrial scale, from raw materials through finished product. Learn technical brewing terminology for equipment and processing. Throughout the course, the science and technology underlying each step is clearly explained, as well as providing a focus on the practical considerations involved in the industrial production of craft beer.

**BREW40001: Raw Materials and Malting - 3.00 Units**

Discover the vital details in the selection and processing of the key raw materials of beer—water, a starch source such as grain, hops, and yeast—and how they interact to influence the maturation and malting process. The carefully controlled germination of the grain, through the multi-step malting process, is presented and demonstrated. Expert guest speakers will join students in class and focus on specific topics related to the selection of quality raw materials.

**BREW40002: Wort Production & Recipe Formulation - 2.00 Units**

Knowing how to customize the fermentability and body of beer is a key component in producing a quality brew. Get the essential details in the
process of preparing, on an industrial scale, malted grain for fermentation and the variations on this process that create specific styles of beer. The science and technology of the process, as well as the industry brewhouse standards involved in milling, mashing, lauterung and boiling, are discussed.

**BREW40003: Yeast & Fermentation Processes - 3.00 Units**

Fermentation determines both the alcohol content and the level of carbonation in beer production. Learn the professional-scale standards and practices key to producing beer from wort by fermentation with a specific brewing yeast strain. Various fermentation processes, leading to different beer styles, are discussed, including yeast propagation and proper handling, as well as maintaining consistency of product in a commercial brewing environment.

**BREW40004: Finishing Practices - 3.00 Units**

Finishing involves the control of beer maturation, the filtration of particulates such as yeast, equilibrium in carbonation, and the packaging, kegging or bottling of beer. Study the science, technology and management involved in finishing beer on a professional scale. Learn the specifications for the equipment necessary to produce high quality beer including chillers, filters, carbonators, centrifuges, aging and holding tanks.

**BREW40005: Sensory Evaluation and Beer Styles - 3.00 Units**

Effective sensory analysis is essential both to correct flaws in raw materials and in the brewing process, and to control the ingredients and process to produce various outcomes and styles, such as lager, pale ale, IPA, saison, amber ale and stout. Get training in the industry’s standard sensory analysis tool, the Beer Flavor Wheel, by review of the four basic flavors, progressing to off-flavors and fermentation by-products, mouthfeel and fullness.

**BREW40006: Technology of Brewing - 3.00 Units**

Knowing how brewing equipment is conceived of and constructed, as well as the engineering principles important in successful commercial brewing, enables brewers to evaluate engineering proposals and discuss them with engineers. Learn about the vital engineering models and concepts that are key to operating a working brewery including chillers, filters, carbonators, centrifuges, aging and holding tanks.

**BREW40007: Overview of the Craft Brewing Industry - 1.00 Units**

Knowing how to craft beer is only one aspect of running a successful brewery. Study the industry from a business perspective, with a particular emphasis on the San Diego region. Find out how business practices change based on which type of brewing enterprise, as well as how to operate and grow a successful company. Review and assess a wide range of representative business examples including microbreweries, brewpubs, medium-sized and large brewing businesses.

**BREW40008: Operations Management - 2.00 Units**

Since the beginning of the Industrial Revolution nearly 300 years ago, the practice of finding the most efficient and effective ways to utilize materials and labor in the production of quality product has developed from an intuitive practice into a precise science. Study the key aspects of brewing operations management including plant management, equipment maintenance management, production control, skilled trade supervision, strategic manufacturing policy, systems analysis, productivity analysis and cost control, and materials planning.

**BREW40009: Marketing and Distribution - 2.00 Units**

Craft beer production in the United States has expanded from just eight breweries in 1980 to over 2,500 today. Learning how to get the word out about your brewing business is a vital skill in today’s growing craft beer market. Explore the building blocks of effective marketing programs and receive hands-on, practical advice about integrated marketing communications. Course topics include research, audience measurement, product development, positioning, branding, advertising, pricing, distribution, social media, public relations and strategic marketing plan development.

**BREW40010: Financial Management for Breweries - 2.00 Units**

Building a brewing business from the ground up requires strategic and thoughtful planning, as well as industry research and financial knowhow. Learn how to effectively research the industry, build accurate financial projections, and develop a full-fledged business plan for potential investors that are specific to the brewing industry. Developing a business plan with financial projections is the focal point of this course.

**BREW40011: Internship - 4.00 Units**

The final phase in the Brewing Certificate, the 120-hour internship provides students with the opportunity for hands-on learning and application of recently acquired skills in a variety of breweries for an internship under the direction of a supervisor. This portion of the certificate program may only be fulfilled when all required coursework in the program has been completed. The two elective units may be completed concurrently with the internship course.

**BREW40012: The Origins and History of Beer - 2.00 Units**

It has been argued that the discovery of beer and bread are responsible for our ability to advance technology and develop civilization over the last eight thousand years. Explore the social and cultural dimensions of beer, as well as the scientific and technical breakthroughs which have led to the sophisticated 21st century brewery. Follow brewers from ancient Mesopotamia through the Industrial Revolution where brewing, as we knew it, changed from artisan-based endeavor to industrial manufacturing and back.

**BREW40013: Food Pairings and Beer Dinners - 1.00 Units**

The craft brewer combines the connoisseurship of the gourmet, the scientific, technical and business sophistication of the tech entrepreneur, and the awareness of the value of a local, sustainable community. Focus on the development of a distinctly refined beer palate, and apply the skills and knowledge learned in the Sensory Evaluation and Beer Styles course to the matching of food and beer. Course focuses on sensory development rather than the analysis of the brewing process.

**BREW40014: Barrel Aging - 1.00 Units**

Aging beer in barrels that have been used previously to age red wines such as cabernet sauvignon, merlot and pinot noir &mdash rather than storing in stainless steel or aluminum kegs &mdash achieves a range of sophisticated and unique effects. Learn how to take artisan brewing to a distinctive level of complexity and refinement. Types of beer to be discussed include &mdash but are not limited to &mdash the American, saison, barleywine, and blonde ales.

**BUSA40009: Financial Accounting for Non-Accountants - 4.00 Units**

Gain an overview of how to use accounting and financial data for more effective and profitable decisions. Learn the information necessary to interpret and evaluate the financial effects of day-to-day management decisions. This course emphasizes the interpretation of accounting concepts that underlie basic financial statements without focusing on detailed mechanics.

**BUSA40010: Managing Human Resources: An Overview - 4.00 Units**

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Discover emerging trends and new regulations in personnel management practices. This comprehensive course covers: human resource planning, staffing, performance management, training and development, compensation and reward systems, benefit design and administration, employee and labor relations, health and safety, state and federal legislation, productivity and organizational effectiveness. You will benefit from this course whether you are active in the field, exploring a career transition, or managing a business.

**BUSA40011: Elements of Marketing - 4.00 Units**

Receive hands-on, practical experience in integrated marketing communications and explore the building blocks of effective marketing programs. This course will also showcase how to incorporate the tools you learn into your career and organization by learning best practices from current case stories while networking with classmates representing a variety of professional disciplines. Marketing career options will also be discussed. Gain experience in a variety of industry sectors, and have the opportunity to develop the primary elements of a marketing plan for the company of your choice.

**Learning Objectives:**

- Understand the role marketing plays in any organization
- Learn how to formulate a marketing strategy
- Understand the four P\’s of marketing and how they are evolving to encompass other consumer considerations
- Understand the essentials to product planning and product development
- Gain an overview of the importance of the entire marketing mix, including advertising, PR and sales promotions
- Gain understanding of the costs of marketing

**BUSA40014: Financial Markets and Investment Strategies - 4.00 Units**

Understanding financial markets and investment strategies is an essential element in finance. This course reviews capital and money markets and the alternative financial instruments available to personal and institutional investors. Participants examine stocks, bonds, mutual funds, metals, annuities, real estate (including REITs), trust deeds, partnerships, money market funds, and insurance products. Sources of investment information are also presented and evaluated as students learn how to allocate assets to achieve long-term investment success.

**BUSA40017: Employee and Labor Relations - 3.00 Units**

Review the practical application of state and federal employment law. Topics include at-will employment and wrongful discharge discrimination, harassment, and retaliation ADA employee rights and intellectual property wage and hour benefits occupational health, safety, and workers’ compensation reductions-in-force alternative dispute resolution labor relations and corrective action and terminations.

**BUSA40020: Training and Development - 3.00 Units**

The training and development function is often responsible for designing, conducting, evaluating and/or recommending programs to meet the training needs of the organization. Learn to accurately assess organizational training needs and identify priority training topics, learning objectives, instructional approaches and evaluation techniques. Explore techniques for overcoming resistance to change. Practice establishing and justifying a training budget and critiquing training products and services offered by vendors and consultants. Learn to quantify training results and their impact to the organization’s bottom line.

**BUSA40026: Financing Strategy: Sources of Capital and Business Plans - 3.00 Units**

Learn to identify and understand potential sources of capital for business ideas. Practice using a hands-on approach to the business plan preparation and presentation process. Key concepts include evaluation of financial risk and return, investor interests, relationships with lenders and investment bankers, ways to make the right impression, and writing business plans.

**BUSA40034: Advanced Accounting Theory and Practice - 4.00 Units**

Explore the topics of accounting for wholly-owned created subsidiaries, cost versus the equity method of accounting for subsidiary operations, accounting for partnership formation, operations and liquidations, accounting for estates and trusts, and operations for nonprofit organizations. You will learn the requirements for financial statement interim reporting and accounting practices for troubled debt restructurings, bankruptcy reorganizations, and liquidations.

**BUSA40035: Intermediate Accounting Theory and Practice II - 4.00 Units**

This course covers recording, valuation, and presentation of investments, leases, pensions, corporate income taxes, paid-in capital and retained earnings. Statement of cash flows and statement analysis are also discussed.

**BUSA40036: Elementary Accounting I - 4.00 Units**

Learn the basics in financial accounting theory and practice. Topics include: recording, analyzing and summarizing procedures used to prepare balance sheets and income statements such as payroll, special journals, cash control, receivables and payables, inventory and depreciation.

**BUSA40037: Elementary Accounting II - 4.00 Units**

Explore accounting theory and practice, including budgeting, cost-volume-profit analysis and incremental decision analysis. Cost accounting topics include product, process and activity-based costing.

**BUSA40046: Business Law for Accounting - 4.00 Units**

Recent accounting scandals and the turbulent economic environment have created situations which challenge our legal and accounting systems. Students will gain an understanding of government regulation of business, the legality of agreements and contracts as related to accounting issues, and an introduction to various forms of business entities. Topics include an overview of laws pertaining to: sole proprietorships, partnerships, LLCs, corporations and their actual formation (as an in-class project, bankruptcy, real and personal property, professional ethics, and the Sarbanes-Oxley Act.

This course is appropriate for candidates preparing for the business law segment of the California CPA exam.

**BUSA40047: Federal Individual Income Taxation - 4.00 Units**

Receive an introduction and overview of federal individual income tax law and procedures. Topics include taxable entities and tax calculations, filing status and exemptions, gross income inclusions and exclusions, business and personal deductions and losses, depreciation and tax credits, and property transactions. A brief review of California tax coverage is also included, with an emphasis on tax law and tax planning, rather than on tax preparation.

**BUSA40048: Auditing - 4.00 Units**

Are you an entry-level auditor, accounting student or professional who needs to learn or review auditing objectives and techniques? This course will teach you about internal control processes and procedures based on Generally Accepted Auditing Standards audit procedures and techniques recent developments and trends in auditing and the history and development of auditing practices through case studies, lectures and in-class discussions.

**BUSA40049: Cost Accounting - 4.00 Units**

Examine current trends in effective cost management and information gathering. Explore traditional costing theories and procedures (developing
standards, computing variances, determining process costs). Survey innovations in cost accounting such as just-in-time (JIT) inventory systems, and look at new process efficiency measures through contemporary success stories. This course combines textbook theory with practical tools for collecting and analyzing key accounting data.

**BUSA40050: Entrepreneurship and Innovation - 3.00 Units**

Learn what it takes to move from idea to implementation when starting an enterprise. This course examines the different mentalities and emotional perspectives necessary to become a successful entrepreneur, or &quot;intra&quot;preneur, within the existing framework of a company. Current and potential business owners will review and discuss such questions as &ldquo;What makes a successful business plan?&rdquo Review all sections of a successful business plan, and how they affect decision making.

Guest speakers share experiences relevant to new business formation.

**Course Goal**

This course will provide you with an understanding of the skills needed to run a small business. You will analyze case studies and have the opportunity to integrate what you have learned in creating a business plan for a new venture.

**Learning Objectives**

By the end of this course, you will be able to:

- Define and describe Entrepreneurship and Intrapreneurship
- Create a Business Plan, Executive Summary and &ldquo;Investor Pitch Deck&rdquo
- Describe an effective Problem or Opportunity Statement
- Describe an effective product or service Value Proposition
- Understand the importance and different types of a Business Model
- Define the elements and purpose of a Go-To-Market plan
- Describe the process and purpose of Competitive Analysis
- Interpreting the elements of Financial Statements, Key Metrics and their purposes
- Summarize the different operations required to run a small business
- Identify the different ways to fund a new business

**BUSA40063: Principles of Facilities Management - 3.00 Units**

Learn critical and practical skills needed for facilities management that you can apply immediately, whether you are looking to enter the industry or increase your knowledge and skill set. Review both the theoretical and applied aspects of facilities management. Gain an understanding of facilities operation, maintenance, staff management, budget, schedules, design, construction management, energy management, and effective relationships with contractors and vendors. Discuss facilities management as a process, and consider its relationship to other functions within an organizational setting. Explore the most current strategies and issues in the industry today, including sustainability, productivity, as well as human and environmental factors.

**Learning Objectives:**

- Understand organizational theory and facility management
- Gain insight on planning, finances, and budgeting
- Gain knowledge, skills and abilities in building systems, operations and maintenance, leadership, real estate, and space planning

**BUSA40064: Project Management Essentials - 3.00 Units**

Effective project management skills are important to professionals in any industry. Learn how to define, plan and execute a project whether your goal is simple or complex. Gain the tools and knowledge for delivering projects on time and on budget, while meeting performance specifications. Explore the basic components of project management and the project life cycle: determining the correct project through strategic portfolio analysis creating a successful charter assembling and managing a team analyzing and controlling risk monitoring project milestones and closing out the project. Get the hands-on skills you need to help you successfully complete your next project management assignment.

**BUSA40066: Systems Engineering Management - 3.00 Units**

Intended for managers, engineers, and technical specialists who desire a broader understanding of the systems engineering process and its management applications, students will examine typical system life cycles and acquisition processes, engineering management planning, tools for technical program planning and control, and activities within the systems engineering process.

**Course Highlights**

- Systems engineering defined
- System life cycle and acquisition processes
- Engineering management planning
- Technical program planning and control
- Engineering decision and control process
- Risk and margin management
- Interface, configuration and data management
- System and performance requirements
- Functional analysis
- System architecting
- Systems integration
- Logistics support analysis
- Specialty engineering integration
- Applying systems engineering principles

**Course Benefits**

- Cultivate a broader understanding of systems engineering process and technical program planning and control
- Identify impacts of integrated product development and total quality management of systems engineering
- Develop a greater cross-functional awareness, understanding and appreciation of other departments contributions to any project
- Acquire skills and tools that will increase effectiveness in environments where multi-disciplined teams are developing the requirements, design, and production processes for new systems and products

**BUSA40091: Planning & Project Management for Facilities Managers - 3.00 Units**

Are you responsible for developing and executing large projects for your facility? Gain a fundamental understanding of how to use project management concepts in the development, design, and operation of facility-related projects. Learn basic project management processes and procedures and how to apply those processes to the various elements of facility management. Explore project management best practices to improve organizational performance. Learn how and why project management fits into a program of continuous quality improvement in facility management. Discussions will cover the planning, coordination, implementation, close-out, and evaluation of facility-related projects.

**Learning Objectives:**

- Learn how to identify and initiate a project
Develop project scope, schedule and budget plans
Execute a project and control project plans
Lead and manage a project team

**BUS40094: Intermediate Accounting Theory and Practice I** - 4.00 Units
Learn how to prepare the principal financial statements, including the recording, valuation, and presentation: of cash, temporary investments, receivables, inventories, plants and equipment, intangibles, and current obligations.

**BUS40109: Work Team Concepts and Skills** - 3.00 Units
Do you work in groups or teams in your workplace? Learn how to develop effective teams in the context of project management and how to implement communication and conversation strategies that help your team meet its project goals. Discover key factors that distinguish teams and shape team excellence, particularly communication and conversational dynamics. Learn how to design powerful conversations to produce the results you want to achieve. Explore common team-related issues including: team charter and team contracts, trust, culture, and conflict resolution. You will also have the opportunity to practice diagnosing and dealing with a variety of group dynamics through a team project.

**BUS40125: Systems Requirements Analysis** - 3.00 Units
Do you need a thorough understanding of system requirements as a prerequisite for developing detailed design features? Learn the four strategies, flowdown, freestyle, cloning, and structured analysis, which are applicable to systems of all sizes and a wide range of types. The material covered in class can be applied to hardware and software systems. You will learn a progressive requirements writing style to reduce the administrative burden on creative design engineers and analysts as you become familiar with applicable documents analysis and streamlining, requirements verification and traceability, and requirements analysis management.

**BUS40128: Interest-Based Negotiation** - 3.00 Units
Becoming a skillful negotiator is essential for all professionals. Learning to produce superior outcomes through negotiations is a learnable skill that can benefit individuals in any field. Negotiation is both a science and an art. The science is in the elements of the negotiation process, and the art is in how those elements are combined and emphasized to produce greater results. In this course you will:
- Assess the strengths and weaknesses of your existing negotiation style
- Understand the phases and elements, and their roles in the negotiation process
- Practice identifying the strategies and tactics that achieve desired outcomes
- Understand how the roles, interests and positions are factored into the negotiation process
- Learn the types, sources and uses of influence
- Practice preparing for, and negotiating, a range of agreements with classmates
- Understand where a collaborative (Win-Win) approach is effective, and when competitive bargaining should be employed
- Learn how to bargain, make smart concessions, and avoid common pitfalls

**BUS40130: Financial Statement Analysis** - 4.00 Units
Financial statement analysis has many applications, including the evaluation of department and senior management performance, accounting compliance, and the profitability of business activities. Accounting principles, economic theory and empirical research are integrated to provide a framework for analysis. Students will be introduced to the concepts of analyzing and evaluating accrual-based financial statements using various analytical methods including ratio analysis and market comparisons. ROI, equity, and credit analysis will also be covered. Many of the topics discussed in this class will be relevant to the CFA Level I Exam.

**BUS40131: Directed Studies-Contemporary Marketing** - 2.00 Units
With an instructor's help, you'll complete an internship or conduct a project relevant to your personal and business interests. You'll meet periodically with your instructor to review and integrate your learning. You'll perform independent research analysis and compile recommendations from your studies for presentation to your instructor for critique and comment. This course to be taken upon completion of other coursework.

**BUS40152: Overview of the Modern Healthcare System** - 4.00 Units
Delivery of healthcare in the United States is seeing changes unimagined years ago. Rising costs, profound new capabilities, and increasingly diverse needs are forcing formerly independent medical practices, hospitals, and insurance plans to restructure and integrate their services. The new system of healthcare is complex and dynamic. This course presents an overview of the modern healthcare system providing participants with a better conceptual foundation for their practice or professional function. Both professionals currently in the health care field as well as those new to or interested in the industry will benefit from its curriculum. Topics covered include the economics of modern healthcare, trends in health demographics and needs, emerging models of healthcare delivery, managed care and its impact on professional specialties, the continuum of care and the roles of providers, practice guidelines and community collaboration. An extensive notebook of contemporary terms and articles is provided.

**BUS40162: International Finance and Capital Markets** - 3.00 Units
Advancements in the global marketplace have resulted in an increased flow of global capital. Learn the various strategies related to business finance when applied to international markets. Topics include: foreign exchange markets and international central banking foreign stock and bond markets international risk management, hedging, international sources of funds and investment strategies and capital budgeting for foreign projects.

**BUS40171: Bioethics** - 1.00 Units
Critical changes in the delivery and management of healthcare have permanently altered the relationship between provider and patient. Changes in technology, organizational structures, payment mechanisms, and societal expectations have created complex ethical issues. Joint Commission on Accreditation of Healthcare Organizations (JCAHO) regulations require that ethics be integrated into all systems. The goal(s) of this course will be to 1) examine three prevailing models for bioethics, 2) use each model in case studies, and 3) address ethical issues such as informed consent, medical futility, patient autonomy, and distributive justice. Participants will leave the one-day course with a working knowledge of the basic models and issues of bioethical decision making in today's healthcare system, and with an increased working vocabulary in the field of clinical ethics. Participants should be acquainted with: Health Care Ethics: Critical Issues by J.F. Mongale and D Thomasma, Aspen Publication, 1994. Elective for Professional Certificate in Healthcare Systems Management Guest Speaker Mileva Saulo, Ed.D., R.N.

**BUS40175: California 2020: Trends in California Demographics and Real Estate** - 3.00 Units
California has one of the world's largest and most diverse economies. Explore how demographics in California and the San Diego region are changing...
rushed, and how they are expected to affect this economy—specifically regarding business and land use in the coming decades. Observe changes in aging, ethnicity, and income patterns, and learn about new business and entrepreneurial opportunities. Find out how these changes could impact your development projects, investment ventures and the local real estate industry. Special attention is given to the changing patterns of land use in Southern California, real estate development issues, and residential and commercial property supply and demand.

**BUSA40191: Behavioral Managed Care: Advanced Symposium - 1.00 Units**
Managed care has taken hold in the behavioral health care marketplace, radically changing the way the business of private practice is conducted. This one day symposium explores the dynamics of managed care and future trends. Topics will cover business principles, provider panels, HMOs, group practices, insurance issues, finance mechanisms including fee-for-service and capitation, legal and ethical issues, utilization review, and increasing payer demand for clinical outcomes measures. Multiple perspectives on managed care will be presented by employers, managed care representatives, and clinicians experienced in working with managed care. This course is for psychiatrists, clinical psychologists, social workers, marriage and family counselors, and other behavioral health providers who have some managed care experience. Previous enrollment in Behavioral Managed Care: Basics is strongly recommended.

**BUSA40194: Medical Information Systems - 3.00 Units**
Next to salaries, information systems are the largest administrative expense in the American healthcare industry (estimated at $6 billion) as well as the fastest growing. Better management of patient information has the potential to greatly change the cost structure of the entire industry. Furthermore, federal agencies and healthcare industry councils are beginning to mandate better collection, management, and sharing of administrative and clinical information among providers in order to better evaluate outcomes from medical treatment in communities. This course examines the rapidly changing arena of healthcare information systems and information management. Topics include emerging technologies in information systems, the latest software applications available to purchasers and providers of healthcare, and the design and use of information for evaluating outcomes. NOTE: Requirement for Professional Certificate in Healthcare Management.

**BUSA40195: Continuous Quality Improvement in Healthcare - 2.00 Units**
Total quality management or continuous quality improvement (TQM/CQI) is at the center of what the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) calls performance improvement (PI). Improving organizational performance requires being skilled in essential quality tools used by individuals and teams. This course teaches those essential skills. Topics include meeting skills, flow diagrams, cause-effect diagrams, data collection, charts and graphs, histograms, and Pareto analysis. The course emphasizes practice of these tools during team exercises. Call 534-3434 to enroll. Elective for Professional Certificates in Healthcare Systems Management and Total Quality Management.

**BUSA40211: Computer and Software Law - 1.00 Units**
This course will provide developers, vendors and users of computer systems with basic knowledge of intellectual property law as applied to software and the Internet—including strategies for protection of software and Internet content from piracy, and legal considerations involved in the marketing and sales of software and computer systems. Topics will include copyright, trade secret, trademark and patent law as applied to software and the Internet. Particular focus will be on the eligibility of different types of software related inventions to patent, copyright, and trademark protection.

**BUSA40215: Medical Technology Assessment - 2.00 Units**
In many ways vast breakthroughs in technology over the past few decades have created both a new world of ability and discovering for medicine, and a new challenge of soaring cost and ethical dilemmas for the medical industry. Making choices regarding constantly evolving technology—what to buy, when to buy, how to use, and how to integrate different systems—has become one of the most difficult and far reaching decisions today's healthcare provider or manager faces. This course is designed to help everyone in the healthcare industry better understand and assess the impact of emerging medical technologies. Applying a conceptual framework for technological advances introduced in the class, students will have the opportunity to interact with a number of local technologists regarding emerging capabilities and questions of cost, ethics, approval processes and outcomes. Topics include genetic research and product development, physiological scanning and analysis, surgical and invasive procedures, recovery and therapy, and pharmacology. NOTE: Elective in the Professional Certificate in Healthcare Systems Management.

**BUSA40216: Managed Care: The Nuts and Bolts - 0.50 Units**
Managed Care is increasingly becoming the way in which patients access health care in the San Diego region. What is managed care? How does it work? What are the specifics with regard to the provision of care in a “capitated” environment. This course is an introduction to the managed care field. Topics will include risk sharing (capitation, per diems, fee schedules, case rates, risk pools), types of contracting (“shared risk” versus “full risk”) types of health maintenance organizations [HMO’s staff group network model, IPA’s (individual practice associations), commercial HMO’s, MediCare HMO’s, concurrent/prospective/re batspective review, case management, treatment protocols, levels of care. The course will familiarize participants with the “language” of managed care and the mechanisms supporting a managed care system. managers, or individuals NOTE: Elective in the Professional Certificate in the Healthcare Management.

**BUSA40217: Product Management - 11.00 Units**
Next program begins in February 2018!
Developing new products and managing them through their life cycle is the lifeblood of companies—specially those in technology and science—but new product development is risky and most new products fail. The solution lies in an organization’s ability to successfully implement and manage a professional product management process that takes new ideas from concept to launch using a rigorous multi-department process led by a Product Manager and a cross functional team. The UC San Diego Extension Product Management program offers students a comprehensive look into the elements and skills necessary to manage a successful product management process at their company. From learning the phase-gate process critical to product management success to the team and leadership skills necessary to lead a cross functional product management team, the Product Management program provides the real world tools necessary to be a successful product manager. Coursework includes class lectures, field trips, hands-on cases, project and market simulations to maximize learning in a short period of time.

The program benefits both new and experienced professionals who want to sharpen their skills and learn the latest product management techniques. Professionals include current product managers and those in engineering, marketing, sales, finance, operations, customer service and manufacturing.

Program Benefits:
- Learn what it takes to be a successful product manager
- Discover ways to help your company be more innovative
- Stay up-to-date on the latest product management practices
- Improve your skills while increasing your value to the company
- Experience real-world situations through simulations and company tours
Miss minimal time from work with Friday and Saturday courses
Complete the program in just five months

Learning Modules:
- Product Management, Planning, and Leadership
- Cross Functional Product Teams, Decision Making
- Finance for the Product Manager, Analyzing the Industry and Competition
- Market Segmentation, Target Markets, Product Planning, and Sales Forecasting
- New Product Process including Phase Gate
- Product Portfolio Management and End of Life

Program Schedule:
The program consists of six modules and is scheduled every three weeks between February and June. Class sessions are held Fridays from 9 a.m. to 4 p.m., and Saturdays 9 a.m. to 12 p.m..

For more information, contact:
Susie Baranowski, (858) 534-9148, sbaranowski@ucsd.edu

BUSA40233: Leadership and Management Program (LAMP) - 6.00 Units
LAMP enhances the leadership and management skills of company-nominated supervisors and managers in the San Diego region. LAMP emphasizes interaction, group problem solving, and personal reflection. Virtually every participating company reports immediate improvement in the performance of LAMP graduates. Participants in LAMP are evaluated against specific competencies and milestones related to leadership, interpersonal communication, dealing with performance issues and conflict, facilitating teamwork, handling financial resources, and planning and managing projects and processes. The program is only offered once a year. For more information, contact Susie Baranowski at sbaranowski@ucsd.edu, (858) 534-9148 or visit extension.ucsd.edu/lamp.

BUSA40244: Healthcare in the Border Region and Mexico - 1.00 Units
This one-day seminar is presented in three sections, the first presenting an overview of healthcare in the U.S., including Health Maintenance Organizations (HMOs), Preferred Provider Organizations (PPOs), group medical practice, hospitals, and integrated delivery systems. The second section surveys the state of healthcare in Mexico as well as health reform, and the third features a discussion of health in the U.S.-Mexico border region, which includes information on the demographics, health status of the border region population, cross-border utilization of health services, and the market for healthcare in San Diego-Tijuana.

BUSA40257: Directed Studies in Bus Mgt - 2.00 Units
Explore the basic concepts of intellectual property. The nuts and bolts of patents, trademarks, copyrights and trade secrets are explained in layman’s terms. Real-life examples and “war stories” are interwoven to clarify and emphasize the hot intellectual property issues that can make or break a company’s financial health.

BUSA40264: Accounting for Lawyers - 1.00 Units
This course is designed for lawyers with little or no accounting background. Topics include: understanding balance sheets, income statements, accounting journals, general ledger, trial balance, generally accepted accounting principles, generally accepted auditing standards and how to analyze corporate financial reports.

BUSA40301: Business Law for Managers - 2.00 Units
Get an overview of important legal and business ethical issues related to business dealings. Survey the legal rules, legal theories, and legal reasoning as applied to everyday issues and problems found in business activities.

Topics in business law and government regulation will be discussed including: ethics, the court system, torts and crimes, contracts, sales, consumer protection, intellectual property, employment law, business entities, real and personal property, and landlord-tenant. Upon completing this course, you will have a basic understanding of the U.S. legal system and how business entities act within it.

BUSA40334: Overview of Healthcare Data Management and Analysis - 3.00 Units
Operational effectiveness in healthcare delivery and management is a prime contributor to continued organizational success. The ability to offer competitive prices, create operational ease for clients, patients, clinicians, and managers and to respond to executives with meaningful information, depend largely on reliable, and accessible data management systems. This course will assist participants in organizing this type of system, examining issues such as reliability and costs of data acquisition and management handling normative data, case mix adjustment, and statistical significance analyzing, presenting and explaining healthcare data and ethical considerations in gathering and maintaining healthcare data. NOTE: Requirement for Professional Certificate in Healthcare Informatics.

BUSA40341: Overview of Fundraising and Development Processes - 3.00 Units
Do you need the basics of fundraising under your belt or a refresher in the fundamentals of development? Come review everything you need to know about the fundraising process, fundraising as a career, and standards of professional practice. With expert guidance, you will explore the structure of a non-profit and learn the roles of the board, staff and volunteers. See step-by-step what goes into developing and executing a fundraising plan and review different giving methods, volunteer management and related ethical considerations. Get skills in strategic planning, marketing and public relations and learn about working with different consultants. From special project campaigns to fundraising technology, you will learn it all. Get your start today.

BUSA40342: Introduction to Business - 3.00 Units
Examine the foundation, principles, and practices upon which modern business enterprises are based. Become familiar with not only the functional elements of a for-profit company, but also the challenges presented by today’s competitive global marketplace. Topics include: the business life cycle balancing short and long-term demands forms of business ownership and organization structure leadership and managing competing priorities competing in global markets the employment relationship (employment options, compensation packages, managing and rewarding performance) marketing, promoting, pricing and distributing products and services financial and operational information systems.

BUSA40348: Project Procurement Management - 3.00 Units
Do you want to know more about how goods and services are acquired in the project management environment? Examine the procurement planning and management process in its entirety, from request-for-proposal planning to final contract close-out. Learn how to evaluate potential sources for external procurement. Explore strategies for contract selection risk assessment negotiation and administration as well as the challenges that can arise during the life cycle of a contract. Discover effective techniques for controlling quality and cost, while measuring the performance of major contractors. Other topics include legal issues product liability and risk tender documents invitation to bid bid response and evaluation.

BUSA40358: Controlling Project Costs and Risks - 3.00 Units
Project control is simplified by good planning from the start. Explore project selection, evaluation, initiation, and the planning that follows. Discuss project scope and its relationship to costs, as well as the cost estimating process. Learn how simple but effective tools like MS Excel and MS Project can help control project costs. You will also study risk management — including the nature of risk factors methods of assessing and estimating impact of risk and ways of avoiding or mitigating risks. Other topics include monitoring and reporting, sustaining commitment, resource reallocation, balancing time versus quality, performance measurement, and change management.

**BUS40361: Working with Philanthropic Donors - 3.00 Units**
Understanding how to nurture and sustain philanthropic relationships is essential to any successful fundraising effort. Explore how you can improve the quality of your relationship with your donors and increase support for your organization. Get insight into the psychology of philanthropy and fundraising. Learn to discern the interests of individuals in your donor base. Develop appropriate fundraising strategies and plans for your donors including: "packaging" development needs to match donor interests, soliciting the donation, ways of involving potential donors before and after donations, providing ongoing recognition and opportunities for giving. Study case histories, model programs, and development techniques that you can immediately apply in your organization.

**BUS40368: Business Communication Skills - 3.00 Units**
Being able to communicate your ideas accurately and persuasively is essential in a business environment. Explore the communication skills necessary to be productive in today’s complex workplace. Discover how to analyze and address a range of audiences. Learn the basics of speech organization, body language, vocal variety and speaking without preparation. Improve your interactions one-on-one and in meetings. Topics include recognizing and responding to nonverbal messages, personal vs. position power, negotiation, accommodating individual differences (age, culture, gender), giving and receiving constructive criticism, understanding group dynamics and team development, professional writing skills, and presentation skills. This course will prepare you to communicate more effectively in business. You will explore the foundations of business communication, develop your writing skills (applying clear communication principles to written communication), improve normal business correspondence, write more effective reports, and learn how to improve oral presentations.

**BUS40370: Project Management Simulation - 2.00 Units**
Get hands-on project management experience via a multiple team project simulation. Practice project management methodology and techniques in developing solutions to project management challenges. Apply strategies to: project management prior to initiation risk management resource/vendor considerations change management portfolio management outsourcing and contracts team change responses merger and acquisitions and global and virtual team project management.

**BUS40385: What is the Company Worth: A Guide to Due Diligence - 0.50 Units**
An overview of the legal and business issues in the due diligence process. Designed for those making private equity investment decisions whether from the selling or acquiring perspective. Topics include: valuation, tax issues, competitive analysis, management, intellectual property issues and corporate issues.

**BUS40387: Capital Campaigns - 1.00 Units**
Capital campaigns are a cost-effective way to raise large sums of money in a relatively short period of time. Determine if your organization is ready for a capital campaign and how to prepare to move forward. Investigate what it takes to launch and successfully conclude a capital campaign. Learn how to develop and tailor a campaign strategy for your needs. Explore how to identify potential volunteers and donors, develop a case for support, and create promotional materials for the campaign. Other topics include: planning and preparation for setting up a campaign office required reporting and tracking tools and how to keep volunteers motivated during the campaign.

**BUS40391: Computer and Software Law - 2.00 Units**
This course will provide developers, vendors and users of computer systems with basic knowledge of intellectual property law as applied to software and the Internet — including strategies for protection of software and Internet content from piracy, and legal considerations involved in the marketing and sales of software and computer systems. Topics will include copyright, trade secret, trademark and patent law as applied to software and the Internet. Particular focus will be on the eligibility of different types of software related inventions to patent, copyright, and trademark protection.

**BUS40392: Supply Management I: Purchasing & Creating Requirements - 3.00 Units**
Purchasing and supply management professionals must be equipped to face contemporary operational challenges. This class will expose students to industry best practices and provide an understanding of essential terminology. Learn the strategic components of purchasing and supply management, and understand:

- Supply cost analytics
- Purchaser-seller relationships
- Subcontracting
- Strategic alliances
- Basic purchasing applications
- Value added purchasing actions vs non-value added actions
- Operation techniques and department objectives
- Legal aspects relating to purchasing and contracts

Additionally, students will become familiar with how supply relations are a key element of supply chain management.

**BUS40393: Supply Management II: Sourcing and Analyzing Cost - 3.00 Units**
The course will examine the core purchasing objectives: quality, quantity, time, place, source, service, and price. Topics include: methods of description/specification, measuring value, supplier certification, demand forecasting, inventory classifications and replenishment models, MRP, Just-In-Time, supplier evaluation and selection, competitive bidding, price and cost analysis and negotiation strategy.

**BUS40394: Supply Management III: Regulations, Contracting, and Logistics - 3.00 Units**
Purchasing III builds upon the basic understanding of purchasing organizations and operational objectives gained during Purchasing I and II. More advanced and specialized topics such as capital asset acquisition, buying services, international purchasing, and purchasing in the public sector
will be covered. The capstone session will be a review of the modern trends in Supply Chain Management.

**BUS40395: Business Career Academy** - 12.00 Units
Finding that first job out of college can be a daunting challenge. Join this cohort of recent and soon-to-be grads to get your foot in the door of an employer. Enhance your understanding of foundational business concepts, gain marketable skills, and prepare to land some interviews. Learn the foundations of management, human resources, accounting, and other essential business subjects, as well as introductory finance concepts, marketing techniques, and business decision-making strategies. In addition to learning about organizational management and leadership, students receive personal career guidance. You will study strategies and tools for how to get the career positions you want by learning about the recruiting process, preparing a job-finding strategy, and completing a résumé as part of a personalized job-search portfolio. Real-world projects include the completion of a marketing project for a local employer and a student-driven activity that benefits the nonprofit community. Working as a cohort, students will address specific challenges and opportunities, gaining practical and professional experience. After successfully completing this course, students will be primed and prepared to enter the competitive world of work.

**BUS40396: The Leadership Toolkit** - 3.00 Units
Designed to provide valuable individualized assessment of the strengths and development needs of your managers (and potential managers), these seminars focus on key skill sets required to be effective on the job. In addition to self-assessment, information is gathered from supervisors, peers, and direct reports to provide confidential and objective insights. This information then serves as a foundation for individualized action planning to improve and enhance managerial skills.

**BUS40410: Directed Studies in Fundraising and Development** - 2.00 Units
Apply all the skills you have learned throughout the Professional Certificate in Fundraising and Development. Choose a project tailored to your personal interest and gain practical experience in fundraising. You will be assigned an advisor who will coach you on your individual project throughout the quarter. Elements of the project include: selecting a cause, researching/identifying potential donors, developing a strategy for initiating and building a relationship with one targeted donor, and writing a proposal to that donor.

**BUS40414: Systems Verification and Validation** - 3.00 Units
Understanding and applying core principles of Systems Verification and Validation is considered by many to be the key element of a solid systems engineering process. In this course, you will learn the importance of certifying customer requirements through a proven validation process. You will also acquire an understanding of product development and factory acceptance testing through an established system verification process. The application of &ldquoVerification and Validation&rdquo is the processes that establish a product's quality and &ldquofit for use&rdquo prior to customer delivery. You will learn the significance of verification and validation through lecture and &ldquohands-on&rdquo assignments designed to reinforce core values of the systems engineering process.

Course Highlights:
- Definition and application of the &quotV&amp;quot process
- Understanding and applying test and evaluation metrics
- Developing customer requirements and system specifications
- Importance of test and evaluation management decisions
- Understanding commercial and DoD methodologies
- Application of system prototyping
- Application of modeling and simulation
- Learning from historical failures

**Importance of the risk mitigation process**

**Course Benefits:**
- The tools provided in this course will support and improve your ability to identify, document and execute system testing prior to customer use
- Your understanding of system cost drivers will improve your ability to effectively manage a company's test and evaluation process
- Your understanding and appreciation of systems failures will provide a basis from which you will be an advocate for system testing that ensure product safety

**BUS40435: Financial Decision Making** - 3.00 Units
Use of financial accounting and managerial economics to evaluate complex corporate financial decisions in areas such as budgeting and forecasting, corporate lending, capital budgeting, and capital structure. Case methods are used extensively. Coursework involves the analysis of financial issues faced in the business environment and the development of recommendations to achieve desired solutions.

**BUS40439: Finance Management** - 4.00 Units
Learn the key concepts, terms and tools associated with the financial world. Topics include: analysis management of working capital and short-term financing time value of money and valuation of corporate securities capital budgeting and long-term financing risk management, investment and capital markets.

**BUS40441: Business Decision Making** - 3.00 Units
Managers are invariably critiqued on their effective use of the complex decision-making process. Refine your leadership skills and focus on the strategic decision-making process as viewed from the top of an organization in a multidisciplinary setting. Through case studies, explore the consequences of disregarding the decision-making process or of its ineffective use. You will also participate extensively in small groups and have the opportunity to integrate all you've learned into an effective interactive decision-making model.

Students will gain a solid understanding of the role of a general manager and using skills and information from the course to quickly assess, describe, investigate and navigate business strategy and decision making.

The course is intended for individuals with an interest in how business managers arrive at making a strategic decision. The class attracts individuals from all types of educational backgrounds and experiences.

The course will explore the characteristics of strategic thinking and the strategic decision-making process. Students will evaluate the strategic management process, explore internal and external environments, and apply practical frameworks for creating, evaluating, implementing and monitoring business strategies. As a result, students will become more familiar with role of a general manager.

By the end of this course, the student will be able to:
- Define strategy and the strategic management process
- Articulate and write an organization's vision and mission statements
- Evaluate an organization's external environment
- Evaluate an organization's internal environment including resources

**&amp capabilities**
- Perform a SWOT analysis
- Identify the five basic (generic) strategies an organization can choose from

**Define the strategy implementation stage and identify its main components**
- Identify the differences between domestic and global strategies
**BUSA40442: Market Research and Analytics - 4.00 Units**

Market research is used to obtain reliable information about customers, industry trends, competition, and even emerging trends that could affect the future of your organization’s products or services. This course will give you an overview of the use and applications of market research. Traditional qualitative and quantitative research techniques and methodologies will be covered, along with online research techniques. To gain practical market research experience, you will participate in an actual market research project and work on several “quoting world” market research case studies. You will also learn how to use market research results to drive successful product and service design.

**Learning Objectives:**
- A general working knowledge of the concepts and methods of marketing research and specific methods best utilized
- An understanding of the sources of marketing information and the various means for gathering such information
- The ability to translate a management problem into a feasible research question
- Gain insight into the strengths and weaknesses of alternative research designs
- Understand the biases and limitations of marketing data and basic data analysis

**BUSA40443: Presentation Techniques for Marketers - 3.00 Units**

Your key to success in today’s business environment is the ability to effectively present yourself and your ideas. In meetings and formal presentations, marketing professionals are required to speak persuasively and professionally. In order to be successful and advance in your career, public speaking skills are an essential competency. This course will cover the fundamentals of public speaking and give you opportunities to develop and deliver marketing and sales presentations. After the completion of the course you will have the tools and confidence to develop and deliver great presentations.

**Learning Objectives:**
- Understand how to build a presentation that flows from Point A to Point B
- Gain insight on how to understand your audience
- Learn how to brain storm without presenting a “data dump.”
- Find a “flow” that works for you and your presentation
- Learning how to initiate a “90 second” launch
- Understand the proper role of graphics in your presentation

**BUSA40446: Creative Advertising Strategies - 3.00 Units**

While advertising is a powerful and pervasive medium, highly effective advertising includes a creative strategy, a detailed plan for executing a campaign, and rigorous analysis. This course studies techniques for developing and creating effective advertising within the context of integrated marketing communications campaigns that include advertising, PR, sales promotions, personal selling, direct marketing, and online channels including social media. Through a variety of real life advertising examples and in-class projects, this course reviews all aspects of end-to-end advertising development. Whether you have limited experience in advertising or wish to enhance your marketing and advertising skills, this course is for you.

**BUSA40451: Product Branding and Positioning - 3.00 Units**

Learn to create products and brands that customers love. Explore a hands-on approach to product development, applied customer research, competitive mapping, case study analysis, positioning, communications, and the development of creative branding strategies. In addition, learn tried-and-true best practices through in-depth case studies of real brands and products. With an emphasis on practical tactics that help shape a product and brand’s positioning strategy, you’ll develop the ability to create a full product and branding plan to integrate into your organization and stay ahead of the competition.

**Learning Objectives:**
- Create positioning models that hone in on the features, advantages and benefits of products
- Understand the competitive landscape to accurately place products within the marketplace
- Create branding strategies that include messages, imagery, internal culture statements, brand audits
- Learn how to apply appropriate marketing channels to branding campaigns
- Create a full product and brand plan

**BUSA40453: Online Marketing Strategies - 3.00 Units**

More than ever, the cornerstone of every targeted marketing plan should be an online marketing strategy. Explore website design, search engine optimization, pay-per-click advertising, social network marketing, e-mail marketing, mobile marketing, and other digital marketing elements. You will leave the class with an actionable marketing plan covering best practices as well as creative online marketing ideas. In-class sections may have guest speakers that include regional experts on various aspects of online marketing. Learn how to attract more of your targeted customers to your website, as well as ensuring that those customers take the actions you desire once they arrive.

**BUSA40463: Grant Writing for Nonprofits - 2.00 Units**

Gain a comprehensive understanding of the grant writing process and how you can use grants to fund your endeavors. This hands-on course will guide you through the entire process of writing a funding proposal. Practice writing problem statements and objectives receive feedback on your writing work effectively in group discussions and learn how to construct a grant budget. Topics include “big-picture” program design the research process for finding the right grant funders for a project components of an effective grant proposal and strategies for organizing the complete package. Discover the resources you need to help your organization with its own grant writing.

**Learning Objectives:**
- Students should be able to write effectively for multiple purposes and audiences required by a nonprofit organization (NPO)
- Comprehend the entire grant proposal writing process, including project/program management, financial projections and program evaluation
- Identify roles and expectations of a funding agency, foundation or giving institution
- Understand very basic NPO management systems and constraints
- Develop effective research strategies, data collection, and invention
- Understand basic principles of layout and visual communication design for proposals

**BUSA40477: Business Valuation - 3.00 Units**

This course will teach the generally accepted approaches, methods, and procedures for the valuation of business enterprises. Students will be introduced to the process of defining the scope and outlining the valuation
project, as well as how to determine the proper standard of value, when aspects other than market value are used. The course will conclude with an appraisal project and report according to the Uniform Standards of Professional Appraisal Practice (USPAP).

**BUSA40494: Earned Value Project Management - 3.00 Units**
Explore how to successfully monitor project and program performance through Earned Value Project Management (EVPM). EVPM gives customers and suppliers the ability to track technical aspects, cost, and schedule. It also integrates cost, schedule, and technical aspects into programmatic report synopses. Gain the tools used to conduct analysis of contractor-supplied documentation. Discover how to track progress and get information on cost and schedule performance data—including a visual depiction of budget efficiencies for both time and dollars. Discuss industry-recognized standards for monitoring work performance and strategic planning. Learn how you can measure accomplished efforts against the plan for management to effectively make risk management decisions.

**BUSA40496: Corporate Properties & Real Property Assets - 3.00 Units**
Today's facility managers play a significant role in the management of corporate and federal real estate and real property assets. Workspace design and facility location are critical factors in supporting the missions of dynamic corporations and controlling the premise's expenses. On the federal side, there is an increased emphasis on managing more effectively and disposing of waste. Explore various dimensions of corporate and federal real property management, including development and management of real estate master plans and management of the assets. Discuss concepts in the context of strategic planning and gain an understanding of the basics of commercial real estate, planning and decision-making.

**BUSA40498: Compensation and Performance Management: Daytime - 4.00 Units**
An essential part of the human resource management cycle is the appraisal and reward process. Students in this class will earn an appreciation for the various components of this process: job analysis, compensation, system development, incentive compensation, performance measurement, and management and approaches to improving organizational competitiveness. It is required that students take this course after completion of Leveraging Human Capital (BUSA-40456).

**BUSA40506: Politics & Public Policy of US Healthcare - Sacramento - 5.00 Units**
This exciting, fast-paced and practical course is filled with critical information for those who want to advance their understanding of healthcare politics. Classes focus on leadership and political advocacy, legislative structures, the media in healthcare, building coalitions, lobbying, and political campaigns. Participants will travel to Sacramento to attend a legislative session.

**BUSA40515: Fundamentals of City Planning - 3.00 Units**
Planning is the most important aspect of cities. It includes the physical arrangement of places, the creation of social programs, and adherence to legal requirements, all for the betterment of people and the protection of resources. Planning processes are complex and are continually impacted by ever-changing rules and regulations. This course will provide the fundamentals that define planning in California. Topics include: the role of a planner, the regulatory framework including the General Plan and Municipal Code, the California Environmental Quality Act (CEQA), National Environmental Policy Act (NEPA), the State Subdivision Map Act, resource-specific legislation for the natural, cultural, and built environments, and planning and development methods, strategies, and trends.

**BUSA40517: Directed Studies in Accounting - 2.00 Units**
Apply all the skills you have learned throughout the Professional Certificate in Accounting by completing a comprehensive project tailored to a particular segment of the accounting industry. Work with an advisor who will coach the project throughout the quarter. Elements of the advanced level project include: assessing accounting issues, developing solutions through a professional accounting initiative, presenting and evaluating the impact of the recommendations.

**BUSA40523: Athena Entrepreneurs Start-Up 101 - 2.00 Units**
What does it take to start a high-tech or life sciences company? What special obstacles and challenges do women entrepreneurs face? How can they overcome them? In this six-session course, you will hear from successful entrepreneurs, venture capitalists, human resource specialists, attorneys, and others who are key in helping to start and build a successful organization. Topics include: building a scaleable management team, raising money, forging strategic partnerships, marketing, intellectual property, and leveraging external advisors.

**BUSA40529: Taxation of the Business Entity - 4.00 Units**
Explore a comparative overview of the various business entities: the formation, capital structure and tax treatment of the sole proprietor, general and limited partnerships, LLPs, LLCs and S and C Corporations and converting the existing entity into another type of entity. The course progresses into tax and strategic planning throughout the life cycle of the business.

**BUSA40530: BioBusiness: Ventures and Operations - 3.00 Units**
Biotech is a special breed of business, especially in the start-up and early phases. Whether you are considering joining a biotech start-up or want to be successful in a life science organization, it pays to understand biotech business fundamentals. The goal of the course is to expose bioscience professionals and entrepreneurs to the life cycle of a biotech company. The format is highly interactive and learning is enhanced by case studies, team presentations and exercises.
Topics include:
- Disruptive innovation &ndash Understand the accepted theory and how to make use of it
- FDA regulation &ndash Pathways and times to approval for drugs, devices and biologics
- Spinouts &amp licensing &ndash Creating intellectual property and obtaining rights to fields of use
- Financing &ndash Cover the basics plus negotiating investment, valuation, dilution, options
- Biotech business models -- Learn the 8 biotech business models and risk/reward of each
- Business development &ndash Analyze/value the acquisition of a license or a corporate entity
By the end of this course, you will be able to:
- Judge the probability of financial success of a startup or early-stage biotech
- Analyze the many biotech business models and functional activities for employment or investment
- Assess the match between technology and documented market needs
- Distinguish between an unproven idea and solid proof of concept
- Analyze intellectual property and license agreements
- Understand the current regulatory environment
- Understand and select financing alternatives
- Conceive of low-risk products using disruptive technologies for new and unserved markets

The course is structured, yet informal, and engages students in workshop fashion. Most classes start with a discussion of the materials followed by a
group exercise and conclude with a team presentation of a Harvard Business School biotech case. Projects measure and enhance your entrepreneurial abilities, interpersonal team skills, written communications and oral presentation abilities.

Student Testimonials

"I thoroughly enjoyed the course and learned a tremendous amount. This has probably been one of the best courses I’ve ever taken. You are a natural teacher and your participatory approach really works!"

- Theodore Georgis

"I can hardly believe the class is coming to an end so soon. Nine classes seem to be just the beginning... we are ready to have a year-long course on biobusiness."

-Helen Chen

BUSA40531: Workplace Ethics - 2.00 Units

Strong workplace ethics, or the lack thereof, have had far-reaching consequences for companies and corporate leaders. This class will explore regulations that specifically address ethics in the workplace, and it will differentiate between compliance and ethics. You will be challenged to think through the relationships and impacts of your decisions on your organization, as well as to consider the impact on shareholder value and other stakeholder effects from unethical behavior.

BUSA40532: Business Management Essentials - 22.00 Units

Business Management Essentials is a full-time program for international students who want to gain a comprehensive overview of American business practices and skills. Students are likely to come from various countries and cultural backgrounds, thereby affording opportunities in class to compare and contrast business practices around the globe. This program provides students with student visa sponsorship and an I-20. Who should take this program?

If you would like a comprehensive overview of U.S. management practices and fundamental business skills, the Business Essentials program may be right for you. Designed to provide a comfortable learning environment for international participants with limited work experience, this program presents opportunities for you to compare and contrast business practices around the globe. You must be 20 years old or older and have at least two years of university experience to participate in this program. If you stay for three quarters, you will be in class with American students during your second and/or third quarter. Core modules within the program include: leadership, human resources, communications, business operations, project management, marketing, strategic planning, presentation skills, team building, project management and business ethics. A 48-hour internship within a UCSD department is included. After three consecutive quarters of study in Business Essentials, you are eligible to apply for Optional Practical Training.

Program Benefits:

- Develop business skills, knowledge, and abilities by learning American business fundamentals.
- Participate in multiple business modules and get broad exposure to varied business disciplines, including business operations, marketing, human resources, communication, project management, negotiation, bookkeeping, banking, and entrepreneurship.
- Gain practical experience in an American workplace during a 48-hour unpaid on-campus internship.
- Study alongside international and American students and build your network.
- Apply for OPT after three consecutive quarters of study.

Note: UC San Diego Extension International Programs follow a quarter system. Each quarter consists of 10-12 weeks of full-time study. There are four quarters per year.

The language requirements for admission are (only one of the following scores is required):

- TOEFL 530
- TOEFL iBT 70
- IELTS 6.0
- TOEIC 700

Students must also submit the following items with their application:

- Official final transcripts in English indicating a strong academic history.
- Dated and signed letter of recommendation on university or company letterhead from a professor or supervisor.
- Resume or CV.
- Essay: 200-word essay explaining your qualifications and reasons for wanting to take the program.

For questions about the Business Management Essentials program, please email bpis@ucsd.edu.

Interested students must complete an application. To find out more and to submit your application, please go to: extension.ucsd.edu/international-programs/business-essentials

BUSA40537: Principles of Patents - 3.00 Units

How are inventions protected? From obtaining a patent from the U.S. Patent and Trademark Office to enforcing the rights granted thereby, this course thoroughly explores aspects of the U.S. Patent System. The course places an emphasis on how rights are acquired and the scope of those protections. It will also cover recent U.S. Supreme Court and appellate level developments in the dynamic area of Patent Law, with an in-depth analysis of the requirements for patentability, validity, and enforceability of U.S. patents.

BUSA40538: Principles of Trademarks - 3.00 Units

Trademark law protects any word, symbol, design, device, logo or slogan that identifies and distinguishes one product from another. In this course, you will learn about the Lanham Act, federalization of unfair competition laws, the requirements for trademark eligibility, registering and protecting a trademark. Current events and up-to-date information at both the State and Federal levels are covered including the impact of e-commerce and the Internet.

BUSA40539: Principles of Copyrights - 3.00 Units

Copyright law protects music, architecture, writing, computer programs, plays, websites, dance, and visual arts. While appearing simple on the surface, copyright law is deep with complexity. Participants will learn the basics of copyright law along with many practical details including the registration process, ownership, assignment, works made for hire, licenses, and enforcement.

BUSA40540: Patent Prosecution - 3.00 Units

This course covers the patent process in detail and includes application, prosecution responses, and continuing applications using a practical approach. We will analyze PTO forms and particular attention will be paid to calendaring and moving the patent forward.

BUSA40541: Patent and IP Searching - 3.00 Units

Do you need to assist your company with novelty or patentability searches? Are you involved in trademark selection? This course will walk you through the use of the USPTO website, Trademark Electronic Search System (TESS), and other free internet resources to research patents, trademarks and copyrights. You will learn how to use the classification systems to improve your search results. Additional topics include patent family analysis, and searching for due diligence and litigation support. Students must have access to the internet outside of the classroom.
BUSA40542: Advanced Issues in Intellectual Property - 3.00 Units
Advanced Issues in IP Law. This course explores the role of patent professionals in Intellectual Property. We bring in a number of subject matter experts to try to give the students a chance to delve more deeply into some of the currently "hot" IP topics, including intellectual property in the drone industry, copyright issues in the music industry, trade secrets, IP litigation, TTAB and PCT procedures, and a look at the ever-evolving software patent issues.

BUSA40543: Directed Studies: Human Resources - 2.00 Units

BUSA40546: Leveraging Human Capital: Daytime - 3.00 Units
Today's business climate requires companies to be inventive and flexible in their efforts to attract, motivate and retain employees. The most successful organizations align their workforce development efforts with the strategic direction of the company - hiring, developing and retaining highly qualified employees to achieve corporate goals. Through facilitated discussion, group exercises and case studies, you'll review recruiting and staffing techniques and employment law considerations. The class also explores career planning, employee development and other retention tools.

BUSA40547: Certified Bookkeeper Program - 9.00 Units
One of the few national programs endorsed by the American Institute of Professional Bookkeepers (AIPB), this program helps you to get the knowledge and skills you need to become a Certified Bookkeeper. You'll complete personal workbooks, take practice exams on a dedicated website, and take the Certified Bookkeeper examinations. This course will be offered in the Fall 2018 quarter. A free Information Session will be held in September 2018. For details email AcctgTaxProgram@ucsd.edu.

BUSA40556: Copyrights for the Web Designer and Graphic Artist - 0.50 Units
Participants in this class will learn to apply for copyright protection of a work, obtain permission to use work, apply the fair use doctrine in a web or graphic design project and negotiate copyright protection clauses in work contracts.

BUSA40557: Copyrights and Patent Law for Programmers - 0.50 Units
As a programmer, your work is nearly always original. Do you own the copyright or does your employer? What if you're an independent consultant? What if you are rewriting a program that someone else authored? These and other questions that plague the software community are the focus of this course.

BUSA40579: Computing for the Legal Professional - 3.00 Units
This course provides an understanding of the knowledge and capabilities of the Internet and web-based technology as they apply to law firms. Additionally, students will learn the various applications used in law firms, including time and billing, word processing, spreadsheets and research software. Information will be provided on the features and capabilities of document assembly and management systems, as well as litigation support and case management. Students will also acquire an understanding of electronic security and confidentiality.

BUSA40620: - 3.00 Units

BUSA40624: Foreign Patent Prosecution - 2.00 Units
Gain a thorough understanding of foreign patent protection and filing strategy with a focus on PCT practice. The number of PCT Contracting States is currently 123 and growing. It includes all the industrialized countries of the world. PCT is now firmly established as the most cost-effective instrumentality for obtaining international protection and creating an international patent portfolio. A basic working knowledge of the PCT will be taught in this six-week course.

BUSA40643: EPSE Module 1 Leading Knowledge Based Organizations - 8.00 Units

BUSA40644: EPSE Module 2 Understanding a Technology Business - 8.00 Units

BUSA40645: EPSE Module 3 Building New Value Through Innovation - 6.00 Units

BUSA40658: HR LearnAbout Tour - 0.50 Units
In this six-hour program, participants will ride together to visit two outstanding workplaces in the San Diego area. This is a unique opportunity to learn best practices from local HR and business leaders. Discussion topics and practical examples related to HR practices may include:

- Attracting, developing and retaining high-performing millennials and talent across generations by designing an integrated rewards system
- Optimizing performance through innovative methods that align people and business needs
- Transforming the HR function to fuel the company’s growth and sustainable business achievements
- Achieving results through synergistic compensation and incentive practices
- Planning and executing HR strategic goals that evolve along with company goals

Participants will meet in the lobby at our University City Center location (Address: 6256 Greenwich Dr, San Diego, CA 92122). Participants will board the bus by 7:45am to leave for the first location. Space is limited! Transportation and lunch are included. Participants can also earn four hours of re-certification credits for SHRM-CP, SHRM-SCP, PHR, SPHR, etc.

For information, contact Alisa Watjara or Cláudia Schwartz.

BUSA40667: Project Management for Technical Communicators - 2.00 Units
How can you keep your technical communication project on track when the goal is always changing? Let an experienced project manager teach you how to tame your wild project. Learn to do document needs analysis, productivity metrics, project estimation (cost and timeline), and progress tracking and reporting. Get hands-on practice on a course project (a cost and timeline estimate) you will create from a set of starting requirements. For your convenience, homework assignments will build toward the course project, and you can do the coursework online at any time of day.

BUSA40671: Exhibit Management Basics - 1.00 Units
Explore an overview of the multi-billion dollar trade show and exhibition industry, including career opportunities, show types and locations, and industry terminology. Learn to improve your company's Return on Investment and Return on Objective by setting measurable goals and objectives. Take away tips and templates for budgeting and calculating cost-
savings, setting a planning timeline and communicating with your internal and external stakeholders. Learn how to make your exhibit design and graphics more effective and to plan your pre-show and on-site logistics to meet your show goals.

**BUS40673: Managing for Maximum Performance - 3.00 Units**

Effective managers realize that organizational success is based on so much more than the contributions of its individuals alone. Success is based on the effective management of "teams" working together to achieve common goals. Knowing how to build, influence and lead teams can increase business performance to exceed goals and objectives. Explore the responsibilities, functions and skills required of managers today. Learn how to hire, train and lead teams efficiently and effectively. Boost teamwork and morale using proven communication, planning and goal-setting strategies. Identify leadership styles, and learn to adjust yours to motivate employees and increase their productivity. Tackle challenges, solve problems and mediate differences using practical management tools and techniques.

**BUS40676: Building Systems & Technology - 3.00 Units**

Facility managers need a good understanding of building components and systems to maintain and manage them well. Review the function of primary building components and systems, including the structure, building envelope, mechanical and electrical systems and fire life safety systems. Discover how different components work typical problems and repair, restoration and maintenance alternatives. Also explore technology applications that help facility managers manage the assets more efficiently, including maintenance, space and project management software. Applications for condition assessment & capital planning, ERP systems, and CAD & GIS will also be discussed.

**Learning Objectives:**
- Gain a basic understanding of Systems controls and building automation
- Learn basic systems engineering, design and operation principles
- Understand applications for facility planning and other facility management aspects

**BUS40677: Resource Management - 3.00 Units**

Today's business leaders face a burgeoning demand for both information and management techniques to implement programs on recycling, waste management, and water conservation. These are the issues critical to the protection of our physical environment and these issues must be addressed in an economically feasible -- and preferably profitable -- manner. Learn how to analyze "best practices" in business, institutions, and governments to solve the challenges presented in these three areas. Receive guidance, formulas and templates for developing successful strategies and plans for solving related problems in facilities management and industrial operations. Make sure you can meet the sustainability challenges facing businesses today.

USGBC Continuing Education Hours: This course is approved by GBCI for 27 CE Hour(s) for LEED AP O+M. For more information go to USGBC-Continuing Education.

**BUS40679: Emergency Preparedness and Business Continuity - 3.00 Units**

Emergency preparedness and business continuity planning are crucial for successful business and organizations. This course provides an overview of the strategic planning and tactical responses taken by operational leaders in response to man-made or natural incidents in the workplace. Understanding the risks associated with your business or facility, will allow you to be a vital asset to mitigate, prepare, respond, and recover sooner to those applicable risks. Students will also learn how to identify environmental factors critical to their organization and how to develop programs that will keep their facility in compliance with laws and regulations.

**Topics May Include:**
- Identifying continuity risks associated with a business
- Defining basic emergency management and business continuity terms
- Steps required when building a business continuity and disaster recovery plan
- Emergency response plans for moderate to high-risk facilities
- Processes in an incident command system
- Effective and ineffective communication techniques

**BUS40681: Facilities Operations & Maintenance - 3.00 Units**

Proper operations and maintenance (O&M) is critical to preserving the large capital investment that companies and building owners have made in their facilities. Proper O&M can minimize costs and increase profits. This course provides a topical review of O & M concepts and strategies. Topics include work control methods, facility management plans, building system and equipment maintenance, and sustainable practices. The course is designed for those with some facility management experience as well as those who are interested but have little or no experience.

**Topics covered include the following:**
- Operational plans
- Maintenance plans
- Work control strategies
- Occupant support and customer service
- Regulatory environment
- Indoor environmental health
- Energy management
- Trends in sustainable ("green") building design, operation, and maintenance

USGBC Continuing Education Hours: This course is approved by GBCI for 27 CE Hour(s) for LEED AP O+M. For more information go to USGBC-Continuing Education.

**BUS40682: Patent Drafting - 2.00 Units**

Learning to write a patent application, a complex legal document, is fundamental to securing a patent and being able to enforce your rights for years to come. This course covers the patent drafting process and includes methodology and technique used in the drafting of patent applications. We will analyze different patent drafting procedures and practice. Students will be expected to draft sample patent applications. Students are also expected to have a basic knowledge of patent law.

**BUS40684: The Biotech/Pharma Project Manager's Toolkit - 4.00 Units**

This Toolkit is designed to give managers practical principles they can use to be more effective in meeting project goals. The sessions cover a core body of knowledge related to project management within the Biotech/Pharmaceutical industry, as well as important people skills required of all project managers. Participants work on actual projects to apply their learning and practice new skills. Email corped@ucsd.edu for more information.

**BUS40687: Historic Preservation Planning - 3.00 Units**

Learn the role historic preservation plays as a component of the urban planning and development process at the local, state and national levels. Explore the important milestones in historic preservation and urban planning history identify historic and contemporary styles of American architecture survey established historical research methods and documentation programs review benefits and incentive programs for historic preservation study the adaptive reuse of historic properties and design review for historic
preservation projects and discuss issues encountered when selecting and working with a historic preservation consultant and municipal planners.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association.

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**BUSA40691: Global Marketing - 3.00 Units**

Explore the excitement and challenges of marketing your product outside of the U.S by analyzing cases featuring well-known companies and products. This course examines the global marketing environment’s legal, regulatory, political, cultural, and managerial issues strategies for market entry and expansion market research tools and obstacles targeting and segmenting of markets distribution channels and local selling price setting promotion through integrated communications and advertising and negotiations. Everyone involved in the international marketing of a product or planning to enter the global marketplace will benefit from this course.

**BUSA40693: Project Management within a Scientific/Research Environment - 2.00 Units**

The need for project management in research stage projects is commonly overlooked. There is skill set required to manage projects and certain tools and techniques that mobilize productive interactions between project managers and technicians. This course will explore the project management approach for research stage projects implemented in your organization and demonstrate different project management approaches across companies and industries. You will learn how to set a project vision, gain buy in from technical team members, and how to develop a project plan by breaking a project down into manageable components. You will also discuss the role of project managers in decision making, the growth of knowledge-based assets the organization structures that impact the management of R&D projects and the challenges in managing a portfolio of research stage scientific projects.

**BUSA40694: Applying Project Management Principles to Biomedical and Pharmaceutical Product Development - 4.00 Units**

Life science industries are very complex and require the management of large portfolios and programs where best project management practice is essential to successful product completion and subsequent enduring market leadership. The umbrella of programs required to feed the pipeline of therapeutic candidates and their subsequent development into commercial products are much diversified and range from exploratory research, determination of novel biological pathways, lead discovery and development, pre-clinical studies, clinical trials, regulatory compliance and filings, manufacturing and sales and marketing. This course will address most major components and phases of the drug, biopharmaceutical and medical device product development and cover in detail the various project management methodologies and core competencies associated with each of the essential elements of the product development cycle. Candidates will be invited to apply the principles learned in class to their real-life environment via custom designed projects.

**BUSA40695: International Trade Operations - 3.00 Units**

International Trade Operations provides you with a hands-on, detailed understanding of international trade and the skills necessary to import or export products from one country to another. Topics will include market risk analysis, transaction process flow, tools such as credit insurance, internet-based bank documentation, and services and resources provided by national and international organizations. Frequent guest speakers will share their experience and advice in conducting business globally, with an emphasis on the challenges faced within emerging markets.

You will discuss the global business environment and globalization drivers. Topics include cross-cultural business and major trading blocks in the world. The course explains barriers to trade as well as Business-Government trade relations. You will also explore the financing of international trade and examples of a Letter of Credit, its purpose and process flow. International transportation and packaging for export will be discussed and you will be able to practice and calculate landed cost estimation for an import/export product. Other export and trade alternatives such as Foreign Direct Investment, Licensing and Joint Ventures will be discussed together with Exchange Rate protection and Foreign Currency Exchange.

**Goals and Objectives:**

- Gain a thorough understanding of international trading operations
- Use skills and information to quickly evaluate, describe, investigate and navigate international trading opportunities

**BUSA40700: Marketing via Social Media - 3.00 Units**

The marketing world is rapidly changing, and so are the methods being used to reach out to and interact with customers. While traditional print media are still dominant, new media channels such as Twitter and Facebook are taking the marketing world by storm. Examine interactive marketing opportunities beyond websites, including blogs, vlogs (video blogs), forums, e-mail campaigns, social networking, communities, podcasts, mobile computing, and even virtual reality. In addition, study the implications of social media marketing on customer loyalty and engagement. This media allows consumers a greater public voice and role, creating numerous opportunities and ramifications for marketers as groups share, sell, and swap goods and information.

**Learning Objectives:**

- Gain insight on the operation and application of major social networking platforms
- Learn blogging, content curation, and social media management tools
- Learn to define business vision and goals, brand voice and how to align them with social media marketing activities
- Define a target market, how to engage with them and those who influence them in their respective communities
- Learn to create a marketing action plan based on desired outcome, and how to integrate social media into the mix

**BUSA40707: Board Development, Relationships & Management - 2.00 Units**

This course is designed for an individual who is currently working with, or who would like to begin a career with, a Principal Investigator or Researcher in the preparation of grant proposals. Topics covered will include: basic elements of grantwriting and funding requests techniques for organizing and packaging proposal components reference management software agency format requirements and understanding the paper and electronic submission process, including an introduction to grants.gov and navigating through the websites of federal and private funding agencies. An overview of submitting grants to agencies such as the National Science Foundation (NSF), National Institutes of Health (NIH) and the Food & Drug Administration (FDA) will be covered.

**BUSA40710: Grant Proposal Preparation for Research Administration - 2.00 Units**

This course is designed for an individual who is currently working with, or who would like to begin a career with, a Principal Investigator or Researcher in the preparation of grant proposals. Topics covered will include: basic elements of grantwriting and funding requests techniques for organizing and packaging proposal components reference management software agency format requirements and understanding the paper and electronic submission process, including an introduction to grants.gov and navigating through the websites of federal and private funding agencies. An overview of submitting grants to agencies such as the National Science Foundation (NSF), National Institutes of Health (NIH) and the Food & Drug Administration (FDA) will be covered.

**BUSA40711: Overview of Research Administration - 2.00 Units**

Skilled professionals are needed to help scientists run their research programs. Today’s science laboratories require increasingly sophisticated
support in the areas of grant proposal preparation, budgeting, data management and compliance issues. Individuals already employed in these positions will also benefit from this class. This course features an overview of pre and post award grant administration, fund management tools, and purchasing/inventory management concepts. Guest speakers will be Principal Investigators, Researchers, and Fund Managers. Senior HR professionals will discuss various long-term career paths for Research Administrators.

**BUSA40712: Basics of Project Management for Everyday Use - 3.00 Units**

Discover fundamental project management concepts and processes that will increase the quality and value of your next project. Learn how to develop and implement a project plan and set realistic schedules and practical goals. Explore the project life cycle and the challenges of managing a project in different phases: initiating, planning, executing, controlling and closing. Learn how to define and control scope, schedule, costs and risks. Discuss leadership, delegation, interpersonal management skills, change management and the role of project managers during project execution. Explore why some projects succeed while others fail, and make sure your next project is a success.

**BUSA40713: Construction Project Management - 3.00 Units**

Project Managers who are responsible for the planning, design, and construction of an installation or infrastructure must understand the fundamentals of construction project management. In this course you will:

- Study the history of construction
- Understand the construction processes with a special emphasis on those recognized by the Project Management Institute (PMI)
- Develop an understanding of equipment and machinery, and the various building materials and methods
- Apply techniques that will help you to manage the following processes: planning and design contract development and administration
- Understand the fundamentals of negotiating, legal aspects, human resource management, safety, project planning, time management, resource management, procurement and risk management
- Learn how to implement quality assurance programs

Students will demonstrate their knowledge and apply the tools learned in a case study.

**Note:** This course provides 27 education hours.

**BUSA40714: Project Management Boot Camp - 3.00 Units**

This intensive four-day project management essentials course will examine the basics of putting together a well-defined, planned, and executed project. Students will learn how to define, plan and execute a project whether the goal is simple or complex gain the tools and knowledge for delivering projects on time and on budget, while meeting performance specifications explore the basic components of project management and the project life cycle. This course will also help you determine the correct project through strategic portfolio analysis create a successful charter assemble and manage a team analyze and control risk monitor project milestones and close out the project.

**BUSA40715: Project Planning and Scheduling - 3.00 Units**

Take a deep dive into planning and scheduling principles. Acquire knowledge and techniques necessary to initiate, plan, estimate, and schedule your next project successfully.

You will learn how to:
- Skilfully develop product scope (requirements) and understand its importance as the foundation for a successful project
- Create a project charter, scope statement, schedule, and cost baseline
- Develop a Work Breakdown Structure (WBS) and WBS dictionary
- Network diagrams critical paths and communication agreements
- Identify project risks, analyze their effects on the project and determine how to respond to them as part of the planning process
- Discover how current applications of earned value management concepts can be used to control schedule and cost against the project’s original baseline values
- Apply scheduling tools to manage and analyze project schedules
- Understand the importance of the critical path in the determination of the project’s completion
- Work within project teams to experience the planning process while generating associated planning documents. Other topics include project software, team contracts and interpersonal skills.

**Note:** This course provides 27 education hours.

**BUSA40716: Biotech Patent Law - 2.00 Units**

Intellectual property rights are essential to the survival of life science companies. This course presents critical information to create and maintain the proprietary position required for commercialization and life cycle management. It provides an overview of key IP law issues, including distinct nuances for the life science industry. Class participants will study criteria for identifying and patenting their technologies, issues associated with patent enforcement and litigation, as well as patent issues associated with due diligence, freedom to operate, and investment. This course also provides a basic understanding of various kinds of agreements that involve intellectual property. The course is designed for life science executive, scientists and researchers, scientific directors, business development and tech transfer managers, investors and industry analysts seeking to acquire a basic understanding of these topics and the ability to identify key issues.

**BUSA40721: Planning and Communications in Urban Development - 3.00 Units**

In theory, urban environments are planned based on community needs and desires, the greater public good, and an objective evaluation of circumstances and impacts. It’s not unusual, however, that preference in land use is sometimes granted to the person who puts forward the most persuasive case. Learn the fundamentals of giving presentations, so that your case will be heard. Get expert advice on how to tailor your message and improve your effectiveness in public speaking. Explore how to produce impressive presentations and use visual aids strategically. Visit a public hearing and discuss techniques for consensus-building mediation and facilitation. Examine contemporary themes in land use planning and gain a variety of communication techniques, so your project proposals will be successful.

**BUSA40723: Budget and Fund Management for Research Administration - 2.00 Units**

Millions of dollars in research funds are awarded each year by federal and state agencies and private foundations to basic research institutes, companies, and universities. Skilled research administrative professionals
are needed to help scientists run their research programs and require increasingly sophisticated knowledge in managing how those funds are spent. This introductory course is designed for those who would like to learn the basic skills of research administration, including understanding the institutional context, and basic techniques for developing spending guidelines and monitoring purchasing spending from multiple sources of grant funding.

BUS40725: Sustainable Development Practices - 3.00 Units
The development process is rapidly changing to integrate environmental design and sustainability. Learn how policy planning, site, building and landscape design, and infrastructure practices contribute to sustainable communities and mitigating climate change impacts. Study current sustainable principles and practices including: low-impact development, mixed use projects, transit-oriented development, and water and energy infrastructure and conservation. Explore how to design for sustainability using green building materials, carbon reduction strategies and best energy/water/landscape practices. Study the short term life cycle costs and project feasibility. Other topics include: market conditions, LEED certification modifying public policies and regulations and incentive based approaches.

USGBC Continuing Education Hours: This course is approved by GBCI for 27 CE Hour(s) for LEED AP ND. For more information go to USGBC-Continuing Education.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional AICP CM Events at UC San Diego Extension go to American Planning Association.

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BUS40726: Sustainable and Environmental Management Reporting - 3.00 Units
Learn how to more accurately determine, manage and report your company and sector performance through environmental management reporting—a growing industry with emerging job opportunities. Explore informal and prescriptive techniques for environmental accounting and reporting. Discover the flexibility of a range of environmental management reporting techniques, and how to tailor reporting to meet your needs. Learn the many forms that environmental management reports for governmental and non-governmental organizations and agencies may take, including sustainability reporting under the Global Reporting Initiative program. Other important topics will include tying environmental costs to products or services, instead of to overhead, to prevent good products from subsidizing environmentally bad products.

USGBC Continuing Education Hours: This course is approved by GBCI for 27 CE Hour(s). For more information go to USGBC-Continuing Education.

BUS40727: Strategic Cross-Cultural Communication - 2.00 Units
Designed for progressive business professionals and those with an interest in perfecting multicultural communication skills, this course explores the richness of various cultural practices and how they impact our contemporary global business environment. Students will learn about complex, multicultural business matters that exist today, as they study cultural sensitivity, potential communication barriers, and ethical/legal concerns through a combination of research, reading, multimedia activities, group discussions and interactive projects. In addition, learners will discover the richness of various cultural practices and their effect on the global business environment. In addition, learners will discover the richness of various cultural practices and their effect on the global business environment.

Course objectives:
Upon successful completion of this course, the student should be able to:
- Identify and evaluate cultural aspects of verbal/nonverbal behavior and communication as they relate to conducting business abroad or in a multicultural domestic environment.
- Identify and examine contrasting cultural values and their impact on international communication and their contribution to cross-cultural miscommunication.
- Develop processes for understanding of how improve cross-cultural communication skills and its impact on international business relationships.
- Research and examine country-specific dress, behaviors, taboos, and other business and social customs as they relate to conducting business with persons from other cultures.
- Identify ethical, legal, cultural and global issues affecting business communication.
- Identify the advantages and disadvantages of culturally-based conflict and its ethical concerns and personal implications.
- Use a variety of business communication strategies and principles to prepare effective communication for local and international business.
- Use analytical and problem solving skills appropriate to business communication.
- Demonstrate knowledge of international business negotiation by identifying the culture variables, utilizing cross-cultural negotiation processes/tactics effectively, and the synergy within a global business environment with emphasis on organizational and interpersonal communication and negotiation skills.

BUS40729: Introduction to Sustainability - 3.00 Units
Get an introduction to the basics of environmental sustainability - energy, transportation, water use, recycling, and natural resource life cycles. Discover ways individuals, organizations, and governments can manage resources in a responsible manner, with minimal impact on natural surroundings and climate. Learn scientific methods for measuring the effectiveness of eco-friendly practices, whether in kilowatt-hours of energy use, acre-feet of reclaimed water, or greenhouse gas emissions. Find out how and why leading-edge organizations are auditing their own practices and committing to long-term sustainability programs.

Learning Objectives:
- Understand sustainability challenges and opportunities
- Be able to define key concepts and understand sustainability practices used by leading businesses and organizations
- Understand the history and policy framework for sustainability
- Describe the elements of creating a sustainability plan
- Learn about innovation in the field of sustainability

BUS40736: Data Management for Research Support Professionals - 2.00 Units
Effective use of data within a grant proposal is a major part of receiving grant monies from public and private agencies. Successful implementation of contracts and grants relies on a comprehensive plan which addresses the issues of data collection, analysis and retention. This is an introductory course involving techniques used when working with data in the context of research and university environments.

Ethical issues on how data integrates with Grant Preparation, Allocation of Costs, Compliance with Funding Regulation, and Financial Reporting will be covered.

BUS40737: Environmental Sustainability Assessment Practicum - 3.00 Units
This independent study is the culminating course in the Sustainable Business Practices Certificate. Students will apply knowledge and skills gained in the prerequisite courses to work toward implementing sustainable practices at a local business, gov&hellip;entity, non-profit or other organization. Students will spend at least 45 hours on site at their selected entity, collecting data
while keeping a journal. Students will perform an assessment and compile a report for their entity. Students will make recommendations for improving programs and operations, and evaluate the economic impact of those recommendations.

BUS40738: Systems Engineer’s Toolkit - 4.00 Units
The Systems Engineer’s Toolkit is designed to provide the engineering work force with practical skill sets that enable the work force to more effectively execute engineering tasks within a project organization. Systems engineering is a well-developed body of knowledge that uses techniques and methodologies that are in general use within most technically complex industries. The systems engineer’s goal is to efficiently produce high-quality products that meet all customer requirements. The Toolkit reviews all aspects of the process—from initial definition of mission requirements to test, verification, and fabrication of the product—from planning through execution.

BUS40739: California Environmental Quality Act (CEQA) - 2.00 Units
Potential environmental impact is an important consideration in all planning and development projects. Review the CEQA process in detail, including its 17 key environmental issue areas. Learn how to determine if an action is a project under CEQA and the level of environmental review required (exemption, negative declaration, EIR). Discuss roles and responsibilities of a lead agency, responsible agency and trust agency. Study the differences between a Negative Declaration and EIR. Learn how to use an initial study to streamline analysis, and how to determine direct, indirect, and cumulative impacts. Explore the impact of case law on CEQA documents, the role of public participation, and other topics including climate change and water supply. Read case studies that illustrate current CEQA issues, and conduct a review of a project.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional AICP CM Events at UC San Diego Extension go to American Planning Association.
CM | 17 |
CM | 1 | Law
Other Credits: UCSD certifies this activity is approved by the State Bar of California for 12 hours of MCLE credit.

BUS40742: The Sustainable Supply Chain - 3.00 Units
Managing a supply chain that is not only efficient, but encourages the sustainability of resources has become a challenge for companies of all sizes. Selection of socially responsible suppliers, mode of transporting raw materials, product design and disposal are just a few of the factors related to implementing a Green Supply Chain. Understand how actions taken within supply chain processes impact the depletion of resources on a global scale. Learn about successful supply chain best practices which have been implemented by corporations who have reduced their carbon footprint and improved their environmental performance. Course material will focus on presenting concepts and processes to enable students to formulate unique solutions applicable to their own organizations.

BUS40764: Fundamentals of Compliance in Research Administration - 2.00 Units
Research activities are governed by a number of regulatory and compliance committees imposed by federal and state laws and sponsor policies. Non-compliance can result in severe penalties to organizations and, in some instances, to individuals. While it is the responsibility of each Principal Investigator to be familiar with the requirements, skilled research administrators are often needed to help scientists run their research programs in compliance with these laws and policies. This course will review the history and evolution of regulations and policies as well as outline specific program requirements for research involving: human subjects, animals, select agents, human embryonic stem cells, the use of federal funds the development of intellectual property.

BUS40767: High Impact Presentations for Scientists and Technical Professionals - 2.00 Units
Technical experts are frequently giving presentations to non-technical professionals or to experts in other fields. They have to know what they are talking about and how to talk about it in a way that captures people’s interest and understanding. As a result of this workshop, participants will be able to: recognize the differences between technical and non-technical audiences and know how to meet each group’s needs understand the key components of a business case executive summary presentation use time-saving techniques to prepare their presentations use analogies and stories to make complex information familiar and relevant translate jargon into language that any audience can understand design and use visual aids to capture and hold their audiences’ attention and to handle questions in the moment with confidence.

BUS40770: Strategic Marketing Planning - 4.00 Units
Enrich your understanding of marketing planning tools and discover how to leverage them in the planning process for strategic competitive advantage. This course is a comprehensive discussion and application of marketing planning tools and is intended to provide students with an in-depth knowledge of the marketing planning process. Explore topics such as market segmentation, competitive assessment, SWOT analysis, portfolio management, product positioning, marketing mix considerations, resource allocation, and marketing execution. Students will develop a strategic marketing plan for a product or service of their choice.

Learning Objectives:
- Apply techniques for analyzing Industries and Competitors
- Apply theories of Market Segmentation
- Learn and apply the tools for a Marketing Audit
- Set Marketing Objectives and Strategies
- Understand and apply the Marketing Mix for effective resource allocation
- Develop an Executable Marketing Plan

BUS40785: Transfer Pricing - 2.00 Units
Engagement in complex transactions by multinational corporations results in compliance requirements issues in multiple tax jurisdictions. An increase in the regulatory environment causes corporations to face more scrutiny in the enforcement of the arm’s length principle on intercompany pricing by the U.S. and by international tax authorities. This introductory course is appropriate for accounting and finance professionals seeking to increase their knowledge in the international pricing of intercompany transactions (e.g., goods and services in a company’s supply chain) as it relates to regulatory compliance, financial reporting and strategic planning.

BUS40786: Engineering Project Management I - 3.00 Units
Explore in detail the topics relevant to a Project Manager in the Engineering field. Topics include initiation, execution, and closure of an Engineering Project. Review the &ldquo;big picture&rdquo; aspects of a given project as well as the organizational and human components of project management. Essential concepts of System Engineering, key to optimal execution of a project, will also be discussed. Targeted towards experienced engineers and project management professionals. Upon successful completion of the course, the student will have the skill to manage an engineering project.

BUS40788: Managing People Via Projects and Processes2 - 6.00 Units
BUSA40789: Politics & Public Policy of US Healthcare - Washington, D.C. - 4.00 Units
Healthcare leaders face an extraordinarily challenging environment: continued implementation of health reform, a sluggish economy and quickly evolving clinical and reimbursement systems. Smart healthcare leaders want to know who within the various levels of government is responsible for implementing the provisions of health reform and how to influence them for the good of their patients.
During this week-long immersion in Washington, DC, you will initiate relationships with key legislative, agency and industry leaders through meetings in and around Capitol Hill to ensure your voice is heard – both during the trip and afterward. You’ll learn about the roles federal, state and local government play in healthcare and the best times to communicate your position. Ultimately, the skills and relationships that result will help you advocate more effectively and assume greater leadership responsibility.

BUSA40791: Financial Management for Nonprofit Organizations - 2.00 Units
The leaders and staff of nonprofit organizations must ensure that accounting records and financial statements are accurate and comply with regulatory requirements. This class covers basic nonprofit accounting rules, procedures and best practices. Offering tips for improving financial efficiency and operational effectiveness, the curriculum also provides the “big picture” perspective that is so important to potential donors.

BUSA40800: The Recruiting Process - 2.00 Units
For both the hiring manager and the job seeker, the recruiting process contains opportunities and obstacles. This class will introduce students to recruiting practices. Perspectives and activities of the HR department, the hiring manager, and the job seeker will be examined. The course will also look at special considerations present in the recruiting and hiring of workers in the U.S and abroad.
Learning Objectives:
Upon successful completion of this class, students should be able to answer the following questions:
- What are the common recruiting devices?
- How do employers plan for and conduct recruiting activities?
- How does a job seeker prepare to find a job?
- How can a job seeker leverage knowledge of the recruiting process to increase the odds of securing employment?

BUSA40801: Foundation Principles for Career Advisors - 4.00 Units
This first course will explore the basic skills required to perform effectively as a Career Advisor. Career Development is an interdisciplinary field which takes into account workplace dynamics and individual growth and change. Career advisors help focus clients’ skills, interest and values while teaching them how to gather information about workplace options and helping them develop strategies to reach their career goals.
The next scheduled offering will be for Fall 2018.

BUSA40803: Transformational Leadership - 3.00 Units
The ability to transform and adapt as leaders to meet the demand of an ever changing business environment is crucial in our current economy. Continual growth and personal development are imperative for leaders to be successful in our complex global economy. Transformational Leadership distinguishes between the skills of management and leadership, focusing on fundamental transformation from the inside out. This course helps individuals assess both how they show up as leaders (their &ldquoWay of Being&rdquo) and how they get work done (their &ldquoWay of Doing&rdquo), which are equally important for leadership success. Transformational Leadership focuses on the development of leadership competencies in six fundamental intelligence areas:
- Cognitive
- Emotional
- Relational
- Somatic
- Spiritual
- Integrative
Transformational Leadership uses assessment and experiential coaching/development techniques designed to build self-awareness, mindfulness, and expand one’s ability to be self-correcting, self-generating in creating desired personal and organizational results, while creating long term excellence in performance.
For questions, contact: BizManagement@ucsd.edu

BUSA40805: Introduction to Six Sigma (Yellow Belt) - 2.00 Units
Six Sigma principles can be effectively applied to virtually any business. Even Major League Baseball has embraced Six Sigma, calling it “Winning”. Step up to bat and take a swing at understanding the basic fundamentals of Six Sigma through the lens of baseball. This six week course, will demonstrate the advantage of applying Six Sigma principles using this non-traditional case study. The participant will learn how to understand and speak the language of Six Sigma as well as gain the ability to apply basic principles. The course is designed for those who want to become stronger contributors to a Six Sigma organization, those who want to be able to evaluate the benefit of bringing Six Sigma into their business, or those who would like to instantly increase their marketability by learning this business-wide, process improvement method.
Learn about the various Six Sigma belts and which one is right for you. View tutorial

BUSA40806: Skill Development for Career Advisors - 4.00 Units
This second course will provide information for knowledge of basic skills required to perform effectively as a Career Advisor. Career advisors help focus clients’ skills, interests and values, while teaching them how to gather information about workplace options and helping them develop strategies to reach their career goals. A Career Advisor has a responsibility not only to help clients learn and grow to be successful, but also to keep learning themselves. Career Development takes into account a wide range of information from many diverse areas. The Career Advisor with current information, skilled at their role and with a great attitude has the ability to impact and make a difference in the lives of many!

BUSA40810: Specialty Areas for Career Advisors - 4.00 Units
This third course will provide information designed to introduce and educate Career Advisors about innovative programs and resources created to assist targeted populations and specialty areas, including: Veterans, older workers, ex-Offenders, ESL students / immigrants / refugees, disabled clients, and displaced professionals. Students will utilize a number of learning approaches, including structured activities, group discussions, guest speakers and lectures and project development. Class Teams will be established for various activities and assignments. The overall intent of the class design is to provide a learning climate that promotes understanding, awareness, skills and building a practical knowledge base to be used on the job.

BUSA40820: Practical Writing Skills and Strategies for Business Professionals - 3.00 Units
Learn effective written communication techniques used by professionals in managerial or senior level roles. This course focuses on the impact of writing, not the rules of grammar or style. Assess your writing skills through individual and group projects. Gain hands-on experience developing new skills for various writing scenarios such as: preparing updates using PowerPoint, organizing data, writing proposals and reports, making introductions, coordinating projects via email, drafting and editing group
documents, and preparing "dreaded" communication. Topics include document formatting, problem solving, and communication with an emphasis on saving valuable time and "making your point."

**BUSA40822: Real Estate Tax and Accounting - 2.50 Units**
Gain an overview of tax and accounting methodology requirements, and strategies in relation to the development and management of rental real estate and other real estate transactions. Topics covered include: accounting reports tax depreciation Schedule E preparation real estate loss rules and Like-Kind Exchange Tax strategies. Course material is especially applicable to property managers, landlords, real estate investors, and accounting professionals.

**BUSA40824: Business Bookkeeping-An Introduction - 3.00 Units**
Students with no bookkeeping or accounting knowledge will be introduced to major concepts and processes in bookkeeping as the class works through the annual accounting cycle. Topics include: introduction to bookkeeping and accounting concepts, transactions through the journal and general ledger, financial reports (Income Statement and Balance Sheet) and closing the books at year’s end. This class may be taken in preparation for the Certified Bookkeeping Program offered in the Fall quarter. The course fee includes $30 for materials. If the student withdraws from the course, $30 will be withheld from the course refund but the student may retain the materials.

**BUSA40827: Quantitative Financial Methods, Theory and Application - 1.50 Units**
Quantitative financial methods provide an empirical, verifiable analytical approach to business decision making. Instruction will involve an interactive, problem-based learning approach integrating theory & practice. Students will become well versed in how to solve business problems through rigorous application of quantitative methods by analyzing problems with an interdisciplinary financial decision framework. Topics covered: Understanding and utilizing time value of money financial metrics for planning, budgeting, analysis and decision making Black Scholes options pricing model for financial and capital projects applying game theory for maximizing gains and minimizing losses within prescribed financial constraints.

**BUSA40828: Talent & Sourcing Strategies - 2.00 Units**
An organization must be able to attract top talent and the right cultural fit in order to achieve its strategic goals and optimal profitability. When an organization leverages the combined power of its culture, branding, marketing, technology, and people, it finds that profits and overall performance skyrocket. Discover how to look at sourcing strategically and learn how to utilize social media and other technical platforms to attract the best people. Explore hiring for cultural fit as the most important deciding factor in acquiring the right talent.

**BUSA40829: Annual Giving: Individual, Corporate & Foundation - 3.00 Units**
Annual giving plans incorporate many fundraising strategies from direct mail to capital campaigns. Explore an array of tools to bring in money each year. Discuss the links between an organization’s mission and case for support. Examine the annual campaign process, building a donor and constituency base, donor communication and recognition, identification and cultivation of annual donors and how to utilize volunteers in each of these areas. Learn ways to best use media and direct communication tools, and to take advantage of special events and corporate and cause marketing opportunities. Other topics include: direct mail, online giving, grants, prospect identification, obtaining a gift, gift renewal and upgrading, budgeting, planning techniques and donor recognition.

**BUSA40836: Directed Studies in Marketing - 2.00 Units**
Apply all the skills you have learned throughout the Professional Certificate in Marketing by implementing a comprehensive marketing plan at a business or other organization. Choose a project tailored to your industry of interest and gain practical experience in marketing. Work with an advisor who will coach the project throughout the quarter. Elements of the project include: assessing client needs, developing solutions through a professional marketing plan, presenting to the client, and evaluating the impact of the recommendations.

**BUSA40837: Directed Studies in Human Resources - 2.00 Units**
Apply all the skills you have learned through the Professional Certificate in Human Resources Management. Work with an advisor who will coach you through a hands-on research or experiential learning project. This resume-enhancing project will result in either a completed white paper or a final project and presentation.

**BUSA40838: Foundation Principles in Managing People - 1 - 6.00 Units**

**BUSA40845: Health Sci Leadership Academy - 16.00 Units**

**BUSA40859: Leading from the Middle - 3.00 Units**
Mid-level professionals are frequently tasked to lead their teams to do more work with fewer resources, to champion new changes amidst uncertainty, and to resolve interpersonal conflicts. By learning to grasp key leadership tenets and management best practices, the middle manager will be better positioned to manage department performance. This course offers skill-building in areas such as: analyzing power dynamics in groups and organizations communicating effectively building strategic partnerships thinking critically identifying ethical dilemmas and balancing planning, action and evaluation. Additional topics covered will include the art of constructive dialog, leveraging corporate values and culture, and connecting with an organization’s mission. The particular challenges of “managing up” will also be addressed.

**BUSA40860: Agile Power Practices - 3.00 Units**
Understanding organizational stability and agility is an essential skill for all program and project managers. In this course you will gain an overview of the power tools used in Agile methods and explore iterative, lean, and Agile practices. Go beyond the “text” of books available on the subject and be able to:

- Define common terms used in Agile
- Explain the most commonly practiced methods for Agile
- Describe the important leadership differences between classical and Agile project management
- Evaluate your work environment to implement Agile methods
- Describe the important differences in leadership needed for Agile environments
- Apply course learning to real-life situations
- Develop action plans for continuous improvement on your teams

Note: This course provides 27 education hours.

Project Management: About the Field | Alicia McLain, M.A., PMP, CSM - Video

**BUSA40862: Project Management Essentials in Science and Technology - 3.00 Units**
Effective project management skills are important to professionals in any industry. This particular course is geared to those students interested or
working in the life sciences, engineering, and technology fields. Students will learn how to define, plan and execute a project whether the goal is simple or complex gain the tools and knowledge for delivering projects on time and on budget, while meeting performance specifications explore the basic components of project management and the project life cycle. This course will also help you determine the correct project through strategic portfolio analysis create a successful charter assemble and manage a team analyze and control risk monitor project milestones and close out the project.

BUSA40863: Elements of Marketing in Science and Technology - 4.00 Units
Receive hands-on, practical experience in integrated marketing communications. Explore the building blocks of effective marketing programs. Topics include research, audience measurement, product development, positioning, branding, advertising, pricing, distribution, social media, public relations and strategic marketing plan development within the science and technology context. Incorporate these tools into your career and organization by learning best practices from current case stories while networking with classmates representing a variety of professional disciplines. Explore marketing career options, and have the opportunity to develop the primary elements of a marketing plan. This class is geared towards students in the science and technology sectors.

Learning Objectives:
- Understand the role marketing plays in any organization
- Learn how to formulate a marketing strategy
- Understand how to apply the target marketing mix (4 Ps) framework with target customers in mind for marketing plan analysis
- Understand the essentials to product planning and product development
- Be able to conduct basic market research
- Be able to formulate product launch strategies to sell products or services

BUSA40864: Fraud and Forensic Accounting - 4.00 Units
This course introduces the tools for identifying and discovering fraud in a business environment. Fraud heuristics, theory and criminal profiles are studied through case studies. Accounting investigation techniques are explored. Topics include: cash misappropriation, corruption, financial statement fraud, and cybercrime.

BUSA40865: Clean Energy - Clean Tech - 3.00 Units
Explore cutting-edge renewable energy strategies, clean technologies, and effective energy management for businesses and homes. Understand the multiple factors driving the development of renewable energy technologies including climate change, limitations on fossil fuels, National Security, and the health impacts of non-renewable energy sources.

Topics May Include:
- Sub-categories of the clean technology industry (including wind, solar, and tidal energies energy storage energy infrastructure alternative fuel water recycling and waste).
- Market-stage development and market opportunities for clean technologies.
- The role of facilities managers in improving building energy efficiency and reducing costs, with an emphasis on the Life Cycle Costs of various alternatives.
- Solutions that are &ldquo;sustainable,&rdquo; in terms of financial return and care for the environment.

Read more about the growth of Clean Technology in the instructor&amp;#39;s blog article, Clean Technology - Explained.

USGBC Continuing Education Hours: This course is approved by GBCI for 27 CE Hour(s). For more information go to USGBC-Continuing Education.

BUSA40867: Conscious Project Management - 3.00 Units
There is a growing trend in organizations toward a more conscious approach to business, where successful organizations are adopting a Stakeholder Relationship Management (SRM) approach. This approach takes into account the needs of all stakeholders and seeks win/win solutions in business decisions so that all stakeholders are treated equally and benefit from the organization’s success. Organizations that take this approach tend to significantly outperform competitors. The project management profession is also moving in this direction, and this course will provide students with the knowledge, tools and techniques to effectively work in the new, more enlightened, environment. Students will learn the importance of communication, leadership and motivation in the pursuit of project success.

BUSA40869: Taxation: Practice, Procedure and Ethics - 3.00 Units
Tax professionals will benefit from this survey class covering the procedural aspects of representing clients in front of the IRS. The course will help you understand and prepare to handle practical issues regarding the duties, responsibilities and ethical obligations of all parties (the tax preparer, the client, and the employer) when dealing with the Internal Revenue Service, the IRS Chief Counsel’s Office, and/or the Department of Justice Tax Division. Topics covered will be relevant to those preparing federal tax returns. They will include: IRS examinations and appeals deficiency assessments penalties and criminal tax prosecutions.

BUSA40870: Big Data in Marketing - 3.00 Units
One of the fastest growing fields in the current job market is the analysis of Big Data. In this course, students will explore what companies are currently doing with Big Data and what the potential is for the future of businesses ranging from retail and online sales to medicine and sports marketing. Skills will be developed in segmentation, data analysis and testing as needed throughout the class. At an elementary level, tools will be introduced for quantitative analysis of questions such as: What are the right strategic initiatives needed to remain a competitive business as the incredible amount of data keeps coming in? What do marketers need to know about Big Data to be trusted by their top management? This class will explore how some successful businesses have addressed these concerns.

BUSA40871: Directed Studies in Project Management - 2.00 Units
This class is meant to complement the coursework completed in the 6-month Project Management Certificate Program for international students. The Directed Studies class requires the student to complete a project and present it in front of a small audience. The topic of this project will be either an area that has not been studied in depth in the curriculum so far, or something the student would like to delve into more deeply. It must be a topic of importance in modern Project Management.

You will research this topic, develop a thesis, and write a paper that supports a thesis using studies that the student discovers in research as well as reports of current industry practice. The student will offer a perspective on this topic by conducting a professional presentation using skills that are often required of Project Managers. This course is unique in that the student is in control of his/her own time, effort and outcomes. Class meetings will be scheduled at mutually convenient times.

BUSA40872: Components of Workplace Compensation - 3.00 Units
In exchange for their time, talents and efforts, workers expect fair and motivating pay. This class covers the basics of compensation theory and practice. Job analysis and job evaluation, pay equity considerations, market rates and surveys, the various types of compensation, and other related topics of interest to human resources professionals will be explored.
Students will be introduced to incentive pay concepts and to major pay regulations. Understanding will be reinforced with exercises and applied learning activities.

BUS40873: Project Cost and Risk Management: Advanced Topics - 2.00 Units
In Controlling Project Costs and Risks, fundamentals of cost and risk management were examined. Now, dive deeper into the topic with advanced cost and risk techniques used by senior project practitioners in larger project environments and global/virtual project environments. Discover more effective strategies for project initiation and decision making. See how previous techniques like Earned Value and PERT can be combined into powerful tools to manage costs and related risks. Learn how to be even more effective at identification of project risks and opportunities. Participants will complete a short case study of a major project with a focus on cost and risk management.

This course will use a case study approach that makes the subject interesting and engaging.

Immediate skills you will take away from this course include:

- a project recovery methodology
- a means of discerning important team cultural differences
- an ethical decision making framework
- how to use, apply, and create case studies

BUS40874: Strategic Talent Acquisition - 3.00 Units
Effective talent acquisition strategies take a multi-year view of the workforce necessary to execute an organization’s business strategy today and well into the future. This includes recruiting with agility for skills that may not be necessary today, but may become critical to future organizational success. Through this course, students will learn how to: effectively source positions that drive business outcomes analyze retention and attrition data to understand critical position drivers and, ultimately, how to engage with stakeholders to optimally execute the recruiting plan. Students will also explore how enlightened HR professionals create talent pipelines that leverage their employment brands and enhance business outcomes as organizations adapt to ever-changing market conditions. Topics include aligning the HR function with business strategy, developing a talent profile, deploying talent acquisition techniques and tools, and identifying and measuring sourcing success.

BUS40875: Fundamentals of Employee Benefits - 3.00 Units
Benefits, especially employee health plans, are an important part of any total rewards package. Benefit costs are increasing rapidly and unpredictably, creating a challenge to HR professionals. Learn the basics about how to design, evaluate, implement, and administer employee benefits that are relevant to employees, cost-effective for the company, and competitive enough to attract and retain workers. This class will cover the many types of benefits available, the regulatory environment, compliance requirements, selecting the best partners to meet your benefit goals, and important trends in the marketplace.

BUS40877: Performance Management - 3.00 Units
Effective performance management is the key to leveraging employee talent and creativity in a dynamic 21st century workplace. When done correctly, it becomes fundamental to an organization’s ability to select, train, retain, reward, and motivate the right talent in the right ways to execute strategy. This course focuses on performance management as a contribution to organizational strategy, linking all the elements of organizational success into a single, aligned approach. Students will learn how to design practices and administer a system that fully engages, and optimizes the performance of employees in the success of the enterprise.

BUS40878: The Customer Experience - 3.00 Units
Businesses that provide extraordinary customer experiences are better and different than their competitors and more profitable and longer lasting than their competition. Companies like Apple, Amazon, Starbucks, and newer start-ups including Square, Uber and Tesla, dominate their industries and marginalize competition. These &ldquoExperience Maker&rdquo companies have surpassed products, services, and price toward the purpose-built customer experience and the user experience within it. This class will explore the culture, the unique understanding of people, and the markets and decision making that guide the top five percent of experience companies. You will leave the class with actionable business management insights and best practices of how leaders surpass product, service, and price-based business with purpose-built customer experience.

Learning Objectives:

- Understand what customer experience is and how it is used by leading companies to differentiate from the competition
- Understand the differences between customer satisfaction and customer experience and what it means for business strategy and product and service development decisions
- Learn about the impact of the social media in customer experience and its effect on company growth
- How to innovate customer experiences and gain knowledge on how leading companies are doing this
- Techniques to transition your organization toward a CX focus: making the case resources structures

BUS40879: Digital Marketing - 3.00 Units
The cornerstone of every targeted marketing plan should be a digital marketing strategy. Students in this course will explore the development, production and implementation of digital-marketing delivery methods including, but not limited to, email marketing, web-based marketing, search-engine optimization (SEO), online advertising, and social media. The curriculum will introduce tools to appropriately measure and evaluate the effectiveness of digital-marketing campaigns that are designed to improve the experience of the consumer. New trends, as well as key opportunities for innovation, will also be included.

Learning Objectives:

- Understand the importance of a strong online presence and how it is achieved through strategic digital marketing practices
- Learn the core digital marketing channels and how they are managed in a business setting
- Understand how to evaluate the performance of each marketing channel using ecommerce metrics
- Understand how to interpret web analytics data critically, and how to identify key takeaways to make actionable business decisions
- Acquire tangible tools to build a digital marketing strategy

BUS40880: Content Marketing - 3.00 Units
Content marketing is defined as the marketing and business process for creating and distributing relevant and valuable content to attract, acquire, and engage a clearly defined and understood target audience &ndash with the objective of driving profitable customer action. Well-developed content is the heart of a successful marketing campaign. In this course, students will learn to:

- Create content for a variety of industries and platforms
- Plan and create content for high-impact campaigns
- Create compelling communication with current and prospective customers

Ensure that content aligns with the organization’s messaging, marketing strategies, products, and specific audience needs.
Students will also be introduced to various Content Management Systems (CMS), and they will learn to measure, analyze, and report on performance against key indicators.

**BUS40881: Directed Studies: The Marketing Experience II - 2.00 Units**

This class builds on the marketing knowledge that students have obtained in previous Business Essentials coursework. The instructor will guide students in developing their own marketing insights focusing on a specific industry. The insights are based on the compilation of select company information, market and industry intelligence. This information will be applied in the development of questions used to interview one to two real-life California organizations. The interviews of the company will focus on understanding their marketing challenges, how they define and innovate market success. The student will prepare and deliver their marketing insights paper based on a combination of existing (secondary) information and new unique (original-primary) information from their company interview. Delivery of the paper or presentation to one of the companies they have interviewed is optional. The market insights development framework includes findings from company and market information, the live interview(s) and the student completing an analysis, implications, insights and conclusions, then selection of reporting method such as paper delivery, review or presentation.

**BUS40882: Essentials of Business Analysis - 3.00 Units**

Business analysis is a disciplined approach for introducing and managing change within organizations by defining needs and then recommending solutions to stakeholders. The Essentials of Business Analysis course introduces the role of Business Analysts and highlights their important contributions to organizations and projects. Topics covered can be applied by any professional involved in business analysis functions, whether project leader or staff member, during the implementation of change management activities. Course material will emphasize the areas where business analysts and project managers collaborate for improved requirements and project success.

**BUS40885: Sports Marketing - 3.00 Units**

This course explores the complex and diverse nature of sports marketing. It applies fundamental marketing concepts to the sports industry, including the marketing mix, consumer behavior, marketing research, segmentation analysis, and assessment of marketing programs specific to sports. Guidelines for the formulation of marketing goals and strategies will be included. Trends, issues, and problems influencing the industry will also be examined. Course Objectives:

- Identify opportunities in the various niches in the sports industry
- Be exposed to many different jobs within the industry
- Understand the structure of leagues and players unions and how they affect the industry
- Learn the use of licensing in the sports industry
- Learn how to develop a sports product
- Learn how advertising affects both sports and non-sports companies

**BUS40886: Effective Leadership and Teamwork in the Workplace - 3.00 Units**

Effective Leadership and Teamwork in the Workplace

This course, the first of the Gradvantage Leadership and Teamwork certificate program for UC San Diego graduate students and post-docs, introduces you to the various approaches to effective organizational leadership and teamwork. Significant time will be spent utilizing various personality assessment tools to provide you with a comprehensive picture of your leadership and team strengths, preferences, styles, and areas for development. In addition, practice and experiential application will help you develop a strong sense of self, solid communication skills, and effective teamwork strategies. Topics include:

- Purpose of teams and team roles
- Team development process
- Communication styles
- Leadership to motivate others for peak performance
- Leadership vs Management
- Situational leadership
- Influence strategies and tactics
- Leadership styles and organizational culture
- Managing conflict
- Conflict styles and assessment
- Giving and receiving feedback
- Building teams and minimizing team dysfunctions
- Presentation skills

Practical Experience:
- Working in multiple roles on a team
- Practicing communication, influence, and management styles
- Giving and receiving constructive feedback
- Delivering a short presentation

Course Typically Offered: Fall
Prerequisites: Acceptance in to the Leadership and Teamwork certificate program.
Next Steps: Upon completion of this course, you will take Project Management for the Collaborative Workplace.
More Information: For more information about this course, please contact drhammon@ucsd.edu.

**BUS40887: Leadership and Teamwork Practicum - 3.00 Units**

Leadership and Teamwork Practicum

In this course, the third in the Gradvantage Leadership and Teamwork certificate program, you will put into practice the leadership and teamwork tools skills you learned in Effective Leadership and Teamwork in the Workplace by executing the project you and your team designed during Project Management for the Collaborative Workplace. You will gain the invaluable opportunity to hone your leadership, communication, time management, team dynamics, problem solving, motivation, negotiation, and conflict resolution skills, which are crucial to the success in any workplace. Timely issues in today’s turbulent work environments will also be discussed. Topics include:

- Project governance and assessment
- Review of project management best practices
- Characteristics of high performing teams
- Project creep and workarounds
- Conflict resolution
- Essential skills for effective presentations

Practical Experience:
- Working on a multi-disciplinary team to execute a real-life on-campus project

Course Typically Offered: Winter
Prerequisites: Completion of Project Management for the Collaborative Workplace.
Next Steps: Upon completion of this course, consider taking additional leadership or project management courses to continue to develop your skills.
More Information: For more information about this course, please contact drhammon@ucsd.edu.
BUSA40888: Directed Studies in International Business - 2.00 Units

BUSA40889: Project Management for the Collaborative Workplace - 3.00 Units
Project Management for the Collaborative Workplace
The independence and visibility of a project manager can be invigorating, while the perceived lack of authority can be deflating. In this course, the second in the Gradantage Leadership and Teamwork certificate program, you will learn the project management mind-set, tools, and skills to successfully define, plan, execute, monitor, control, and report a project. Particularly important topics include the project life cycle, fundamental project management processes, development of the project plan, interpersonal management skills, and managing changes during project execution. Skills to help you excel in today’s fast-paced working environment are emphasized.
Topics Include:
- Project specification and plan development
- Meeting & facilitation skills
- Team development
- Work breakdown structures (WBS)
- Network schedules
- Resource management
- Monitoring the project
- Project communication
- Change management
Practical Experience:
- Working on a multi-disciplinary team to execute a real-life on-campus project
Course Typically Offered: Winter
Prerequisites: Completion of Effective Leadership and Teamwork in the Workplace.
Next Steps: Upon completion of this course, you will take the Leadership and Teamwork Practicum course.
More Information: For more information about this course, please contact drhammon@ucsd.edu.

BUSA40891: Elicitation Techniques for Business Analysis - 2.00 Units
The Essentials of Business Analysis course introduced the role of the Business Analyst and surveyed the five domains of business analysis practices. This course delves into three specific and related skills related to business analysis: Elicitation - how to best draw out information from stakeholders and other sources Documentation & dash the creation of culminating documents from the requirements collection process and how to best manage them and Communication - how to communicate requirements in stakeholder-friendly formats. Coursework will include opportunities to learn and practice the following: analysis of reports, facilitation of focus groups, administration of surveys, and creation of prototypes.

BUSA40892: Business Process Modeling - 3.00 Units
Business Process Modeling provides an introduction to the modeling of business requirements and processes. It is based on a system of postulates, data and inferences presented as an analytical description of an entity or a state of affairs. It requires deconstruction of what is behind the numbers and thus integrates both behavioral and financial considerations when striving to model and forecast future outcomes and events. Students will develop modeling skills so that they are able to formulate a well-posed problem, carry out relevant analysis, interpret results, and make sound decisions.

BUSA40893: Solution Assessment - 2.00 Units
In this course, students will be required to show their mastery of business analysis through presentations and case analyses. Learning activities will focus on the application of business analysis techniques learned in previous coursework to: evaluate solutions, identify deficiencies, develop strategies for implementation, and monitor needs for improvements. Each student will document and present findings therefore, demonstrating his or her ability to clearly articulate results and recommendations.

BUSA40894: Land Use Law - 3.00 Units
Learn how to successfully navigate the core federal and state laws that impact land use and planning in California. Students in this course will gain in-depth knowledge of land use law, and will discover the legal trends and issues central to the planning and development sectors. This course covers the entitlement process, permitting strategies and methods of obtaining land-use approvals and permits, and the enforcement of land use regulations. This course also explores California planning and zoning, the California Environmental Quality Act (CEQA), California Subdivision Map Act regulations, practical guidelines for winning state land-use approvals, and new legal developments and initiatives. Students will explore case studies that demonstrate how land use laws are applied in practice, and will develop a permitting strategy for a project. This course will provide wider context for experienced planners as well as foundational knowledge needed for professional practice.

BUSA40895: Fundamentals of Sustainable Transportation - 3.00 Units
The field of sustainable transportation is rapidly evolving in response to recent legislation, concerns over climate change, and new perspectives on smart growth. This course explores how sustainable mobility options support livable cities, social justice, and healthy communities. Participants will learn the complex linkages between land use and transportation at the regional, community, neighborhood, and site levels. Learn how changes to CEQA law are expected to change the way traffic is evaluated. Participants explore basic design concepts that meet the needs of all ages & abilities. Class discussions include innovative complete streets policies that align with smart growth goals and prepare cities for a sustainable future.
AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association.
CM | 24
CM | 1.5 | Ethics
CM | 1.5 | Law

BUSA40896: Principles of Program Evaluation: Theory, Research, and Practice - 3.00 Units
Knowing how to demonstrate the impact of the projects and services that your organization offers is the key to developing and nurturing successful programs. Data is the most effective resource organizations have to review their past efforts and plan for the future. Find out how to conduct routine monitoring and program evaluations and show funders the impact of their investment. Discover the necessary foundation principles to practice the art of evaluating programs and services. Learn the theory of qualitative and quantitative research methods, the principles of monitoring and evaluating programs over time, communication strategies, data visualization, and the limitations of data. The class features a preview of the types of data that exist and are possible for program evaluations.

BUSA40897: Community Data Sources - 3.00 Units
This course teaches students how to access and analyze existing datasets at a community level. Data sources will include information on demographic, education statistics, workforce, environment, crime, and other community data. Students will learn how to clean data, filter for relevant information, and principles of tracking data over time.

BUSA40898: Mixed Methods Research - 3.00 Units
The course provides basic applied quantitative and qualitative research techniques used for evaluating programs. Students will learn how to design surveys, conduct focus groups, develop case studies, create psychographics, and interviewing techniques. This course will also address the ethics of research.

BUSA40899: Research and Evaluation Capstone - 3.00 Units
Students will work with an organization to develop and execute an evaluation under the supervision of one or more faculty members. Note: Prerequisites for this course are the successful completion of the Principles of Program Evaluation: Theory, Research, and Practice Community Data Sources and Mixed Methods Research. Students interested in enrolling in the Research and Program Evaluation Capstone without one or more of the prerequisites must submit a request in writing to the Program Representative for an exemption request.

BUSA40902: Employee Selection Tactics - 2.00 Units
Numbers are involved in all aspects of business decisions, therefore an understanding of the basic concepts of financial and math calculations is a necessary component of a professional's skill set. Students will learn practical math and analysis techniques through the application to real world business situations. Course work will focus on the concepts applicable to those working in all fields of business as it relates to budgeting, understanding profit/loss, revenues/expenses, labor costs. At the end of this course, students will be able to analyze, calculate basic math formulas and explain findings as it pertains to organizational issues and problem solving. An emphasis will be placed on developing the student’s ability to effectively articulate their observations, conclusions and recommendations through discussions and oral presentations.

BUSA40907: Behavioral Finance - 3.00 Units
Technology can help you to effectively manage your next project. In the foundational project management course, you examined the fundamentals of basic planning techniques, including the development of project scope, scheduling and cost baseline. Now, explore the capabilities of Microsoft Project (MSP) 2016 as a tool to better help you plan, schedule, control, analyze and track your project. Go beyond the basics and use the scheduling software to practice the skills you are learning with a real-life case study. Effectively develop a work breakdown structure (WBS) through employment of the scheduling tool to plan, assign resources to tasks, track progress, manage the budget and analyze workloads. Immediate skills you will take away include:
- Navigate within the various MSP views
- Enter and manipulate task, resource and cost data
- Edit task predecessor relationships and display a project’s critical path
- Develop a project charter and WBS and use these documents as inputs to MSP files
- Edit and export the MSP Timeline for presentations
- Estimate project costs and schedules using a “bottom-up” methodology
- Understand the types of project resources and use MSP function to minimize resource over allocation
- Use standard MSP calendars and create custom calendars
- Track and control projects with an emphasis on variance analysis
- Become familiar with MSP tables and understand the implications for project analysis
- Run MSP 2016 canned reports and collaborate features
- Incorporate various techniques to customize the MSP interface for PM best practices and your own working preferences
- Apply MSP to multiple project management frameworks (e.g., PMBOK, Agile, Six Sigma DMAIC)

When the course begins, students will provided access to download MSP 2016 for the duration of the course.
The material is only applicable to those who use at least MSP version 2013.

BUSA40908: Start-up Essentials for Entrepreneurs - 3.00 Units
Building your own company can be one of the most rewarding experiences, however it is often the riskiest and requires a diverse set of skills. As a start-up entrepreneur you must do it all from market research to product development. For those entrepreneurs fortunate enough to come up with the next block buster idea, very often they feel unprepared to take their company to the next level, especially navigating the complexities of venture capital financing.

BUSA40906: Code Compliance for Facilities Managers - 3.00 Units
Facilities managers must be adept at supervising and enforcing building, occupational, and environmental codes, as well as Company policies. Explore the principal federal, state, local codes that affect the operation and management of facilities, from ADA to OSHA and environmental regulations. Learn how to implement policies and procedures to ensure code compliance and improve safety of operations, and best practices for managing documentation and record-keeping requirements and personnel training. Discover how changes to operational practices and facility design and management can affect facility compliance and considerations for managing risk.

BUSA40893: Effective Onboarding Practices - 2.00 Units
New employee onboarding and orientation programs are critical initiatives to immediately engage new employees in company culture, avoid turnover during the first few months of employment, and lay foundation for employee success. When done right, onboarding and orientation programs can improve the long-term success of new employees as well as their employers. Onboarding and orientations do not only involve new-hire paperwork and explaining organizational policies these practices are also designed to effectively assimilate new employees and provide them with the tools to navigate their new surroundings. In this capstone course, learn how to build effective onboarding programs that will help new employees feel comfortable, connected, and productive in their work environment. Evaluate onboarding and orientation practices to continuously increase the effectiveness of the programs.

BUSA40904: Microsoft Project 2016 - 3.00 Units
The material is only applicable to those who use at least MSP version 2013.

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This nine-week class will create the foundation for students to understand key concepts in building a startup and also how venture financing works. The class will involve a team-based approach to building a new business idea and refining that idea for presenting to investors. Topics covered in this course include: product development, market research, intellectual property, financial terminology, presentation strategies, venture capital and negotiations. As a start-up entrepreneur you must do it all from market research to product development.

BUSA40909: Accounting Ethics - 4.00 Units
This course introduces the revised AICPA Code of Professional Conduct. Students will discuss the conceptual framework and the necessity of ethics in tax preparation, managerial accounting, and attest services. Throughout the course students will review actual cases where professional accountants have failed to uphold the moral and ethical code and subsequent social and economic damages. Students will learn what it means to be both independent in both fact and appearance.

BUSA40910: Financial Modeling with Excel - 2.00 Units
This course will introduce students to financial modeling using MS Excel. Concepts such as pivot tables, formulas, basic data analysis will be covered. Course topics will involve various financial scenarios in order to build analysis and decision making skills.

BUSA40913: Disruptive Technologies and Value Innovation Workshop - 1.00 Units
Every company needs to grow revenue year after year with the goal of a successful financial exit for founders, employees and investors. Learn how to identify a large unserved market which can be exploited without fear of competition, combine a need with ready technology for a minimum viable product and discover early adopter customers and move towards an initial product/market fit. Participants will develop solid intellectual property as a strategic asset for acquirers and focus on being acquired at the right time to maximize a successful financial exit.

This workshop is designed for founders and managers in both high-tech and biotech companies. The sessions are highly interactive and will analyze business case studies. During the three workshop sessions, students will explore how innovators identify large potential markets. Using the “Outcome Driven Innovation” framework, participants will learn to increase the chances of producing financially successful products and connect the job-to-be-done with ready technology to invent a minimum viable product and make the first steps toward customer traction and a potentially disruptive foothold. Finally, the workshop will focus on steps necessary for acquisition by a larger company with the capacity to further grow sales beyond what the initial venture is capable of achieving.

BUSA40914: Introduction to Institutional Research - 4.00 Units
This course will give an overview of the field of institutional research, planning and assessment. It will introduce students to the concepts utilized in institutional research and the types of data analysis performed by this entity. It will examine institutional research functions such as data analysis, institutional planning, institutional effectiveness, assessment, internal and external data requests as well as effective methods of data presentation.

BUSA40915: Applied Research in Higher Education - 4.00 Units
This course is designed to familiarize students with the research procedures and methods necessary for performing Institutional Research studies. Students will be able to utilize both quantitative and qualitative methodologies to analyze institutional databases and assess university outcomes, such as retention and degree completion rates. Students will also identify what indicators influence educational outcomes across diverse populations in California and, more broadly, the country as a whole. Students will receive hands-on experience by working on a research project through their internship.

BUSA40916: Diversity Research in Institutional Research - 4.00 Units
This course is designed to familiarize students with the research procedures necessary to collect and analyze primary data in Institutional Research. Students will be able to utilize quantitative and qualitative research methods to create instruments necessary for the collection of primary data and to use statistical tools to analyze it appropriately. Students will also familiarize themselves with Institutional Review Board procedures that are required when doing primary research in a university/institutional setting.

BUSA40917: Advanced Digital Marketing - 3.00 Units
This course introduces federal payroll accounting functions to students including:
- Paying wages, withholding depositing and reporting taxes, and the preparation of financial forms
- Understanding basic reporting of wages and taxes for Forms 940, 941, 944, 945, W-2, W-3, and 1099.
- Making journal entries for the payroll distribution, payroll-related expenses, payroll liabilities, and the remittance of employer taxes

Through learning exercises, the goal of the course is for students to achieve a proficient understanding of the key elements of payroll accounting which can be successfully applied in a business setting.

The Mastering Payroll text published by the American Institute of Profession Bookkeepers (AIPB) will be used for this course. It must be purchased directly from http://bookstore.aipb.org/ before the start date of the course.

Students achieving the minimum required grade on the course final examination are eligible to receive a certificate of course completion from the American Institute of Certified Bookkeepers (AIPB). This AIPB certificate represents achievement of one of the steps for designation as a Certified Bookkeeper.

BUSA40918: Payroll Taxation - 3.00 Units
This introductory course integrates the study of economics with a myriad of business and financial related decisions. Students will gain an awareness of business and financial markets as well as relevancy of economics to the real business environment. Through lectures, discussions and course material, students will develop an understanding of current economic ideas and their relevancy to business and the financial decision-making process. Students will also acquire knowledge in quantitative/analytics as well as communication skills, and learn about their application in the business world. Students will have the following learning opportunities:
- Learn Economic theories and quantitative methods to analyze business enterprise.
- Evaluate factors contributing to the diversity of firms’ competitive positions and the relationships of firms with labor, capital and the product market.
- Integrate economic principles and strategies into daily business practices.
- Understand capital acquisition, profit generation, production efficiency, and overall management strategy.
- Analyze how other economic external factors influences business decisions such as changes in industry regulations or unexpected shift in prices of production materials.
- Comprehend the idea of utilizing available resources to maximize production while minimizing waste.
- Study how the Federal Government’s Fiscal Policy and the Federal Reserve’s Monetary Policy impact the business enterprises.
BUSA40920: The Practice of Designing and Running School Bonds - 2.00 Units
Because school bonds create a public financial obligation, officials who propose and manage such bonds have an ethical obligation to ensure their legitimacy and effectiveness. Measures should be considered to strive for the efficient use of public funds.
This course draws upon scholarly and practitioner knowledge to guide students as they answer three critical questions that organize the class:

What legitimates a need for a school bond? If legitimate, how does a school bond get to the voter for decision?

How do principles of effective public management apply specifically to school bonds?

What best practices exist to ensure school bonds are transparent so they do not lose legitimacy?

Intended Audience: Professionals who are interested in cost-effective, transparent, legally-compliant, and—most notably—successful school bonds:

- Superintendents and Assistant Superintendents
- Principals on the district management track
- Other School District Staff and Senior Leaders
- Professionals in industries that service public schools

Learning Outcomes:

- Assess the legitimacy of a need for a school bond, and if legitimate, describe the process to get a bond to the voter for a decision.
- Analyze how principles of effective public management apply specifically to school bonds.
- Define and recognize best practices that ensure school bonds are transparent and ethical so they do not lose legitimacy.

BUSA40921: - 4.00 Units
BUSA40922: - 3.00 Units
BUSA40923: - 3.00 Units
BUSA40924: - 3.00 Units
BUSA40925: - 2.00 Units
BUSA40926: - 3.00 Units
BUSA40927: - 2.00 Units
BUSA40928: - 3.00 Units
BUSA40929: - 3.00 Units
BUSA40930: - 2.00 Units
BUSA40931: - 2.00 Units
BUSA40932: - 3.00 Units

BUSA80010: Ethics for Healthcare Professionals - 0.00 Units
This course covers basic principles of medical ethics (autonomy, beneficence and justice) as they apply to delivery of healthcare and to human subjects research the risks and benefits of electronic medical records (EMRs) and application of principles of medical ethics to the challenges presented by moving from paper to EMRs. Ethical reasoning skills are developed using real life case studies through analysis of real cases and students’ own views about EMR are clarified.

BUSA80018: Achieving Success in Public Participation - 0.00 Units
Involving the public in planning projects can result in outcomes that better meet community needs and hopes, and have stronger political support for implementation. But it can also result in delays, unexpected controversy, high-jacking by special interests, decision-maker apprehension, and even complete project abandonment. In this two-day workshop, participants will learn strategies and tools to achieve successful outcomes in the public arena, with a focus on community and environmental planning and the CEQA process.
Special topics include advisory committees, online engagement and social media, outreach with underrepresented communities, interactive public workshop formats, and pop-up outreach. The workshop will also explore right-sizing outreach programs, and when it is to your advantage to go above and beyond CEQA public involvement requirements. Learn how to integrate these kinds of engagement tools as part of a multi-pronged approach for better representation of the full community spectrum, including the voices from the middle that are essential for building consensus and support.
AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association.
CM | 13.5
CM | 0.5 | Ethics

BUSA80019: Customer Experience Revolution - 0.00 Units
Join this two-day immersive customer experience workshop where you will learn about best practices, leadership culture and decision making that guides the success of the top customer experience companies.
Companies like Apple, Amazon, Starbucks, REI, and newer start-ups including Airbnb, Square and Uber, dominate their industries and marginalize competition. How have these “Experience Makers” become better and different for customers and more profitable and longer lasting than the competition? They offer exceptional products, services, and pricing that combine to result in the purpose-built customer experience and the user experience within it.
In this workshop, you will discover the secrets of creating these kinds of experiences. Experts from successful companies join UC San Diego faculty to share stories and how-tos. You will leave with tools and ideas that can be applied right away.
You will learn:

- Best practices to determine, develop and deliver extraordinary customer experiences
- Benchmarking for diagnostics, improvement and innovation with customer journey maps
- How to measure the customer's emotional and economic connection
- How to use social media for customer-experience strategy development
- How to innovate customer experiences and gain knowledge on how leading companies are doing this
- Customer experience leadership, culture and decision making at “Experience Makers”
- Techniques to transition your organization toward a CX focus: making the case resources structures

Featured Speakers:
Desirée Madison-Biggs, CCXP
Customer Experience Design &amp; Improvement Program Manager
Airbnb
Rachael Minucciani
Senior Program Manager, Events and Brand Experiences
REI
Event Instructor:
Jeoffrey Bean
Principal, Del Mar Research

BUSA80020: HR Analytics Workshop - 0.00 Units

BUSA80021: Money Essentials Series: Taxes - 0.00 Units

BUSA80022: Money Essentials Series: Financial Planning I - 0.00 Units

BUSA80023: Money Essentials Series: Financial Planning II - 0.00 Units

BUSA80024: Money Essentials Series: Estate Planning - 0.00 Units

BUSA90000: Planning and Building Cities - 3.00 Units
Cities are dynamic, constantly evolving places that are anchored by people as visionaries, decision-makers, and drivers of place. This course introduces and explores the process of planning, designing, building and governing cities. Students will analyze how cities evolve and the role that people have in a city, including urban planner, architect, developer, politician and citizen. They will learn about city planning by studying national and international examples of successfully planned cities and neighborhood. The core project of the course includes students working to design their own city plan. The course includes multi-media presentations and a field trip opportunity.

BUSA90001: WIT: Service Learning and Leadership 1 - 3.00 Units
This service learning course is focused on fostering social entrepreneurship and leadership skills in students grades 9-12. Students are introduced to definitions of community, the variety of organization providing service within communities, differing concepts of community and influence within communities and the challenges facing leaders within community organizations as they work to address key problems. All students will participate in the design and launch of a sustainable community service project which serves as the basis for both learning specific community organizing skills and for reflecting on the rewards and challenges of community leadership.

BUSA90002: WIT: Service Learning and Leadership 2 - 3.00 Units
Students grow through a combination of learning and hands-on experiences which prepares them to work collaboratively in leadership roles to find positive solutions to shared problems and to effect social change at local, national and international levels. All students will work collaboratively to design an international service project. Students will learn the skills necessary for a WIT internship and begin working with students enrolled in the WITKids Leadership Program at local elementary schools.

BUSA90003: WIT: Service Learning and Leadership 3 - 3.00 Units
Students will work collaboratively to design an international service project. All students will be given the option to visit the city where they launch their international project. In addition, students will learn the skills necessary for a WIT internship and begin working with students enrolled in the WITKids Leadership Program at local elementary schools.

BUSA90004: WIT: Service Learning and Leadership 4 - 3.00 Units
WIT 4 is designed for students who wish to transform a passion for community activism into a rewarding teaching experience. Students will build off the skills learned in WIT 3 and translate those skills into a teaching role with the WITKids Leadership Program. The practice of critical thinking, decision-making, effective communication and team building skills in a “real world” setting will help students become more effective future business leaders. Students will also be given the choice to develop a local/national/international service project.

BUSA90005: WIT Social Entrepreneurship & Leadership - 1 - 6.00 Units
This social entrepreneur and leadership development course is focused on equipping students grades 9-12 with the skills needed to become entrepreneurs and leaders in their community. All students will participate in the design and launch of a sustainable social enterprise.

BUSA90006: WIT Social Entrepreneurship & Leadership - 2 - 6.00 Units
This social entrepreneur and leadership development course is focused on equipping students grades 9-12 with the skills needed to become entrepreneurs and leaders in their community. All students will participate in the design and launch of a sustainable social enterprise.

BUSA90007: WIT Social Entrepreneurship & Leadership - 3 - 6.00 Units
This social entrepreneur and leadership development course is focused on equipping students grades 9-12 with the skills needed to become entrepreneurs and leaders in their community. All students will participate in the design and launch of a sustainable social enterprise.

BUSA90008: WIT Social Entrepreneurship & Leadership - 4 - 6.00 Units
This social entrepreneur and leadership development course is focused on equipping students grades 9-12 with the skills needed to become entrepreneurs and leaders in their community. All students will participate in the design and launch of a sustainable social enterprise.

BUSA90011: The Business of Sports 1 - 1.50 Units
The Business of Sports will transform students from simply fans and athletes into aware, informed stewards of the global sports world. Students will examine sports viewpoints from a business perspective and will explore marketing and management platforms at the professional, collegiate, youth, community and special events levels. Marketing experts will discuss how the global sports community has historically and continuously engages consumers by branding, image, sponsorships and merchandising. Students will discuss the role of sports managers and their responsibility to both athletes and consumers using law, ethics, event management, and labor relations. Students will discover the world of journalism and broadcasting by viewing the sports community from an unbiased media context. At the end of each unit, students will be introduced to career opportunities in each field and understand a realistic projected trajectory.

BUSA90012: The Business of Sports 3 - 4.50 Units
The Business of Sports will transform students from simply fans and athletes into aware, informed stewards of the global sports world. Students will examine sports viewpoints from a business perspective and will explore marketing and management platforms at the professional, collegiate, youth, community and special events levels. Marketing experts will discuss how the global sports community has historically and continuously engages consumers by branding, image, sponsorships and merchandising. Students will discuss the role of sports managers and their responsibility to both athletes and consumers using law, ethics, event management, and labor relations. Students will discover the world of journalism and broadcasting by viewing the sports community from an unbiased media context. At the end of each unit, students will be introduced to career opportunities in each field and understand a realistic projected trajectory.

BUSA90013: Leadership and Character 1 - 1.50 Units
This course showcases individuals who demonstrate character and leadership and encourages students to identify with at least one. It helps students develop their own leadership skills. The course has students examine the difference between good performance and great performance
the degree to which one puts the interest of others ahead of their own willingness to do things for others without regard for what’s in it for them the ability to coach and mentor to be able to make decisions and recommendations that benefit the good of everyone and who have the courage and trust of others. They are willing to speak up, even when expressing an unpopular view. The course looks at George Washington and his leadership in the face of adversity students engage with a Holocaust survivor who stood up for what they believed in, even when others didn’t and they listen to a leader who has made an impact on the lives of students as a coach or mentor.

BUASA90014: Leadership and Character 3 - 4.50 Units
This course showcases individuals who demonstrate character and leadership and encourages students to identify with at least one. It helps students develop their own leadership skills. The course has students examine the difference between good performance and great performance the degree to which one puts the interest of others ahead of their own willingness to do things for others without regard for what’s in it for them the ability to coach and mentor to be able to make decisions and recommendations that benefit the good of everyone and who have the courage and trust of others. They are willing to speak up, even when expressing an unpopular view. The course looks at George Washington and his leadership in the face of adversity students engage with a Holocaust survivor who stood up for what they believed in, even when others didn’t and they listen to a leader who has made an impact on the lives of students as a coach or mentor.

BUASA90015: Rady School of Management: So You’d Like to be an Entrepreneur…? - 6.00 Units
Curious about entrepreneurship, but not sure where to start? This two-week course is designed for aspiring high school entrepreneurs who want to explore this path. From developing new business ideas, learning marketing, research, and leadership skills to entrepreneurial strategy and pitching, this course follows Rady&rsquo successful approach to commercializing innovation.

We&#39ll collaborate with Calit2/QI, the San Diego Supercomputer Center, and the Scripps Institution of Oceanography to inspire students&amp;rsquo business ideas with cool multidisciplinary work such as drones, cyber archaeology, robots, STEM, DNA simulations, big data, bioluminescence, etc. Students will also play an online entrepreneur simulation, in which they are divided into teams to evaluate financing options at startup, and make staffing, marketing, and inventory management decisions for twelve simulated quarters each team competes against the other teams in class, growing sales and managing operations to maximize profits.

Throughout these two weeks, we will lend special focus to cutting edge research at UCSD with an eye to bringing new product ideas to market most efficiently. The last day culminates with student pitches to CEOs, educators, and entrepreneurs.

CHEM40002: Chemistry, Manufacturing and Controls - 1.00 Units
The Chemistry, Manufacturing and Controls section of the sponsor drug submissions to the FDA demonstrate to the FDA the ability to consistently manufacture, store and control the drug product under review. Data included in the CMC section comprises approximately one third of the New Drug Application. This course is designed for technical and regulatory professionals who are or will be involved in the development of new drug candidates. You will learn the practical considerations for achieving CMC objectives from IND through Phase II human clinical studies. The focus will be primarily for biologics drugs as opposed to small molecule drugs, however many of the same principles apply.

CHEM40169: Introduction to Organic Chemistry - 3.00 Units
An introduction to the fundamental principles of organic chemistry. The course is organized around major topics of organic and bioorganic chemistry with strong emphasis on functionalities and properties of organic molecules relevant to health and life sciences. The main goal is to develop an understanding of organic chemistry as it relates to biologically important molecules. This course is broadly suitable for anyone who wants to learn or review organic chemistry.

CHEM90000: Summer Internship Program - 8.00 Units
Salk Institute LSSI Internship Program is an eight-week program providing opportunities for local high school students to experience life in a scientific laboratory and explore the possibility of a career in science. Students are involved with a full-time research project as well as enrichment activities. Students work with Salk researchers/mentors along with the Educational Outreach staff to learn how to formulate and test hypotheses, prepare experiments and draw conclusions from those experiments. They also learn to maintain laboratory notebooks and take part in regular lab meetings and group discussions. At the end of the program, students present their research projects to their mentors, lab members and families.

CHEM90002: From Food Deserts to Green Communities: The Good Food Revolution in Practice - 4.00 Units
This course is an introduction to community gardening, food independence and green technology. Join a community of thousands of people throughout the United States who are working to reclaim how we grow, consume and think about our food and who wants to use technology to benefit our environment and our local communities. Each student will learn hands-on skills through participation in community gardening projects, use of digital sensors, visualization of data and multimedia production. By the end of the course, you will use your new skills to build a multi-media Google map and web page to share your experiences online.

CHEM90003: AC - Research Scholars - 6.00 Units
Research Scholars is the premier component of Academic Connections. This component is targeted for students who demonstrate superior academic potential and intellectual curiosity. Research Scholars faculty are nationally and internationally renowned UCSD faculty and researchers in established and emerging areas of science. These facultywork one-on-one in their state-of-the-art laboratories and facilities with these high achieving and high potential high school students in a variety of research experiences within the fields of biology, biochemistry, chemistry and nanotechnology. The facultyare dedicated to academic excellence and engage the students in problem solving and discovery. This intensive program provides the confidence and foundation for each of the students to be successful in their future academic endeavors and gain long lasting friends from across the country and internationally.

CHEM90004: Culinary Chemistry & Design: Fun with Flavors (High School) - 0.00 Units
Knowing how to safely work in the kitchen and create great food is a multi-faceted skill: it&rsquo s a science, an art, encompasses elements of nutrition, can reflect culture, and ultimately is a form of personal expression. When food is prepared in a fun and responsible way, the benefits of having an inspired junior chef in the house are priceless. In this class, students learn the importance of kitchen safety, cleanliness, food choices, and experience the hands on fun of playing with their food in the presentation phase. Students learn about nutrition, organic and locally sourced foods and are introduced to basic culinary vocabulary. We learn what it means for people with specific dietary trends/styles/ restrictions such as: eating vegan, paleo, gluten or lactose free, and being mindful of people with severe allergies. We conduct
experiments to figure out if the old &lsquotaste bud map&rsquo is real, or a myth.

CHEM90018: Research Scholars - 6.00 Units
The purpose of Research Scholars is to provide an opportunity for high school students to pursue independent scientific research alongside members of the prestigious UC San Diego faculty. Students will be given the opportunity to explore a variety of academic disciplines including life sciences, health sciences, physical sciences, arts, humanities, and social sciences. Some students will choose to dedicate time working in a lab or science facility with world renowned researchers and professors. Other students will study fields such as humanities or social sciences. These students will have the opportunity to engage in field research and in-depth analyses of their chosen topics. All Research Scholars will receive guidance, support, and supervision throughout the valued learning process of designing and implementing his/her research project.

Each Scholar will be paired with a faculty mentor whose special expertise and interests will be matched, as closely as possible, to the student’s research interests and career goals. Students will either assist the faculty member in an ongoing research project or work collaboratively with the mentor in designing a new project of mutual interest.

COGS90000: Database Design and Manipulation Using SQL - 3.00 Units

COGS90001: Neuroscience: From Brain to Behaviors - 6.00 Units
This course offers an exciting introduction to neuroscience. Through a combination of lecture, laboratory experiments, and group projects, students will explore how the brain works and how neuroscientists design experiments to discover new brain functions. This class will begin with an introduction to the anatomy of the brain, the neurons that compose it, and the methods of communication between these neurons. Then, students will explore how changes in the environment (sensory cues) are represented by the brain and processed to produce appropriate behaviors (motor outputs). Finally, students will investigate disorders of the nervous system to better understand the devastating consequences of any disruption to the complex functioning of the brain.

Students will be introduced to the model organism C. elegans, a tiny nematode worm, used by neuroscientists to study the genes and neurons that are responsible for producing particular behaviors. The relatively simple nervous system of C. elegans and its repertoire of quantifiable behaviors will be the basis for several laboratory experiments into the neural basis of behavior.

Many sub-fields of neuroscience will be explored in this course to provide a broad overview of how the brain works which should be useful to everyone, but especially to students interested in medicine, biology, psychology, chemistry, or neuroscience.

COGS90002: Introduction to Cognitive Science - 6.00 Units
Cognitive science is the study of the mind through psychology, neuroscience, computer science, linguistics, anthropology, and philosophy. In short, it’s thinking about how we think. We’ll learn about the brain, artificial intelligence (robots), and how we produce and understand language. We’ll explore many topics like how we learn and perceive the world around us, experimental techniques like fMRI and EEG, and skills like statistics and computer programming. The course will also highlight the importance of cognitive science and the many ways it is all around us. Our exploration of cog sci will take numerous forms, such as reading and writing, discussing and listening, and experimenting and observing.

COGS90003: Minds, Machines and Mathematics - 6.00 Units
Cognitive science encompasses a variety of disciplines concerned with how minds receive, store, retrieve, transmit and transform information.

Mathematical and computational models for representing and processing information have been at its conceptual center from the beginning. This course introduces topics in philosophy and math that motivated formalization of reasoning and knowledge representation 100+ years ago, how computer science emerged from that, what early models of human and artificial intelligence looked like as a result, and some of the challenges these models face(d) in parallel, students are introduced to foundational tools in math and computation and work with them in a simple programming environment to gain intuitions about formal models and see them play out in concrete scenarios.

COGS90004: Gray Matters: Brain Function and Neural Plasticity - 6.00 Units

COGS90005: The Brain in Health and Disease - 6.00 Units
This course will focus on brain structure and function in health as compared to disease. Through clinical case studies and research findings, students will delve deep into the etiology and presentation of debilitating conditions such as mood and anxiety disorders, post-traumatic stress disorder (PTSD), Alzheimer’s, and autism spectrum disorders. The course will also introduce students to techniques that have been used to identify what goes awry in brain circuitry to produce the symptoms of these conditions. These techniques include, but are not limited to, functional magnetic resonance imaging (fMRI), electroencephalography (EEG), and transcranial magnetic stimulation (TMS). This course will not assume prior knowledge in neuroanatomy. AP Biology experience is recommended AP Psychology experience would be useful but is not necessary.

COMM80000: Conversation Improvement - 0.00 Units
Increase your confidence and comfort level while improving your conversational ESL skills with both native and non-native English speakers in this course.
Identify key strategies and specific conversation techniques to help you improve your spoken English through:

- practice dialogues
- situational role-playing

Learn in a lively, fun classroom environment which builds your confidence in conversing in English while further developing your speaking and listening skills.

COMM80001: Advanced Conversation Improvement - 0.00 Units
Are you an ESL speaker and need to improve your English conversational skills and increase your spoken English fluency and accuracy? Want to express yourself more precisely in conversation with native and non-native English speakers?
If so, this English conversation course is for you! With daily conversation topics and constant practice, this course emphasizes improvement in overall conversational fluency in an active learning class environment.

COMM80002: Accent Modification Seminar - 0.00 Units
In one evening, this accent reduction course provides high-intermediate to advanced ESL speakers with training and keys to speaking English more
accurately and smoothly so that native speakers can more easily follow what you want to say. Learn the importance of:
- pausing
- stress
- linking
- pitch

Get quick tips on reducing your accent and receive advice on classes and self-study materials that you can use to acquire a better accent in English.

COMM90001: Applied Qualitative Research Methods - 6.00 Units
Communication professionals use qualitative methods to craft messages that resonate with audiences. This hands-on class exposes students to qualitative research methods that can be used on the job or within future coursework to guide communication efforts more strategically. Students will learn how to design and conduct studies to gain insight into audience perceptions on a variety of issues. Specific techniques covered include in-depth interviews, focus groups, and rhetorical analysis. Through applied activities, students will learn how to collect, analyze, and present qualitative research data.

COMM90002: Creating Multimedia: An Exploration of Art, Design and Communication in the Public Sphere - 6.00 Units
Students will explore media literacy through an interdisciplinary arts workshop. Throughout the course, students will create and collaborate on projects using various media to explore how we communicate -- through the production of short stories, minicomics, visual poetry and essays, installation pieces, games, digital videos, and web media. The workshop's wide range is designed not only to provide an introduction to the broadening media landscape that students will encounter in both higher academia and professional spheres, but also to discuss the connections between what we read, see, and do, and how we think.

Using the framework of an arts seminar, the class will develop through 2 and 3 day units that add elements and complexity to the work produced. Students will create a combination of individual and group projects, and be given the opportunity to show and receive feedback on their work from instructors and peers. Throughout the course the students will meet with guest speakers who will lecture on contemporary text-art practices, participate in field trips for hands on experience, meet experts involved in literary and artistic communities in southern California, as well as receive advice on how to further their careers as practicing researchers and media producers. As a final project, each student will contribute to a class website that will serve as an online portfolio of their work.

COMM90003: Young Native Scholars Writing and Media - 6.00 Units
Digital technologies have introduced new platforms for the journalism industry. No longer limited to the newspaper or television screen, journalism now often integrates written content, photography, video clips, and graphics altogether to tell a more complete story. This is a production-oriented course designed to enable students to analyze, evaluate, create and participate in three of the media forms that have been historically central to journalism: writing, photography, and design. Students will learn what the central features of journalistic practices are, and how to evaluate forms of media production.

The goal is for students to come away from the course with a strong grasp of how multimedia platforms work in American journalism and to understand what the ethical issues are for journalism in the digital age. Finally, students will gain practical experience in crafting and sharing their own multimedia stories in a capstone project.

COMM90004: Critical Thinking, Effective Communication in a Cross-Cultural Setting - 4.00 Units
The 2-weeks introductory course is designed to engage international middle school and secondary students in developing their critical thinking and questioning skills, cultural understanding, and comfort level in English communication skills.

The critical thinking component will center around students learning and practicing debate-style argumentation skills with local students, as well as gaining an understanding of how to use questions to drive discussions and build relationships.

The class will stress hands-on learning as debate topics and all special activities and classes will be shaped to foster student reflection on their own assumptions, values, and understandings of the world and themselves.

To improve their English language fluency, students will have a wide variety of interactive opportunities with local students: small group discussions two-on-one debating one-on-one talks during meals, activities, and outings. They will learn to become better speakers and find effective ways of expressing their creative and analytical ideas through class presentations in the form of impromptu speeches, “Quick Responses” to short video clips, pictures, etc., participating in panel discussions, and, for their final, giving a self-evaluative speech on how they have grown during the course.

Because change is a process rather than a moment, journaling and self-reflection will offer a daily space for students to develop insight about their own emotions, attitudes, values, and beliefs and how they are affected by them.

COMM90005: Critical Thinking, Effective Communication and Leadership in a Cross-Cultural Setting - 6.00 Units
The advanced 3-weeks course is designed to engage secondary students in developing their critical thinking and English communication skills, so they will be equipped to function effectively in cross-cultural settings.

Critical Thinking Strand: Students will explore critical thinking and communication skills through learning the basics of argumentation and debating in paired teams with American students. Using this collaborative, values-based methodology of debate will teach students to develop insightful, evidence-based opinions and to discuss these opinions with logic and civility, no matter how controversial the topics are.

Leadership Strand: Working with others in a common effort to effect positive outcomes calls for a complex mix of critical thinking, relational skills, and an empowered sense of self to reach the goal. Students will read, discuss, debate, and act in this area. Students will have multiple opportunities to challenge themselves in such settings as the UCSD Challenge Course and relationally in planned out-reach activities in order to develop courage, reliability, and the motivational energy that comes when we move past our fears to leadership. They will also engage in service to the needy in San Diego, as service is a fundamental aspect of leadership.

English Strand: Finally, students will have many opportunities to integrate their knowledge of English, learning to express themselves verbally through activities such as small group discussions and paired sharing with American students, short impromptu speeches, formal speeches and written essays, etc. Journaling to integrate activities and learning will also be a key component of the program.

COMM90017: Writing and Reporting the News: Learning to Write Fast and Well - 6.00 Units

COMP40000: Learning How To Teach Arduino - 3.00 Units
This course is designed for teaching-interested-persons to learn how to teach Arduino to novice programmers. Students in this course do not need to have any prior programming or Arduino experience to take this course. Students will gain an introduction to programming concepts such as conditional statements, variables, functions, parameters, and loops. Students will also be introduced to basic circuit design and analysis, as well as physically building circuits using the Arduino micro-controller. Furthermore, students will be given guidance in how to engage community college students in larger projects using the Arduino micro-controller and software. This course will be entirely online, however students will have access to virtual office hours with teaching assistants.

COMP90000: Introduction to Creative Computing - 3.00 Units
Learn about the basics of coding by exploring the Processing Development Environment. This project-based class will focus on the development of fundamental programming skills, creation of apps that feature interactivity, allowing students to create responsive virtual environments. Students will also learn about interface and interactivity through the creation and use of infrared pens and IR-detecting cameras. Additionally, ways in which we commonly interact with the virtual environment will be explored through the dissection of a Wiimote™ and identification of its electronic features. Students will produce at least one final applet that they will be able to manipulate via the infrared controller that they have created. This class is beginner-friendly and hands-on.

COMP90001: Introduction to Computer Programming (Python) - 3.00 Units
This course offers an introduction to computer programming via the Python programming language. Students listen to weekly explanations-demonstrations of and gain (ideally simultaneous) practical experience with basic coding concepts such as calculations, string formatting/manipulation, conditional statements, iteration, file i/o and the abstraction of functions, as well as programming style. Weekly homework assignments solidify understanding and a final project offers the opportunity to creatively deploy the class materials. This course is designed to prepare students for the final project of the class - the creation of a computer program that generates a poem.

COMP90003: Introduction to Java Programming: Java Language Basics - 3.00 Units
This weeklong workshop introduces the structure, syntax, and programming paradigm of the Java™ language and platform. Students will learn the Java syntax you are most likely to encounter in the professional and research world and Java programming idioms you can use to build robust, maintainable Java applications. Students will be guided through the essentials of object-oriented programming on the Java platform, including fundamental Java syntax and its use. You'll get started with creating Java objects and adding behavior to them, and conclude with an introduction to the Java Collections Framework, with considerable ground covered in between. This course will start with the very basics and assumes that students do not have any previous Java programming experience and does not require any other programming experience. This course will cover the fundamentals of the operative parts of Java and will introduce the basic programming concepts of Java programming.

COMP90004: Sound Design and Interactive Sound: Learn From the Pros! - 3.00 Units
Learn the tools and techniques behind the creation of electronic music and the production of quality audio. This project-based course seeks to provide both a solid foundational knowledge of the basic theories behind modern digital audio and a practical understanding of the tools used by composers, designers, and producers to create high-quality music and sound. This will include explorations of the physics of sound, basic digital theory, common audio tools, including DAWs, sequencers, samplers, synths, effects, and MIDI controllers, and practical audio techniques, including the use of loops, presets, effects, modulation, automation, and sequencing. Along the way, students will be reinforcing what they have learned through guided exercises culminating in a final composition.

COMP90005: Introduction to Music and Computers I: Create Your Own Composition and Musical Instrument Using Computers - 3.00 Units
The union of technology and music weaves a cloth of limitless possibilities for creativity and learning. Students will experience a 4-day immersion into both the creative and technical sides of creating music and sound art with computers and will be inspired to harness the power of computers to create beautiful and complex sounds and music. This course introduces the student to techniques for recording, manipulating, and synthesizing sound using freely available software. After participating in this course, the student will have an understanding of acoustics, music theory, and sound design as they relate to computers. The student will also have completed their own compositions and even designed their own musical instruments using software.

COMP90006: Building Dynamic Web Applications With Open Source Tools: Welcome to the Power of Apache, PHP, and MySQL - 3.00 Units
Apache, PHP, and MySQL serve as the software foundation of thousands of web sites all over the world. PHP is perhaps the most common language in use today for developing open source content management systems such as Drupal, Joomla, and Moodle. PHP is the second most popular scripting language with the fastest growing user base (according to Indeed.com and numerous other job trend sites). MySQL is the most widely used open source database engine in the world, and it uses the common SQL (Structured Query Language) to communicate. This workshop will introduce students to the powerful languages PHP and SQL using the open source XAMPP web server which includes Apache, PHP, and MySQL. Participants will access course material using the SDSC StudentTECH Portal powered by Joomla, an open source portal development tool built with PHP and which uses a MySQL database. Participants must have some experience with basic web page development using HTML and CSS, and some scripting (Javascript) or programming experience is strongly recommended.

COMP90007: The Beauty of Math: Using Computational Tools to Explore Fractals, Chaos, and Complexity in Art & Nature - 3.00 Units
This workshop will introduce students to the incredibly beautiful and complex world of fractals, chaos, and nonlinear dynamical systems, and at the same time we will learn a little math using the powerful "matrix laboratory", Matlab. Understanding complex systems in nature has been a timeless goal for science, but until recently some systems in nature have appeared far too complex to understand. Computer hardware and software analytical power has grown exponentially in the past decade, so that today the average laptop has more computational and graphical rendering capability than a high-end graphics workstation was capable of 20 years ago. Analysis and visualization applications such as Matlab have become indispensable tools for most scientific researchers.

COMP90008: Creating Video Game Worlds with Maya and the Unreal Development Kit - 3.00 Units
The workshop will use the open source XAMPP web server, which includes Apache, PHP, and MySQL. Participants will access course material using the SDSC StudentTECH Portal powered by Joomla, an open source portal development tool built with PHP and a MySQL database. Participants must have some experience with basic web page development using HTML and CSS, and some scripting (Javascript) or programming experience is strongly recommended.
COMP90009: Introduction to Creative Computing 102: Creating Your Own Interactive Installation - 3.00 Units
Creative Computing 102 is a continuation of Creative Computing 101. It builds on the programming knowledge acquired in 101 for students to create an installation that is able to respond to complex sets of input conditions, perform algorithmic and procedural processing and generate real-time output. With a hands-on approach, students will learn how to combine hardware and software in a collaborative project. They will create their own drawing and animation software and learn intermediate programming and electronics skills at the same time. This course is developed around two tools: Processing, a programming language for visual thinkers, and Arduino, a hardware platform for working with electronics. Students will learn how to use these tools together by building an interactive installation. Students will learn technical skills in programming and serial communication. They will gain a deeper understanding of how collaboration can enrich information in devices and enhance creativity in people. Assigned projects will explore sensors, interfaces, graphics and electronics.

COMP90010: Introduction to Web Development - HTML5 - 3.00 Units
Introduction to web development technologies, through HTML5 (the latest major revision to HTML) and CSS are changing our understanding of the web. Students will learn how to build quality web pages using the latest technologies, and will come to understand how new technologies are affecting content on the web. This course is designed to give students a fundamental understanding of web design and development, enabling students to become proficient in the basic skills required to create their own website, and is taught using classroom and lab instruction employing lecture and demonstration, in-class exercises, student participation, and class activities leading to a final project. Classes will include introductory concept presentations, followed by in-class exercises.

COMP90011: Mathematics of Music: Using Python to Explore and Understand Mathematical Structures in Sound & Music - 3.00 Units
Music and mathematics have been intimately related throughout the centuries. With the invention of the telephone and the phonograph, fierce interest was sparked from mathematicians, engineers, and psychologists in the science of sound. Today, the communications and recording industries continue to drive research and development of mathematical models and computational techniques for describing, visualizing, and manipulating musical sounds. The mathematics of music fall into the two categories: sound synthesis (building sounds from scratch), and the analysis of natural sounds (using math to ‘look’ at sounds) - both will be introduced and explored. This is primarily a math course, and a primer on MATLAB, but music is the grand theme - the topics we delve into will enhance your listening skills and inspire you to make your own musical sounds!

COMP90012: Alice – Beginning Computer Programming in a 3D Environment! - 3.00 Units
Alice is a 3D programming environment that makes it easy to create animation for storytelling, playing an interactive game, or sharing a video on the web. Alice is designed to be a teaching tool for introductory computing. It uses 3D graphics and a drag-and-drop interface to facilitate a more engaging, less frustrating first programming experience. Created for middle school, high school and college students, this software program offers a first glimpse into the world of computer programming. Come join the fun!

COMP90013: Learn the Skills You Need to Create a Video Game World Like Bioshock and Mass Effect - 2.00 Units
Over the course of ten weeks, learn the essential tools of one of the world’s most advanced video game creation engines. Unreal Engine 3 has released almost 100 video games, including Unreal Tournament 3, BioShock, Mass Effect, Batman: Arkham Asylum, and Mirror’s Edge. UE3 continues to be used for the development of future games on the PC, Xbox 360, and Playstation 3. Now, a version of the Unreal Engine 3 has been released for free to any aspiring video game designers in the form of the Unreal Development Kit. In this course, we will delve into the creation of video game worlds using UDK. You will build a video game map and test the gameplay as you go. Learn the process of building interior and exterior structures using UDK as well as building structures in Maya and importing them into your level. Give texture and light to your virtual world and create a completely playable map that you will test during the workshop. Get started on the path toward creating your own video games to release to the world!

COMP90014: Intermediate Java for Graphic Game Design: Learn Cutting Edge Skills! - 2.00 Units
Java is one of the most popular programming languages today. Applications written in Java are deployable on any of the major operating systems and are web ready. Furthermore, Google’s Android OS for smart phones is entirely Java based. Finally Java is ideal for learning how to program games as it has many robust graphics and interface tools native to the system. This course is about learning the ins and outs of the Java language and its package Swing. Swing is Java’s package for creating Graphical User Interfaces (GUIs). Swing has many ‘out of the box’ GUI elements, which are straight forward and easy to get started with. It also has many more complex features, which can be customized and extended in order to create just about any look and feel. Needless to say, it can be used in conjunction with Java’s many tools for creating and displaying 2D and even 3D graphics.
Game design will be the central theme in this course, making the process of acquiring programming expertise a fun and creative procedure. Class time will be spent discussing/reviewing code and working on gaming projects. Students will write code under the supervision of the instructor and be able to freely ask questions. The way to learn a programming language is to write code and there will be plenty of time spent on this during this class.

COMP90015: Introduction to Computer Programming - Let’s Learn MIT’s SCRATCH! - 0.50 Units
Scratch is a friendly and powerful visual computer programming language designed to help you dive into the world of programming. With this easy to use program, learn how to create animations, interactive comics, and games then upload your creations to Scratch’s online community! In this five-day workshop, you will be hands-on with Scratch from the beginning. Think creatively while you learn how to program. Develop an understanding for important computational concepts while you build scripts and watch the results. Then create your own characters, environments, and menus, and make them move in your own video game!
Scratch is a free program and runs on Windows, Mac, and Linux, so take home what you learn and develop your skills even further. Scratch has a gentle learning curve, so check it out and open the door to computer programming.

COMP90016: Alice: Beginning Computer Programming in a 3D Environment - 0.50 Units
Alice is a 3D programming environment that makes it easy to create animation for storytelling, playing an interactive game, or sharing a video on the web. Alice is designed to be a teaching tool for introductory object oriented computer programming. It uses 3D graphics and a drag-and-drop interface to facilitate a more engaging, less frustrating first programming experience. Created for middle school, high school and college students, this software program offers a first glimpse into the world of computer programming. Come join the fun! Alice allows students to learn fundamental object oriented programming concepts in the context of creating animated movies and simple video games. In Alice, 3-D objects (e.g., people, animals, and vehicles) populate a virtual world and students create a program to animate the objects.
In Alice’s interactive interface, students drag and drop graphic tiles to create a program, where the instructions correspond to standard statements in a production oriented programming language, such as Java, C++, and C#. Alice allows students to immediately see how their animation programs run, enabling them to easily understand the relationship between the programming statements and the behavior of objects in their animation. By manipulating the objects in their virtual world, students gain experience with all the programming constructs typically taught in an introductory course.

COMP90017: Introduction to Digital Sculpting for Games and Film: How Cool is That! - 0.50 Units
Enter a World of Digital Art Without Barriers. Welcome to Sculptris. What is Sculptris? Sculptris is an elegant, powerful and yet easy to use 3D sculpting software, allowing the artist in you to simply focus on creating amazing 3D artwork. Gone are the technical and often tedious constraints typically associated with digital art.

If you’re new to the world of digital sculpting, Sculptris is the ideal ground on which to get started. If on the other hand you’re experienced in CG, you will find in Sculptris a blazingly fast way to realize your concepts. Sculptris has been designed to be as accessible as possible to every type of artist. The interface is effortless to navigate and each feature is easy to locate. Even the most novice user is able to start creating within moments.

COMP90018: Be Your Own Graphic Tshirt Artist: Learn How With Adobe Illustrator - 0.50 Units
Do you love getting a t-shirt with an awesome design? Do you love to visit Threadless.com and see all of the amazing art that people are putting on clothing? Maybe you have an awesome idea for a t-shirt and want to see it come to life. Many people use Adobe Illustrator because of its vector art capabilities to bring their designs to a finish.

In this Saturday workshop, learn about the ideas and processes behind t-shirt design and use them to design your own t-shirt. You will also learn the basics of Adobe Illustrator and how you can use vector art to give your design a finished professional look. Whether you have a t-shirt design in mind already or you want to start fresh on something new, come ready to push your creativity to the next level.

COMP90019: Junior Academy: Digital Costume Illustration Using Photoshop: Draw Your Own Costume! - 0.50 Units
Are you interested in photography and photographic illustration? Have you ever thought about becoming a costume designer or makeup artist? If you want to design the "best ever costume" for this year’s harvest festival or Halloween party, or if you want to learn how to “zombie-fi” photos of yourself and your friends, or recreate the look of your favorite comic book or manga character, then this workshop is definitely for you!

Bring your best ever costume idea to life in this unique and exciting once a year workshop where you will explore the skills and techniques used to create a digital costume illustration. Not only will students be creating their own unique costume illustration but they will be shooting their own digital photography and acting as models for their own costumes. Using digital photo illustration and image manipulation techniques, students will learn how to combine different photographic elements to create a cohesive, exciting costume illustration.

COMP90020: Explore the Artist in You: Digital Painting with Photoshop - 0.50 Units
The capabilities available to contemporary artists, given the power of creative software such as Photoshop, have had a huge impact on industry techniques and approaches. Digital tools have expanded artists’ creative power and have given them new ways to create compelling, convincing imagery. However, all wonderful capabilities aside, the computer is only a tool, and being able to make good art takes more than learning software. Students enrolled in this workshop will not only learn how to use Photoshop for painting, but will also learn traditional techniques from illustration and how to implement those in creating artwork digitally.

COMP90021: Junior Academy: Creating Imagined Landscapes with Photoshop for Video Games and Film - 0.50 Units
Imagine you have just stumbled upon a previously undiscovered land. What would it look like? Are their epic mountain ranges, vast prairies, murky swamps, sweltering deserts, ancient ruins, advanced civilizations, or savage wilderness? In this workshop, it’s up to you to create a glimpse of that amazing landscape. Students will use Adobe Photoshop to create an original environment concept illustration using contemporary photo manipulation and digital matte painting techniques.

COMP90022: Junior Academy: Impress Your Friends and Family: Create a Holiday Greeting Card Using Photoshop - 0.50 Units
Get ready for the holidays with a morning of digital art and design for your young artist. This introductory workshop will change the way your student views popular arts and media. Workshop instructor Scott Flanders is a popular illustrator and artist specializing in entertainment art and media including commercial illustration, comic books and conceptual design for film and video games, Scott brings an exciting and contemporary professional approach to digital art and a deep knowledge rooted in the fundamentals of fine art training that will leave participants inspired to stretch their creative muscles and push the boundaries of visual expression!

Students will use Adobe Photoshop to create an original holiday greeting card and keep sake to take home and share with their friends and family! They will be exposed to many of the basic techniques and common approaches to digital art and design, including the familiar skills of drawing, painting and composition as synthesized through the digital medium, but also silhouette and contour design, using abstraction in development, and using photographic reference and the basics of image sampling.

COMP90023: Introduction to Creating a Video Game World With the Tools that Created Bioshock and Mass Effect - 0.50 Units
In one day, get a glimpse into one of the world’s most advanced video game creation engines. Unreal Engine 3 has been used to develop almost 1000 video games, including Unreal Tournament 3, BioShock, Mass Effect, Batman: Arkham Asylum, and Mirror’s Edge. UE3 continues to be used for the development of future games on the PC, Xbox 360, and Playstation 3. Now, a version of the Unreal Engine 3 has been released for free to any aspiring video game designers in the form of the Unreal Development Kit.

In this action-packed one-day course, we will delve into the creation of video game worlds using UDK. Construct a simple video game map and test the gameplay as you go. You will learn the process of building an interior space with texture and light that will be playable on the day of the workshop. Get started on the path toward creating your own video games to release to the world!

COMP90024: Java Foundations: Get a Head Start for AP Computer Science - 2.00 Units
Foundational knowledge of Java (language and platform) is essential for anyone interesting in building applications. A Java skill set can be applied toward building applications for phones, desktop computers, and web applications. It has simplistic, understandable syntax and powers more applications than any of its competitors. It powers popular products like Google’s Gmail and Android. The College Board has selected Java as the topic for its AP Computer Science exam. This course provides students with no prior programming experience the foundational knowledge and experience
to begin building applications. Topics covered in the course are not exclusive just to Java – practical programming skills apply to all languages! Students interested in computers, technology, video gaming, or potentially enrolling in AP Computer Science should enroll.

COMP90025: Product Design: Make Your Own Illuminated Object - 3.00 Units
In Product Design: Make Your Own Illuminated Object, students engage in a hands-on process in order to learn how to design shapes in 3D in order to translate their designs into visually stunning 3-dimensional objects. In addition to this, students will also learn basics related to electricity and electronics by assembling their own portable LED lamp. This lamp will then be enclosed within the unique object that the students have designed and produced, resulting in an amazing, professional-looking illuminated object that students can take home. Through this process, participants will learn to use industry-standard vector-editing software such as Adobe Illustrator to create products that will then be cut using a plotter. Students will learn about design, geometry, production, CNC machines, electricity, and unique approaches to product design and creation while engaging in an innovative project-based process as they make their own contemporary illuminated objects.

COMP90026: Data Visualization - 3.00 Units
Data visualization is a cutting edge field, and we can find it all around us – from news and magazines to scientific reports and crowd-sourced trends, info-graphics are used to tell us about the world in compelling and easy-to-understand ways. In this class, we will take a data set found in social media feeds and turn it into an info-graphic that conveys the information in an interesting and even interactive manner. If you are interested in learning to code in a creative way, or making dynamic graphics that tell stories, then you’ve found the right class! This field brings together creativity and analysis, relating to a wide variety of fields: computer science, journalism, design, statistics, graphic arts, network analysis, mapping, geo-locative design, scientific visualization and program writing. In addition to covering data visualization, this is an excellent class to learn about programming. We will be working within the programming environment called Processing. Because of the ease of use of the software, this class will get you visualizing information in no time. Initially, we will use a data set that is made available to the students, but you will get the opportunity to mine data online to create informational representations in various forms. This course is designed for students with some or no programming experience. Students can use student-led surveys, sports statistics, news and current events feeds, data from Twitter, Facebook and social media to gather data that they then learn to parse and filter and create a design to represent that information in a visual format. This representation can be further refined and interactivity can be added.

COMP90028: Build Mobile Applications for Android with App Inventor - 3.00 Units
In this course, you will learn how to create apps for android mobile devices and exploring ideas related to computer science, engineering, design and entrepreneurship. This program uses App Inventor, a visual programming environment based on a visual block programming method that has been touted as having the potential to transform computer science education. This visual, drag-and-drop tool for building mobile apps on the Android platform is the most accessible tool, in terms of allowing students with no programming experience to design computer programs.

COMP90031: Junior Academy: Exploring the World of Digital Art & Design for Students in Grades 4-6 - 3.00 Units
Get ready for a week of digital art and design that will change the way you look at comics, movies, and art in general! Workshop instructor James Nuanez is a graphic artist specializing in t-shirt illustration, graphic design, and comic books. James brings an exciting approach to digital art and a deep knowledge rooted in the fundamentals of fine art training that will leave you inspired to stretch your creative muscles and push the boundaries of visual expression!
This exciting workshop consists of five fun-filled days of making digital art! You will get to draw and paint on the computer while you learn the basics of Photoshop. And in the process, you will make four original works of art, refining your artistic skills and helping you forward on the path toward becoming an artist. If you love comics, animation, movies, video games, or any other type of art, you will definitely want to check this workshop out! What to expect:
• Patient knowledgeable instruction, and genuine interest in your growth as an artist.
• Class tutorials and one-on-one instruction.
• Introduction to Photoshop, the industry standard for digital art creation.
• Prints of your four pieces of artwork, created entirely by you.
• A whole lot of fun and a tiny bit of challenge!

COMP90032: Exploring the World of Digital Art & Design - 3.00 Units
Get ready for a week of digital art and design that will change the way you look at popular arts and media. Workshop instructor James Nuanez is a graphic artist specializing in t-shirt illustration, graphic design, and comic books. James brings an exciting and contemporary professional approach to digital art and a deep knowledge rooted in the fundamentals of fine art training that will leave you inspired to stretch your creative muscles and push the boundaries of visual expression!
This workshop consists of five intense and fun-filled days of detailed instruction on the basics of digital art and design as it applies to the fields of illustration, Concept Art for Films and Video Games, Graphic Design, and Comic Books. You will be exposed to many basic techniques and common approaches, including the familiar skills of drawing, painting and composition as synthesized through the digital medium. Over the course of this exciting week, you will create four original works of art, refining your artistic skills and helping you forward on the path toward becoming the next generation of contemporary designers and illustrators.
We will be using Adobe Photoshop extensively each day.
What to expect:
• Patient knowledgeable instruction, and genuine interest in your growth as an artist.
• In-depth tutorials and one-on-one instruction.
• Increased knowledge of Photoshop, the industry standard for digital art creation.
• Prints of your four original pieces of artwork.
• A whole lot of fun and a bit of challenge, too!

COMP90034: Product Design: Digital Gift Making - 3.00 Units
Make the coolest gifts and decorations for the holidays while learning about science and technology! Build your own blinking LED ornaments, wreaths, menorahs, lanterns, and other festive designs. Create custom tech gifts that you design and keep. Your creations can become decorations for your home, or gifts for your family and friends.
Through this class, students will learn about and apply principles related to industrial design, electronics, and fabrication, and will learn to use industry-standard vector-editing software such as Adobe Illustrator to create products that will then be cut using CNC (computer-numerically-controlled) equipment.
We will take part in the design and creation process, learning how to draw in 2D with vector editing software, and employ geometry in order to assemble
those 2D parts into press-fit 3D structures. The result will be visually stunning 3-dimensional objects. The class will engage students in a hands-on process in order to learn about design and production, as well as employ design software, electronics, and related concepts. By the end of the class, students will have designed and assembled their own LED-illuminated mini Christmas trees, menorahs, and other ornaments that can become a part of their holiday gift creations. This approach to product design and fabrication will result in a unique, professional-looking illuminated objects that students can take home and display. While the course is fast-paced, it is a fun and hands-on application of learning, and students will be given context and reference materials as well as personal assistance in class. Components and equipment will be provided in class, and students will keep their products.

COMP90035: Introduction to Graphic Design: Principles and Applications - 3.00 Units
Learn how to create professional-quality graphics, logos and designs. Graphic design is all around us, and covers topics related to art, design, marketing, branding, communication, media, computer graphics, fashion, industrial design, and product development. In this program, you will learn how to use the industry standard software to create logos and graphics for screen, web and print. In a hands-on setting, student teams will be in charge of designing and creating real flyers and marketing materials for print and web. If you have always wanted to let your creative work be seen, this is a great place to start building your portfolio. Students will work with a graphic designer to learn how to design high quality graphics that meet the requirements for use on the web or print media. If you enjoy creating images, making graphics for web or video games, coming up with taglines or branding ideas, getting the word out about things that interest you, or design, this is a great program for you. This course is open to beginners as well as those with experience. Whether you are creative, techie or both there is a place for you within graphic design!

COMP90036: Introduction to Website Management and Administration - 3.00 Units
This program will be a continuation of the 'Web Development' course, and will teach you how to manage a website, working with the management tools that professional web designer’s use. You will learn how to upkeep and update a site, create blog posts, update and manage a site. This course will equip you with more tools toward becoming a real web admin. In this program, students will work with a web designer to learn how to manage and upkeep your Wordpress site, focusing on customizations, marketing your site, event updates, blogging, and using social media. This course is open to beginners as well as those with experience. Whether you are creative, techie or both there is a place for you within web management!

COMP90037: Introduction to Website Development - 3.00 Units
Learn how to build, design and manage your own website. Web development is a great skill to have for your future, and covers topics related to graphics, computer science, communication, design, marketing and management. In this program, you will learn all the skills needed to design a professional-quality website. You will work with a web designer to learn how to create a website using Wordpress, one of the most popular platforms on the web. You will then learn how to customize your site, add social web elements with Facebook and Twitter, create events, add calendar updates and custom graphics to have a well-designed look and feel. This course is open to beginners as well as those with experience. Whether you are creative, techie or both there is a place for you within web development!

COMP90038: Introduction to Java Programming - 3.00 Units
This course will start with the very basics and assumes that students do not have any previous Java programming experience, and does not require any other programming experience. This course will cover the fundamentals of the operative parts of Java and will introduce the basic programming concepts of Java programming. Students will apply their knowledge through projects, and will be encouraged to be creative, ask questions and have fun while learning and creating programs of their own. This course will cover sound foundations in Java, enabling students to understand and explore this programming language, and move more easily into learning others. Learn more about this class here: http://www.fablabsd.org/ucsd-extension-spring-2012/

COMP90039: Create Mobile Apps for Android with App Inventor - 3.00 Units
In this program, you’ll learn how to create apps for android mobile devices and exploring ideas related to computer science, engineering, design and entrepreneurship. This programs uses App Inventor, a visual programming environment based on a visual blocks programming method that has been touted as having the potential to transform computer science education. This visual, drag-and-drop tool for building mobile apps on the Android platform is the most accessible tool in terms of allowing students with no programming experience to design computer programs. This course is open to beginners with little or no previous programming experience. Students will work with a visual programming environment that lowers the barrier to app development through a building-block approach to traditional programming. Mobile Apps 1 is designed for students who may not have programming experience but want to be exposed to programming and designing dynamic apps without writing a lot of code. Mobile Apps 2 is more suited to students who want to learn to write code and program using Java.

COMP90040: Introduction to Augmented Reality - 3.00 Units
Augmented Reality or AR is a field that is currently of great interest. Combining computer programming, computer vision and graphics to overlay information onto the world around us via our smart phones, AR is changing the way we see things. From Google Glasses to Layar, there are many cutting edge applications emerging in this field. In this class, students will be introduced to the history and concepts related to Augmented Reality while learning skills that will enable them to create AR applications of their own. Students will gain exposure to industry standard tools, concepts and practices. We will learn about PHP scripting, server-side applications, data bases and structured data. The lessons learned will be applied to a critical design and media critique process in which the students will design and share their own location-based AR projects on smart phones. This class will be immersive and fast-paced, but is intended for newcomers as well as students who are coding experience. Each student will need to bring an Android smart phone to class to be used for the duration of the class. It is recommended that if a personal smart phone is used, important information is backed up before use.This course is taught using classroom and computer lab instruction employing lecture/demonstration, in-class exercises, individual and group student projects, and class assignments leading to a final project. Classes will include introductory theory of sound and digital audio, tools, and basic to intermediate techniques for sound manipulation. The concepts in each lesson will be further explained through a heavy use of listening examples.
Weekly assignments are required through the first part of the program. The end of the course will be spent learning and applying skills toward the completion of a final project.

**COMP90041: Introduction to Computer-Aided Design - 6.00 Units**
Computer-aided design (CAD) programs are powerful tools used to conceptualize and evaluate physical systems before they are even built. They are used at all stages of a project lifecycle, from top-level designers visualizing how a finished product might look, to engineers applying complex numerical simulations to test how a system behaves under certain operating conditions, to machinists using exacting technical specifications needed to manufacture a part.

This course will guide students to develop intermediate proficiency in two popular CAD programs widely used in the industry: Pro/ENGINEER and Autodesk Inventor. Students will learn these programs through the use of meaningful, real-world examples of design projects as templates. Students will then apply their knowledge to a design project of their choosing and will make use of a machine shop to manufacture their work.

**COMP90042: Introduction to Computer Science with ThoughtSTEM - 4.00 Units**
In this course students will learn basic computing concepts such as method calling, parameter passing, looping and conditional statements using a visual programming language (Scratch). Students will be required to work on small projects throughout the course and design and develop their own larger project that will constitute as their final project. Students will have a chance to explore making art in this course, all programmatically using Scratch. This course will give students the basic building blocks to be able to learn more complicated programming concepts and languages. Learning to program and be able to speak in programming terms will be beneficial to student, whatever field they go into.

**COMP90043: Introduction to Application Development ThoughtSTEM - 2.00 Units**
In this course students will engage with basic computing concepts such as method calling, parameter passing, looping and conditional as they build mobile Android Apps using App Inventor. Students will be required to work on small apps throughout the course and design and develop their own app that will constitute as their final project. Students will have a chance to explore different forms of user input and output all through a mobile device. Learning to program and be able to speak in programming terms will be beneficial to student, whatever field they go into. Students must have taken Introduction to Computer Science with ThoughtSTEM before enrolling in this course. This course is geared towards high school students.
COMP90045: Make Brick Breaker - ThoughtSTEM - 2.00 Units
In this course students will engage with basic computing concepts such as method calling, parameter passing, looping and conditional as they build a version of Brick Breaker. Students will be required to work on smaller projects at the beginning of the course and design and develop a basic Brick Breaker game with their own features as a final project. Students will have a chance to explore different computing concepts to make a truly interactive game. Learning to program and be able to speak in programming terms will be beneficial to student, whatever field they go into. Students must have taken Introduction to Computer Science with ThoughtSTEM before enrolling in this course.

COMP90046: Make Mario - ThoughtSTEM - 2.00 Units
In this course students will engage with basic computing concepts such as method calling, parameter passing, looping and conditional as they build a version of Mario. Students will be required to work on smaller projects at the beginning of the course and design and develop a basic Mario game with their own features as a final project. Students will have a chance to explore different computing concepts to make a truly interactive game. Learning to program and be able to speak in programming terms will be beneficial to student, whatever field they go into. Students must have taken Introduction to Computer Science with ThoughtSTEM before enrolling in this course.

COMP90047: Principles of Computer Science through Minecraft with ThoughtSTEM - 2.00 Units
Students will learn the principles of computer science in the context of the game of Minecraft. Beneath the world of Minecraft is an equally fascinating world of hardware and software. This class introduces students to this new world by exploring client/server architectures, network security, operating systems, and computer programming. To explore this world, students will be guided in setting up Minecraft servers and building Minecraft mods – while also being taught key computer science principles. The class is taught in a project-based style – with minimal lectures – making it both fun and educational.

COMP90048: App Development - Computer Science with ThoughtSTEM - 2.00 Units
In this course students will learn basic computing concepts such as method calling, parameter passing, looping and conditional statements using a visual programming language (App Inventor). Students will be required to work on small apps throughout the course and design and develop their own larger app that will constitute as their final project. Students will have a chance to explore making mobile apps in this course, all programmatically using App Inventor. This course will give students the basic building blocks to be able to learn more complicated programming concepts and languages. Learning to program and be able to speak in programming terms will be beneficial to student, whatever field they go into.

COMP90049: Game Making - Computer Science with ThoughtSTEM - 2.00 Units
In this course students will learn basic computing concepts such as method calling, parameter passing, looping and conditional statements using a visual programming language (Scratch). Students will be required to work on small projects throughout the course and design and develop their own larger project that will constitute as their final project. Students will have a chance to explore making games in this course, all programmatically using Scratch. This course will give students the basic building blocks to be able to learn more complicated programming concepts and languages. Learning to program and be able to speak in programming terms will be beneficial to student, whatever field they go into.

COMP90050: Interactive Art - Computer Science with ThoughtSTEM - 2.00 Units
In this course students will learn basic computing concepts such as method calling, parameter passing, looping and conditional statements using a visual programming language (Scratch). Students will be required to work on small projects throughout the course and design and develop their own larger project that will constitute as their final project. Students will have a chance to explore making art in this course, all programmatically using Scratch. This course will give students the basic building blocks to be able to learn more complicated programming concepts and languages. Learning to program and be able to speak in programming terms will be beneficial to student, whatever field they go into.

COMP90051: Cascading Mentorship in STEAM - 1.00 Units
The STEAMSTER Program is a unique service learning opportunity for individuals to deeply immerse in the STEAM community while expanding their STEAM content and pedagogy knowledge. After receiving training in a variety of leadership and supporting roles, STEAMSTERS will provide critical instruction during STEAM Carnival Student Preview Day. The combination of technical and philosophical instruction, real-world training, and hands-on experience will develop students’ educational and mentoring practice.

COMP90052: Wizarding Club - CodeSpell: Introduction to Computer Science with ThoughtSTEM - Java 1 - 4.00 Units
In this course students will be introduced to Java through a unique software that teaches the basic concepts, program design, debugging and collaboration. Students will be grouped into small groups where they will be required to work together to create programs that interact in interesting and complex ways. Students will be able to explore method calling, parameter passing, object creation, looping and conditional statements. Students will have the opportunity to work with others to design and debug large, complex programs.

COMP90054: Introduction to Arduino - 3.00 Units
Students will gain an introduction to Arduino programming concepts such as conditional statements, variables, functions, parameters, and loops. Students will be introduced to basic circuit design and analysis, as well as physically building circuits using the Arduino micro-controller.

COMP90055: Game Design I - 2D Game Design with Scratch - 1.50 Units
Re-create classic video games like Pac-Mac, Space Invaders, and Flappy Bird with easy-to-use drag-and-drop programming blocks. This project-based course will focus on digital art and game design in addition to covering basic coding fundamentals such as variables, conditionals, and event-driven programming.

COMP90056: Introduction to Arduino Programming & Electrical Engineering - 1.50 Units
In this course, students will be introduced to the basics of electrical engineering with Arduino. Arduino is a micro-controller (small computer) that allows students to attach electrical circuits of wires, LEDs, buttons, switches, LCD screens, speakers, and more students can then use a block-based language to program and control those circuits to create useful devices. By the end of this course, students will design and program interactive light shows complete with complex LED configurations and even sound!

COMP90057: Creative Coding with Processing - 1.50 Units
Blend art with code and learn Java while creating interactive visual art using Processing. Processing is a Java-based programming language that was designed to make coding more accessible to artists, designers, and hobbyists. Students will be able to draw shapes with code instantly and then progress onto larger projects that integrate concepts such as sound-sensing, webcam blob-detection, and colorful particle effects! Students will not only learn coding basics, but they will also practice visual design and color theory.

COMP90058: Tech Entrepreneurship - 1.50 Units
This course focuses on developing the leadership skills that every young tech entrepreneur needs. Students will come up with a million-dollar idea, create and hone a pitch, present their plans to their peers, and learn how to be persuasive through their words and body language. They will also create a website for their product using Wordpress, complete with a logo and custom URL. The goal of this course is to give students insight in how to effectively present their ideas for an entrepreneurial venture.

COMP90059: Introduction to Web Design - 1.50 Units
Has your student ever wanted to design their very own website? In this series, we work with students to program awesome websites to showcase what they are passionate about, whether it’s photography, books, video games, anything! New students will be introduced to the programming languages of the web -- HTML, CSS, and Javascript -- while continuing students will hone their skills even further and learn about advanced web design techniques like plugins, placement, and the perks of using HTML5.

COMP90060: Web Design & Development - 1.50 Units
Has your student ever wanted to design their very own website? In this series, we work with students to program awesome websites to showcase what they are passionate about, whether it’s photography, books, video games, anything! New students will be introduced to the programming languages of the web -- HTML, CSS, and Javascript -- while continuing students will hone their skills even further and learn about advanced web design techniques like plugins, placement, and the perks of using HTML5.

COMP90061: - 1.00 Units
CSE40028: Introduction to Programming - 3.00 Units
Python is a relatively easy programming language to learn. Python statements can be interpreted using various operating systems. This course was developed with the first time programmer in-mind. Students will learn rules and syntax applicable to a modern programming language, learn how to understand and develop algorithms, gain an understanding of general programming constructs including variables, expressions, functions, branching, looping statements and data storage. Students will also design, write and debug simple computer programs using Python. This course serves as a good foundation for students looking to further their training in C, C/C++, and C# programming languages.

Course Highlights
- Computers and programming
- Storing and processing information
- Variables and expressions
- Branching statements
- Basic logic
- Looping and repetition statements
- Basic data structures
- Programming styles
- The languages Application Program Interface (API)
- Reading and writing to files
- Object oriented programming
- Frameworks and tools available to programmers

Course Benefits
- Attain the ability to participate in technical conversations
- Understand the rules and syntax of a programming language
- Walkthrough programming constructs
- Ask the right questions
- Write functional code in Python
- Be prepared for more in-depth programming courses

CSE40049: Data Structures and Algorithms - 3.00 Units
Gain an understanding of fundamental algorithms and data structures. You will also be introduced to performance analysis of algorithms, recursion, pointers, dynamic memory allocation, data abstraction and time-space tradeoffs, and mutual improvements.

CSE40475: C/C++ Programming I : Fundamental Programming Concepts - 3.00 Units
With emphasis on the syntax, semantics and structured programming style, this class examines the C and C++ programming languages. Students will learn to create and compile basic programs using C/C++.

Course Highlights
- Writing and debugging programs
- Preprocessor
- Standard library functions
- Fundamental data types
- Operators
- Flow control statements
- Functions
- Arrays and pointers
- Strings
- Dynamic storage allocation
- Structures
- Classes
- File operations

Course Benefits
- Understand basic C and C++ concepts
- Ability to read, write and debug elementary C and C++ code
- Obtain working knowledge of data types, basic operations, portability issues, standard programming practices and style

CSE40476: C/C++ Programming II : Dynamic Memory and File I/O Concepts - 3.00 Units
Building upon C/C++ Programming I, level II will provide you with a further understanding of the C and C++ programming languages. Topics include: the run-time environment, advanced I/O features, advanced pointer and array concepts, basic data structures, efficiency and portability, the Standard C Library, and debugging techniques.

Course Highlights
- Bitwise operations
- Executive environment
- Recursion
- Advanced array and pointer concepts
- Storage map equations
- Dynamic pointer array allocation
- State diagrams and state machines
- Sorting and searching
- Lists, trees and hashings
- Data representation and portability
- Locating records within files
- Variable argument functions
- Non-local gotos
Execute concepts acquired in C/C++ Programming I to "real-world" programming situations.
Understand the diverse applications of C and C++ concepts.
Possess the ability to apply C and C++ to practical problems.

CSE40477: C/C++ Programming III - Intermediate Programming with Objects - 3.00 Units
This class emphasizes using object-oriented analysis and design techniques to learn the C++ programming language. Students completing the course will learn C++ syntax, how to make use of the C++ standard library, and how to design and implement custom types that extend the standard library.

Course Highlights
- Object oriented analysis and design
- Program structure, functions and variables
- Classes in-depth
- Operator overloading
- Inheritance
- Exceptions and templates
- Standard library string and vector
- Streams
- The Standard Template Library (STL)

Two projects designed to expose the student to real-world programming concerns

Course Benefits
- Understand C++ concepts
- Understand the benefits of object-oriented programming
- Ability to read, write and debug C++ code including use of the C++ standard library
- Obtain a working knowledge of object oriented analysis and design and how it applies in C++

CSE40478: C/C++ Programming IV: Advanced Programming with Objects - 3.00 Units
Expanding on several topics in C++, this course includes object-oriented analysis, design, and programming. Advanced memory management, stream and file I/O, persistence, multiple inheritance, advanced polymorphic programming, templates, STL libraries, C++ style, and efficiency are also discussed.

Course Highlights
- Generic programming and the C++ standard library
- Exception, safety issues and techniques
- The transactional memory model
- Class design and inheritance
- Compilers, names and interfaces
- Memory management
- Traps, pitfalls and anti-idioms
- Functors and iterators
- Control flow and multiple inheritance

Course Benefits
- Gain a foundation for writing efficient, safe C++ code
- Learn how to use STL libraries
- Understand memory pitfalls in C++
- Learn how to expand the C++ memory model
- Use object-oriented analysis and design
- Apply multiple inheritance to an application
- Understand how streams work
- See how to persist objects via streams
- Gain experience following C++ guidelines
- Learn how to identify potential bugs in code before they occur

CSE40479: Java Programming I: Fundamental Java Concepts - 3.00 Units
Explore the fundamentals in Java programming concepts. You will examine methods, arrays, lists, hash maps, and object-oriented programming, and design focusing on inheritance, polymorphism, and abstraction.

Course Highlights
- Classes
- Objects
- Methods
- Arrays
- Lists
- Debugging
- Object-oriented programming and design
- Focusing on inheritance, polymorphism, and abstraction

Course Benefits
- Build experience writing simple Object Oriented programs in Java
- Learn to debug Java programs using a modern IDE
- Understand the costs and benefits of Java development
- Become familiar with Oracle’s online Java documentation
- Gain experience running unit tests to verify program behavior

CSE40480: Java Programming II: Core Java Programming - 3.00 Units
Core Java Programming will explore the features of the Java programming language to create multi-platform applications. Topics include: object-oriented programming, Java class library, graphics programming, graphical user interface development, exception handling, and the newest features introduced in the latest release of the Java platform. As a developer, you will learn how to use the tools in the Java development platform, the proper object-oriented design strategies, and how to leverage the feature rich Java API to create a variety of applications.

Course Highlights
- Generic programming techniques
- Object super class
- Copying
- Cloning
- Static imports
- Abstract classes and interfaces
- Abstract data types
- Exceptional handling
- Multi-threading
- Graphics programming Java 2D
- Java graphic user interfaces

Course Benefits
- Development of Java competencies
- Object-oriented concepts
- Java language syntax
- Java application development

CSE40481: Java Programming III: Intermediate Java Programming - 3.00 Units
Building on the skills from "Core Java Programming," this class reinforces Java basics, including exception handling and event handling. It expands on the swing GUI components and introduces advanced concepts such as Generics, JDBC, and threads. It will also focus on object design principles, inheritance hierarchies, and the power of polymorphism (dynamic runtime binding).

Course Highlights
- Gain experience with Graphic User Interface (GUI) development
- Evaluate error handling approaches
- Analyze the how and why of generics and wildcards

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Integrate relational database technologies: JDBC, SQL, and MySQL
Understand multithreading and concurrency

Course Benefits
- Apply object-oriented design principles
- Design inheritance hierarchies that maximize reusability
- Employ interfaces to represent abstractions
- Compare abstract classes and interfaces
- Develop a complex GUI application
- Incorporate JDBC to connect to and interact with a relational database
- Develop custom exception classes to support error handling
- Use collections to organize data
- Evaluate the advantages of generics
- Observe the options available for concurrent programming

CSE40482: Java Programming IV : Advanced Java Programming Structures - 3.00 Units
Building on &ldquoJava Programming III: Intermediate Java Programming&rdquo, you will cover all of the specific topics in the Oracle Certified Professional Java Programmer (OCPJP) exam, including the Java runtime environment, generic collections, thread handling and synchronization, native methods, standard file I/O (java.io), socket-based network programming and serialization (java.net), and Java Remote Method Invocation (RMI). You will apply object-oriented techniques (interfaces, abstract classes, inner classes, etc.) to create applications using Swing components (javax.swing) and appropriate Javadoc comments. Additional topics include New I/O, JNI, and unit testing with JUnit.

Course Highlights
- Effective Java
- The Java Virtual Machine (JVM) - Managing Object Creation, Execution and Garbage Collection
- Reflection
- Annotations
- Unit testing using JUnit
- Generics Collections
- Java I/O - Streams and Files
- Concurrent Programming - Thread handling and Synchronization
- Java Networking with Sockets
- Distributed Java Applications - Webstart, RMI, JNI
- Java Security

Course Benefits
- Understand how to be a more effective Java developer
- Learn advanced Java concepts and apply them in the real world
- Gain the knowledge to prepare yourself for the Oracle Java certification exam

CSE40534: C# Programming I: Fundamentals of C# - 3.00 Units
Learn the basics of programming using C#, Visual Studio and the .NET Framework. These fundamentals will help you gain the basic programming skills necessary to be a successful coder targeting desktops, web browsers or mobile devices. You will also learn to utilize Visual Studio as more than a text editor, leveraging many of its advanced features such as debugging, refactoring and code snippets.

Topics Include:
- Program structure and syntax
- Variable definition
- Data Types
- Arrays
- Operators
- Structures

Course Benefits
- Apply object-oriented design principles
- Design inheritance hierarchies that maximize reusability
- Employ interfaces to represent abstractions
- Compare abstract classes and interfaces
- Develop a complex GUI application
- Incorporate JDBC to connect to and interact with a relational database
- Develop custom exception classes to support error handling
- Use collections to organize data
- Evaluate the advantages of generics
- Observe the options available for concurrent programming

Object-oriented programming
Delegates and events

Practical Experience:
- Learn to open and create Visual Studio solutions
- Develop C# programs to solve practical problems related to the course topics
- Learn to debug C# applications

Software: Students will use Visual Studio Community Edition 2015 or later which is freely available on Microsoft&#39s website:
https://www.visualstudio.com/

CSE40591: JavaScript I - 3.00 Units
This fast-paced complete introduction to JavaScript covers core syntax and usage principles of the most popular scripting language on the web. You will cover the syntax of JavaScript including control structures, the usage of regular expressions, creation of custom objects, the traditional browser object model, an introduction to the emerging Document Object Model (DOM), as well as the proper use of these constructs. You will learn to implement common scripts found on the web like form validation, rollovers, layered object manipulation, and page control.

CSE40592: JavaScript II: Intermediate JavaScript and Ajax - 3.00 Units
Intermediate use of client-side JavaScript addressing emerging aspects of the language, advanced DOM usage, client side graphics using Canvas or SVG, proper event handling, use of Ajax, and more. The role of libraries such as jQuery and ExtJS will be a major emphasis of the course as well as application of modern software development principles and patterns for JavaScript applications.

CSE40603: C# Programming II: Object-Oriented Programming - 3.00 Units
This intermediate-level course will continue to build upon the foundation established in C# Programming I. C# Programming II focuses on Object Oriented Programming (OOP), one of the most widely-used programming paradigm in the industry. C# II will demystify OOP and help you become productive using practical, industry-standard coding techniques.

Topics Include:
- Interfaces
- Encapsulation and abstraction
- Method and operator overloading
- Polymorphism and inheritance
- Virtual and abstract members
-Overrides
-Anonymous types

Practical Experience:
- Learn to use object-oriented techniques to solve problems using C#
- Gain enhanced knowledge of the .NET Framework and support classes

Software: Students will use Visual Studio Community Edition 2015 or later which is freely available on Microsoft&#39s website:
https://www.visualstudio.com/
For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352

CSE40605: Fundamentals of the .NET Framework - 2.50 Units
The .NET Framework provides tools that yield an overall increase in productivity for developers. The goal of this class is to teach students about the various technologies available to .NET developers, to learn the value proposition of each, and to compare and contrast technologies where appropriate. Students will gain a well-rounded, high-level understanding of
the power of the .NET Framework, the architectural possibilities for solutions, and the appropriate place for each technology within those solutions.

Topics Include:
- Language and platform trends
- Data access technologies
- Windows and web development
- Middle-tier and service-oriented technologies
- Federated identity
- Cloud computing

Practical Experience:
- Gain a general understanding of the technologies available within the .NET Framework
- Learn to make architectural decisions based on the best technology for the job, not just what is popular
- Discover the basics of programming using Visual Basic, C# and F# (no prior programming skills necessary)

Software: Students have the option of using Visual Studio Community Edition 2015 or later, which is freely available on Microsoft's website: https://www.visualstudio.com/

For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352.

CSE40635: Design Patterns - 3.00 Units
Design Patterns provide distilled object-oriented design expertise that can be applied to resolve problems that recur within complex software architectures. This advanced design course analyzes, in depth, the classic GoF design patterns, and provides students with an understanding of the principles behind these patterns that make them work as optimal software solutions. Design heuristics are studied to know when to follow certain design principles and when to violate them. This course is intended for experienced software developers who wish to expand and refine their knowledge of advanced object-oriented design.

CSE40666: C# Programming for Beginners - 2.50 Units
C# is a powerful and popular programming language. This course is an introduction for complete beginners interested in C# programming. It provides an in-depth study of basic C# program structure, language syntax in conjunction with a detailed and step-by-step implementation of the concepts of writing code, based on the principles of object-oriented programming.

Topics include:
- Introduction to object oriented programming and the .NET Framework
- Working with objects, class, enum and struct
- Data types, variables and declarations
- Operators, decision making and flow control using conditions and loops
- Arrays and an introduction to collections

The course prepares students for the C# Programming I course. It assumes no prior experience of programming.

Practical experience:
- Develop simple but well-structured and documented C# applications
- Learn to separate presentation of data from manipulation logics
- Develop Console applications
- Develop applications with graphical user interface using Windows Forms

Software: Visual Studio 2015 or later.
For more information about this course, please contact infotech@ucsd.edu or 858-534-9352.

CSE40682: Introduction to PHP Programming - 3.00 Units
Introducing the popular open source, server-side web scripting language, this class presents a thorough introduction to the syntax of the language as well as programming techniques commonly used in PHP-based web applications. Emphasis is placed on building secure, robust, and performant web applications. By the end of the course, you will be able to build a basic database-driven web application in PHP.

CSE40684: SQL Server - 0.50 Units
Microsoft SQL Server is a complete, Web-enabled database and data analysis package that opens the door to the rapid development of a new generation of enterprise-class business applications that can give your company a critical competitive advantage. It meets the data storage and analysis requirements of the largest data processing systems and commercial websites as well as providing easy-to-use data storage and analysis services to an individual or small business. SQL Server provides native support for ADO, OLE DB, and ODBC. SQL Server also introduces integrated support for Web-based application development, supporting HTTP access using URLs, and returning data as XML documents. You will learn to install, configure, manage, secure and deploy the server.

CSE40691: Unit Testing - Supporting Modern Software Development Methods - 3.00 Units
Software testing is vital to small and large teams following agile practices and other current software methodologies. As software teams adopt shorter development life-cycles the practice of writing better tests will help ensure fewer bugs and stable releases. This course will help developers and managers understand the value of current testing patterns and guide them through writing their first Unit Tests. Topics will include Test Driven Development, Code Coverage, Dependency Injection, Mock/Fake Testing and working with Legacy Code. Examples will be presented in various languages Java, C# and Python.

Course Highlights
- Learn when to use and how to write various forms of Tests Unit, Integration, Functional
- Use dependency injection in unit tests and working software to provide state to objects
- Understand the traits of &quotgood&quot and &quotbad&quot unit tests to help you write better tests
- Use Test Driven Development (TDD) to build a piece of software with the tests written first
- Learn how to use testing patterns with legacy code to ensure new changes will not adversely impact existing code
CSE40770: Data Mining for Scientific Applications - 3.00 Units

Data Mining for Scientific Applications
A large volume of complex, multi-dimensional scientific data is collected and stored daily. Data mining and predictive modeling offer a means of analysis of that data. Data mining and predictive modeling are capable of automatic extraction of knowledge deeply hidden in data, enabling discovery of knowledge not otherwise attainable.

This is a shorter, less in-depth version of Fundamentals of Data Mining, customized for the world of science. Obtain an overview of the methods, techniques, and processes of data mining, with an emphasis on scientific applications. Explore a variety of scientific case studies learn how data mining can be applied to make meaningful conclusions, predictions, and classification of data. This course is application-focused and does not require prior programming experience.

Topics include:

- Introduction to knowledge discovery process and standards
- Classification and prediction
- Preparing input and output for data mining

Practical experience:

- Hands-on data mining exercises

Software: WEKA is used for class assignments.

Course typically offered: Online in Winter and Summer

Prerequisites: Biostatistics, Introduction to Statistics, or Statistics for Data Analytics or equivalent knowledge required.

Next Steps: Upon completion of this course, consider taking Fundamentals of Data Mining or a pre-requisite course to become a Certified LabVIEW Associate Developer at the end of the course.

CSE40798: Instructional Technology Tools - 2.00 Units

This course will introduce participants to learning management systems (LMS). Participants will receive an orientation of what tools are available in each LMS, as well as best practices for accommodating various assessment and collaboration assignments. The course will also explore how to connect instructional tools with sound teaching pedagogy. In addition, ancillary tools that can extend the functionality of these LMS’s will be explored.

CSE40799: Enhancing Your Online Course with Multimedia - 2.00 Units

Study the latest techniques and software to enhance the creation and design of online learning courses or programs. This class will present an overview of graphics, audio, video, Flash, and other multimedia used to develop online learning activities. This course will also introduce students to audio and video technologies, general multimedia tools and those specialized in accessing learners with disabilities. Participants will be introduced to the concepts of streaming vs. progressive download vs. download, different multimedia, streaming formats and illustrated audio.

CSE40834: LabVIEW Programming - 3.00 Units

Learn how to develop intuitive, powerful programs with National Instrument’s LabVIEW. Prior experience with LabVIEW is not required, though it is required that students be familiar with basic computer programming concepts. The course will begin with an introduction to LabVIEW, work through programming fundamentals, and move on to some advanced topics.

Course Goal and Objectives

The goal of this course is to develop intuitive, powerful programs with National Instrument’s LabVIEW. The course begins with an introduction to LabVIEW, explores programming fundamentals and then moves to more advanced topics. Each class includes instruction and a series of hands-on programming exercises. You will leave this class with the ability to develop efficient LabVIEW programs for many projects encountered in today’s high-tech workplace. You will be given the opportunity to take the Exam to become a Certified LabVIEW Associate Developer at the end of the course.

Learning Objectives

By the end of this course, you will be able to:
CSE40850: Successful Software Requirement Analysis and Design - 3.50 Units
This course focuses on managing the software development process and delivering high quality products on time and within budget. You will learn various software development processes methodologies (traditional and agile) software development software testing and QA and software release management. Also, you'll discover the software project planning process, various software implementation and testing stages, metrics collection for rework and cost estimate, software quality assurance, and software version control.

CSE40845: Biological Database Design - 2.00 Units
This course will cover the fundamentals of relational database design as applied to biological information, including gene and protein sequences, protein structures, and laboratory information management systems. The theory of relational databases will be covered, including keys, normalization, and the effect of NULL data. The process of database design will be introduced and applied to specific problems that occur in many biological database design projects.

CSE40848: MATLAB Programming for Science and Engineering - 3.00 Units
MATLAB is a scientific computing tool for data analysis, image processing, and other data intensive applications with a rapid development environment capable of prototyping scientific applications quickly. This class explains how to explore tool boxes in depth and use them in your own programs. You will learn to develop a graphical user interface and how to make your own toolboxes. This class is designed for the scientific programmer who is looking for entry into the field wants to use MATLAB to accelerate the development process. Knowledge of programming is recommended. Certain applications in Engineering design will be discussed.

CSE40849: Business Practices for Software Project Managers - 3.50 Units
Do you manage software development efforts? Explore both soft skills and organizational tools required to lead and manage software projects. You will learn: approaches to estimating, planning, and tracking software projects the distinctions between agile vs. disciplined and waterfall vs. iterative. Reflecting the software industry’s generally recognized practices, the course concentrates on agile development models. In covering the basics of business for a software project, the courses uses industry consensus standards such as SWEBOK, PMBOK(r).

CSE40850: Successful Software Requirement Analysis and Design - 3.50 Units
This course focuses on business and process perspectives. It is designed for senior technical contributors in preparation for their expanded leadership responsibilities. Topics include: disciplines and workflows associated with requirements gathering and analysis the skills, processes, and methods recommended in successfully planning and designing a software project that meets customer time and budget requirements stakeholder analysis software and system architecture context translating requirements into design elements and issues of organization, value, and quality.

CSE40933: Introduction to SQL Programming - 3.00 Units
Learn how to use the Structured Query Language (SQL) to create, manipulate, and create reports from database tables. Important concepts associated with relational databases will be covered. You will run SQL commands to create database tables and define data element types. Single and multiple table queries will be created with simple and compound conditions using SQL operators such as:

- BETWEEN
- LIKE
- IN
- EXIST
- ALL
- ANY

Basic and complex reports will be created based on data in a table or view. Database Administration features of SQL will be discussed.

For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352

CSE40948: Intermediate SQL Programming - 3.00 Units
SQL is a language used in programming and designed for managing data held in a relational database management system (RDBMS), or for stream processing in a relational data stream management system (RDSMS). SQL allows you to access many records with one single command and it eliminates the need to specify how to reach a record, e.g.: with or without an index.

This intermediate course will be focused on using MS SQL Server and T-SQL. Topics include:
- Data aggregation using aggregate functions,
- Writing sub-queries,
- Recursive queries
- Common table expressions

You will also gain experience creating views, stored procedures, functions, and triggers using different looping and database locking mechanisms. Specific areas in the SQL Server database using data file structures, database schemas, setting properties, snapshots, data space and type usage and identity columns will be covered. SQL tuning and use of execution plans will also be addressed.

For more information contact: infotech@ucsd.edu or 858 534-9352

CSE40956: CISSP Security Exam Preparation - 4.00 Units
This four-week, online and classroom, hybrid course is a cost effective option to boot camps for the CISSP candidate, as the pass rate has been high for students in this program. ISC has moved from ten to eight Domains and some modernized content has been added to the exam. This course is an updated collection of slides and audio, video, internet-based resources, and instructor-led curricula designed to support those professionals under pressure to get their certs. The fast-paced sessions requires the student to maintain self-discipline to sustain a rigorous study regimen. Lesser experienced CISSP candidates unfamiliar with the Domain topics or those
CSE40981: Systems Engineering with OMG SysML™ - 3.00 Units
Discover model-driven systems engineering using the UML Profile for Systems Engineering (OMG SysML®). Systems engineering principles will be applied to developing a comprehensive model of a solution to a class problem using modern systems engineering development tools and a development methodology tailored to OMG SysML®. Begin with the presentation of a desired capability and continue through the performance of activities and the creation of work products to support requirements definition, architecture description, and system design. Learn to transition to specialty engineering, with an emphasis on interfacing with software engineering activities.

Course Highlights:
- Practical definition of Model Based Systems Engineering (MBSE)
- Description and application of basic systems engineering concepts expressed in OMG SysML®:
  - System structure
  - Systems behavior
  - Requirements
  - Parametrics
  - Allocation
- Leveraging object oriented concepts of type (definition) and property (usage) in a systems engineering sense, thus facilitating design reuse, libraries, and patterns
- Practical applications of these concepts and their interrelationships and integrated system model

Course Benefits:
- Understand the motivation and benefits of Model Based Systems Engineering (MBSE)
- Ability to clearly express basic Systems Engineering concepts in OMG SysML®
- Experience selecting, installing, and operating an MBSE tool
- Understanding the practical advantages of a Model-Based design repository
- Experience building system model in OMG SysML®
- Experience bounding system context, concept and requirements with a system modeling tool
- Experience developing practical behavioral and structural system models
- Experience characterizing system performance with parametric models
- Professional review and feedback of practical modeling exercises

CSE40987: Programming Windows Presentation Foundation (WPF) - 3.00 Units
Windows Presentation Foundation (WPF) is the new platform for building rich .NET Windows applications. This course will cover the new aspects of form layout, controls, styles and control templates, resources, graphics, animation and custom controls. Upon completion of this course you will have an excellent foundation for building Windows Forms using this new and exciting technology.

CSE40991: GIS I: Introduction to GIS - 3.00 Units
GIS I: Introduction to GIS
The ability to analyze and manipulate spatial data is critical across many industries, including urban planning, healthcare, agriculture, mining, trade, environmental science, and military intelligence. The demand for skilled GIS analysts is projected to grow rapidly in the coming years, as this specialized area of data analysis is leveraged in an expanding number of fields.
In this introductory course, you will learn the fundamentals of geographic information systems (GIS). Upon completion of the course, you will be able to display, analyze, and store spatial data using GIS, as well as use the different components of ArcGIS, including ArcCatalog, ArcMap, and ArcToolbox. This course also includes an overview of GIS applications in many different industries.
Topics include:
- Cartography and spatial data display
- Querying data for spatial and attribute selections
Data formats for GIS
Spatial data analysis tools
Editing and storing spatial and attribute data
Map projections and coordinate systems
Online map creation
Geocoding
Practical experience:
Multiple hands-on assignments using ArcGIS, covering:
  - Map design
  - Spatial data analysis
  - Digitizing and editing data
  - Geodatabases
  - ArcGIS Online

Course typically offered: Online in Fall and Spring
Software: Students will use ArcGIS by ESRI in this course, and a license for this software is included with purchase of the required textbook. A computer with a native Windows operating system is required to run ArcGIS the software will not work properly on a Mac computer, even if you have configured your system to dual-boot or otherwise run Windows.
Prerequisites: Strong familiarity with Windows required.
Next steps: Upon completion of this course, consider taking GIS II: Spatial Analysis to continue learning.
Contact: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE40996: HSI I: Introduction to Human System Integration - 4.00 Units
Human Systems Integration (HSI) is the professional discipline that brings the human component into systems acquisition and design. Fundamentally, HSI ensures that systems are useful and relevant to the mission tasks or business processes, as well as usable by the operator in the real world environment. This course gives you the knowledge and skills of HSI’s seven domains and the integration of these domains with systems engineering processes, resulting in the proper management and coordination of HSI in an acquisition program. HSI participation begins with defining requirements and preparing the Request for Proposals (RFP) that include HSI Planning and its execution. The requirement for HSI involvement throughout the acquisition program includes Follow-on Operation Test and Evaluation (FOT&E) and life-cycle support.

CSE40997: SharePoint I: The Essentials - 3.00 Units
Managers, developers, administrators, and everyday knowledge workers will find this class in SharePoint 2013 and Office 365 both challenging and rewarding. We’ll start at the beginning and teach you SharePoint basics, then progress to advanced knowledge worker concepts such as custom lists, managing content types, and constructing taxonomy libraries. We’ll move on to fundamentals of farm administration and the pieces involved. From there, students will learn real world practices on how to brand and customize SharePoint, and how to use SharePoint Designer, Web Parts, and Workflows. Students will learn how to integrate Microsoft Office into their SharePoint environments, utilize features, and understand SharePoint Permissions management.

CSE41007: HSI II: Methods and Analyses/Measurements - 4.00 Units
The 2nd course in the Series, HSI Methods and Analyses/Measurement covers human factors methods, tools, and analyses/measurements used in the Acquisition Process. Some of the methods include: Task Allocation (TA), Job Task Analysis (JTA), Operation Sequence Diagramming (OSD), Modeling and Simulation (M & S) and Usability Testing (UT). Analysis/Measurements includes: Measures of Performance (MOP), Measures of Effectiveness (MOE), Probability Theory and the use of parametric and non-parametric statistics and their practical applications.

CSE41008: HSI III: Managing the HSI in the Acquisition Process (Technical Authority) - 4.00 Units
This course covers the DoD Acquisition Organizational Structure and management practices as they relate to HSI involvement in the execution of Technical Authority during design and development of systems. It will identify the HSI tasks and their implications for each of the phases of the DoD Acquisition Process and identify where HSI domains are organizationally located. The students will develop HSI requirements, scheduling activities and estimating funding requirements. It will cover plans and reports and includes HSI Technical Authority exercises.

CSE41061: Introduction to Business Intelligence using MS SQL Server - 3.00 Units
You will be introduced to the components of the Microsoft Business Intelligence tool set. Topics include: data warehouse architecture, data dimension and fact table concepts fundamentals of data extract, transform and load using Integration Services OLAP cube measures, dimensions and attributes design in Analysis Services data visualization and report design using Reporting Services end user BI using Excel and PowerPivot.

CSE41069: Introduction to Statistics - 3.00 Units
Introduction to Statistics
Statistics encompasses the collection, analysis, and interpretation of data and provides a framework for thinking about data in a rigorous fashion. Statistics is used in many areas of scientific and social research, is critical to business and manufacturing, and provides the mathematical foundation for machine learning and data mining.
In this course, students will gain a comprehensive introduction to the concepts and techniques of elementary statistics as applied to a wide variety of disciplines. The course emphasizes problem solving, statistical thinking, and results interpretation.
Topics include:
  - Descriptive statistics
  - Basic probability
  - Probability distributions
  - Sampling distributions
  - Confidence intervals
  - One and two sample hypothesis testing
  - Categorical data analysis
  - Correlation
  - Regression
Practical experience:
  - Organize, summarize, and present data
  - Describe the relation between two variables
  - Work with sample data to make inferences about a population
Software: Students will need access to Excel or similar spreadsheet software to complete the course assignments.
Course typically offered: Online in Fall, Winter, Spring, and Summer (every quarter)
Prerequisites: None.
More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41070: Business Intelligence: Advanced Data Warehousing and ETL using Microsoft SQL Server - 3.00 Units
This advanced Enterprise Data Warehousing (EDW) course focuses on database components and processes of the DW, with audience including the following roles: DW Architect, ETL Developer, Data Mart Designer, DW Administrator, as well as: CTO/IT Director, DW/BI Manager, Cube/ Report Developer.
The course will include lectures, lab, and individual/team case studies. Lectures include: Business and technology focus, Hybrid architecture, ETL and data quality/cleansing, Change management/evolution, Data and database, Platform and security, Robustness and methodology. Lab and projects include: Using SQL Server, ETL using SSIS, Large database design, Implementing history, EDW case studies.

CSE41072: Business Intelligence: Microsoft Reporting Services SSRS - 3.00 Units
The key to any successful organization is ensuring data delivery in a format that optimizes their ability to make critical decisions. Reports are a key tool because they deliver data in a relevant, easy to use, and intuitive format. This course will give you the knowledge to utilize SQL Reporting Services (SSRS) to build those reports. This class will teach how to build reports using SQL Server 2012 and how to integrate those reports in your environment. We will be developing reports against both transactional and OLAP data sources along with exploring features such as Charts, Graphs, Interactive Reports, and Gauges.

CSE41074: Business Intelligence Data Warehousing and ETL using MS SQL Server - 3.00 Units
This course focuses on the introductory level of data warehousing (DW), including basic database components and ETL process of the DW. Audience includes the following roles: DW Architect, ETL Developer, Data Mart Designer, and DW Administrator. Lectures will cover: Introduction to DW, DW Design, DW processes and ETL, Using Microsoft SSIS, Physical DW platform, and DW cycle. Lab and projects include: Using SQL Server, ETL using SSIS, and ETL project. The course includes lectures, lab, and individual/team case studies.

CSE41097: Introduction to R Programming - 3.00 Units
Statistical computing is employed within a diverse range of industries. In recent years, an open source project, R, has emerged as the preeminent statistical computing platform. With its unsurpassed library of freely available packages, R is capable of addressing almost every statistical inference problem.
In this course, you will learn the most commonly-used (roughly 100) functions and operators from the R Base Package, which serves as the fundamental tools for accessing data from multiple sources, manipulating different types of R objects, performing character manipulation, and generating reports. Furthermore, you will also learn how to write your own functions by using different types of control structures.
Topics include:
- R objects: Vectors, matrices, arrays, lists, and data frame
- Subsetting objects
- Data manipulations
- Data aggregation
- Writing user-defined functions
- Character manipulations
Practical experience:
Most components for succeeding in this course are practice, practice, and practice! Students are required to complete multiple sets of practice problem sets and quizzes on a weekly basis, plus two main assignments for writing user-defined functions.
Software: R, a free software environment for statistical computing and graphics, is used for this course.
Textbook: The course notes are available to download for free for registered students.
Course typically offered: Online in Fall, Winter, Spring, and Summer (every quarter)
Prerequisites: Knowledge of basic programming or Introduction to Programming is recommended.

More Information: For more information about this course, please contact Infotech@ucsd.edu

CSE41098: Predictive Analytics - 3.00 Units
Predictive Analytics
As an increasing volume of customer, product, and industry data is being collected by businesses, companies must apply intelligent methods to convert the large information repositories into effective sources of decision making.
This course covers the basics of predictive analytics and data mining methods for business applications, gives an overview of the basic tools and techniques, and includes case studies and exercises. Students will learn what data mining can do to enable business intelligence and how to build analytical capabilities. Explore examples of the applications of predictive analytics, including a variety of successful real-life projects that focus on the analysis, prediction, marketing, investments, and business practices that enable educated decision-making to drive revenues, reduce costs, and provide competitive advantage.
Topics include:
- Business intelligence and data mining
- Data mining capabilities
- Classification of data mining systems
- The data mining process
- Identifying the business problem
- Getting the right data
- Data preprocessing
- Evaluation, interpretation, and iteration
Successful applications in business, industry, and science
Practical experience:
Examine case studies of successful data mining applications in business, industry, and science
Software: WEKA may be used during the class.
Course typically offered: Online in Fall and Spring
Prerequisites: None.
Next Steps: Upon completion of this course, consider taking Fundamentals of Data Mining to continue learning.
More Information: For more information about this course, please contact unix-techdata@ucsd.edu.

CSE41101: Business Productivity using Microsoft Excel - 2.50 Units
Microsoft Excel is a powerful spreadsheet application that can enable computations, graphical representation, and data analysis. This course is solution-based, dealing with real-life business situations and problems users come across frequently in their jobs. Learn to design your spreadsheet to take advantage of Excel's dynamic features. You will learn to utilize the basic features, such as the new quick formats, and advanced tools, such as subtotals, goal seek, solver, macros, and pivot tables. When you can generate faster and more accurate reports, it means your company can respond faster to the dynamic business environment, leading to generating higher sales and profits for the business as well as improving work productivity and efficiency.

CSE41109: Objective-C - 3.00 Units
Fully updated, this hands-on course is aimed at experienced software developers who want to learn how to program using Objective-C. Using Xcode and the iPhone simulator, all features of the Objective-C language are covered in detail, including all object-oriented features of the language. In addition, the Foundation framework, a key part of the Objective-C runtime
environment is covered in detail, including how to handle Strings, Dates, Data, Files, Networking, and more.

CSE41113: Architecting .NET Applications - 3.00 Units
Designing .NET Framework applications today requires decisions be made related to platform version, language, data access technology, client technology, service-oriented design, the applicability of workflow, identity management and cloud computing. This course is designed to guide students along the path of architecture and design for .NET Framework applications. Students will learn about the most common scenarios across each technology choice, learn how to choose based on the scenario, and in the process, learn how to approach architecture and design in this team-building and interactive course.

CSE41114: Microsoft Sharepoint Project Management Tools - 2.00 Units
In this hands-on course you will learn how to implement and use Microsoft SharePoint as a project management tool. MS SharePoint provides a web-portal that can be used for team collaboration and organizational standards. This class will enable you to make use of those project management features.

CSE41115: Cloud Computing Clarified - 3.00 Units
This course presents a survey of cloud computing technologies. This course will discuss the history of application service providers, and their evolution towards cloud computing frameworks. We will then compare and contrast the three largest cloud computing platforms, including Amazon Web Services, Google Apps, and the combination of Microsoft Windows Azure and SQL Azure. After laying the above foundation, we will then discuss several real-world applications that have been implemented on cloud computing platforms as case studies. From this context, we will learn how to determine which types of applications lend themselves to cloud computing solutions, and which of the available solutions are best suited to meeting the requirements of different types of applications.

CSE41131: Healthcare IT Capstone Project - 3.00 Units
Under the close supervision of the instructor, the students are exposed to a real life, complex project that will demonstrate integration of knowledge gained in the courses of the Healthcare IT certificate. This course is intended to be an intensive, active learning project, requiring significant effort in the planning and implementation, as well as substantial preparation of the final written work product, providing the students with the ability to specialize in a particular area of the field.

CSE41132: Web Analytics - 3.00 Units
Web analytics collect and represent internet data from your website. It tracks on-line visitors and their activities: referral sources, keywords, time on site, conversion rate &dash there are tens of metrics to choose from. Web analytics provide invaluable feedback that can help you improve your website to meet your business goals. This course explores and teaches:
- Different ways of Internet data capturing
- Major web analytics metrics and dimensions
- How to use the free Google Analytics service from setup to reporting
For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352

CSE41133: T-SQL Level I - 3.00 Units
Learn T-SQL programming skills for SQL Server database. Topics covered will allow you to write effective data definition and data modification languages for the latest version of SQL Server. This course will provide a thorough understanding of creating data structures, selecting and modifying data, stored procedures, functions, recursive common table expressions, and querying xml data. You will learn how to design and develop database objects on a SQL Server Database Engine and utilize real world experiences to highlight T-SQL best practices and design patterns.

CSE41135: SQL Server Administration I - 3.00 Units
Acquire the information and hands-on skills necessary to install, configure, administer, and troubleshoot the fundamental features of Microsoft SQL Server. Topics include: creating, maintaining, backing-up and restoring databases datafile and transaction log file inner-workings implementing layers of security through logins, database users, and object permissions concepts of transactions and referential integrity automating tasks via jobs monitoring and troubleshooting.

CSE41136: SQL Server Administration II - 3.00 Units
This course focuses on the advanced features of Microsoft SQL Server and builds upon the topics from SQL Server Administration I. Topics include: snapshot, merge, and transactional replication log shipping high availability via database mirroring and clustering database snapshots asynchronous messaging via Service Broker, database and column-level encryption high-assurance db security guidelines.

CSE41140: Website Optimization using Google's Website Optimizer - 3.00 Units
Due to its subjective nature, it is a challenge to measure the effectiveness of one website design over another, so the question is how to determine which design is optimum for the intended audience. Website optimizing can help answer this question. This course will discuss page testing principles and analyze why certain pages convert better than others. You will learn A/B and Multivariate testing methods that enable the testing of the whole or individual parts of a page, examine the appeal of landing pages of different designs to different groups of website visitors, measure the conversion ratio, and generate reports. The basics of statistics will be covered to better understand the testing process and the results derived. Google's Website Optimizer, a free but powerful set of online tools, will be used for exercises.

CSE41141: LabVIEW Application Development - 3.00 Units
The LabVIEW Application Development course introduces you to structured practices to design, develop, test, and deploy LabVIEW applications. This course focuses on developing hierarchical applications that are scalable, readable, and maintainable. The processes and techniques covered in this course will help reduce development time and improve application performance and stability. By incorporating these design practices early in your development, you will avoid unnecessary application redesign, increase VI reuse, and minimize maintenance costs.
In addition, the LabVIEW Application Development course will teach you to identify the components of integrated systems and implement networking technologies for your applications. You will learn how to extend your application functionality and reduce development time by leveraging the capabilities of other applications using connectivity technologies such as DLLs, ActiveX, databases, and the Internet.

Learning Objectives
By the end of this course, the student will be able to:
- Establish a software lifecycle for future project development
- Communicate with customers during project definition
- Develop professional user interfaces
- Develop applications that are scalable, readable, and maintainable
- Investigate and implement VI timing techniques
- Handle errors that may occur during code execution
- Document VIs effectively
- Develop integrated systems.
Use networking technologies such as UDP and TCP. Programmatically control VIs using VI Server. Implement VIs that use Shared Libraries such as DLLs.

The course is intended for those wishing to extend their LabVIEW knowledge towards developing LabVIEW applications that are Scalable, Readable, and Maintainable.

The material in this course follows that of National Instruments &ldquoLabVIEW Core 3&rdquo and &ldquoLabVIEW Connectivity.&rdquo After the conclusion of the course you will be given the opportunity to obtain a certification as a LabVIEW Associate Developer (CLAD) or LabVIEW Developer (CLD). Certification exam score does not affect your grade.

CSE41145: Android Programming I - 3.00 Units
Fully updated for the latest Android and Android Studio version, this hands-on course is for software developers who need to quickly learn how to write Android applications for both phones and tablets. It begins by introducing the new Android Studio and SDK Tools. Learn the organization of an Android project, including Java source code and XML layout. Gain knowledge on:

- How to use popular widgets such as text views, buttons, and lists
- The key Android classes, including: Activity, Service, Broadcast Receiver, and Content Provider
- How to access the network, use WebView, access web services, perform file I/O, use the camera, and more.

By completion, you will have the skills to create basic Android applications. For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352.

CSE41146: Android Programming II - 3.00 Units
Building on the foundation of Android Programming I, this class will give you the tools to make the most out of one of the most talked about mobile operating systems in the world. You’ll go more in depth on topics covered in the first Android class, including UI development, Android services and the application lifecycle. We’ll also look at the new Android 6 permissions model, using REST services, and data storage options, including the Android SQLite database. Each new concept will be demonstrated in the context of a real app. The final project will challenge students to develop an app that combines these ideas into a unique app ready for publishing.

CSE41147: iOS Programming I - 3.00 Units
Fully updated, this hands-on course focuses on the graphical user interface skills of iOS. Using Xcode, you’ll quickly gain hands-on skills writing graphical apps for all iOS devices: iPhone, iPod Touch, and iPad. You’ll learn important iOS skills such as touches and gestures, views and view controllers, alerts, multimedia, images, animations, web views, web services, table views, and more! At the end of the course, you will have the skills required to take iOS Programming II.

CSE41148: iOS Programming II - 3.00 Units
Fully updated to the latest version of Swift, this course focuses on new skills in the following areas such as:

- Concurrency and background
- Local and remote notifications
- SQLite database access

Core Data
iCloud, advanced networking
Core location and mapping
Accelerometer
Camera

At the end of this course, you will have hands-on experience with all major iOS Frameworks. For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352.

CSE41151: Text Mining - 2.00 Units

Text Mining
With the vast amounts of unstructured data available on the web and stored in databases, and the promise it will provide insights unavailable in structured data, text mining has become an indispensable addition to traditional predictive analytics. In this course, students will learn practical techniques for text extraction and text mining in a data mining context, including document clustering and classification, information retrieval, and the enhancement of structured data. Emphasis will be placed on the practical use of text mining in business. In addition, basic concepts of textual information such as tokenization, part-of-speech tagging, and disambiguation will be covered.

Topics include:
- Structured vs. unstructured learning
- CRISP-DM
- Data sources
- Dictionaries and lexicons
- Text parsing
- Regular expressions
- Structured data from unstructured data
- Document clustering and classification
- Sentiment analysis

Practical experience:
- Working with R
- Working with unstructured text
- Prepping text data for modeling
- Visualizing text data

Software: Students will use R in this course. There is no additional cost for this product. Course typically offered: Online in Fall and Spring

Prerequisites: Introduction to R Programming or equivalent knowledge required.

Next Steps: Upon completion of this course, consider taking other courses in data science to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41157: Search Engine Optimization (SEO) and Marketing - 3.00 Units
In our current information age, Search Engine Optimization (SEO) is a method of marketing used by companies world-wide and is one of the most
successful and cost-effective ways of obtaining business through a website property. Visibility in search engines can lead to better brand awareness and increased sales. Learn how to optimize your website for better positioning through search engines including Google, Yahoo, and Bing. This course covers the basics of how a website is structured, how search engines work, what they are looking for, choosing competitive keywords, writing content for your website, code optimization, link building, social media and some advanced optimization techniques. Students will learn how to effectively optimize a website, rewrite HTML code, choose competitive keywords, create copy and utilize images and other media, as well as build a successful linking plan for higher rankings in search engines.

Topics include:

- Website Architecture
- Keyword Research
- Code Optimization
- Content Generation
- Backlink Building
- Local SEO
- Black Hat vs White Hat Tactics
- International SEO

Practical Experience:

- Basic and advanced methods of search engine optimization (SEO) techniques to improve website visibility.

Learn how to optimize websites for better traffic performance on search engine rankings.

Tools and techniques for website marketing and SEO project management

Software:

Various online tools both free and paid will be reviewed in class.

For more information or questions, please contact infotech@ucsd.edu or 858-534-9352

CSE41158: jQuery - 3.00 Units

jQuery is the most popular cross-browser JavaScript library that makes it easier to develop dynamic web pages and animations by taking common, repetitive, tasks, stripping out all the unnecessary markup, and leaving them short, smart and understandable. In this class you will learn: which software you need and where to get it, as well as techniques to enhance your webpage. You will learn jQuery tools that will make development easier.

Topics include:

- Dynamic dashboard
- Pivot table and pivot reporting
- Table and formatting
- Advanced formatting
- Advanced charting
- Advanced formulas
- Data tables
- Simulations and solver
- Functions
- In cell drop down menu
- Data validation
- Error checking and data monitoring
- Sparklines
- IF statement
- VLOOKUP
- Macro operations

For more information about this course, please contact infotech@ucsd.edu or 858-534-9352

CSE41162: ASP.NET MVC - 3.00 Units

Over the last 20 years websites and web applications became a fundamental part of our daily lives. This course is dedicated to the modern architecture for building web applications using Microsoft platform. ASP.NET MVC is built on top of the powerful .NET framework but has the flexibility to be customized and extended to fit specific project requirements. The course covers variety of subjects, from the basics of creating a new web application project, to the details of implementing interactive web pages that accept and validate user input, to the inner workings of ASP.NET platform and its integration with Microsoft IIS web server.

Topics Include

- MVC fundamentals: controllers, actions, and views
- Regular and strongly typed HTML helpers
- AJAX with partial views and JSON
- Traditional and attribute-based routing
- Windows Authentication and ASP.NET Identity

Practical Experience

- Implement interactive web applications with user input validation
- Build contemporary user interface using AJAX
- Configure and deploy ASP.NET MVC solutions

For more information about this course, please contact infotech@ucsd.edu or 858-534-9352

CSE41168: PHP Model-View-Controller (MVC) - 3.00 Units

In this course, students will gain an in-depth understanding of the MVC Framework, including recent client-side technologies in a PHP environment, which will be the focus for this class. In MVC, the model represents the information (the data) of the application, the view corresponds to elements
of the user interface, and the controller manages the communication of data and the business rules used to manipulate the data to and from the model. Topics include: writing PHP using OOP, writing models, views, and controllers, database interaction (CRUD), using class, driver and helper references, as well as write client server web apps. By the end of this course you will be able to develop a modern website using approaches learned in class.

CSE41177: End-to-End Business Intelligence with SQL Server - 3.00 Units
Business Intelligence solutions provide the infrastructure that enables users at all levels of business to make better decisions based on more accurate and up-to-date information. This course teaches IT professionals the skills and best practices required to successfully design, build, deploy and operate a BI solution using SQL Server 2012 Integration Services, Analysis Services and Reporting Services. Upon completion of this course, the student will be able to: Describe the process of building a business intelligence solution and identify where and how the various BI related technologies in SQL Server fit into the process, design and build ETL solutions using SSIS, Multidimensional OLAP cubes using SSAS and rich end-user reports using SSRS.

CSE41183: SAS Programming II: Advanced DATA Step Programming - 3.00 Units
SAS Programming II: Advanced DATA Step Programming
A common perplexity facing beginning SAS programmers is that the SAS data set that they create is not what they intended to create i.e. there are more or less observations than intended or the value of the newly-created variable was not retained correctly. These types of mistakes are most commonly committed because programming novices learn SAS language syntax without understanding the fundamental SAS programming concepts.

This course provides a comprehensive overview of how the SAS DATA step processes during the compilation and execution phases. Course topics include understanding how the program data vector (PDV) works, BY-group processing, writing loops in the DATA step, and array processing. Many programming work-related examples will be demonstrated and students will also have opportunities to practice solving real-life problems via exercises and assignments.

Topics include:
- Creating variables conditionally
- Understanding how the PDV works
- BY-group processing in the DATA step
- Writing loops in the DATA step
- Array processing
- Combining data sets
- DATA Step functions
- Useful SAS procedures

Practical experience:
- Writing SAS programs to read in data, perform data cleaning, and manipulate data

Software: Students must download and install SAS OnDemand for Academics: Enterprise Guide. There is no additional cost for this product. Registration and download information will be provided by the instructor.
Course typically offered: Online in Winter and Summer
Prerequisites: SAS Programming I: DATA Step and PROC Fundamentals or one year of SAS programming experience is required.
Next Steps: Upon completion of this course, consider taking PROC SQL using SAS, SAS Macro Programming, or Output Delivery System (ODS) and Data Visualization Essentials using SAS to continue learning.
More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41186: Cisco Certified Network Associate (CCNA) I - 3.00 Units
This initial Cisco Certified Network Associate course will address the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol/internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme. Finally, building a medium size network. This course will help prepare the student for the Cisco CCNA certification exam.

CSE41189: Visual Studio - 2.00 Units
This course introduces Visual Studio, the development environment that empowers programmers more than any other IDE in the marketplace. Visual Studio is used by everyone working with Microsoft technologies, such as .NET framework, SQL Server, ASP.NET, and Windows Phone, regardless of the programming language.
In this course we discuss fundamental features that are common to different project types. Students will become familiar with Visual Studio IDE and thus provide a foundation to any subsequent Microsoft technology class. This class may also be useful to students that have a working knowledge of Visual Studio but would like to learn additional features of the system.
Topics include:
- Code Editor
- Code Analysis
- Source Code Explorer
- Transact-SQL Editor

For more information about this course, please contact infotech@ucsd.edu or 858-534-9352.

CSE41190: PROC SQL using SAS - 2.00 Units
PROC SQL using SAS
SAS is a powerful and versatile language for data manipulation, and the ability to implement SQL within SAS creates additional levels of usefulness and flexibility. Not only does PROC SQL often use fewer and shorter statements than built-in SAS procedures, it also often improves the efficiency of the code.

This course provides students with general knowledge of the SQL procedure using SAS software as a database language and the practical skills needed to become proficient using PROC SQL as a programming language. Students will put their newly acquired PROC SQL skills to use in real-world, hands-on programming projects.
Topics include:
- Retrieving, subsetting, ordering, and grouping data
- Logic scenarios with case expressions
- Tables and &quotvirtual&quot tables
- Aggregating data with summary functions
- DATA step merges and joins
- One-to-one, one-to-many, many-to-one, and many-to-many data relationships
- Complex queries using inner and outer join constructs and set operators
- Producing output using PROC SQL options

Practical experience:
- Hands-on SAS programming projects, using PROC SQL

Software: Students must download and install SAS University Edition. There is no additional cost for this product. Please note, SAS University Edition is required, as not all functions taught in this class can be completed using SAS OnDemand for Academics: Enterprise Guide.
Course typically offered: Online in Fall and Spring
Prerequisites: Completion of SAS Programming II or one year of SAS programming experience required.
Next Steps: Upon completion of this course, consider taking Output Delivery System (ODS) and Data Visualization Essentials using SAS or SAS Macro Programming to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41191: SAS Macro Programming - 2.00 Units

SAS Macro Programming

The SAS macro language adds power and flexibility to SAS. Using macros, you can write code a single time and reuse it repeatedly throughout your programs, which is particularly beneficial when making changes to the original code because the updates will propagate throughout your programs. Macros also enable you to make programs data-driven.

This course introduces the SAS programmer to the SAS macro language. The versatility of the macro language will be demonstrated through examples and programming projects. Upon completion of the course, students will be able to use the macro language in programs.

Topics include:
- Creating and storing macro variables
- Creating and calling macros
- Assigning and passing macro parameters
- Controlling program flow
- Using key macro language statements
- Coordinating DATA step and macro language variable values
- Understanding important macro language functions

Practical experience:
Hands-on SAS programming projects, using SAS macros

Software: Students must download and install SAS OnDemand for Academics: Enterprise Guide. There is no additional cost for this product. Registration and download information will be provided by the instructor on the start date.

Course typically offered: Online in Fall and Spring

Prerequisites: Completion of SAS Programming II: Advanced DATA Step Programming or one year of SAS programming experience is required.

Next Steps: Upon completion of this course, consider taking Output Delivery System (ODS) and Data Visualization Essentials using SAS or PROC SQL using SAS to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41192: Output Delivery System (ODS) and Data Visualization Essentials using SAS - 2.00 Units

Output Delivery System (ODS) and Data Visualization Essentials using SAS

The traditional SAS output has limitations that can make it difficult to derive the most value from your data. Output Delivery Systems (ODS) removes those limitations by enabling the creation of reports in HTML, PDF, Microsoft Excel, or other formats. These reports can be customized with colors, fonts, graphics, and styles to create dynamic, engaging presentations.

This course teaches students to leverage ODS to create high-quality reports, while providing a better understanding of the statements, parameters, and options required to deliver the desired output. The topics incorporate DATA and PROC step programming techniques into hands-on projects creating outputs in RTF, PDF, HTML, and Excel.

Topics include:
- Selecting output objects with selection or exclusion lists
- Using SAS-supplied formatting statements, options, and styles
- Formatting output as RTF and PDF
- Formatting output as HTML
- Sending output to Microsoft Excel and Word
- Using ODS graphics statement options
- Constructing drill-down applications

Practical experience:
- Use ODS to create SAS output in RTF, PDF, HTML, and Excel formats
- Create data visualizations using ODS statistical graphics

Software: Students must download and install SAS University Edition. There is no additional cost for this product. Please note, SAS University Edition is required, as not all functions taught in this class can be completed using SAS OnDemand for Academics: Enterprise Guide.

Course typically offered: Online in Fall and Spring

Prerequisites: Completion of SAS Programming II: Advanced DATA Step Programming or one year of SAS programming experience is required.

Next Steps: Upon completion of this course, consider taking PROC SQL using SAS or SAS Macro Programming to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41193: SAS Programming Capstone Project - 3.00 Units

SAS Programming Capstone Project

Writing a white paper or technical report not only allows you to express your knowledge and ideas, but also provides an opportunity to participate more fully in your professional field. However, many readers will only read about 50% of a technical paper. Knowing how to make your content more readable will encourage others to engage more completely with your work and enable you to be seen as both credible and capable.

This mentor-lead, 9-week capstone course will give you an opportunity to demonstrate your cumulative subject knowledge of SAS programming and provide you with the skills to produce a technical paper. You will explore a topic that allows you to delve deeply into a particular area of interest while exercising your creativity and analytical skills.

Topics include:
- Defining an appropriate study topic
- Applying SAS programming language concepts and techniques to chosen topic
- Developing effective outlines for good content organization
- Understanding how to write effectively for readability
- Using emphasis, preciseness, and conciseness in the development of a technical report
- Accessing and effectively using research resources
- Mastering document design to develop a visually appealing report
- Developing visual aids for a presentation using PowerPoint

Practical experience:
- Write a technical paper suitable for presentation at a SAS conference

Software: Students will use SAS University Edition. There is no additional cost for this product.

Course typically offered: Online in Winter and Summer

Prerequisites: This course can only be taken after all other courses in the SAS Programming certificate have been completed.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41194: Cisco Certified Network Associate II - 3.00 Units

Gain the knowledge and skills necessary to implement and support a small- to medium-sized network using wide area networking technologies. Review wide area networks (WAN) connections, network environment management, small network implementation, and medium-sized switched network construction. It includes enabling the Internet connection, router start-up and configuration, and securing the expanded network.

CSE41195: Advanced Web Analytics: Harnessing the Predictive Power - 2.00 Units
Advanced Web Analytics: Harnessing the Predictive Power
The success of today’s organizations depends on the ability of workers to make better and faster fact-based decisions to solve complicated business problems. Statistics-based predictive analytics has become the key enabler for this evidence-based management. Digital analytics uses sophisticated traffic information about a web service to deliver a comprehensive array of vital business intelligence and visitor behavior insights.

Using Microsoft Excel, R, and KNIME software tools as a work engine for data analysis, this course will teach the applications of predictive analytics using web analytics data. Popular methods and algorithms, including regression, naive Bayes, and decision trees, will be covered and assessed for their value and validity.

Topics include:
- Linear regression
- Logistic regression
- Naive Bayes
- Decision trees
- Visitor segmentation
- Landing page experiments
- Predicting visits

Practical experience:
- Analyze data using Microsoft Excel, R, and/or KNIME

Software: Students will use the R statistical package, Google Analytics, Excel, and/or KNIME during this course.

Course typically offered: Online in Winter and Summer

Prerequisites: Familiarity with Google Analytics or another web analytics tool required. Basic math, including statistics, functions, and matrices, required. Basic programming skills or Introduction to Programming required.

Next Steps: Upon completion of this course, consider taking Fundamentals of Data Mining to continue learning.

More Information: For more information about this course, please contact infotech@ucsd.edu.

CSE41196: Distributed Programming Using WCF, REST and the Web API - 3.00 Units

Distributed and service-based programming techniques are critical in an ever-connected world. Learn to leverage the .NET Framework to design and develop Internet-enabled applications that can communicate with all forms of devices from workstations and servers to tablets and phones. With WCF you can quickly create web services using the latest WS* specifications and SOAP. The Web API leverages HTTP to create robust RESTful services, popular for cross-platform compatibility.

Topics Include:
- Design, configure, deploy and consume WCF services and use them to create and consume Data services for the web
- Design, configure, deploy and consume RESTful applications using the Web API
- Advanced security techniques including OAuth and federated security
- Cloud deployment using WCF and the Web API with Azure

Practical Experience:
- Gain a fundamental understanding of distributed programming architecture and n-tier deployment
- Learn how to create efficient server-side applications that provide universal functionality and data to modern programs and apps
- Develop client-side applications that can leverage servers using multiple protocols

Software: Students will use Visual Studio Community Edition 2015 or later which is freely available on Microsoft’s website: https://www.visualstudio.com/

CSE41197: Database Programming in .NET - 3.00 Units

The ability to interact with relational databases is an essential part of most .NET applications, especially line of business software. This course introduces two principal frameworks that are available to .NET developers: ADO.NET and Entity Framework. The first is a set of classes that allow database programming at a low level, while the latter is a fully-featured ORM framework. We start with a recap of T-SQL, and finish with data binding in .NET UI architectures.

You will learn how to:
- Bridge the gap between relational databases and .NET applications
- Retrieve data from queries or stored procedures and display it on the screen
- Add, modify, and delete data from any .NET application
- Build visual models that auto-generate data access code

For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352.

CSE41198: Introduction to Statistics using R - 3.00 Units

Introduction to Statistics using R
Statistics allows us to collect, analyze, and interpret data. The R programming language is one of the most widely-used tools for data analysis and statistical programming. Its easy to learn syntax, built-in statistical functions, and powerful graphing capabilities make it an ideal tool to learn and apply statistical concepts.

In this class, you will master the most widely used statistical methods, while also learning to design efficient and informative studies, to perform statistical analyses using R, and to critique the statistical methods used in published studies. No prior knowledge of statistics or R is required and emphasis is on concepts and applications, with many opportunities for hands-on work.

Topics include:
- R Programming
- Statistics
  - Descriptive statistics
  - Probability
  - Hypothesis testing
  - Power and sample size
  - Correlation
  - Regression
  - Categorical data analysis
  - Design of experiments

For more information about this course, please contact infotech@ucsd.edu or 858-534-9352.
Practical experience:
  Hands-on experiments and statistical analyses using R
Software: R, a free software environment for statistical computing and
graphics, is used for this course.
Course typically offered: Online in Fall and Spring
Prerequisites: Knowledge of basic programming or Introduction to
Programming is recommended.
More Information: For more information about this course, please contact
unex-techdata@ucsd.edu.

CSE41199: Technology Alignment, Integration, and Compliance - 3.50 Units
Are you an IT professional? Learn to align your systems with the business
systems and current regulations. Explore enterprise architecture as a
foundation for systems design. Through both case studies and practical
exercises, learn the application of architectural techniques toward real world
business and IT challenges. Next, explore systems integration techniques in
order to ensure that new systems can effectively work within the existing
technology environment. Finally, alignment with the regulatory environment
will be evaluated via a detailed study of three major groups of regulations,
GxP (FDA), HIPAA, and SoX, which will culminate in student presentations on
the impact of specific aspects of these regulations on an enterprises
architecture.

CSE41201: Introduction to Swift Programming - 3.00 Units
This hands-on course is aimed at software developers or aspiring developers
who want to quickly learn Apple’s new Swift programming language to
write applications for macOS, iOS (for iPhone and iPad), watchOS, and tvOS.
Using Xcode Playgrounds, you will learn all of the major features of Swift
with particular attention to the type system. Fully updated for Swift 3, this
course will include in-depth coverage of the Swift Standard Library and
Foundation types. You will become familiar with using protocols and generics
as well as more traditional object-oriented approaches. At the end of the
course, you will have the skills required to take iOS Programming I.

CSE41204: Data Analytics Using Python - 3.00 Units
The advancement of science increasingly relies upon the use of Data
Analytics, a fusion of Computer Science, Big Data, and scientific investigation
to uncover insights, understandings and opportunities that would otherwise
go unnoticed. This course presents the rich set of tools, libraries, and
packages that comprise the popular and highly practical Python data analysis
ecosystem. Students will apply these powerful pattern finding, correlation
plotting, and insight yielding tools to a various case studies across diverse
disciplines.

CSE41205: Web Project Management - 3.00 Units
This course covers the project management practices and procedures applied
to Web site and application development. Students will learn common
processes and tooling to support Agile development with a focus on user
experience.

CSE41206: Web and Internet Literacy - 4.00 Units
Students will gain a high level knowledge of the medium of the Web,
including an overview of different technologies used in the web front and
back end. During the course students will produce simple web page and will
build foundational skills necessary to complete future course work in the
certificate program. The class provides an overview of the topics and
concepts needed to create not only a web page but also an overview of
understanding the functional aspects of websites and other server-side
components.
CSE41216: Project Management in Healthcare IT - 2.00 Units
Although particularly challenging due to how integral they are to the functioning of the organization, the implementation of new IT systems within a healthcare environment requires the review of processes and structures. This course covers the basic elements of project management the approaches and issues surrounding the management of large projects within the healthcare organization, including the definition of roles, objectives, budgeting and securing the support of all stakeholders. Particular attention is paid to understanding the factors that lead to failure and success in a healthcare related project.

CSE41219: MS Access - 3.00 Units
Microsoft Access is one of the most efficient and powerful relational database to manage data. Information can be stored, linked, and managed using a single relational database. Knowing how to store your data effectively, will allow you to generate faster, accurate, and day-to-day reports to keep up with the demands of today’s working environment. Your company can respond faster, create dynamic reports for your business environment, leading to generating higher sales and profits for the business. In this course you will learn the skills to create, modify databases and use the various objects in Access. The course is designed to take students from understanding the foundation of a database to creating a relational database, database maintenance, and integrating Access with other programs.

CSE41221: Overview of BI and Data Analysis - 3.00 Units
Overview of BI and Data Analysis
As the amount of data companies collect continues to grow at a rapid rate, the ability to effectively transform that data into actionable information has become paramount for business growth and success. Business intelligence (BI) and data analytics enables businesses to make better decisions, improve processes, discover efficiencies, support customers, and reduce costs. In this course, students will learn the complete analytics cycle, from determining requirements to extracting and disseminating information. It will cover the process, technologies, applications, tools, and skills required to analyze data so that informed and timely decisions can be made.

Topics include:
- Analytics process and tools
- Understanding data
- Data warehousing
- Data design
- Big data
- Hadoop
- Cloud computing
- Data visualization
- Predictive analytics
- In-memory computing
- Data virtualization

Practical experience:
Identify and analyze the best BI tools and vendors

Course typically offered: Online in Fall, Winter, Spring, and Summer (every quarter)
Prerequisites: None.
Next Steps: Upon completion of this course, consider taking Dashboards and Data Visualization for Data Analysis to continue learning.
More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41222: Dashboards and Data Visualization for Data Analysis - 3.00 Units
Dashboards and Data Visualization for Data Analysis
With the growing amount of data available to businesses, decision-makers must translate strategy into accountability, measure progress against goals, and leverage data for business decision making. Dashboards are used to present and analyzing enterprise performance data, both strategic and operational, and to perform business analysis easily and quickly. This course will teach dashboards and data visualization technologies, using an approach that will include theory as well as a significant hands-on component. Students will learn how to design and build dashboards, as well as create content of different types that can be incorporated into dashboards.

Topics include:
- Dashboards and scorecards
- Key performance indicators
- Process, architecture and requirements
- Dashboard design principles
- Effective data visualization

Practical experience:
- Perform basic analysis functions in Tableau
- Develop data visualizations using Tableau
- Develop a dashboard using Tableau

Software: Students will learn to use Tableau to visualize data. Registration and download information will be provided by the instructor on the start date.
Course typically offered: Online in Fall, Winter, Spring, and Summer (every quarter)
Prerequisites: None.
Next Steps: Upon completion of this course, consider taking Predictive Analytics to continue learning.
More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41224: Programming Fundamentals Bootcamp - 3.00 Units
This 3-day intensive boot camp is designed for students with previous programming experience who are looking to refresh their programming skills and jump quickly into one of our programming language certificates. Students will learn basic programming concepts and problem solving techniques applicable to many programming languages. Students will design, write and debug computer programs using Python.

CSE41225: Python for Informatics - 3.00 Units
Python for Informatics
Informatics is the study of structure, algorithms, behavior, and interactions of information systems. Its applications are powerful and broad, and include such fields as life sciences, data mining, business analytics, and social computing.
This hands-on course introduces the Python programming language, and is targeted toward students without prior programming experience who are interested in how informatics can be employed to provide solutions to complex, data intensive problems in a variety of scientific and business domains. After learning the core syntax and elements of the Python language, students will gain experience in the fundamentals of network programming, web services, databases and Structured Query Language (SQL), and data visualization.

Topics include:
- Variables, expressions, and statements
- Conditional execution and functions
- Iteration and strings
- Files and lists
- Dictionaries and tuples
- Regular expressions and network programming
Web services, database connectivity, and Structured Query Language (SQL)
Data visualization
Automation through scripting

Practical experience:
- Write programs using the core Python language elements
- Create IPython Notebooks to document coding sessions
- Use Python to explore network programming, web services, databases, PySQL, and data visualization

Software: Students will use Python 2.7 and 3.X in this course. There is no additional cost to access this software.

Course typically offered: Online in Winter and Summer In-class in Fall and Spring

Prerequisites: None.

Next Steps: Upon completion of this course, consider taking other courses in data science to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41228: Power System Simulation - 3.00 Units

This class focuses on computer applications in power system simulation and will provide the core skills necessary to become fluent with software assisted modeling and design of balanced 3-phase power distribution systems, along with more complex unbalanced, multi-phase utility distribution systems. Learn how to apply modern software technologies to perform power flow analysis, motor starting analysis, short circuit analysis (classical and ANSI C 37/IEEE Red book methods), and other common power system simulations. Students will also learn how to model and emulate smart grid controls such as Load Tap Changers, and Line Voltage Regulators and other voltage control strategies. Students need to have a Laptop or PC (Apple Mac or Microsoft Windows) with Firefox or Internet Explorer web browser and internet access.

CSE41234: Oracle Database 12c Performance Management and Tuning - 4.00 Units

In the Oracle Database 12c: Performance Management and Tuning course, learn about the performance analysis and tuning tasks expected of a DBA: proactive management through built-in performance analysis features and tools, diagnosis and tuning of the Oracle Database instance components, and diagnosis and tuning of SQL-related performance issues. Learn to use the Oracle tuning methodology and Oracle-supplied tools for monitoring and diagnosing SQL and instance performance issues as well as use database advisors to proactively correct performance problems. You will identify and tune problem SQL statements. Monitor instance performance by using Enterprise Manager and tune instance components.

CSE41241: GIS for Planning Professionals - 2.00 Units

This practical course will introduce students to fundamental geographic information system (GIS) skills and capabilities relevant to planning and development. Students will receive hands-on training on GIS software including map creation, spatial data analysis, and data sources, and will leave this course with an understanding of the different ways planners can use GIS to analyze spatial data and how to best communicate findings through mapping and visualization. This course is tailored to students in the planning and development sectors. Students will explore relevant case studies, best practices, and will understand typical issues that arise in on-the-job usage of GIS and how to fix them.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association.

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CSE41242: Introduction to Programming Using Java - 3.00 Units

Learning how to program can be the first step towards a lucrative and challenging career. Aimed at first time programmers, this course will help you leap onto that path covering the highly popular Java programming language. This course will cover fundamental statements, teach you how to write simple programs, and includes topics such as: objects, methods, branching, repetition, data structures, and inheritance.

Course Highlights
- An Introduction to:
  - Programming
  - Data Modeling
  - Functions
  - Logic
  - Algorithms
  - Data Structures
  - Testable code

Course Benefits
Upon completion of this course students will have foundational knowledge in key Java programming concepts:
- Syntax of the Java programming language
- Understand and develop algorithms
- Write, run, debug and modify programs
- Familiarity of Object-oriented programming concepts
- Obtain fundamental programming knowledge for advanced programming courses

CSE41243: Discrete Math: Problem Solving for Engineering, Programming, & Science - 3.00 Units

Discrete Math: Problem Solving for Engineering, Programming, & Science Discrete mathematics is used to solve certain types of math problems, such as how to count or enumerate quantities, and to describe their properties and the relationships among them. Discrete math is applied math: it provides the basis for much of computer science, statistics, and programming, as well as being integral to engineering and many different scientific disciplines. Discrete math helps to find solutions to every day, real-world problems.

In this course, students are introduced to the fundamental concepts and cover some of the essential techniques of discrete mathematics. With emphasis on the problem solving and a very hands-on approach, students will master concepts and techniques such as number theory and graph theory.

Topics include:
- Logic
- Ordering and sequences
- Integer functions
- Divisibility and primes
- Graphs and trees
- Counting and probability
- Asymptotics

Practical experience:
- Apply graph ideas to model simple situations
- Compute probability of some simple events
- Verify the correctness of an argument using truth tables
- Describe some simple expressions using big-O notation

Course typically offered: Online in Winter and Summer

Prerequisites: Strong understanding of college algebra required.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41245: Sports Predictive Analytics - 2.00 Units

Sports Predictive Analytics
Advancements in the field of predictive analytics have led to the creation of predictive models that can compute probabilities of sports win/loss prospects and analyze the performance of players. A well-known success story of sports predictive analytics is its role in predicting the performance of baseball players, which enabled the Boston Red Sox to win three World Series titles since 2004 after 86 years of losses.

In this course, students will compute simple statistics of a game which has already been played, then use correlation to detect statistical relationships between different game metrics. The science of rating and ranking will be covered in detail, and regression models will be used for estimating a metric from several predictor variables. Predictive models will then be used to compute win/loss probabilities.

Topics include:
- Metrics used for team and player evaluation
- Use of sabermetrics for the evaluation of teams
- Team ranking using Massey, Colley and Elo methods
- Predictive models for win/loss probabilities
- Regression techniques for machine learning
- Feature selection using Ridge and Lasso regression
- Sentiment analysis and its role in predicting the game outcomes
- Player and team performance report generation

Practical experience:
- Apply predictive analytics to sports data to predict win/loss and other probabilities

Software: R, a free software environment for statistical computing and graphics, is used for this course.

Course typically offered: Online in Winter and Summer

Prerequisites: Introduction to Statistics or equivalent knowledge recommended. Familiarity with R, SAS, SPSS, or similar statistical software recommended.

Next Steps: Upon completion of this course, consider taking Predictive Analytics to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

**CSE41246: Android Java Fundamentals - 3.00 Units**

You will be introduced to environments and concepts towards learning how to write Android programs. The Android Java programming language features are covered in detail.

As the first course in the Android Programming Certificate you learn how to use Android Studio, the Android Emulator, and the Android Java programming language. Android Studio provides you with the IDE (Integrated Development Environment), while Android Java provides you with the programming language.

Topics include
- Functions
- Structures
- Enumerations
- Classes
- Generics
- And more

At the end of the course, you will have the skills required to take Android Programming I.

**CSE41247: Android Architecture - 3.00 Units**

This Elective course is for those who want to explore the Android Architecture, using the Android source tree as the guide. You will explore the underlying Linux operating system, how it communicates with device drivers, the security architecture, and how Android Java apps access the underlying platform. You will also learn how native applications written in C/C++ can be accessed from Java applications.

**CSE41248: Android App Production - 3.00 Units**

This course will take the student through the process of conceiving, designing, developing and publishing an Android application. Students will begin the process by defining their app idea, as well as conducting an audience and competitive analysis. From there students move on to writing app specifications, creating paper prototypes and conducting preliminary user interface testing. Students will then begin production of their app, as they learn to work with Material Design requirements for Android, as well as quality assurance testing, Google Play store requirements and marketing strategies. Students will design and program their app and publish it in the Google Play store.

**CSE41249: iOS App Production - 3.00 Units**

As the forth course in the iOS Programming Certificate, this course will take the student through the process of conceiving, designing, developing and publishing an iOS application. Students will begin the process by defining their app idea, as well as conducting an audience and competitive analysis. From there students move on to writing app specifications, creating paper prototypes and conducting preliminary user interface testing. Students will then begin production of their app, as they learn the graphical design and interface design requirements for iOS, as well as quality assurance testing, app store requirements and marketing strategies. Students will design and program their app preparing them to be published in the iOS store.

**CSE41250: Intermediate Excel - 3.00 Units**

This course will build a strong foundation of knowledge for you to use Excel in the most effective way to analyze your Excel data and keep up with market trends.

Our focus is to help you increase your productivity and minimize your frustration through the power of knowledge of Excel tools.

For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352.

**CSE41251: Introduction to Cross Platform App Development - 3.00 Units**

Angular, Cordova and Ionic are a perfect blend of technologies for building hybrid applications that behave like a native app across multiple mobile platforms. In this course, you will learn how to build an Ionic v2 application from scratch using the Ionic CLI and explore its various components. We will also examine how to architect our app using Angular foundation of services, controllers, and views. Finally, we will extend our application to leverage some mobile specific capabilities.

Learning Objectives:
- Create cross-platform mobile apps with the Ionic framework (v2)
- Learn the basics of the Ionic framework and services
- Understand Apache Cordova to author hybrid mobile apps
- Understand basic mobile UX patterns and solutions

**CSE41254: Introduction to SPSS - 3.00 Units**

Introduction to SPSS
Unravel the mysteries within data with SPSS software! SPSS is one of the most popular software packages used for statistical analysis and understanding data. Big data, prediction, and data mining all use SPSS. 

Academic courses that use SPSS include psychology, education, research methods, nursing, social research, engineering management, and, naturally, statistics. SPSS appears in a wide range of applications in the business world, too, such as, automotive, pharmaceutical, medical device, outsourcing, and project management.

Data is generated from everything! Social media, educational research, hip replacement studies, Alaska Iditarod dog sled races, and automotive surveys all generate data. Although SPSS can read data in excel format, the capabilities of SPSS software eclipse those of programs like excel. No prior knowledge of statistics or programming is assumed. In this course, students will learn how to analyze data using the IBM SPSS software package. Using interesting datasets, this course focuses on using SPSS user-friendly menus with point-and-click. The course also includes introductions to statistics, data, and SPSS Command Syntax Language programming.

Topics for Introduction to SPSS
- Basic statistics mean, median, range, standard deviation, histograms, frequency distribution
- Using SPSS crosstabs, import, export, save, correlations, chart builder
- Data quality control, missing values, absurd values, data cleaning, formats, create new variables, file formats (xls, txt, pdf)
- Fun data! Iditarod dog sled race, 1662 wolf!
- SPSS software download and installation guidance and license included in the first lecture
- Analyze actual data select your own data for your project, if you wish!
- Data quality control, missing values, absurd values, data cleaning, formats, create new variables, file formats (xls, txt, pdf)

Course typically offered: Online in Winter and Summer
Prerequisites: None
More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41258: Fundamentals of Data Mining - 3.00 Units

Fundamentals of Data Mining
An ever-increasing volume of research and industry data is being collected on a daily basis. Skilled data scientists are needed to process and filter the data, to detect new patterns or anomalies within the data, and gain deeper insight from the data.

This course provides students with a foundation in basic data mining, data analysis, and predictive modelling concepts and algorithms. Using practical exercises, students will learn data analysis and machine learning techniques for model and knowledge creation through a process of inference, model fitting, or learning from examples.

Topics include:
- Introduction to data mining and big data
- Data mining process and standards
- Classification and prediction methods
- Preparing input and output
- Decision tables
- Decision trees
- Classification rules
- Bayesian learning
- Association rules
- Numeric prediction: regression and model trees

Clustering: k-means, hierarchical, probabilistic, EM
Model training, testing, and evaluation
Practical experience:
Hands-on data mining projects
Software: WEKA is used for class assignments. There is no additional cost for this product.

Course typically offered: Online in Fall and Spring
Prerequisites: Statistics for Data Analytics or equivalent working knowledge is required. Linear Algebra for Machine Learning is also recommended, but not required. You can test your level of statistical knowledge by taking the online Self-Assessment quiz.
Next Steps: Upon completion of this course, consider taking Data Preparation for Analytics to continue learning.
More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41259: Best Practices in Cybersecurity for Managers - 3.00 Units

Are you a business unit or IT manager with new cybersecurity responsibilities?

Cyber attacks are becoming more and more sophisticated and prevalent. A majority of organizations are under attack multiple times a day. Therefore, the question is not if your organization will be attacked or hacked but when. Because 80-90% of all breaches originate with social engineering attacks against employees at every level, it’s important that managers are knowledgeable about cyber security to ensure that every employee understands their role in prevention.

This course will prepare you to understand the responsibilities to your business, before during and after a breach occurs. It will provide an overview of cybersecurity privacy and security regulations. You will gain insight into incident detection and characterization, data collection and analysis. Each class will include a demonstration of tools and devices used to hack or steal corporate information, including intellectual property and trade secrets.

Course Goals/ Learning Objectives:
At the completion of this course, student will be expected to be able to:

Understand the importance of information security

Have the knowledge to install security ownership in subordinates

Understand the manager’s role in remediation and prevention

Understand the security and privacy regulation requirements

Learn best practices in securing your department’s devices

Learn and plan the initial incident response, including notifying IT security

Understand the various forms and methods of social engineering and how to minimize its effectiveness

Have an understanding of the exorbitant costs that a company may incur when a breach is successful
Create and implement comprehensive remediation plans

Who Should Attend?

Business unit managers and supervisors

IT Managers with new cybersecurity responsibilities

For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352

CSE41260: User Experience (UX) Metrics - 3.00 Units

The course introduces a comprehensive set of UX metrics. It takes a very practical approach with the emphasis of the analysis being directly applicable to everyone’s job. At the end of the course in depth case studies are provided to illustrate the metric applications. The course is organized in three main parts.

The first part provides background information needed to become familiar with the UX metric. First user experience is defined and the value of measuring explained. Then we review the most common statistical procedures related to the metrics analysis. We finish with how to plan a study involving the UX metrics.

The second part introduces five general types of UX metrics. Each of the metrics is explained as well as when to use and when not to use it. It is shown how to collect data, analyze it and present. Real world examples are provided.

In the last part of the course we discuss how the UX metrics is put into practice. The use of UX metrics in different types of organizations is presented, as well as how to use these metrics within the organization.

Topics May Include:

- Identifying the differences between &quot;usability&quot; and &quot;user experience&quot;
- Defining the user experience context
- Identifying the appropriate user experience metrics from the user’s perspective and from the stakeholder’s perspective
- Independent and dependent variables
- Relation between variables
- Presenting your data graphically
- Choosing the right metrics
- Performance metrics
- Issue based metrics
- Self-reported metrics
- Behavioral and physiological metrics
- Combined and comparative metrics

Practical Experience:

- Gain an understanding of how the user experience is defined and the value of measuring it
- Learn how to use UX metrics as a tool for evaluating and improving the design of any product
- Student will be able to choose the right metrics for each situation, or application
- Learn how to use the metrics to produce reliable and actionable results
- Understand the guidelines for analyzing a wide range of metrics
- How to present the collected metrics to others

For more information about this course, please contact infotech@ucsd.edu or 858-534-9352.

CSE41261: Data Preparation for Analytics - 2.00 Units

Data Preparation for Analytics

An essential, yet often under-emphasized step in the data mining process is data preparation. Habitually, people are more inclined to focus on knowledge discovery, but without sufficient preparation of the data, return on efforts will be limited. Without adequate skill and knowledge, preparing data for modeling can lead to less than adequate modeling results.

This class offers in-depth coverage of data preparation techniques and a step-by-step approach through a variety of tools while providing practical illustrations using real data sets. The hands-on exercises will anchor the learned concepts and offer valuable first-hand experience in cleaning, filtering, and preparing the data for mining and predictive or descriptive modeling. The goal is to transform the datasets so that their information content is best exposed to the mining tool.

Topics include:

- Prerequisites to good data preparation
- Dealing with variables
- Sparcity
- Monotonicity
- Increasing dimensionality
- Anachronisms
- Missing values
- Outliers
CSE41263: Data Mining Practicum - 3.00 Units
Data Mining Practicum
Theoretical knowledge of data preparation, data mining, and machine learning techniques can be very useful. However, in order to be a successful data scientist, you must be able to put the theory into practice and draw useful information and insight from large datasets.
This challenging course is designed to give students hands-on practical experience data mining and predictive modeling. Students will go through several data mining projects, planning and executing all the steps of data preparation, analysis, learning and modeling, and identifying the predictive/descriptive model that produces the best evaluation scores. This course will ensure preparedness for complex real-life data mining tasks.
Topics include:
- Obtaining the right data
- Preparing the dataset
- Modeling and iteration
- Evaluation and model selection
- How to deal with issues
- Ensemble modeling
Practical experience:
- Hands-on data mining projects

Course typically offered: Online in Winter and Summer
Prerequisites: Fundamentals of Data Mining or equivalent experience required.
Next Steps: Upon completion of this course, consider taking Data Mining: Advanced Concepts and Algorithms.
More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41264: Statistics for Data Analytics - 3.00 Units
Statistics for Data Analytics
Statistics can be used to draw conclusions about data and provides a foundation for more sophisticated data analysis techniques. Viewing questions about data from a statistical perspective allows data scientists to create more predictable algorithms to convert data effectively into knowledge. As such, it is essential for data analysts to have a strong understanding of both descriptive and inferential statistics.
In this course, students will gain a comprehensive introduction to the statistical theories and techniques necessary for successful data mining and analysis. Particular attention will be paid to topics critical to data analytics, such as descriptive and inferential statistics, probability, linear and multiple regression, hypothesis testing, Bayes Theorem, and principal component analysis. This course prepares students for subsequent Data Mining courses.
Topics include:
- Descriptive statistics
- Two variable relationships
- Probability
- Bayes Theorem
- Probability distributions
- Sampling distributions
- Confidence intervals
- One- and two-sample hypothesis testing
- Categorical data
- Least-squares regression inference
- Principal component analysis (PCA)
Practical experience:
- Organize, summarize, and present data
- Describe the relation between two variables

Course typically offered: Online in Winter and Summer
Prerequisites: Fundamentals of Data Mining, Data Preparation for Analytics, and Data Mining: Advanced Concepts and Algorithms required.
Next Steps: Upon completion of this course, consider taking additional courses in data science, data storage and management, or programming and scripting languages to continue building your skills.
More Information: For more information about this course, please contact unex-techdata@ucsd.edu.
CSE41265: Managing Software Quality Assurance and Testing - 3.00 Units
Quality Assurance is defined as part of quality management that ensures that quality requirements are met. The requirements for high-quality, reliable, predictable software become increasingly necessary when we strive to meet the customer’s quality expectations. These activities start before the product is developed and continue through the product development and, through the release cycle. In this course you will learn how to produce and implement standards to improve the development life cycle and ensure the QA processes are followed. The course also describes how these processes fit into the overall software development process. You will learn how to deliver high quality products in terms of predictability and reliability on time and within budget. Specific topics discuss how to implement organizational quality policy how to build an effective SQA organization and employ the right people. You will also learn techniques and content of an SQA and how to conduct regular Software audits. Also you will discover basic concepts of risk management and metrics collection for such things as: reworks, cost estimate, and code coverage.

CSE41266: Software Testing for Quality Assurance - 3.00 Units
Software testing directly affects the quality of the final product and impacts all phases of software product development and life cycle. Not only are the technical aspects of testing important, it is also essential to have well-designed testing processes and overall test program management in place. This course presents software testing processes, by introducing the concept of white and black box testing and GitHub for source code management will be introduced and their application discussed in the test environment on Amazon cloud.

CSE41267: Web Performance Testing and Test Automation - 3.00 Units
In this course you will learn how to become an expert in testing Web sites and web services. The course is designed for both software QA testers and test managers. Distributed software architecture, diverse and dynamic environments (OSes, browsers, networks, run-time code generation), multiple programming languages, and a large user base all make Web testing more complex. The course covers how to set up test environments, automate functional and performance tests using common testing tools in the trade, and analyze the measurements.

The course first reviews the basics of the web architecture, its communication protocols and example architectures. Using an example of a feature in a large Web application, you will learn to develop a test plan and test cases. We will then develop and execute automated tests using industry standard tools such as Selenium. The course covers three aspects of Web testing: Web UI, Web services, and load/performance. This includes the process for Web testing, i.e. when to start functional and performance testing, specifying the test environment and selecting the tests and loads to run.

You will learn how to create and run the tests, measure the load, and perform analysis of the measurements. Scalability issues are addressed as well as testing for reliability (hardware and software failures). The course concludes with data analysis and diagnostics of automated web testing and performance problems.

CSE41268: UNIX & Linux Operating Systems Fundamentals - 3.00 Units
The UNIX-Linux operating systems are available in many computing environments, from small microcomputers and virtual computers, to the largest supercomputers, and has gained widespread commercial acceptance with its multi-user and multitasking abilities. This course introduces the UNIX and Linux operating system’s user interface. Students learn common commands practice displaying, copying, moving, and removing files and directories and discover how to protect data by setting file metacharacters, redirection, and piping symbols at the command line. Other topics include full-screen text editing with VI, electronic communication, simple shell programming, and Shell features. In this class students will select &ldquointeractive&rdquo projects (associated with the web) to emphasize &ldquotest reading&rdquo skills. Projects will correspond with topics discussed in chapter readings.

Topics Include
- The parts of the UNIX-LINUX operating system
- Bourne Shell
- C Shell
- UNIX-LINUX commands/utilities
- Simple Shell Programming
- Networking/System Administration
- Common commands
- Practice displaying
- Copying, moving, and removing files and directories
- How to protect data by setting file metacharacters, redirection, and piping symbols at the command line
- Shell features

Practical Experience
- Full-screen text editing with VI
- Electronic communication
- Simple Shell Programming
- Interactive web projects emphasizing &ldquotest thinking&rdquo skills

Course typically offered: Fall, Winter, Spring, Summer
Prerequisites: Familiarity with computers
Next Steps: After completing this course, consider taking UNIX & Linux System Administration I to continue learning.
More Information: For more information about this course, please contact Infotech@ucsd.edu.

CSE41269: UNIX & Linux System Administration I - 3.00 Units
This course provides students with the skills to effectively handle UNIX and Linux system administration. Topics include installation in a virtual environment, networking, disk and file management, users and groups administration, and backing up and restoring a UNIX-Linux system. Extensive hands-on lab exercises with dedicated virtual systems immediately reinforce lecture material.

Topics Include
- Installation in a virtual environment
- Networking
- Startup and Shutdown
- Superuser/Root Privileges
- The File System
CSE41270: UNIX & Linux System Administration II - 2.00 Units
This intensive course provides an in-depth examination of the processes and theory behind UNIX and Linux systems administration and network support. In addition to network technology and specialized server environments, topics include common structural elements of different types of servers, including file servers, database servers, software and application servers, web servers (Internet, Intranet, Extranet), and name and directory servers. Students will also learn installation and configuration options, performance issues, including how things work, bottlenecks, and tuning, electronic mail, and network printers.

Topics Include:
UNIX and Linux in the Client-Server Model
Common structural elements of different types of servers including the role of:
UNIX Servers
File Servers
Database Servers
Software and Application Servers
Web Servers (Internet, Intranet, and Extranet)
Name and Directory servers
E-mail Servers
Basics of UNIX and Linux Systems Security
UNIX and Linux Performance Issues
UNIX and Linux Networking
Scheduling (Crontab) & Printing

Practical Experience:
Installation of Software on a UNIX-Linux OS
Basics of a Programming Language that runs on top of a UNIX and Linux system
Basics on securing UNIX and Linux Systems
Troubleshooting Skills
Configuration Management

CSE41271: UNIX & Linux Shell Programming - 3.00 Units
UNIX &amp Linux Shell Programming
Discover the Bourne, Korn, Bash and C shells as programming languages that create interactive shell scripts and automate routine functions. Topics include: writing and debugging shell scripts, I/O redirection and pipes, file expansion, shell variables, quoting and regular expressions, shell functions and constructs, expressions, operators, job control, command-line argument processing, interrupt handling, and applications and tools. This course also provides a cursory introduction to the Python programming language. It is designed for both power users and system administrators of UNIX and Linux systems.

Topics Include:
Writing and debugging shell scripts
I/O redirection and pipes
File Expansion

CSE41272: UNIX & Linux Security Fundamentals - 4.00 Units
This fast-paced, hands-on class will teach you how to secure UNIX and Linux and lock it down to protect a system from compromise. You'll learn how system attacks work and how to use hard-core hardening to defeat the bulk of them. You'll learn how to take your machines to a state of minimum necessary risk.

This course will teach you how to tighten all major aspects of operating systems for security, balancing this with the purpose of the system and the needs of your organization. You'll learn how to tune kernel and operating system parameters, deactivate components, and tighten the components that remain. You will build and examine major server applications tightening, including Apache, MySQL and SSH server. Along the way, you'll understand how external and internal attackers use privilege escalation and how you can lessen their odds of gaining root. You will write small script to check all log files which will reject IP attempting to break-in or login to system servers. You will learn about the software hackers use and the tricks they use to compromise your system. This class will give you the framework to think like a hacker and the tools to protect your organization’s systems.

Topics Include:
Fundamental Security Concepts
System Security
World Wide Web (WWW) Security
Network and Internet Security
Web Security
Firewalls and Port Scanning
Important Files in UNIX and Linux Processes

Practical Experience:
Understand the Fundamentals of Security
Risk management
Harden systems
Keep attackers out of your systems
Be able to apply security skills in your daily job
CSE41273: Python Programming Fundamentals - 3.00 Units
The Python programming language is easy to learn, and is also very powerful. This course will cover many unique features that make Python such a popular language, and will go beyond just "the basics." We will discuss the Pythonic way to handle common computer science abstractions, delving deeper into comprehensions and iteration. Other subjects will include object-oriented programming, testing and test-driven development concepts. Python has a wide variety of libraries and third-party packages. No matter what you want to do, from deep learning, fuzzy text processing, or bioinformatics to web development, web scraping, and more, there is sure to be a Python package to help. At the end of the course, students will be ready to expand their Python programming horizons in whatever direction they desire.

Topics will include:
- Setting up a Virtual Environment
- Coding and Docstrings style guides
- Command Line Interface
- Exceptions and Exception Handling
- Iterables, Iterators, and Generators
- OOP, Classes and Inheritance
- Decorators and properties
- Standard Libraries: Itertools, Collections, and Functools
- Inheriting from the Collections Module
- Testing and Test-Driven Development Principles
- Debugging with Pdb
- Files, CSV files and Fake files
- Context Managers
- Making code more Pythonic

Practical Experience
- Set up working project environments
- Write command-line programs with documentation
- Make Python modules that can be imported to other Python programs
- Follow Best Practices for coding style and documentation
- Use classes, inheritance, and basic OOP principles
- Work with the Python standard libraries
- Use files, context managers and fake files
- Install and use third-party packages
- Create unit tests and follow test-driven development principles

Course Goals/Learning Objectives:
- Prepare IT professionals to "practice" Cyber Security in all aspects of their job
- Gain familiarity with Cyber Security standards and guidelines
- Learn about security tools and hardening techniques
- Prepare participants to continue their skill augmentation through research and self-learning
- This course will benefit:
  - System Administrator
  - Network Administrator
  - Software Developer
  - System Integrators and Testers who wish to augment their skill set and enhance their career

Prerequisites:
- Introduction to Programming (CSE-40028) or a basic working knowledge of Python. Students must have access to a web-enabled computer.

Next Steps:
- Students who take this course may be interested in taking Advanced Python Programming (CSE 41289) and/or Python for Informatics CSE 41225
- For more information about this program, please contact the program manager at Infotech@ucsd.edu or (858) 534-9351

CSE41278: Cybersecurity for the IT Practitioner - 3.00 Units
Historically in the IT domain, security was an afterthought and in many cases not given the importance it deserved. At best, it was typically relegated to a "team" that was responsible and accountable for the "security." With advent of cloud computing, mobile devices, and frequent releases of software services they have changed the way we do business &ndash the legacy model does not work. It is imperative for IT professionals to think "security" into each and every aspect of the software and hardware stack.

This is an introductory course that covers the practical aspects of implementation and administration of Cyber Security policies. The students will review the common Cyber Security Standards and Guidelines established by the various organizations, become aware of the ethics code and reporting incidents. The students will learn the practical aspects of Cyber Security in a typical IT infrastructure, as applicable to the network and hosts, with hands on exercises and/or demonstration using Cyber Security tools/products.

Topics include:
- Cyber Security Standards and Compliance guidelines
- Code of Ethics
- Reporting Incident
- Cryptography
- Securing the Network
- Securing the OS, Application and Identity Management
- Data Protection

Course Goals/Learning Objectives:
- Prepare IT professionals to "practice" Cyber Security in all aspects of their job
- Gain familiarity with Cyber Security standards and guidelines
- Learn about security tools and hardening techniques
- Prepare participants to continue their skill augmentation through research and self-learning
- This course will benefit:
  - System Administrator
  - Network Administrator
  - Software Developer
  - System Integrators and Testers who wish to augment their skill set and enhance their career

Prerequisites:
- Introduction to Programming (CSE-40028) or a basic working knowledge of Python. Students must have access to a web-enabled computer.

Next Steps:
- Students who take this course may be interested in taking Advanced Python Programming (CSE 41289) and/or Python for Informatics CSE 41225
- For more information about this program, please contact the program manager at Infotech@ucsd.edu or (858) 534-9351
CSE41279: Introduction to PostgreSQL - 3.00 Units
PostgreSQL is one of the most frequently used, powerful and easy to use open source database management systems. Many database and web developers love its rich features, transaction support, performance, and industrial-strength scalability. PostgreSQL is being actively developed with a new release every year. PostgreSQL supports the most advanced features included in SQL standards. It also provides NoSQL capabilities, and various data types and extensions. That makes PostgreSQL a vital option in various kinds of software systems.

Topics include:
- Proper query syntax and SQL commands
- Manipulate and update databases
- Customize queries
- SQL aggregates
- Use joins
- Combine SELECTs with subqueries
- Triggers and transactions
- Import and export data
- Use PostgreSQL query tools
- Creating tables
- Setting up constraints
- Building indexes
- Creating views and other schema objects
- Overview of NoSQL capabilities
- XML
- Json

This Introduction to PostgreSQL course is structured around the most recent PostgreSQL release.
The course will benefit:
-Developers and Administrators who want to learn about open source relational databases such as PostgreSQL.

CSE41280: Cloud Computing Architecture using Amazon Web Services (AWS) - 4.00 Units
Develop technical expertise in cloud computing architecture using Amazon Web Services (AWS). AWS is a secure cloud services platform that is used in almost 200 countries. With infrastructure services inclusive of computing power, storage options, networking and databases, it offers flexibility, scalability, and reliability useful to building sophisticated applications. This course will give students an understanding of business and technical tools, and architecting on AWS. It will include practical hands-on experience solving real-world cloud computing problems with AWS. These tools can be useful to managing your business’s IT infrastructure, and an understanding of how this cloud platform can help your company meet compliance, governance, and regulatory requirements.

Topics Will Include
- AWS Cloud
- AWS Platform
- Security and Compliance
- Cloud Financials
- Migrating to the Cloud
- AWS Infrastructure: Compute, Storage, and Networking
- AWS Security, Identity, and Access Management
- AWS Databases
- AWS Management Tools
- AWS Certification Exam Readiness Workshop

Practical Experience
- Architecting on AWS
- Designing Your Environment
- Automating and Decoupling Your Infrastructure
- Designing Web-Scale Media Hosting
- Four Pillars of the Well-Architected Framework
- Troubleshooting
- Large-Scale Design Patterns and Case Studies

Course Delivery
The curriculum is taught through e-learning, instructor-led classes, hands-on labs, and project work. Students will receive an electronic student kit that includes course manuals, access to labs, and knowledge assessments. Additionally, a AWS Certified Solutions Architect &ndash Associate certification practice exam and a 50% discount voucher for the AWS Certified Solutions Architect &ndash Associate certification exam will be provided to students that successfully complete all elements of the curriculum (labs, assessments, project).

Course Materials
- Students must bring their own laptop to each course
- Undergraduate, Graduate or Professional students seeking cloud computing expertise

Prerequisites
A strong foundation in multiple computing, software development, and IT concepts and skills.

Accreditations and Certifications:
- UC San Diego Extension is an Amazon Web Services (AWS) Academy.
- Instructors have completed the AWS Academy Instructor Accreditation process and are AWS Academy Accredited Instructors.
- This course can also be used to prepare for the AWS Solutions Architect - Associate certification exam.

CSE41281: MongoDB - 3.00 Units
In this course you will learn to use MongoDB as a way to put in place new methods of handling and storing data that can be displayed as a document format.

MongoDB is an open source database that centers on the concepts of a NoSQL (Not Only SQL) methodology. The MongoDB is used to handle unstructured data in a schema-less design that enables the developer to be flexible in the way they store and use data.

Topics included in this course are:
- How to download, install and configure MongoDB
- An overview of database structure
- CRUD operations, indexing
- Aggregations and map-reduce
You will gain knowledge on how to integrate MongoDB with PHP, Python, Java, and .NET drivers. Administrative operations of MongoDB such as replication, sharding, GridFS and others will be covered.

The IT professional with a basic knowledge of programming and databases who wants to learn more about the NoSQL technology through MongoDB would benefit from this course.

For more information about this course, please contact the program manager at infotech@ucsd.edu or 858-534-9352

CSE41282: Storytelling Concepts for Data Visualization - 3.00 Units
Storytelling Concepts for Data Visualization
Data is one of the strongest assets a business possesses, but many businesses are not realizing the full potential of their data. Even when businesses do effectively mine their data, often the full value of the information gained by that analysis is difficult to communicate. Data visualization provides and powerful, and relatively simple, way to derive more value from business data by communicating findings succinctly.

In this course, you will learn how to present and analyze data using data visualization. Through a thorough examination of design techniques and processes, you will learn to communicate your analytics more effectively. You will also learn best practices for engaging stakeholders through visualization and storytelling, specifically for a business environment. This course includes hands-on assignments in designing, developing, and publishing visualizations.

Topics Include:
- Data visualization fundamentals and principles
- Data visualization in a business environment
- Visual design and choosing effective visuals
- Telling a story with data
- Dashboard requirements, design principles, and best practices
- Data visualization for dashboards

Practical Experience:
- Design, develop, and publish data visualizations and dashboards

Course Typically Offered: Online in Fall, Winter, Spring, and Summer (every quarter)

Software: Students may use any data visualization tool to complete course assignments. Some examples of visualization software include Tableau, Qlik, MicroStrategy, or Excel.

Prerequisites: None

Next Steps: Upon completion of this course, consider taking additional business intelligence courses to continue learning.

More Information: For more information about this course, please contact unex-techdata@ucsd.edu.

CSE41283: Information Technology Strategic Planning - 3.00 Units
Creating an Information Technology Strategic plan is a widespread task that has to be done by every IT organization. However, most organizations IT group do not have an IT Strategic plan because it is a process that takes time to develop and later implement. Prior to creating any IT Strategic plan, there are crucial steps that need to be done. This course introduces the process of creating and IT Strategic plan and through various methods, students learn how to understand what is required, understand and follow a process to develop the plan (including what to do in a decentralized IT environment) and the various sections, phases and the implementation process is reviewed.

This training is designed to offer technical personnel (employees, supervisors, managers) and non-technical supervisors of technical personnel an appreciation and practical knowledge in strategic analysis, especially in Information Technology (IT).

Course Goals/ Learning Objectives
- How to develop, create and implement an IT Strategic Plan.
- An IT Strategic process that can be used to develop the plan and how to align the IT Strategic Plan with the overall strategic priorities of the organization.
- To gain an appreciation for understanding the strategic planning process and how it ties into the overall organizational strategic priorities.

CSE41284: Introduction to Virtualization - 3.00 Units
Virtualization has become the cornerstone of technology within the industry. There has been an increase industry as to how applications are delivered, accessed and how information is obtained to end-users worldwide. Virtualization plays a key role in all facets of technology, as systems administrators have to retool their skillset in order to adapt to the constant evolution of the virtual space and eco-system. There is tremendous value for IT professionals to learn and understand virtualization. Learning this knowledge can potentially enhance your professional career as organizations are heavily virtualized, or are in the process of transitioning to a virtualized environment.

In this course, you will receive a complete overview of the VMware virtual datacenter environment, utilizing the vSphere Client and the web interface. You will be exposed the vCenter appliance, learning how to secure your vDatacenter, understand the role of the ESXi hosts, deploy VMs from templates, cloning VMs, vMotion, network configuration, storage delivery and more. The objective is to provide you with the best practices relating to how to manage a VMware infrastructure.

Topics Include:
- Virtual Datacenter, Clusters and Hosts
- Resource Pools
- Host Configurations
- Creating guest OS systems (VMs)
- vMotion
- LUNs and Datastores
- Storage vMotion
- Cloning
- Snapshots
- Networking (vVSS and vDS)
- MultiPathing
- I/O (MPIO)
- 32 and 64 bit DSN connection
- Web Portal
- Critical VMware services
- VMware Tools

Course Benefits:
- Enhance you marketability
- Learn best practices
- Gain Infrastructure knowledge
- Learn about the virtualized eco-system.
- Become well versed with public, private and hybrid cloud solutions.

Familiarize yourself with vDatacenter administration.

More Information: For more information about this course, please contact infotech@ucsd.edu.

CSE41285: PostgreSQL Administration - 3.00 Units
PostgreSQL is one of the most popular open-source database engines in the world and ranks highly in line with Oracle, MySQL and SQL Server. The PostgreSQL Administration course is structured around the most recent PostgreSQL release.

Students will learn how to install, configure, and administer the world’s most advanced open source database, PostgreSQL.

Course Goals/ Learning Objectives:
Describe the advantages and disadvantages PostgreSQL has over other databases

Install PostgreSQL on a Linux /cloud AWS platform

Perform basic configuration including user setup

DB design, monitoring, and logging

The course will benefit Developers and Administrators that want to master PostgreSQL.

For more information about this course, please contact infotech@ucsd.edu or 858-534-9352.

CSE41286: MySQL Programming - 3.00 Units

MySQL is an open-source relational database management system (DBMS for short) based on SQL. A DBMS is a system that manages databases and connects them to software. The most common use for a MySQL database is to run a website. However, it can also be used for data warehousing, e-commerce, and logging applications as well as managing the database of an ERP. A good database management system is essential to a business. Some of the largest and fastest-growing organizations including Facebook, Google and Adobe rely on MySQL to save time and money driving their high-volume web sites, business-critical systems and software applications. This course will teach you the basics of the SQL Programming Language for the MySQL Database. You will learn Data Definition Language (DDL) Statements, Data Manipulation Languages (DML) Statements, Data Control Language (DCL) Statements, Select Statements, as well as MySQL Stored Procedure Programming.

Course Goals/ Learning Objectives:

- At the completion of this class student should be able to:
  - Write MySQL SQL Programming Statements for Creating, Modifying, and Deleting MySQL objects
  - Successfully write SQL Insert, Update, Alter, and Delete or rows in MySQL tables
  - Perform successful Select statements to answer common business questions to be asked to the MySQL Database
  - Implement security in the form of Granting and Revoking privileges related to accessing MySQL Database Objects
  - Understand and use MySQL Stored Procedures for process automation and database integrity enforcement

Target Audience for MySQL Programming is:

- Back-End Web Developers
- Client / Server Database Developers

Job titles for MySQL include:

- Systems Administrator
- MySQL DBA
- Database Administrator (DBA)
- Back End Developer

For more information about this course, please contact infotech@ucsd.edu or 858-534-9352

CSE41287: Linear Algebra for Machine Learning - 3.00 Units

Linear Algebra for Machine Learning

Linear algebra provides a mathematical framework for organizing information and then using that information to solve problems, especially physics, math, engineering, or data analytics problems. Linear algebra is essential for understanding and creating machine learning algorithms, especially neural network and deep learning models.

In this course, you will learn the linear algebra skills necessary for machine learning and neural network modelling. You will begin by learning overview of basic matrices and vector algebra as applied to linear systems. Then you will learn advanced skills for finding the highest and lowest points of systems, quantifying the degree of learning, and optimizing the speed of learning in vector spaces and linear transformations. The hands-on lessons and assignments will equip you with the mathematical background required to build and train simple neural networks.

Key topics:

- Fundamentals of matrix algebra: vectors, matrices, tensors
- Multiplying matrices and vectors
- Identity and inverse matrices
- Linear dependence and span
- Norms
- Dimensions and hyperplanes
- Conjugate gradients
- Eigenvalues, Eigenvectors, Eigendecomposition
- Principal Component Analysis
- Basics of TensorFlow

Practical experience:

- Hands-on lab assignments and projects using various open-source software programs
- Course typically offered: Online in Fall, Winter, Spring, and Summer

Software: Students will use Octave, Caffe, and TensorFlow to complete hands-on assignments and projects. These tools are free and open-source.

Prerequisites: Strong understanding of college-level algebra and calculus required.

Next steps: Upon completion, consider taking courses in our Data Mining for Advanced Analytics program to continue learning.

Contact: For more information about this course, please contact unex- techdata@ucsd.edu.

CSE41288: Advanced Business Intelligence: Introduction to Predictive Analytics - 3.00 Units

CSE41289: Advanced Python Programming - 3.00 Units

This course is aimed at students who are already familiar with Python and want to improve their programming proficiency. In this course, students will be introduced to several programming paradigms and concepts that are supported by the Python language. These concepts will be explained through examples. The students will further develop their understanding through problem solving. The students are expected to submit solutions to weekly assignments. The difficulty level of these exercises will vary. The assignments will require the students to demonstrate that they have understood and can use the concepts and techniques taught in class.

Prerequisites:

- Python Programming Fundamentals CSE 41273 and/or familiarity with Python

Next Steps:

Students who take this course may be interested in taking Python for Informatics CSE 41225

For more information about this course, please contact the program manager at Infotech@ucsd.edu or (858) 534-9351

CSE41290: - 3.00 Units

CSE41291: Microgrid Design, Economic Optimization and Simulation - 3.00 Units

CSE41293: Systems Engineering Software Overview - 3.00 Units

CSE41294: Introduction to Remote Sensing with GIS - 3.00 Units
CSE41296: LEAN Big Data Analytics: Building a Path to Data Transformation Success - 3.00 Units

Learn and plan the initial incident response, including notification to IT security

Understand the various forms and methods of social engineering and how to minimize their effectiveness

Have an understanding of the exorbitant costs that a company may incur when a breach is successful

CSE41297: Getting Started with App Development for Apple iOS - 2.50 Units

Have you ever had an idea for an app and wondered how to make it happen? If so, this course was designed for you. You will start by focusing on iOS development tools, basic programming concepts, and industry best practices. This course will then apply this knowledge to the guided project in which you create a simple flashlight app.

CSE41298: Getting Started with App Development for Apple iOS - 2.50 Units

Introduction to UIKit. Students explore Swift strings, functions, structures, collections, and loops. They also learn about UIKit the system views and controls that make up a user interface and how to display data using Auto Layout and stack views.

They put this knowledge to practice in the guided project, Apple Pie, where they build a word-guessing game app.

CSE41303: Best Practices in Information Security for the Workplace - 3.00 Units

Cyber-attacks are becoming more and more sophisticated and prevalent. Every organization is under attack multiple times a day. 80-90% of all breaches originate with Social Engineering attacks against employees at every level. This course is intended to ensure that every employee understands their role in prevention. The question is not if you will be attacked or hacked but when. Companies need to be prepared to handle these incidents through incident remediation planning and employee training. This course provides an overview of cybersecurity privacy and security regulations to employees.

At the completion of this course, student will be expected to be able to:

- Understand the importance of information Security
- Instill security ownership in the workforce
- Understand the role in assisting Information security mangers in remediation and prevention
- Understand the security and privacy regulation requirements
- Learn the basic tenants of best practices in securing your computers and other devices

CSE41304: Practical Cyber Security and Ethical Hacking - 3.00 Units

Enterprise and personal online presence is growing exponentially. Everyday, new users get online and become potential victims to cyber attacks. Cyber incidents and breaches are on the rise and have become more sophisticated. There is an increased demand for cyber security professionals. Forbes magazine article has projected more than a million job openings in the Cyber Security domain.

It is imperative for IT professionals to think “security” into each and every aspect of their work. It means a change in the mind set have a paranoid approach to security —&dash; &quot;Think like a hacker to catch a hacker!&quot

This course is a starting point for those considering a career in Cyber Security. It provides the theory and the practical aspects necessary for a cyber security practitioner. It is a blended course (lecture, demo, discussions, practical lab) it covers an array of topics in the Cyber Security space, including the Knowledge Areas of the Certified Ethical Hacker blueprint(CEHv9), accompanied with Lab exercises in a &ldquo;Virtual Lab.&rdquo

Topics Include:

- Cyber Security Standards/Guidelines, Ethics and Law
- Cryptography
- Behavior of attack vectors
- Hacking Methodologies
- Intrusion Detection and Prevention
- Security best practices in the Private/Public cloud
- Secure wireless devices
- Social Engineering
- Latest trends in cyber security
- Create their own &ldquo;Virtual Lab&rdquo
Learning Outcomes:

- Implement Cyber Security standards and guidelines to their IT environment
- Implement Cyber Security suites and hardening techniques to secure their IT infrastructure
- Prepare for the CEH v9 certification exam
- Augment their knowledge and skills through research and self-learning continually

Who should attend?
Anyone interested in a Cyber Security career and Junior Team Members in:

- System/Network Administration
- DevOps Engineers
- System Integration
- QA/Testing

Job Titles

Some of the job titles associated with these skill sets:

- Cyber Security Engineer
- Cyber Security Analyst
- Systems Administrator Security
- Network Administrator Security
- Information Security Specialist

CSE41305: Computer Vision II - 3.00 Units


CSE80006: The Coding Boot Camp: Front-End & Back-End Essentials - 0.00 Units

Prerequisites: Linear algebra, calculus, probability and statistics. This course makes extensive use of Matlab. Assignments should be prepared using LaTex.

The web development industry continues to thrive with plenty of dynamic, informative and entertaining sites sprouting up every day. Positions in this field keep emerging, and the Bureau of Labor Statistics expects web development job growth to far outpace the rate of the average profession. This surge should provide skilled programmers a bounty of diverse and rewarding career opportunities. We encourage all students eager to join this growing trade to enroll in our Coding Boot Camp series, starting with Front-End & Back-End Essentials. The course starts with lectures on the HTML, CSS and JavaScript needed for building basic front-end web apps. Students will then learn how to use jQuery AJAX to update sections of their websites with remote API data. We will also showcase the skills they have acquired from our lectures and exercises. The Coding Boot Camp encompasses two courses designed to prime students for careers in the web development industry. The boot camp also provides a career service specialist who will offer job support throughout and beyond the length of these courses.

CSE80007: The Coding Boot Camp: The Full-Stack Flex - 0.00 Units

Some developers focus on writing code for either the browser or the server. Yet the full-stack developer stands out from the competition with mastery of both front-end and back-end programming. These coders can handle complex tasks like serving dynamic content to their users while still keeping a firm grip on the appearance of their web apps. Students will discover all the necessary steps for linking the front and back ends in the second part of our Coding Boot Camp series: The Full-Stack Flex. This course begins with lessons on Express, a powerful Node.js framework that makes it simple to set up API servers and HTML routes. We will then show how tools like Handlebars and Sequelize can speed up the development of elaborate web apps. With these skills acquired, students will have the knowhow to complete their first full-stack group project and have acquired from our lectures and exercises. The Coding Boot Camp encompasses two courses designed to prime students for careers in the web development industry. The boot camp also provides a career service specialist who will offer job support throughout and beyond the length of these courses.

Despite the increasing presence in the tech industry. The course will also introduce more libraries and frameworks for students to base their code on, like ReactJS and Laravel. We will also tackle mobile app development with React Native, as well as computer science topics like algorithms and data structures. At the end of the course, students will have four weeks to brainstorm and develop their most impressive project yet. We will also showcase the material they have learned throughout their six months of study. The Coding Boot Camp encompasses two courses designed to prime students for careers in the web development industry. The
This UX Metrics workshop is an overview of how to collect, analyze, interpret and present user experience metrics. We will discuss how to choose the right metrics for various situations or applications. The attendees will also learn how to use the metrics to produce reliable and actionable results. It gives the guidelines for analyzing metrics and provides examples of how to present the collected metrics to others. The goal of this workshop is to show how user experience (UX) metrics can be a powerful tool for evaluating and improving the design of any product. The UX metrics can be used for any type of product utilizing any type of technology. For example, task success and satisfaction are equally valid whether you evaluate a website, a medical devise or appliance.

This workshop takes a practical approach with an emphasis on the analysis being directly applicable to everyone’s job.

Continental breakfast: 8am
Workshop: 9am to 12:00pm
A workbook with presentation and exercises included.

Students will receive the new book “Easy to Use 2.0: User Experience in Agile Development for Enterprise Software”.

In the workshop, you will:

- Gain an understanding of how the user experience is defined and the value of measuring it
- Learn how to use UX metrics as a tool for evaluating and improving the design of any product
- Be able to choose the right metrics for each situation or application
- Learn how to use the metrics to produce reliable and actionable results
- Understand the guidelines for analyzing a range of metrics
- How to present the collected metrics to others
- Learn the general types of UX metrics as well as when to use them
- Understand the use of UX metrics in different types of organizations as well as how to use these metrics within the organization

This class will introduce programming concepts to students, with no previous programming experience required, and will focus on learning to read and write programs in C++. The class will focus on in-class programming and participation. The class will move quickly and students are required to have access to a computer at home. We will cover IDEs, programming basics, compilation, execution, flow control, functions, arrays, pointers, file I/O, structures and classes.

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CSE90008: LEVEL 5: AP COMPUTER SCIENCE - 1.00 Units
During this course, students prepare to take the College Board Advanced Placement (AP) Computer Science exam. Up to this point, League students have been learning by programming using professional tools, but this exam requires the new skill of being able to write code on paper. We also cover the theoretical Computer Science concepts that did not fall under any of the previous skill-based topics. League levels 0-4 are a prerequisite for this course.

CSE90009: Level 6: Project for Social Good - 3.00 Units
As a capstone course, Level 6 offers students the opportunity to collaborate on diverse teams to develop a novel software solution that addresses a real-world need originating from local citizens or other non-profits. Students apply computational thinking practices, interdisciplinary knowledge, and professional skills as they work through the software design process. Effective practices in problem solving, implementation, presentation, and collaboration are central to the course.

CSE90010: Level 7: Software Craftsmanship - 4.00 Units
Learn to craft code like a pro! This course takes you from code monkey to software engineer with topics such as advanced refactoring, clean code, test-driven development, design patterns, techniques for working with legacy code, and how to be an Eclipse ninja. This course has been developed in collaboration with some of the best and most experienced programmers in San Diego. This is stuff they don’t even teach you in college!

CSE90011: LEVEL 8: ORACLE JAVA CERTIFICATION - 4.00 Units
In this course, you’ll study for a professional certification as a Java programmer. Oracle-administered exams are recognized as the industry standard for Java developers. During level 8, students prepare to take the Java SE 8 Programmer I (1Z0-808) exam. Even experienced professionals need to study for this exam, since it requires intricate knowledge of the language that may not be regularly used in practice. League levels 0-5 are a prerequisite for this course.

CSE90012: Virtual Reality with Google Cardboard (High School) - 0.00 Units
It looks so real! Join the virtual reality technology movement as you simulate experiences like riding a rollercoaster with Google Cardboard®, a virtual reality viewer. Work in groups to create your own virtual reality interactive tools and games and learn basic concepts of stereoscopy. Gain experience in C# programming and 3D modeling, and learn how to use the popular Unity game engine. No prior experience with computer programming or 3D modeling is required. * Google Cardboard: https://www.google.com/get/cardboard/

CSE90014: Virtual Reality With Google Cardboard (Middle School) - 0.00 Units
Do electronics and food go together? In this academy class they do! Learn how to create circuits using Makey-Makey circuit boards that can be expanded and accentuated with our favorite food items like bananas, potatoes, and gummy bears. In this class, science and art collide as the technology of circuits are used to create art in the form of music and games.

CSE90015: Introduction to Python - 2.00 Units

CSE90016: Introduction to Videogame Programming Using Unity - 2.00 Units

CSE90017: Introduction to Virtual Reality Programming - 2.00 Units

CSE90019: - 6.00 Units

CSE90020: - 6.00 Units

CSEX3: Fluency in Information Technology - 4.00 Units
This course introduces the concepts and skills necessary to effectively use information technology. Includes basic concepts and some practical skills with computer and networks. Information technology plays an increasingly large role in both society and the individual lives of citizens. This course attempts to provide students with basic information they need to deal with information technology. It is more of a concepts course than a programming course, but some simple programming will be done as part or teaching concepts.

This course is designed to provide the student an overview of the distribution and uses of world natural resources and the application of economic concepts to the management of specific renewable resources. Included will be a review of specific resources such as soil, water, grasslands, forests, marine habitats, fish and game populations and energy resources. The concepts of population, pollution, technological growth, land use, species diversity, habitat protection (parks and wilderness) and concepts of economic efficiency to evaluate and manage natural resources will be explored.

The course also introduces students to the basic principles of ecosystem functioning and how human misuse of our environmental resources has seriously affected the quality of life on earth. A major emphasis is on environmental activities and ethics that sustain and nurture our world rather than degrade and pollute it. Students will engage in studies that will promote sensitivity toward the environment, and encourage the development of an environmental ethic that serves our fragile planet well into the third millennium.

ECE40001: Embedded Controller Hardware Design - 3.00 Units
In this course, you will learn about main problems associated with typical processors. Topics such as pipelining, bubbles, caching, the reason for registers, problems associated with increasing processor speed, and branching are covered. The basic computer schemes using the X86, PowerPC, and GE4 are discussed. These schemes are still used today.

ECE40016: DSP - 3.00 Units
Gain a practical introduction to techniques required for understanding, specifying, and designing DSP systems. Topics include DSP system architecture, the theory of signal processing, sampling, anti-aliasing, convolution, and digital filters. A practical understanding of the mathematical basis of signal processing is developed through algorithm design examples and demonstration. The course is geared toward interested hardware and software engineers, and scientists who need to know the fundamental techniques used in the rapidly expanding field of digital signal processing.

ECE40051: Signals and Systems - 3.00 Units
Signals and Systemsis an introduction to analog and digitalsignalprocessing, a topic that forms an integral part of engineering systems in many diverse areas, including seismic data processing, communications, speech processing, image processing, defense electronics, consumer electronics, and consumer products.

In this course you will examine signal and systems analysis in continuous and discrete time. Topics include:

- Complex variables
- Fourier series and transforms
- Laplace and z-transforms
- Linear time invariant systems
- Impulse response
- Frequency response
- Transfer functions.
ECE40084: Embedded Controller Programming I: Introduction - 2.00 Units
Become introduced to the construction and programming of the Arduino Uno board, the popular microcontroller board based on the ATmega328. Many experiments are available online to assist in learning with this board. Intermediate and advanced users will find this course a good review and can participate in more advanced experiments, also available online. Become adept at constructing and programming the Arduino Uno board, which will be used throughout the certificate program.

ECE40089: Embedded RTOS - 2.00 Units
Learn Real Time Operating Systems (RTOS) in embedded applications. This course prepares students to write real-time event-driven applications running under an RTOS. The uCOS RTOS is used as an example which will be examined at the C source code level. Major topics include: basic OS functions, task scheduling, prioritization, inter-task communications, interrupts, semaphores and peripheral I/O operations. Practical applications running under an RTOS for embedded computers in event-driven systems are also described.

ECE40091: Embedded Controller Programming II: Embedded C - 2.00 Units
This course emphasizes the differences between desktop C and embedded C with hands-on assignments using Arduino Uno. Building upon the previous course, level II covers unique requirements of embedded development, embedded C tools and environment, basic interfacing to displays and keypads, basic interrupt driven C programming and the practical aspects of embedded development.

ECE40097: Embedded Controller Programming III: Real-Time Programming - 3.00 Units
This advanced programming course covers real-time event-driven applications with instant and reliable access to systems resources for embedded microcontrollers. The design of complex electronic systems requires a firmware that will respond, within a given time, to a multitude of possible inputs, any of which may arrive at unpredictable times and in an unpredictable sequence. This problem is common in most of embedded systems. It is also very common in operating systems of modern computers. In this class you will learn about: low-level microcontroller programming, hardware aspects, interrupt-driven programming, I/O interfacing, timers and signal conversion. The main purpose of this course is to demonstrate practical application of embedded controllers to actual event-driven system design, interrupts handling, and to tasks processing.

Course Highlights:
- Introduction to Real Time Programming
- Overview of ATmega328P microcontroller (hardware aspects)
- ATmega328P &rsaquo Registers, Timers, ADC, USARTs
- Interrupts, ISRs, Low-level Microcontroller Programming.
- Assembly Language for ATmega328
- Using Hardware Interrupts
- SPI Communication with FRAM chip. Read, Write and other commands
- Recording Analog Conversion Results from a Sensor into an FRAM Chip. Data Logger

Course Benefits:
- By the end of this course, the student will be able to:
  - Relate the ISRs (Interrupt Service Routines) to appropriate registers and modules of the ATmega family of microcontrollers
- Write subroutines in assembly language for ATmega microcontrollers
- Understand the design of firmware for event-driven programming
- Gain hands-on experience designing and implementing Interrupt Service Routines in the project.

Software:
- You will need a Windows-based computer (Vista to Win-10) with Arduino and Atmel Studio IDE, which can be downloaded from the Internet for free.

Prerequisites:
- Successful completion of Embedded Controller Programming I: Introduction (ECE-40084) and Embedded Controller Programming II: Embedded C (ECE-40091)

Course Considerations:
- The same Arduino Board, which was used during ECP-I and ECP-II, can be used in this course. In addition, an FRAM shield from Cypress should be bought.
- The course materials are based on Windows-7, Arduino 1.8.3 IDE, and Atmel Studio 7.
- Students that have taken this course may be interested in courses in:
  - Embedded Computer Engineering
  - UNIX &amp Linux System Administration

For more information about this course, please contact the program manager at unexengr@ucsd.edu

ECE40098: Embedded Computer Hardware Interfacing - 3.00 Units
Gain hands-on experience with the practical hardware and software techniques used to connect a micro-controller to various peripheral devices used in embedded systems. The course covers barcoding, biometrics, WiFi, RFID, USB, Bluetooth, and fiberoptics. Practical exercises give the student hands-on experience.

ECE40105: Embedded Linux - 3.00 Units
Linux is rapidly emerging as the leading platform for embedded devices using high-performance 32-bit and 64-bit processors A March 2015 market study suggests that &ldquoopen source, freely and/or publicly available&rdquo Linux will grow from 56.2 percent share of embedded unit shipments in 2012 to 64.7 percent in 2017. To remain relevant in the embedded computing world, you must know Linux.

This course is designed to give you practical, hands-on experience in writing and debugging Linux-based application programs on real target hardware. You will install a cross-development environment and set up the Network File System to support rapid turnaround in the edit-compile-debug cycle. Development and debugging are a breeze with the Eclipse Integrated Development Environment.

Course Highlights:
- Basic Introduction to Linux
- Understanding the Host and Target Environments and How They Interact
- Application Development and Debugging using the Eclipse IDE
- Multi-Threaded and Network Programming
- Patching, Configuring, and Building the Linux Kernel
- Device Drivers

Course Benefits:
- Learn how to set up and use a Cross-Development Environment
- Set up and use the Network File System to Remotely Mount a File System on a Target Board
- Learn how to access Peripheral Hardware with or without Device Drivers
- Gain experience with the Eclipse Integrated Development Environment
- Learn to configure and build the Linux kernel
Students are expected to have the Embedded Linux Learning Kit from Intellimetrix for completing programming assignments. The kit is a fairly typical ARM-based single board computer (SBC) that might be used in an embedded device. It is offered at a substantial discount to UCSD students. There are no required textbooks required for this course.

Software:
Most required software is supplied with the Embedded Linux Learning Kit. You will also need to install a Linux Distribution (\&ldquo;distro\&rdquo for short). The recommended distro is CentOS 7.2. ISO image files are available here: http://archive.kernel.org/centos-vault/7.2.1511/isos/x86_64/

Prerequisites:
The course is intended for engineers and programmers involved in developing embedded computing systems and devices using the Linux Operating System. Students should have taken &quot;Embedded Controller Programming I&quot; and &quot;C/C++ Programming I&quot.

Embedded Controller Programming I and C/C++ Programming I may be waived (no formal waiver is needed) if you have proficiency in:

- Fluency in C Programming
- Some familiarity with basic digital hardware components such as network and serial ports
- Some experience using Linux both from a command shell and a graphical desktop environment
- Some experience debugging application code is helpful.

Students that have taken this course may be interested in courses in:

- A href=\"https://\"

ECE40153: Introduction to Embedded Systems - 3.00 Units
Learn the elements of digital logic design required for study in embedded computer design. Topics include: number systems, codes, Boolean algebra, logic gates, small and medium scale integrated circuits, tristate devices, memories, combinational circuits and sequential circuits. The course also provides an overview of foundations of electronics, including elementary DC and AC circuit theory, semiconductor diode and the transistor model, feedback, oscillation and elementary digital gate responses.

ECE40159: Hardware Design with VHDL - 3.00 Units
Explore the fundamental skills for programming with VHDL, specifically for modeling and designing digital circuits and systems. The course includes both functional and structural coding techniques, as well as examples of memory, datapath elements, finite state machines, and control units. The synthesis of designs is also examined.

ECE40164: Applied DSP - 3.00 Units
Do you want to know how to apply the basic concepts of digital signal processing to real world applications? This course will review signal processing basics with an emphasis on the practical application of fundamental concepts in DSP. DSP processors, system architectures and supporting circuitry such as ADCs and DACs are discussed. You will also explore the basic concepts of programming for real time applications.

ECE40170: FPGA Design Fundamentals - 3.00 Units
Acquire FPGA skills that are needed in industries such as aerospace, medical, communications, industrial control, defense and others. This course discusses Field Programmable Gate Array (FPGA) architectures, HDL synthesis/ place and route, FPGA configuration, hardware validation and embedded MCU solutions. The course curriculum consists of modules that teach a broad range of FPGA design topics, while hands on laboratory experiments exercise lecture content.

Course Requirements:
Students are required to purchase the following: (1) Nexys 4 DDR Artix-7 FPGA, SKU: 410-292

ECE40171: RFIC Design - 3.00 Units
RF technology is becoming more important as we are increasingly engaging with wireless devices in our daily lives. RF transceivers are one of the most important and essential part of mobile phones, WiFi routers, Bluetooth devices, radios and televisions. Alongside with these, the wireless communication infrastructure is continuing expanding.

RFIC is one of the core blocks in the above technologies. This development and expansion needs RFIC design experts in the wireless communication technology.

This RFIC Design course teaches the principals of RFIC design techniques to address this need.

The goal of this course is to teach the RFIC design principals, tools, knowledge of the technologies, topologies and concepts and designing of various blocks. The course will include low noise amplifiers, mixer structures, current sources and thermal management of RFICs.

Course Highlights:
- Introduction and Review
- Technology, Bipolar, CMOS
- Noise, Noise Figure Calculations
- Low Noise Amplifier Design
- Differential Circuits, Non-linearity
- Mixer Design, Class of Operation
- Power Amplifiers,
- Passive On-Chip Components
- Layout, Thermal Management, Packaging
- Current Mirrors, Bandgaps

Course Benefits:
By the end of this course, the student would be able to
- Differentiate the Technologies for RFIC
- Identify the Design Constraints and Remedies for some RFIC

Design
- Know RFIC Design Topologies, Techniques
- Design Amplifiers, Mixers and Bias Sources

Prerequisites:
RF Principles and Applications (EE-40137) or familiarity with the electronics circuit analysis.

Software:
Free online simulators are used in this class. You may use the commerical RFIC design packages should you already have access to it.

Next Steps:
Upon completion of this course, consider taking RF Circuit Design, RF System Design for Wireless Communications, or courses in the RF Engineering Certificate

ECE40175: RF PLL Synthesizers - 2.00 Units
Radio frequency synthesizers are essential to many radio frequency communication systems and RF and microwave measurement equipment. Phase-Locked Loop (PLL) synthesizers are the most commonly used type of synthesizers in consumer and professional communication equipment. The course is focused on RF synthesizer design with emphasis on their PLL type. RF and telecommunication engineers, especially those who are involved in designing and specifying synthesizers, as well as software and RF system designers will benefit from this course.

ECE40216: Computer Aided Design Using CATIA V5 - 3.00 Units
CATIA V5 integrates a suite of collaborative product design software applications covering Computer Aided Design (CAD), Computer Aided Engineering (CAE) and Computer Aided Manufacturing (CAM). This course will teach the student the basic concepts of 3D CAD modeling with hands-on training on CATIA V5. Students will learn basic Part Modeling, Surface
Modeling, Assembly Design and 2D drafting using CATIA V5 software. Engineers in fields including aerospace, automotive, medical, shipbuilding and construction depend on CAD for developing, documenting, communicating and creating design concepts. CATIA V5 is gaining in popularity among the most innovative companies in the technology sector.

ECE40244: Mixed Signal Design  - 3.00 Units
Applying new skills to a variety of design applications, such as wireless communications, digital audio, and digital telephony, SOC design involving mixed-signal processing, analog/digital conversion has become extremely important. This course covers fundamentals of data converters, Nyquist-rate converters, discrete-time signal processing, central concept of oversampling and noise-shaping, and delta-sigma modulators.

ECE40246: GIS II: Spatial Analysis  - 3.00 Units
GIS II: Spatial Analysis
GIS spatial analysis allows us to understand better the spaces around us, and how those spaces relate to one another. Whether defining a location, measuring size or shape, quantifying the relationships between places, determining the best path or location, or detecting patterns to make predictions, visualizing and understanding data through spatial analysis is a crucial skill for all GIS analysts.

In this course, you will build upon the foundational skills learned in GIS I and learn the skills necessary for effective spatial data analysis with GIS. Through multiple hands-on projects, you will master various GIS spatial analysis techniques, such as interpolation, contours, data intersections, and overlay analysis. Upon completion of this course, you will have the ability to analyze spatial data using ArcGIS.

Topics include:
- Spatial data and analysis
- Data types and attributes
- Classifying spatial data within a GIS
- Interpolation methods
- Displaying surfaces and contours
- Mapping density
- Overlay analysis for site selection
- Analyzing differences in datasets
- Buffers and distance analysis

Practical experience:
- Multiple hands-on assignments using ArcGIS, covering:
  - Visual analysis
  - Classification
  - Interpolation and contours
  - Density
  - Overlay analysis
  - Change detection projections
  - Buffers and distance analysis

Course typically offered: Online in Winter and Summer
Software: Students will use ArcGIS by ESRI in this course, and a license for this software is included with purchase of the required textbook. A computer with a native Windows operating system is required to run ArcGIS; the software will not work properly on a Mac computer, even if you have configured your system to dual-boot or otherwise run Windows.

Prerequisites: Completion of GIS I: Introduction to GIS required.
Next steps: Upon completion of this course, consider taking GIS III: Geodatabase Design to continue learning.
Contact: For more information about this course, please contact uex-techdata@ucsd.edu.

ECE40247: GIS III: Geodatabase Design  - 3.00 Units
GIS III: Geodatabase Design
You will learn how to create a database by integrating spatial data from varied sources for use in GIS, as well as explore metadata and the ESRI Geodatabase format.

Topics include:
- Map packages
- Story maps
- Geodatabases and map models
- Creating and viewing metadata
- Schema
- Subtypes
- Coordinate geometry and domains
- Topologies

Practical experience:
- Multiple hands-on assignments using ArcGIS

Course typically offered: Online in Fall and Spring
Software: Students will use ArcGIS by ESRI in this course; the instructor will provide license information on the start date of the course and there is no additional cost. A computer with a native Windows operating system is required to run ArcGIS; the software will not work properly on a Mac computer, even if you have configured your system to dual-boot or otherwise run Windows.

Prerequisites: Completion of GIS II: Spatial Analysis required.
Next steps: Upon completion of this course, consider taking GIS IV: 3-D Display and Analysis of Spatial Data to continue learning.
Contact: For more information about this course, please contact uex-techdata@ucsd.edu.

ECE40248: GIS IV: 3-D Display and Analysis of Spatial Data  - 3.00 Units
GIS IV: 3-D Display and Analysis of Spatial Data
Data is most valuable when used to identify and quantify patterns and relationships. This is especially true with spatial data and spatial data analysis. GIS provides the tools and techniques for understanding and leveraging valuable information contained within spatial data.

In this course, you will learn advanced GIS spatial analysis skills and techniques. You will use this information to make decisions about the physical world through modeling and analysis of spatial data. Through hands-on projects, you will learn techniques to analyze two- and three-dimensional spatial data, including building digital elevation models, solving line-of-sight problems, calculating slope and aspect, and solving network analysis problems.

Topics include:
- Raster concepts, reclassifying, and resampling
- Map algebra, operators, and functions
- Conceptual models
- Site suitability analysis
- Hydrological modeling and analysis
- Risk analysis and hazard assessment
- Network analysis
- Line of sight analysis and viewsheds
- 3D visualization

Practical experience:
- Multiple hands-on assignments using ArcGIS

Course typically offered: Online in Winter and Summer
Software: Students will use ArcGIS by ESRI in this course, and a license for this software is included with purchase of the required textbook. A computer with a native Windows operating system is required to run ArcGIS; the software will not work properly on a Mac computer, even if you have configured your system to dual-boot or otherwise run Windows.

Prerequisites: Completion of GIS III: Geodatabase Design required.
Next steps: Upon completion of this course, consider taking GIS V: Remote Sensing and Geographic Data Fusion to continue learning.
Contact: For more information about this course, please contact uex-techdata@ucsd.edu.
software will not work properly on a Mac computer, even if you have configured your system to dual-boot or otherwise run Windows. 

Prerequisites: Completion of GIS III: Geodatabase Design required. 

Next steps: Upon completion of this course, consider taking the GIS Capstone Project to continue learning.

Contact: For more information about this course, please contact unextechdata@ucsd.edu.

ECE40260: FPGA Embedded Design - 3.00 Units
This course discusses design concepts such as embedded processor integration, peripheral bus implementation, watch dog timers, external MCU interfaces, serial interfaces, interrupt handlers, register files, memory arbitration, embedded memories and embedded programming. Other aspects of embedded design, such as software debugging, hardware validation and device driver development, will be utilized to provide the skills needed to develop a complete embedded system environment.

ECE40272: GIS Capstone Project - 3.00 Units
GIS Capstone Project
Knowing how to design and execute a research project using GIS is critical to your success as a GIS analyst, as is your ability to present your research findings effectively and for a variety of audiences.

In this hands-on GIS capstone course, you will complete an individual guided research project and report, applying the knowledge and skills you learned in the four prerequisite GIS courses. You will begin the course by proposing a project, then you will complete the project according to your proposed research design, and finally you will present your resulting analysis. Throughout the course, you will also learn basic project management techniques.

Topics include:
- Creating a project outline, including objectives and process flow diagram
- Using ArcGIS to interpret and draw conclusions from spatial data
- Presenting project results with visualizations of key conclusions

Practical experience:
- Comprehensive GIS project, including proposal, outline, and presentation

Course typically offered: Online in Fall and Spring
Software: Students will use ArcGIS by ESRI in this course the instructor will provide license information on the start date of the course and there is no other software to run the software. 

Prerequisites: Completion of GIS I, GIS II, GIS III, and GIS IV required. 

Next steps: Upon completion of this course, consider taking additional courses in data science to continue learning.

Contact: For more information about this course, please contact unextechdata@ucsd.edu.

ECE40275: Data Acquisition Systems - 3.00 Units
Data Acquisition Systems (DAS) convert real-time measurement data to digital values for storage and/or processing by computers or embedded systems. These systems are commonly used in industrial, automotive, military, and medical applications, as well as multimedia signal processing and scientific research. This course helps students understand the fundamentals of real time embedded data acquisition systems: their architectures, components, algorithms, data storage and presentation.

ECE40276: Circuit Board Design - 3.00 Units
The course will focus on real-world applications and introduce the student to a hands-on EDA environment. Assignments will involve taking a circuit and creating PCB Layout(s), training the student with EDA tools as required to perform Schematic Capture, PCB (PWB) Layout, and evaluate a design. It will cover Power, Signal and Ground Planes, Blind and Buried via Cross-talk, Emissions and Radiation, Power and Current Requirements, Trace calculations, Techniques to improve signal quality around extremely noisy or high frequency components such as Crystals, Oscillators, Microcontrollers, Microprocessors, DSP’s, Switchers, Video, Ethernet, RF modules, SERDES.

ECE40283: DSP in Wireless Communications - 3.00 Units
Rapid developments in digital signal processing techniques have enabled many new advances in wireless communication systems. Wireless communications is prevalent. From mobile devices to security, its use is expanding into new applications with new requirements that are increasingly relying on digital techniques. Explore the key digital concepts driving wireless communications. Students will review topics such as:
- Digital modulation and detection
- Noise-shaping modulation
- Advanced data converters
- Fractional-N phase-locked loops
- Sampled receivers
- Digital linearization

ECE40284: Distributed Renewable Energy Resources - 3.00 Units
This class provides a solid foundation to renewable energy resources such as solar (both photovoltaic and concentrating solar power), wind power and hydro on distribution and transmission power systems. The class will explore the opportunities and challenges of integrating renewable energy sources into the conventional power grids in the USA and globally. It will present lessons learned from such applications from real-life situations.

ECE40285: Embedded Systems for Robotics - 3.00 Units
Robots are no longer confined to industrial automation. They are becoming increasingly reliable, affordable and user friendly. In addition, they are improving the quality of life. Robots are performing everyday household tasks such as vacuum cleaning and personal assistance. The medical device industry is utilizing controller microchips that translate muscle movements into prosthetic responses. As the demand for these robots grows, so does the need for qualified professionals.

In a typical mechanical oriented task, robots use sensors, actuators, and software to perceive their environment and safely perform programmed goals. An embedded system resides inside the robot tying together the different subsystems. Without an embedded system, robots would need to rely on external computing systems which can increase the safety risks due to delay and failure in the communication link between the robot and its external control system.

In this hands-on, laboratory course, you will learn the basic skills necessary to develop and implement embedded systems that control a typical robot. You will explore embedded computer hardware that interfaces with sensors, embedded software that reads and processes sensor data, and actuators for physical motions. Upon course completion, participants will take home an embedded system development board based on the ARM architecture compatible with the mbed development environment.

Course Highlights
- Microcontrollers
- C Programing
- Digital I/O
- Analog to Digital Converter
- Digital to Analog Converter
- Encoders
ECE90004: Introduction to Electronics and Programming

Understand the functioning of a communication system, different modulation technologies, and the basic principles of different types of transducers.

Understand basic logic gates and implement simple logic functions using basic universal gates.

Compile different building blocks in digital electronics using comparators, adders, integrators, and differentiators using OpAmps.

Design simple circuits like amplifiers (inverting and non-inverting), and wave shaping.

Understand the applications of diodes in rectifiers, filter circuits, and wave shaping.

Appreciate the significance of electronics in different applications.

After studying this course, students will be able to:

- Appreciate the significance of electronics in different applications
- Understand the applications of diode in rectifiers, filter circuits, and wave shaping.
- Apply the concept of diode in rectifiers, filters circuits.
- Design simple circuits like amplifiers (inverting and non-inverting), comparators, adders, integrator and differentiator using OpAmps.
- Compile the different building blocks in digital electronics using logic gates and implement simple logic function using basic universal gates.
- Know the fundamentals of a communication system, different modulation technologies, and the basic principles of different types of Transducers.

For more information contact infotech@ucsd.edu

ECE40286: Introduction to Mobile Robot - 3.00 Units

pending

ECE40287: ARM Mbed Cloud and Internet of Things (IoT) - 3.00 Units

pending

ECE40289: Electronics and Telecommunications Review: Math, Circuits and Signals - 3.00 Units

We all know that in digital communications the electronics elements communicate using binary arithmetic. The course will teach you how to design circuits that use this binary arithmetic and how simple Boolean algebra plays a crucial role in the design of these circuits.

The course introduces the concepts and fundamentals of Electronic devices, Digital circuit fundamentals, Principles of digital electronics, signal transmission in communication systems and Boolean Algebra fundamentals.

Course Topics:

- Binary Number System and Algebra of Electronics
- Transmission of signals in Communication Systems
- Semiconductor Diodes and Applications
- Bipolar Junction Transistors
- Operational Amplifiers
- Digital Electronics
- Microcontrollers
- Digital Circuits
- Flip-Flops
- Transducers

After studying this course, students will be able to:

- Understand the applications of diode in rectifiers, filter circuits, and wave shaping.
- Apply the concept of diode in rectifiers, filters circuits.
- Design simple circuits like amplifiers (inverting and non-inverting), comparators, adders, integrator and differentiator using OpAmps.
- Compile the different building blocks in digital electronics using logic gates and implement simple logic functions using basic universal gates.
- Understand the functioning of a communication system, different modulation technologies, and the basic principles of different types of Transducers.

For more information contact infotech@ucsd.edu

ECE90004: Introduction to Electronics and Programming - 3.00 Units

Electronics and Programming is a beginner's overview of the use of electronics. Through this course, students will learn about the theories and concepts of electricity and electronics, as well as the fundamentals of microprocessors, and their place in history and society. At the end of the course, participants will have produced controllers and receptors based on the Arduino microprocessor in order to accomplish various tasks related to sensing and actuating, including controlling servo and stepper, motors, illuminating LEDs and programming the microprocessor to turn the LEDs on and off in a particular order.

ECE90005: Introduction to Circuits using Makey-Makey (High School) - 0.00 Units

Do electronics and bananas go together? Absolutely! Learn how to create fun circuits using Makey Makey circuit boards that can be expanded and accentuated with everyday items like a banana, aluminum foil or a bouncy ball. Science and art collide as students use the technology of circuits to create art in the form of music, paintings and photographs.

ECE90007: Introduction to Makey Makey (Middle School) - 0.00 Units

Do electronics and food go together? In this academy class they do! Learn how to create circuits using Makey-Makey circuit boards that can be expanded and accentuated with our favorite food items like bananas, potatoes, and gummy bears. In this class, science and art collide as the technology of circuits are used to create art in the form of music and games.

ECE90008: Introduction to Circuits using Makey-Makey - 0.00 Units

Do electronics and food go together? In this engineering class they do! Learn how to create circuits using Makey-Makey circuit boards that can be expanded and accentuated with our favorite food items like bananas, potatoes, and gummy bears. In this class, science and art collide as the technology of circuits are used to create art in the form of music and games.

ECON90000: Introduction to Macroeconomics - 6.00 Units

Whether your goal is to win every argument, to develop your sleuthing skills, or simply to be a more reasonable person, logic can be your trustworthy guide. This course provides an introduction to formal logic—everything from using symbols to represent natural conversations to the inner workings of a computer chip. We will explore various symbolic languages that describe fascinating and sometimes unexpected patterns underlying how we think and speak. In addition, this course will help you develop strong reasoning skills, which are essential for most careers as well as standardized tests. Students with no prior training in formal logic are welcome in this course.

ECON90001: Introduction to Logic - From Aristotle to the Information Age - 6.00 Units

Whether your goal is to win every argument, to develop your sleuthing skills, or simply to be a more reasonable person, logic can be your trustworthy guide. This course provides an introduction to formal logic—everything from using symbols to represent natural conversations to the inner workings of a computer chip. We will explore various symbolic languages that describe fascinating and sometimes unexpected patterns underlying how we think and speak. In addition, this course will help you develop strong reasoning skills, which are essential for most careers as well as standardized tests. Students with no prior training in formal logic are welcome in this course.

ECON90010: Macroeconomics - 6.00 Units

ECON90012: Principles of Macroeconomics: The Business Cycle and Financial Markets - 6.00 Units

EDUC30007: Level I: The Instructional Process/Techniques of Teaching Vocational Education - 9.00 Units

This course provides the required background for teachers of vocational education subjects by explaining learning concepts and developmental skills as they relate to vocational instruction. Topics include establishing a
EDUC30008: U.S. Constitution Preparation Course and Examination - 1.00 Units
This course includes two informative lectures that cover essential elements of the U.S. Constitution. Participants will review and analyze the meaning of the Constitution as it was originally formulated and developed through amendments and judicial interpretation. The materials and course assignments will prepare participants to pass the U.S. Constitution Examination. The U.S. Constitution Examination is then required at the end of the course.

This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential &amp Designated Subjects

EDUC30012: Clinical Competence in Speech and Language Pathology: A Review for the CCC Examination - 2.00 Units
This two-day review course prepares students and professionals in speech and language pathology for the examination required by the American Speech-Language-Hearing Association for state licensure and for the certificate of clinical competence. Instruction provides the necessary information, structure, and guidance that enables individuals to become familiar with the test content as well as to study effectively for the examination.

EDUC30031: Health and Social Sciences Elementary Statistics: A Step-by-Step Approach - 3.00 Units
This course is tailored to health and social science professionals who need and want to advance their careers, and covers basic descriptive and inferential statistics from a humanistic approach while maintaining fidelity to the subject. The course uses games, current articles, and videotapes to minimize anxieties that some might feel about studying statistics. It is intended for anyone who is required to take an introductory statistics course and is neither mathematically inclined nor kindly disposed toward mathematics. Participants learn how statistics can help them make better decisions, how to use statistics to solve organizational problems, and how to recognize when statistics are misrepresented. Topics include a review of math fundamentals frequency distributions and graphs measures of central tendency and variability the normal curve and standard scores correlational measures and linear regression and an introduction to probability, sampling, hypothesis testing, research designs, analysis of variance and covariance, test and measurement theory, reliability and validity, and nonparametrics. NOTE prerequisite: High school algebra.

EDUC30057: Health Education for the Teacher - 1.50 Units
This course focuses on the need for universal health-related education. In recent years, schools have assumed the responsibility for this aspect of social development, making it vital for educators to be fully informed of the legal, moral and pedagogical implications of such instruction. The course includes an introduction to health education including topics in weight management, nutrition, physical fitness, illicit drug use, substance abuse, sex education and much more.

This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential &amp Designated Subjects

EDUC30060: Level II: Principles and Practices of Vocational Education - 9.00 Units
This course provides a comprehensive study of vocational education, with an emphasis on promoting excellence by exploring major factors affecting the vocational education delivery system. Topics include advanced curricula and media, cultural differences, advanced instructional evaluation, principles and practices of vocational education, community and occupational relationships and programs, special needs of advanced students, work-study programs, and intracurricular student leadership development.

EDUC30061: Level III: Designated Subjects Supervision of Vocational/Occupational Education - 9.00 Units
This leadership development course is designed for prospective, newly appointed, or experienced administrators in community colleges, regional occupational centers and programs, and secondary school districts. Material covered in class examines educational, economic, and sociological trends and issues and how they relate to the future of vocational/occupational education. Topics will include program planning and evaluation and articulation strategies for community colleges, regional occupational centers, and secondary schools. Presented as a workshop, the course emphasizes problem solving, case studies, and interaction with guest speakers.

EDUC30076: Advanced Counseling: Theories and Techniques - 3.00 Units
This course builds upon the formalized, theoretically based study of counseling techniques and their application to real-world strategies and approaches. It introduces the mechanics of establishing a counseling relationship, provides a basis for interpreting theoretical knowledge, and defines and clarifies the rigors of actually communicating with, understanding, and helping others. Participants learn more about properly interpreting a helping relationship as they prepare themselves to work effectively within it.

EDUC30077: Experiential Adventure Training for Educators - 3.00 Units
This course provides participants with the fundamentals of adventure based experiential learning. It will assist and empower professionals in developing their own experiential programs. The skills gained can be used to enhance therapeutic, guidance group, educational and recreational programs. The principles and practices taught will focus on experience, trust, communication, facilitated reflection and teambuilding. A portable low ropes equipment kit will be used for social play activities and initiatives. Students will participate in group initiative based problem solving activities. The course will cover safety, trust, sequencing, debriefing, processing and metaphor use.

EDUC30092: Comprehensive Curriculum Modules for Early Childhood Education - 3.00 Units
None. Go to IMS and update.

EDUC30145: The Reading Process - 4.50 Units
All K-12 teachers need to be aware of how the reading process relates to their classroom or subject areas. Topics include the process of learning a language, reading for the bilingual/bicultural pupil, a historical perspective
assessing lesson effectiveness.

This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential

EDUC30146: Mainstreaming the Special Child - 4.50 Units
This course will give teachers valuable skills for promoting the integration of students with special needs in the regular classroom environment. Topics include state and federal special education legislation, the characteristics of exceptional learners, behavior management and problem solving techniques, teaching strategies, and consultation skills.

This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential

EDUC30150: Integrating Technology in Education K-12, Level 1 - 4.00 Units
This course will explore the use of technology in education as a tool to enhance teaching &amp; learning. Participants will learn &amp; demonstrate the effective use of computer hardware &amp; software and fundamental hardware care operations to ensure safety. Topics in this course will include legal aspects of technology in education, electronic communication tools, printed media, classroom &amp; record management, introduction to technology uses across the curriculum &amp; classroom, evaluation of electronic research tools &amp; the maintenance of effective learning environments using technology in education.

This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential

EDUC30151: Integrating Technology in Education K-12, Level 2 - 4.00 Units
This course reviews the effective use and practical applications of technology to enhance and support teaching and learning. Using a hands-on approach, participants will learn &amp; demonstrate competence in integrating technology in their curriculum and instructional design. Some of the topics in this course include curriculum writing, data analysis and manipulation, applications of electronic media, peer collaboration, the effective use of existing technology resources and student assessment.

EDUC30196: The Ultimate Diversity: Inclusion - 1.00 Units
With the growing implementation of inclusive education, special needs students and general education students will no longer be on separate tracks or in separate classrooms. This class will provide management skills, new methods of groupings, positive discipline and control tactics, where and when to look for help and support, and how to enlist the cooperation of parents and family members. The course will cover methods to ease your transition and you will learn techniques to set up the program. This practical, realistic seminar will give you invaluable information to take back to your classroom.

EDUC30200: Developing the Exemplary Lesson Plan for the ESL Classroom - 1.00 Units
This step-by-step workshop for beginning and experienced ESL teachers provides practice in the design, delivery, and evaluation of lesson plans in different areas: grammar, vocabulary, reading, conversation, and writing. Participants learn to apply a suggested format for developing their own lessons, including setting the stage, instruction, guided and independent practice, and evaluation. Participants also have an opportunity to review and critique existing ESL lesson plans. Course activities focus on writing criterion-based objectives, providing pre and post-lesson performance measures, and assessing lesson effectiveness.

EDUC30224: Child and Adolescent Trial for Cardiovascular Health (CATCH PE) - 2.00 Units
Teaching physical education to children can be a fun and rewarding experience for you and your class provided you have been given the proper tools. This course is designed to prepare classroom teachers and PE Specialists from K - 6 with such skills. Based on the highly successful CATCH PE model used in La Mesa/Spring Valley and Cajon Valley districts since 1991, the course presents methods on how to involve all your students in the maximum amount of appropriate and enjoyable physical activity. CATCH PE is designed to improve physical fitness and skills through a wide variety of fun and safe activities, and is in line with the goals of the California Framework. Topics include class management, creating routines for PE, equipment (buying, storing, maintaining, etc.), and motivational techniques. Students will receive a box full of over 200 fun and appropriate activities for K-6, and a Guidebook which includes lesson and unit plans and much, much more.

EDUC30266: Student Health Connect - 0.50 Units
Professionals often agree that students must be physically and mentally healthy to learn optimally. However, community health professionals and schools often operate in isolation from each other to achieve the same ends for children. Student Health Connect originated as a federal project that aimed to improve communication between professionals in the health sector and professionals in the educational sector for the benefit of children and adolescents. Course instruction will include case examples of students health problems. These cases will be a stimulus to discussion and assist participants in applying course concepts to their own practices and school settings. This is an excellent workshop for school staff who, through the program can become more time-efficient in improving student absenteeism, maladaptive behaviors, and attention problems. The outcome of the course for health professionals in the community, i.e., physicians, nurse practitioners and psychologists is to: have a workable system for more routinely accessing child histories through schools, when desirable and to develop school linkages that improve patient compliance, reduce no shows and minimize redundant patient visits.

EDUC30267: Child and Adolescent Trial for Cardiovascular Health (CATCH PE) - 1.50 Units
Teaching physical education to children can be a fun and rewarding experience for you and your class provided you have been given the proper tools. This course is designed to prepare classroom teachers and PE Specialists from K - 6 with such skills. Based on the highly successful CATCH PE model used in La Mesa/Spring Valley and Cajon Valley districts since 1991, the course presents methods on how to involve all your students in the maximum amount of appropriate and enjoyable physical activity. CATCH PE is designed to improve physical fitness and skills through a wide variety of fun and safe activities, and is in line with the goals of the California Framework. Topics include class management, creating routines for PE, equipment (buying, storing, maintaining, etc.), and motivational techniques. Students will receive a box full of over 200 fun and appropriate activities for K-6, and a Guidebook which includes lesson and unit plans and much, much more.

EDUC30272: Develop Your Intuitive Edge - 1.00 Units
This session illustrates how intuitive strengths can be combined with research and reason to make effective and efficient decisions in a changing world. Participants learn basic intuitive principles and techniques as well as how to identify their intuitive tendencies and differentiate these from intellect. Practical techniques are given that enable individuals to set and achieve dream goals by extinguishing self-defeating attitudes and behaviors, identifying their missions, capitalizing on their strengths, and coding high-achievement behaviors in their brains. Participants will leave knowing how to tap into their limitless creative potential to enhance decision making, learning and growth. This topic is relevant to counselors representing all
EDUC30357: Teaching ESL Through Games - 1.00 Units

This comprehensive, one-day course will cover basic computer connections along with other computer-related technologies. Topics include helpful tips in getting started with your computer, how to make the best use of your computer, tricks and timesavers, where to get technology help, problem solving, hooking up to other multimedia components, and other troubleshooting issues.

EDUC30394: Comprehensive Student Assistance Team Training - 3.00 Units

The focus of the training course is to assist participants in the development of integrated student support services for all students to support improvement in student behavior, attendance, and academic achievement. This training will provide participants with the skills to co-facilitate one-to-one support (adult to student) and on-site student support groups for students.

EDUC30395: Facilitator Training for Integrated Student Support Services - 3.00 Units

This interactive workshop introduces teachers of English to the benefits of using games in ESL instruction, which are intended to lower the affective filter, foster real-life communication, cooperative learning, and enhance motivation for studying. Games can be as complex as a semester-long simulation and as simple as a two-minute word game. In this class, participants will be exposed to a variety of language games and techniques for adapting existing games to new audiences. Learn new and exciting ways to inspire your language students!

EDUC30396: Comprehensive Student Assistance Team Training - 1.00 Units

This workshop is designed to acquaint multidisciplinary teams of four or more persons with the information, skills, and materials necessary to initiate a comprehensive student assistance program at a school site. The focus of the workshop is to assist students (regular, Section 504 of the Rehabilitation Act, and special education students) to improve attendance, behavior, and academic achievement.

EDUC30409: Computer Troubleshooting: Getting Connected with Technology - 1.00 Units

This training will provide participants with the necessary skills and sample curriculum that enables them to conduct the short intervention courses for identified students regarding issues such as alcohol, tobacco, and other drug cessation; eating disorders; grief issues; violence; sexual harassment; suicide prevention; relapse prevention; Attention Deficit Disorder; health issues and other skills that enable students to change negative or destructive behaviors, improve attendance and academic achievement.

EDUC30455: Insight Intervention Curriculum Training - 2.00 Units

Most counselors are too busy addressing client needs to read the latest revisions in the various codes of ethics that effect their practices. Join us as we discuss the importance of and practice of ethics in our field. This class is intended for unlicensed counselors and counselors-in-training in the counseling, gerontological, bereavement certificate programs and other related helping professions.

EDUC30787: Introduction to Induction - 3.00 Units

The introduction to Induction provides candidates admitted to the Induction program with an overview of the entire program, including its scope, goals, expectations, requirements, standards, competencies, the procedures regarding seeking a mentor, observations, field experiences, and Individualized Learning Plan expectations. Participants must be formally admitted to the Induction program prior to registering for this course.

EDUC30788: Implement ILP for Induction I - 4.50 Units

Collaboration between the Induction program, program candidates, site-based Induction mentors, and school site administrators establishes a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates. In order to facilitate the transition from teacher preparation to a clear credential by building upon and providing opportunities for implementation and application of pedagogical knowledge, concurrent enrollment in this course is required while completing the other Induction program requirements. In addition, participants will be provided with guidance, expectations, requirements, standards, competencies, required number of observations, and Individualized Learning Plan forms that are required in the Culminating Induction ILP Portfolio.

EDUC30789: Implement ILP for Induction II - 4.50 Units

Collaboration between the Induction program, program candidates, site-based Induction mentors, and school site administrators establishes a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates. In order to facilitate the transition from teacher preparation to a clear credential by building upon and providing opportunities for implementation and application of pedagogical knowledge, concurrent enrollment in this course is required while completing the other Induction program requirements. In addition, participants will be provided with guidance, expectations, requirements, standards, competencies, required number of observations, and Individualized Learning Plan forms that are required in the Culminating Induction ILP Portfolio.

EDUC30790: Implement ILP for Induction III - 4.50 Units

Collaboration between the Induction program, program candidates, site-based Induction mentors, and school site administrators establishes a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates. In order to facilitate the transition from teacher preparation to a clear credential by building upon and providing opportunities for implementation and application of pedagogical knowledge, concurrent enrollment in this course is required while completing the other Induction program requirements. In addition, participants will be provided with guidance, expectations, requirements, standards, competencies, required number of observations, and Individualized Learning Plan forms that are required in the Culminating Induction ILP Portfolio.

Candidates will focus on the ILP goals aligned to CSTP 3: Understanding & Organizing Subject Matter for Student Learning and CSTP 6: Developing As A Professional Educator in order to support outcomes to practice and refine teaching practices.
EDUC30791: Implement ILP for Induction IV - 4.50 Units
Collaboration between the Induction program, program candidates, site-based Induction mentors, and school site administrators establishes a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates. In order to facilitate the transition from teacher preparation to a clear credential by building upon and providing opportunities for implementation and application of pedagogical knowledge, concurrent enrollment in this course is required while completing the other Induction program requirements. In addition, participants will be provided with guidance, expectations, requirements, standards, competencies, required number of observations, and Individualized Learning Plan forms that are required in the Culminating Induction ILP Portfolio.

Candidates will focus on the ILP goals aligned to CSTP 4: Planning Instruction & Designing Learning Experiences For All Students and CSTP 6: Developing As A Professional Educator in order to support outcomes to practice and refine teaching practices.

EDUC30792: Implement ILP for Induction V - 4.50 Units
Collaboration between the Induction program, program candidates, site-based Induction mentors, and school site administrators establishes a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates. In order to facilitate the transition from teacher preparation to a clear credential by building upon and providing opportunities for implementation and application of pedagogical knowledge, concurrent enrollment in this course is required while completing the other Induction program requirements. In addition, participants will be provided with guidance, expectations, requirements, standards, competencies, required number of observations, and Individualized Learning Plan forms that are required in the Culminating Induction ILP Portfolio.

Candidates will focus on the ILP goals aligned to CSTP 5: Assessing Student Learning and CSTP 6: Developing As A Professional Educator in order to support outcomes to practice and refine teaching practices.

EDUC30793: Culminating Induction ILP Portfolio - 3.00 Units
The culminating Induction Individualized Learning Plan Portfolio serves for candidates to submit verification of their learning, observations, field experiences, and Individualized Learning Plan forms from courses and CSTPs in the Induction program. Candidates will collaborate with instructors from each course on an individual basis to determine the appropriate assignments based upon academic and professional interests to establish materials to include in the Portfolio. Although assignments will differ for candidates, everyone must submit a complete Portfolio that documents their learning, observations, field experiences, and competencies, including organized reflections and evidence of knowledge, skills, and abilities.

EDUC30794: Designing the Individualized Learning Plan (ILP), Track 1 - 3.00 Units
Candidate Individualized Learning Plan (ILP) is created in partnership with the Induction candidate, Induction program, site-based Induction mentors, and school site administrators.

The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate’s specific teaching assignment should provide the appropriate context for the development of the overall ILP however, the candidate and the mentor may add additional goals based on the candidate’s professional interests such as. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The ILP must include each candidate’s goals for implementing the ILP under each CSTP (1-6). Each candidate will be required to document and demonstrate the successfully completion of outlined ILP activities throughout the Induction program.

EDUC30795: Overview for Site-Based Induction Mentor - 1.50 Units
An introduction for approved Site-Based Induction Mentors including an overview of the entire program, including its scope, goals, expectations, requirements, standards, competencies, the procedures regarding seeking a mentor, observations, field experiences, and Individualized Learning Plan expectations. Participants must be formally approved as a Site-Based Induction Mentor for the UCSD Extension Induction program prior to registering for this course.

EDUC30796: Site-Based Mentor Training and Support for Induction I - 3.00 Units
Guidance for the mentoring experience to provide Induction candidates with a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates.

The class serves to providing support for mentors so they can work with Induction candidates for the facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction connecting candidates with available resources to support their professional growth and accomplishment of the ILP periodically reviewing the ILP with candidates and making adjustments as needed. Mentors will review CSTP 1: Engaging & Supporting All Students In Learning and CSTP 6: Developing As A Professional Educator in order to support Induction candidates ILP goals and outcomes. Training and support will include, but not limited to: Coaching & Mentoring.

EDUC30797: Site-Based Mentor Training and Support for Induction II - 3.00 Units
Guidance for the mentoring experience to provide Induction candidates with a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates.

The class serves to providing support for mentors so they can work with Induction candidates for the facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction connecting candidates with available resources to support their professional growth and accomplishment of the ILP periodically reviewing the ILP with candidates and making adjustments as needed.

Mentors will review CSTP 2: Creating & Maintaining Effective Environments and CSTP 6: Developing As A Professional Educator in order to support Induction candidates ILP goals and outcomes. Training and support will include, but not limited to: Goal Setting and Mentoring Challenges.

EDUC30812: Number Sense and Computation for Grades 3–6... How Much is a Million? - 2.00 Units
This course will build on and extend on mathematics learning and reasoning from the primary grades. It will focus on making sense of the computation processes through models and language alternative algorithms probability misconceptions and how to assess them making sense of the result of the computation by taking it back to the context mental mathematics and estimation strategies number theory properties of numbers primes, composites, test for divisibility counting factors, greatest common factor, least common multiple concepts extended to integers to include negative numbers and square roots and other roots.
EDUC30816: Discrete Mathematics... For All Practical Purposes - 2.00 Units
Discrete mathematics includes a variety of connected concepts and techniques used in other areas of mathematics that have real life applications such as finding the best routes and fair division. In this course, teachers will learn topics within the five major themes of discrete mathematics: systematic listing, counting and reasoning discrete mathematical modeling using trees and graphs (networks) iterative patterns and processes organizing and processing information and following and devising lists of instructions (algorithms) to find the best solution to a problem.

EDUC30921: Autism & Asperger’s Disorder: Information & Effective Intervention Strategies - 3.00 Units
This computer-based instruction will help you achieve a better understanding of Autism and Asperger's Disorder and intervention strategies to enhance communication and learning and teach more conventional behaviors. This class provides information on the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful when working with students with autism spectrum disorders. The course also addresses why individuals with autism spectrum disorders act the way they do and what can be done to enhance more appropriate behavior.

EDUC30934: No More Chaos! Behavior Management And Changes For Your Classroom - 2.00 Units
Do you need help controlling your classroom? Do a few students in your class misbehave and take time away from teaching? Well, you are not alone! The course will present practical applications of behavior modification techniques in the classroom as well as a brief overview of basic theories of behavior change. The course will focus on the development and application of effective behavior management strategies. Using open discussion, lecture and classroom demonstrations, participants will learn specific methods of behavioral assessment, non-verbal behavior control, and the positive use of peer pressure. Learn how to optimize learning by changing the layout of your classroom and turning to peer leaders as a valuable resource. If you are tired of chaos in your classroom and ready to learn how to modify the behavior of some students, then this is the course for you.

EDUC30978: Graphics Galore in the Classroom with Adobe Photoshop - 1.00 Units
Using hands-on experience, educators from all realms will learn to edit digital images and create professional quality images. Using Adobe Photoshop’s powerful features, participants will learn the basics to manipulate images and graphics for both print and Web. Discover how to create engaging and empowering multimedia projects with a few simple tools and techniques.

EDUC30980: Technology Across the Curriculum - 3.00 Units
Technology is an indispensable tool in today’s academic setting. Administrators, resource specialists, and classroom educators continually encounter technology challenges. In this course, educators will develop skills that will enable them to effectively and efficiently utilize computer applications and computer hardware across the curriculum. Participants in this course will have hands on experience using computer hardware such as scanners and digital cameras. Software applications will be introduced to participants to enhance their ability to plan, create presentations, manipulate text, and integrate technology strategies. Furthermore, participants will learn to use the internet as a source of accessing and creating curriculum.

EDUC31007: Physics from the Junk Drawer - 1.00 Units
Educators of all science levels can benefit from the techniques and content of this course, which offers hands on explorations into a variety of teaching techniques utilizing Physics content knowledge. The class explains basic principles and logistical considerations in science demos that give participants the foundation to create science demos tailored to their specific needs. The various demos will be tied together with a problem-based learning approach. Participants should leave the class with a wealth of basic concepts, techniques and resources. Participants will use tools commonly found in a school or lab.

EDUC31010: Experience Earth Sciences in the Picacho State Recreation Area - 2.00 Units
This two-day overnight program focuses on curricular development and content knowledge in Earth Sciences. This course offers a truly hands-on approach to learning Earth Sciences content and pedagogy through daytime short hikes, presentations about the serene desert landscape, and through guided nighttime sky observations. Picacho is located on the Colorado River and features spectacular volcanic landscapes, diverse scenery, including beavertail cactus, wild burros, bighorn sheep and thousands of migratory waterfowl.

EDUC31011: Ancient Egypt in the Classroom - 1.00 Units
Egypt is everywhere and students love it! Explore the fascinating culture of the ancient Egyptians as it applies to the California History and Social Science Standards. This one-day workshop will cover the geography, politics, resources and other factors that shaped this amazing civilization. Architecture, religion, painting, sculpture and other arts will also be covered. The course will explore the impact of Egyptian culture on other ancient civilizations and modern societies. Participants will leave with ideas for lessons and activities to bring this amazing culture to life in the classroom.

EDUC31013: A Dialogue to Explore Reading and the Gifted Student - 1.00 Units
Using the characteristics of gifted students as a base, this course will provide a forum for teachers to discuss specific pieces of literature to motivate and stimulate the gifted learner to choose to become active readers in the classroom. Designed for teachers in grades 2-8, this course will take a detailed look at descriptors of students that fit the broad array of types making up the range of gifted and talented learners. Specific works of children’s literature will be explored using the expertise of guests and class members, who will be asked to provide successful literature studies to share.

EDUC31014: Teaching Writing to English Learners - 1.00 Units
Offered by an instructor with 25 years of experience teaching ESL writing, this class will give TESOL instructors practical and proven tools to develop the writing skills of their students. This course will help teachers increase the fluency and confidence of English learners through writing. Topics discussed include pre-writing, journals, free-writing, templates and outlines, peer review, thesis sentence, transitions, supporting details, introductions and conclusions, holistic evaluation and rubrics, conferencing and summarizing.

EDUC31015: Science in a Day: Kitchen Biotech - 1.00 Units
Extract DNA from Kiwi, create your own pH indicator, do a chromatography experiment and extract the chlorophyll from spinach or separate the colors of an M&M. These are only some of the exciting, fun and educational experiments that we will do in this class. No sophisticated scientific equipment needed only materials that can be found at home and in your own kitchen!!

EDUC31016: Bookmaking for the Classroom - 1.00 Units
Teach literacy through bookmaking and book-related arts! In this hands-on class, participants will learn about a variety of bookmaking projects for the
classroom that can help motivate your students to read and write by drawing on their creativity and different learning styles. Projects will include report covers, frames for poetry or other writing, pop-up books and a variety of binding and illustration possibilities. Come explore this powerful cross-curricular tool!

EDUC31017: Teaching Math to Students with Learning Disabilities - 1.00 Units
Math-related learning disabilities are complex and require intervention by skillful teachers to help students achieve success. This one day workshop based on the latest research is aimed at helping teachers in regular and special education settings adapt mathematics curriculum to meet the needs of students’ learning disabilities. The class will provide participants with effective strategies emphasizing problem solving, real world applications, as well as, incorporating the Principles and Standards of School Mathematics (published by NCTM).

EDUC31018: Tools for Creating Your Classroom Web Page - 1.00 Units
With the power of technology you can turn your classroom into a creative and dynamic learning environment. With a classroom webpage, students and parents are able to stay up to date with all the highlights of your class. You will gain the skills necessary to create a professional and personalized web page as well as learning about web page design. Teachers will create an actual webpage that will incorporate text, graphics, tables and special effects. Please bring a floppy disk(s) or a flash drive with you to class.

EDUC31019: Digital Video and Digital Camera for the Classroom - 1.00 Units
This is a hands-on course that will train teachers in the use of digital imaging technology in the classroom. Topics will cover the use of digital images and video cameras, computer editing hardware and software, and practical classroom applications for each including curriculum/lesson planning, technology integration and classroom management. Course will focus primarily on editing digital images and video for classroom use, including the Internet, iMovie, iDVD and Photoshop. Participants in the course will create one classroom lesson using digital imaging technology. Basic computer skills needed for this beginner class.

EDUC31020: Health Education for the Teacher: Advanced - 4.00 Units
This course focuses on the need for universal health-related education and covers topics relevant to a school and classroom environment such as diseases, weight management and nutrition, accident prevention strategies, state and federal requirements regarding health education, school and district procedures for crisis prevention and intervention, as well as social and economic factors that affect students’ health.

EDUC31023: English Language Learners - 4.50 Units
This course will explore theories behind teaching in an English Language Development (ELD) setting as well as ELD’s links to language arts and to State standards-based academic content. This course will also look at current assessments & their role in curriculum design and instruction. Participants will explore issues in diversity such as learning differences & culturally responsive pedagogy in order to tap into students’ prior knowledge, experiences & strengths to enrich students’ learning and development.

EDUC31032: Understanding Cognition and Learning for Pre-K and Primary Grades - 1.00 Units
This course explores early childhood cognition and development with a concentration on ages 3-6 years. This course takes a multicultural approach to both learning and development in the early years. Designed for pre-K and primary grade teachers, this course explores child development with cognitive development embedded in the context of development. Specific topics include cognitive development from infancy through school age literacy, language and schooling. Challenges of special education and atypical development are included.

EDUC31033: Mainstreaming the Special Child: Advanced - 4.00 Units
This course reviews general special education & gifted education concepts, legal issues, professional responsibilities, curriculum design & instructional practices. Participants will explore the importance of establishing working partnerships with families & school/community personnel who can provide support in the students’ academic achievement. Participants will also examine their own curriculum and instructional models regarding teaching exceptional students and fostering a strengths-based community of learners.

EDUC31034: Biomedical Research & Biotechnology: A Summer Program for K-12 Teachers - 3.00 Units
The one week course will present the latest in research-based content and teaching methodology, and offers hands-on approach to learning Biological Sciences content and pedagogy through lectures and labs facilitated by experienced Scientists and K-12 Science teachers. This course will cover California’s Biological Sciences content standards through the exploration of relevant topics such as the biology behind diseases, bioethics, neurobiology, physiology, pharmaceuticals, workforce development and metabolism. In addition, this course will provide participants with strategies and activities to teach these topics in their classrooms.

EDUC31038: California History: Golden Teaching Opportunities! - 1.00 Units
This one-day interactive course will help teachers develop a pacing guide to teach a standards-based fourth grade social studies curriculum about California History & Geography. Teachers will analyze the standards, review important concepts and Big Ideas, and develop essential questions for use in their classrooms. We will explore various assessments, meaningful teaching strategies, and lots of California’s stories through literature and other resources. Join us for a day of "mining" and "harvesting"!

EDUC31047: Social and Emotional Development (GATE) - 1.00 Units
This course identifies the emotional characteristics associated with giftedness and explores personality development in gifted students. It also identifies socialization characteristics associated with the gifted while examining the factors involved in developing effective socialization skills and development of moral character. This course will examine such characteristics and discuss how social and emotional issues can be addressed so that all students can have a successful academic experience in their classrooms and schools.

EDUC31048: Principles and Concepts of Geology: Perspectives from Southern California - 1.00 Units
This one day workshop will cover basic principles and concepts of geology viewed within the framework of the geological history of Southern California. Material covered will include plate tectonics, the development of our local geologic features including the Peninsular Ranges batholith, and the capture of Baja by the Pacific plate. Types of rock such as igneous, sedimentary, and metamorphic, will be reviewed as well as faults, folds, earthquakes, and ocean processes including tsunamis - should we be concerned? The class is designed for teachers but will be appealing to anyone with a general interest in the geology of Southern California.

EDUC31049: Living in Earthquake Country: Perspectives from a Modern Day Fault Zone - 2.00 Units
This overnight excursion to the San Felipe Hills in the Anza Borrego State Park will be lead by Gary H. Girty, Professor/Chair, Department of Geological Sciences, SDSU. Participants will get a first-hand look at the actions of the
EDUC31050: Reading Readiness for Early Adult and Adult Learners - 1.00 Units

This course is designed for teachers of early adult and adult students (both native English speakers and English learners). This course provides strategies to increase the phonemic awareness and reading fluency of the adult and early adult learners by reviewing letter sounds, digraphs, diphthongs, word families and word identification. Segments of the course include word analysis, vocabulary instruction and strategies for locating information. Using graphic organizers as visuals, teachers will learn techniques that will encourage their students to develop a deep understanding of story and expository structures, and poetic forms.

EDUC31051: Backward Design - 1.00 Units

“Backward” design or planning is a process that focuses on assessment first and instructional activities last. Backward design encourages teachers to look at the big picture with the end goals in mind. In backward planning, teachers set the vision or the essential understanding of their curriculum or unit, decide how students will provide evidence of their learning, and finally design instructional activities to help kids learn what is needed to be successful. This course will provide an introduction to “Backward” planning through demonstrations and practical applications that can be used across the curriculum.

EDUC31052: Learning Theories in Motion - 1.00 Units

Learning theories are an organized set of principles explaining how individuals acquire, retain and recall knowledge. Theories allow you to put yourself in the learner’s shoes and make predictions about learning outcomes. They can be used as guidelines to help us select instructional tools, techniques and strategies that promote learning and enable students to effectively complete course objectives. This course will focus on three learning theories: Behaviorism, Cognitive Information Processing and Constructivism. This class will address how these learning theories can help us improve our teaching and learning.

EDUC31053: Nature Studies: Teaching Science in Early Childhood Education - 1.00 Units

In this course, participants will learn practical strategies to tap into children’s natural curiosity about their environment. This course will look at how to use children’s observations to feed their curiosity while clarifying possible scientific misconceptions. Using children’s perspectives about how they see scientific phenomena, this course will explain common scientific facts and principles that puzzle children’s curiosity. Designed for childhood educators, participants will leave the class with knowledge of an effective science curriculum and activities, handouts, and resources that can be taken back to the classroom for immediate use.

EDUC31054: Exploring the Visual Arts in Early Childhood - 1.00 Units

Art curriculum in the early childhood classroom promotes social, emotional, fine and gross motor, and creative development. This course will feature a brief theoretical foundation on artistic development and creativity for ages 0-8, as well as effective strategies and instructional techniques for implementing a visual arts curriculum. Participants will learn about ages and stages in creative development stages of drawing, painting, and collage and characteristics of a quality visual arts program. Activities, handouts, and resources that can be taken back to the classroom for immediate use will also be included.

EDUC31055: Public Policy Development for Educators - 7.00 Units

This exciting, fast-paced and practical course is filled with critical information for educators and administrators who want to advance their understanding of state politics. Classes focus on leadership and political advocacy, legislative structures, the media, building coalitions, lobbying, and political campaigns. Participants will travel to Sacramento to attend a legislative session.

EDUC31056: Teaching the Gifted and Talented: Differentiating in Language Arts - 1.00 Units

EDUC31058: Linguistics for the ELD Classroom Teacher - 1.00 Units

Participants will review theories plus many specific lessons which show the application of linguistics and have proven to accelerate the acquisition of English literacy. The instruction will link applied linguistics to the development of curriculum and instruction. Phonics, phonetics, vocabulary (lexicon vs. semantics) and syntax are examined to see their application to English pedagogy. Extensive attention is given to the assessment of the development of the four domains of language and communication. The class is constructed around the areas of English that present the greatest barriers to comprehension and communication.

EDUC31059: Rich Vocabulary Instruction to Increase Reading Comprehension (K-6) - 1.00 Units

Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. Learn how to emphasize instruction that offers information about words and their uses and enhances students’ language understanding and production, as well as improves reading comprehension. Participants will be guided in selecting words for instruction developing student-friendly explanations of new words creating meaningful learning activities and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Leave this class with a wealth of practical, hands-on strategies.

EDUC31060: Sentence Grammar - 1.00 Units

Participants will learn the phrases of English (the noun phrase, verb phrase, prepositional phrase, gerund phrase, adjective phrase, verbal phrase) with tables illustrating their structures and examples of their functions. This will be followed by an introduction to the clauses of English, their structures, and explanations for their functions. The final topic will be the different kinds of English sentences (the simple sentence, compound sentence, complex sentence, compound-complex sentence) and the common problems students make with sentence structure. Leave with a variety of activities and strategies that can be used to help students practice sentence grammar.

EDUC31061: Teaching Graphic Organizers for Content Instruction - 1.00 Units

Teaching students to use graphic organizers/mind maps can help them better comprehend the content. These are visual tools that help learners to understand and organize information. Participants will learn about the eight essential organizers (circle map, bubble map, double bubble map, tree map, brace map, flow map, multi–flow map, and bridge map) and also explore other organizers/mind maps (compare and contrast organizer, story map, KWL chart, story action map, story board, venn diagram, fishbone map, network tree, spider map, story star, cycle chart, T-Chart) and how they can be used to add energy and enthusiasm to the classroom.

EDUC31062: Teaching Social Studies Through Literature - 1.00 Units

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Explore a variety of literature titles that support the standards-based teaching of social studies by reviewing pages of the Past: Literature Aligned to K-6 Social Studies Content Standards. Infuse literature aligned with social studies topics and concepts during reading programs by reviewing research-based reading strategies (read aloud, shared reading, guided reading, vocabulary development, literature circles, reader’s workshop, etc.). Explore strategies for using literature during social studies by reviewing research-based strategies for learning social studies (cooperative learning, note-taking, simulation, reader’s theatre, etc.).

EDUC31063: Five Enchanted Brain Tools for the Classroom - 1.00 Units
Music, Art, Dance, and Poetry say a lot about a society and culture and how we learn and how we would like to be taught. This workshop seeks to develop students’ critical thinking through exposure to art, music, dance, poetry and emotions. Participants will learn to synchronize standard base lessons with brain based instruction and will understand the powerful effects of the five enchanted tools. Participants will quickly recognize and confront the three most common negative emotions through the enchanted tools: fear, guilt and anger and learn how to express these feelings through enchanted tools and put together powerful lessons.

EDUC31069: Rome Unearthed! Archeonumismatics in the Classroom - 1.00 Units
Coins tell much about the time period from which they come. Mythical figures, temples, historical scenes and political propaganda are all portrayed on Roman coins and further our understanding of their culture. Participants will unearth their own Roman coin from a simulated “dig” and learn the proper use of the scientific method, identification and interpretation of obverse and reverse of Roman coins, dating of coins and how to use web resources. All participants will leave with a genuine Roman coin, a plaster coin of their own design, a website resource list, ACE Essay Contest materials and a hardback copy of Ancient Coin Collecting.

EDUC31070: Creative Drama and Imagination for the Classroom - 1.00 Units
Creative Drama is an improvisational, process-oriented form of drama that will help develop students’ creative expression, imaginative thinking, and understanding. It facilitates the aesthetic development of the individual and challenges participants to think critically and communicate with clarity and ease. By the end of the workshop, participants will have learned theatre techniques including exercises in sensitivity, imaging, dialogue, characterization, scene Improvisation. Teachers will learn how to apply the theories of creative drama to the teaching of other subject matter.

EDUC31072: Teaching Geosciences with Academic Language Tools - 3.00 Units
Learn about the fascinating field of Earth Sciences! This summer institute supplies teachers with content knowledge framed by the California Earth Sciences academic standards. Sessions in astronomy, geology, meteorology and more will form the basis of the California Reading and Literature Project’s Secondary Academic Language Tools (SALT) training. Working with scientists from the Scripps Institution of Oceanography and instructors from the California Reading and Literature Project, teachers will have ample opportunities to learn content while studying instructional models and pedagogical methods that will benefit their teaching practice.

EDUC31073: Teaching Marine Biology with Academic Language Tools - 3.00 Units
Discover the world of Marine Biology and its relevant connections to the California Science Standards! The Marine Biology Institute will afford its participants numerous opportunities to learn material and instructional practices from scientific experts and K-12 teachers while engaging in field experiences in natural settings around San Diego County. Students can expect to gain content knowledge in the field of marine biology through various workshops and tours through the Birch Aquarium and the Scripps Institution of Oceanography, followed by training in the California Reading and Literature Project’s Secondary Academic Language Tools (SALT).

EDUC31077: Socratic Seminars - 2.00 Units
Socrates taught that the job of the teacher is to question, rather than to tell. Participants in this workshop focus on ancient, yet thoroughly modern, techniques that cultivate the best in students’ intellectual engagement, critical thinking and ethical explorations. As “students” and then leaders, participants select appropriate materials for Socratic seminars, practice ways to frame provocative questions and respond to student questions that lead to deeper abstract and thoughtful reflection. Topics include evaluation of student performance and immediate integration of the content of the seminars into the curriculum.

EDUC31078: Reading Readiness for Young Children - 1.00 Units
Participants will learn how to teach early childhood and elementary school children to solve the mystery of the written word. They will engage their children during circle time, build a solid foundation for reading fluency and develop comprehension skills. Participants will engage in appropriate activities such as songs, music, rhythm and rhyme, games, movement, drama, drawing and verbal expression. This course focuses on methods such as building phonemic awareness, letter recognition and sounds, word identification, decoding, spelling, directionality, reading the story, story structure, retelling the story and child authorship.

EDUC31079: Collaborative Language Learning - 2.00 Units
This course will focus on collaborative learning strategies for language learners in the classroom, addressing the social climate in the classroom and relevant research. As language teachers, we must engage all students in the practice and production of their English language skills. This course examines effective classroom organization structures, strategic pairings and groupings of students in activities, and how to move students from comprehension to production of grammar structures learned in the classroom. Ideas presented in this workshop include culturally responsive collaborative language tasks for the multi-cultural ESL classroom.

EDUC31080: Teaching Writing to English Learners - 2.00 Units
This class will give TESOL instructors practical and proven tools to develop the writing skills of their students. This course will help teachers increase the fluency and confidence of English learners through writing. Topics discussed include pre-writing, journals, free-writing, templates and outlines, peer review, thesis sentence, transitions, supporting details, introductions and conclusions, holistic evaluation and rubrics, conferencing and summarizing.

EDUC31083: Living on Shaky Ground: Earthquakes in Southern California - 1.00 Units
This course will help participants develop an up to date understanding about earthquakes so that they can teach kids about them with confidence. The course will cover the basics of how earthquakes are detected and how we know that more earthquakes are inevitable. Content will highlight the special geologic setting of Southern California and connect to the overarching context of plate tectonics. Topics and teaching resources related to California earth science content standards for grades 6 and 9-12 will be covered. The course will mix lectures, discussions and short activities.

EDUC31093: Writing Effective Student Learning Outcomes - 1.00 Units
Sound Student Learning Outcomes (SLOs) are guidelines from which we state what we expect our students to achieve. In designing SLOs, we put assessment into the mix and use the results to improve. Participants in this
EDUC31094: Reading in Science, Social Studies and Humanities - 1.00 Units
This course will be of interest to Secondary Teachers of Science and the Social Sciences. The focus will be to provide teachers with tools to help students comprehend textbooks and other reading in content areas. Emphasis will be placed on developing strategies to move students towards becoming more effective readers in accessing these challenging texts.

EDUC31126: Talented and Gifted – Working with High Achievers - 3.00 Units
This course provides information on the history of exceptional students in relation to education, current law, and accepted methods for referral, assessment, and identification. It covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives the learner an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom and lists resources for teachers and parents who would like more information about the talented and gifted.

EDUC31128: Traumatized Child - The Effects of Stress, Trauma and Violence on Student Learning - 3.00 Units
This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. Participants will learn the signs and symptoms of stress and trauma and explore how stress, violence, and trauma affect a student’s learning, cognitive brain development, and social-emotional development. The short and long term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes, will be reviewed. The dynamics of domestic violence and community violence are also discussed as well as the educator’s role in the intervention and prevention of violence.

EDUC31163: Current Issues in Tchng Wrtng - 6.00 Units
This is an inservice for SDAWP- Invitational Inst.

EDUC31164: Sem. in Tchng Composition - 3.00 Units
This is an inservice for SDAWP- Invitational Inst.

EDUC31208: ASDEG Conference - 1.00 Units
In-service for ASDEG Conference

EDUC31212: Interactive Literacy for Early Childhood Educators - 1.00 Units
This course offers unique opportunities for teachers to develop an interactive approach to teaching literacy. The course is designed to engage children in interactive learning through book and author studies, thematic learning and make-it, take-it activities. Keep learning fun while learning the standards. Learn how to infuse social studies and science into your literacy program.

EDUC31217: Culture and Inclusion - 4.00 Units
Examination of culture and cultural diversity and the relationship to academic achievement, development, implementation and evaluation of culturally inclusive instruction. Topics include cultural concepts and perspectives cultural contact cultural diversity in California and the United States cross-cultural interaction the roles of culture in the classroom and the school culturally inclusive learning environments family and community involvement and culturally inclusive curriculum and instruction.
This course is part of the following California Commission on Teacher Credentialing program(s): CLAD Through CTEL

EDUC31218: Language and Language Development - 4.00 Units
Research-based conceptual understanding of language systems, structures, forms, functions, and variations of both aural and written language forms. Language functions and variations, discourse and pragmatics can be applied directly to assessment and instruction of English learners and the specific linguistic and socio-linguistic challenges of English learners are addressed. Materials, and methods for understanding and analyzing socio-cultural, and political factors that can affect second language development are presented. This course is part of the following California Commission on Teacher Credentialing program(s): CLAD Through CTEL

EDUC31219: Assessment of English Learners - 3.00 Units
Principles and design of standards-based assessment and instruction for English language learners and the relationship to identification of students’ strengths and needs in English language/literacy development and academic achievement. Topics will include roles, purposes and types of formal and informal assessment that inform teachers in planning effective, differentiated instruction monitoring English learners’ progress with respect to a given standard of norming, test reliability, validity, and cultural and linguistic biases with respect to children of diverse backgrounds. This course is part of the following California Commission on Teacher Credentialing program(s): CLAD Through CTEL

EDUC31220: Foundations and Methods of English Language/Literacy Development and Content Instruction - 6.00 Units
Current research-based theories of second language acquisition the differences between first & second language & literacy development. Topics include cognitive, linguistic, socio-cultural & affective factors that affect language learning in children of diverse backgrounds use of the CELDT in instructional planning to promote both language development & academic achievement and research-based approaches & methods for English language development. Students will learn to deliver comprehensible instruction to English Learners in the context of three instructional models: English Language Development (ELD), Content-based ELD & Specially Designed Academic Instruction in English (SDAIE). This course is part of the following California Commission on Teacher Credentialing program(s): CLAD Through CTEL

EDUC31221: CLAD Through CTEL Portfolio - 1.00 Units
The CLAD Through CTEL Portfolio course captures learning & field experiences from each course & connects them together in a cohesive manner. Candidates will collaborate with instructors from each course on an individual basis to determine an appropriate field assignment based on academic and professional interests and to establish what types of material should be included in the CTEL Portfolio. Although field assignments will differ between candidates, everyone must complete & submit a CTEL Portfolio that documents their experiences, including organized reflections & evidence of knowledge, skills and abilities. This course is part of the following California Commission on Teacher Credentialing program(s): CLAD Through CTEL

EDUC31222: Bacterial Transformation Protocol - 2.00 Units
EDUC31223: Protein Purification Protocol - 2.00 Units
EDUC31228: Exploring the Visual Arts in Early Childhood 2 - 1.00 Units
Art curriculum is an essential component of any early childhood program because it promotes the development of a child’s social-emotional, fine and gross motor and creative self. In this one-day course, participants will learn about the ages and stages in creative development as well as the
EDUC31236: PACT1/Perf. Assoc. Teachers/A - 2.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31237: PACT2/Perf. Assoc. Teachers/A - 3.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31238: PACT3/Perf. Assoc. Teachers/A - 4.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31239: PACT4/Perf. Assoc. Teachers/A - 5.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31240: PACT5/Perf. Assoc. Teachers/A - 6.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31241: PACT1/Perf. Assoc. Teachers/B - 2.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31242: PACT2/Perf. Assoc. Teachers/B - 3.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31243: PACT3/Perf. Assoc. Teachers/B - 4.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31244: PACT4/Perf. Assoc. Teachers/B - 5.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31245: PACT5/Perf. Assoc. Teachers/B - 6.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31246: PACT1 Perf. Assoc. Teachers/C - 2.00 Units
This is an in-service for PACT (Performance Assessment for California Teachers)

EDUC31247: PACT2 Perf. Assoc. Teachers/C - 3.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31248: PACT3 Perf. Assoc. Teachers/C - 4.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31249: PACT4 Perf. Assoc. Teachers/C - 5.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31250: PACT5 Perf. Assoc. Teachers/C - 6.00 Units
This is an inservice for PACT (Performance Assessment for Cal Teaching)

EDUC31268: The Science of Conservation - 3.00 Units
Discover how conservationists and scientists work together to uncover the secrets of nature and how they can connect to the classroom.
- Participate in and take home fun classroom activities aligned with CA state standards
- Experience up-close animal encounters
- Meet a ZSSD conservationist
- Meet a ZSSD scientist

EDUC31269: School Gardens: A Multifaceted Resource for Teachers - 3.00 Units
Discover how to plan and build a successful school garden. Then get ready to grow your knowledge of how to make the garden a sound resource for learning. Participants will learn to design a themed children’s garden, tour a partnership garden at San Diego High School, and create a unique learning atmosphere in a garden. All students will take home fun classroom activities aligned with CA state standards.

EDUC31270: Making Your Classroom a Greener Place - 3.00 Units
Learn to captivate students’ interest in the natural world by exposing them to some of the most fun and fascinating life forms on earth. In this course you will discover the science behind the world’s favorite confection—chocolate. You’ll also uncover the world of fungus during a mushroom hunt at the Zoo and then you’ll make-and-take your own living mushroom farm back to your classroom. An introduction to the fascinating world of carnivorous plants will include a take-home carnivorous plant kit to create your own mini-bog along with classroom activities that will get your students hooked on plants. You’ll also learn how honeybees are helping to save the African Elephant (and of course you’ll meet the elephants, too) while treating your senses to a special honey tasting.

EDUC31272: Taking Science Outdoors - 3.00 Units
Taking science outdoors provides a unique opportunity to investigate the natural world in a special way that engages students of ALL ages. Nature provides fertile ground for lessons that are designed to foster meaningful learning. The San Diego Zoo’s educators use the outdoor classroom everyday and in this course Zoo staff will share ideas, lessons, and strategies that promote cognitive learning and other outcomes for success outside your classroom walls! All of your senses will be put to work in this course and you can expect to taste, touch, smell, and explore many off-exhibit areas of the Zoo that will make this class memorable as well as providing you with some new teaching tricks and tools.

EDUC31273: Explore Science Through Drawing - 3.00 Units
You’ll participate in art experiments to discover the similarities between the scientific method and the creative process. You will take away lesson materials and also learn how to scaffold those lessons in order to provide both the structure for success and the freedom for individual creativity, discovery, inquiry and independent problem solving. With the amazing animals and plants of the San Diego Zoo for inspiration, you will experience drawing as a teachable, learnable skill that can be used as a powerful tool to enliven the study of life science. Students over the age of four (including you!) can use observation drawing to increase awareness,
EDUC31276: UCPDI Instructor Training - 3.00 Units
This course prepares teacher leaders and curriculum experts to deliver State Board of Education approved curriculum to California public and paraprofessionals in accordance with the guidelines of SB 472 legislation. The course introduces scientific research on teaching and learning using state adopted/standards aligned instructional programs.

EDUC31277: Edge 40-hour Institute - 4.00 Units
The purpose of the Institute is to provide participants with interactive instruction in teaching Edge Reading, Writing and Language Program that is consistent with the California Reading/Language Arts Framework and the California English-Language Arts Standards, and the State Board requirements for SB 472 Professional Development.

EDUC31278: SB 472 English Learner Professional Development - 4.00 Units
The 5-day training is intended to support teachers who have attended an initial SB 472 Institute focused on a specific state-adopted or state-aligned instructional program and its material.
- provide teachers with foundational knowledge needed to assist English learning pupils to attain a high level of English language proficiency and mastery of the California mathematics and English/language arts and other academic content standards
- provide teachers instructional strategies to more fully implement the universal access components of the state-adopted/aligned program materials as well as differentiate instruction as needed with state-adopted or standards-aligned instructional programs
- help teachers of English learners understand and apply knowledge of linguistic structures to state-adopted or state aligned instructional program materials.

EDUC31289: Improving Student’s Academic Writing (ISAW) - 5.00 Units
This is an inservice for ISAW Program, contact Carol cschrammel@ucsd.edu

EDUC31300: Orientation: CLAD Through CTEL - 0.00 Units
The CLAD Through CTEL orientation provides individuals interested in the CLAD Through CTEL Certificate Program with a clear understanding of the entire program, including its scope and goals, requirements, standards, the procedures that affect competencies, and field experience(s). It is mandatory for applicants entering Extension #39s CLAD Through CTEL program.
This course is part of the following California Commission on Teacher Credentialing program(s): CLAD Through CTEL

EDUC31307: San Diego Regional School Garden and Nutrition Conference - 1.50 Units
This is a one-day conference for educators to provide information and resources for school garden and nutrition programs. Topics include but are not limited to:
- Steps to develop an environmentally and financially sustainable school garden program
- How to build a team for sustainable school garden program, and develop fundraising sources
- How to integrate state standards with school garden and nutrition programs
- Examples of garden and nutrition based activities and lessons for all grades, with an emphasis on elementary grades
- Organic gardening, including composting and integrated pest management

EDUC31309: CRLP Results: Assessment, Instruction, and Intervention (K-6) - 5.00 Units
Participants will learn how to analyze student achievement to improve performance through the use of data from multiple measures, focusing on the word analysis, fluency, content, and language demands required for all students to access grade-level appropriate content standards.

EDUC31310: CRLP Results for English Learners (K-6) - 5.00 Units
Participants will learn an approach for identifying both content and language objectives in daily instruction to provide access to and ensure success in core reading programs and other content areas. They will also learn how to structure multiple opportunities for oral and written language practice throughout the instructional day to increase their students’ academic language proficiency.

EDUC31311: Elluminate Teacher Certification Program - 2.00 Units
The Elluminate Teacher Certification Program is designed to help teachers acquire the skills and knowledge needed to teach and learn online. Participants will learn how to use Elluminate Live! to deliver interactive, engaging online learning experiences for K-12 students. The program requires participants to demonstrate a superior command of the use of the Elluminate Live! moderator tools and feature set. Additionally, participants will learn to apply those tools and techniques to create learner centric online classrooms that will increase student achievement and satisfaction. The Elluminate Teacher Certification Program is for anyone, not just Elluminate customers, who wants to excel in the virtual classroom. No prior Elluminate product purchase is necessary.
UCSD Extension Education is offering 2 units of credit for completion of the certification.

EDUC31312: Math for America Summer Institute - 6.00 Units
This is an in-service course offering for Math for America San Diego (MfA SD) participants. The institute will take place on August 3 – 14, 2009 at California State University San Marcos. The goals of MfA SD are:
1. Improve the retention rate of mathematics teachers in low-income and urban secondary schools.
2. Improve the quality of mathematics teaching by increasing teachers' content knowledge and pedagogical skills
3. Improve student learning and achievement in mathematics in identified schools or school clusters

EDUC31327: Inside SB 472 Institutes - 4.00 Units
The purpose of the Institute is to provide participants with interactive instruction in teaching Inside – Language Literacy and Content program that is consistent with the California Reading/Language Arts Framework and the California English-Language Arts Standards, and the State Board requirement for SB 472.

EDUC31336: TEACHERTECH: Hands-On Astronomy and Space Science for Educators - 2.00 Units
Astronomy is a great vehicle for engaging students of all ages in science and math, but can be an intimidating subject for teachers due to the terminology
and the difficult transition from our "Earth-centered" 2-dimensional view of the sky to "what's out there" in 3-D. Discussed in this workshop will be some hands-on/minds-on low-tech and high-tech approaches to bring the universe into the classroom. These activities will address the Earth Science education standards for understanding the relationships between constellations, seasons, and the motions of our "Spaceship Earth" and its neighbors in space: the Sun, the Moon and planets.

EDUC31342: Elluminate Plan & Publish Workshop - 1.00 Units
The Elluminate Plan! and Publish! Workshop is designed to help content and curriculum developers as well as moderators or session leaders acquire the skills and knowledge needed to extend their use of Elluminate Live! recordings and to construct robust session content for easy delivery. Elluminate Plan! is used to compile teaching resources and automate the use of Elluminate Live! tools into a single file to focus the session leaders attention on delivering content, facilitating interaction, and optimizing the learning experience during the Elluminate Live! session. Elluminate Publish! is used to extend the reach of recorded training and accommodate mobile learners. Elluminate Live! recordings can be converted using Elluminate Publish! to create portable, reusable learning content.

EDUC31343: Elluminate Moderator Certification Program - 1.00 Units
The Elluminate Moderator Certification Program is designed to help session leaders acquire the skills and knowledge needed to teach and learn online. Participants will learn how to use Elluminate Live! to deliver interactive, engaging online learning. The program requires participants to demonstrate a superior command of the use of the Elluminate Live! moderator tools and feature set. Additionally, participants will learn to apply those tools and techniques to create learner centric online classrooms that will increase participant achievement and satisfaction.

EDUC31348: Scripps Fellows Program: Summer - 14.00 Units
The Scripps Teacher Fellows Program is part of a National Science Foundation GK 12 grant to Scripps Institution of Oceanography. The grant provides 12-month fellowships to Scripps doctoral students and stipends for San Diego Unified School District Earth science teachers so that graduate students and teachers can work together to enhance earth science education in the district.

During the program teachers interact with Scripps scientists to expand their science expertise and help them bring authentic earth science research into their classrooms. During the summer part of the program, teachers and graduate fellows mentor one another in a four-week summer institute focused on current science and science research, lesson and curriculum design, team building, leadership and pedagogical training for the graduate fellows. During the academic year, Graduate and Teacher Fellows spend on average 10 hrs/week in schools working together to bring cutting edge science to their students.

EDUC31349: Scripps Fellows Program II: Academic Year Program - 10.00 Units
The Scripps Teacher Fellows Program is part of a National Science Foundation GK 12 grant to Scripps Institution of Oceanography. The grant provides 12-month fellowships to Scripps doctoral students and stipends for San Diego Unified School District Earth science teachers so that graduate students and teachers can work together to enhance earth science education in the district.

During the program teachers interact with Scripps scientists to expand their science expertise and help them bring authentic earth science research into their classrooms. During the summer part of the program, teachers and graduate fellows mentor one another in a four-week summer institute focused on current science and science research, lesson and curriculum design, team building, leadership and pedagogical training for the graduate fellows. During the academic year, Graduate and Teacher Fellows spend on average 10 hrs/week in schools working together to bring cutting edge science to their students.

EDUC31355: Clear Credential Orientation - 1.50 Units
The Clear Credential Orientation provides candidates admitted to the Clear Credential program with an overview of the entire program, including its scope, goals, expectations, requirements, standards, competencies, the procedures regarding seeking a mentor, observations, and field experiences. Participants must be formally admitted to the Clear Credential program prior to registering for this course.

This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential

EDUC31356: Collaboration and Support for Effective Teaching - 3.00 Units
Collaboration between the clear credential program, candidates, & site-based mentors establishes a professional educational community, ensuring support throughout the program while coordinating collaboration & support for all candidates. Concurrent enrollment is required while completing the other program requirements in order to facilitate the transition from teacher preparation to a clear credential by building upon & providing opportunities for demonstration & application of pedagogical knowledge. Participants will be provided with guidance, expectations, requirements, standards, competencies, observations, & field experiences for the Clear Credential Portfolio.

This course is part of the following California Commission on Teacher Credentialing program(s):
California Clear Credential

EDUC31357: Pedagogy for Effective Teaching - 4.50 Units
This course will explore the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. Participants will utilize the adopted academic content standards & performance levels for students, curriculum frameworks, & instructional materials in the context of teaching assignments. Topics include the use & interpretation of student assessment data summative assessments of student academic performance to inform instruction planning & differentiation of instructions including multi-tiered interventions as appropriate based on assessed individual academic language & literacy and diverse learning needs for the full range of learners.

This course is part of the following California Commission on Teacher Credentialing program(s):
California Clear Credential

EDUC31358: Equitable and Inclusive Learning Environments - 4.50 Units
Examination of methods to protect & support all students by designing and implementing equitable & inclusive learning environments. Participants will address planning & delivery of instruction in a manner to examine and minimize bias in classrooms, schools, and larger educational systems while using culturally responsive pedagogical practices. Topics include academic achievement for students from all ethnic, race, socioeconomic, cultural, academic, and linguistic or family background, gender, gender identity, and sexual orientation, and students with a combination of special instructional needs.

This course is part of the following California Commission on Teacher Credentialing program(s):
California Clear Credential

EDUC31359: Teaching English Learners - 4.50 Units
This course will explore theories behind teaching English learners to ensure academic achievement & language proficiency for English learners. Topics include theories behind teaching in an English Language Development (ELD) setting. ELD’s links to language arts & to CA standards-based academic
content. Assessments & their role in planning instruction & designing curriculum. Participants will explore issues in diversity such as learning differences & culturally responsive pedagogy to enrich learning & development, and integration of ELD in their current instructional program. This course is part of the following California Commission on Teacher Credentialing program(s):
California Clear Credential

EDUC31360: Teaching Special Populations - 4.50 Units
This course reviews the full range of special populations such as special education, students with disabilities, advanced learners, and students with a combination of special instructional needs. Topics include legal issues, professional responsibilities, curriculum design & instructional practices. Participants will examine their own curriculum and instructional models with respect to special population students and fostering a strengths-based community of learners. This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential

EDUC31361: Clear Credential Portfolio - 1.50 Units
The Clear Credential Portfolio serves as the culmination of your learning, observations, and field experiences from courses in the Clear Credential program. Candidates will collaborate with instructors from each course on an individual basis to determine the appropriate assignments based upon academic and professional interests to establish materials to include in the Portfolio. Although assignments will differ for candidates, everyone must submit a complete Portfolio that documents their learning, observations, field experiences, and competencies, including organized reflections and evidence of knowledge, skills, and abilities. This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential

EDUC31367: Designated Subject Foundations Course - 3.00 Units
The Designated Subjects Foundations Course is mandatory for all candidates new to teaching introducing candidates to fundamental precepts and practices of education. The course provides an overview for teachers of learning concepts and developmental skills as they relate to CTE and Adult Education. This course is part of the following California Commission on Teacher Credentialing program(s): Designated Subjects

EDUC31368: Designated Subjects: CTE Emphasis Course - 9.00 Units
This course provides the foundation for teachers of Career Technical Education (CTE) by exploring learning concepts and developmental skills as they relate to CTE. Topics include but not limited to: Curriculum Development, Instructional Planning Skills, Instructional Strategies (including SDAIE), Students with Special Needs, Assessment and Student Achievement, Diversity & Inclusion, Classroom Management, and CTE Foundations. This course is part of the following California Commission on Teacher Credentialing program(s): Designated Subjects

EDUC31369: Designated Subjects Portfolio Course - 2.00 Units
The Designated Subjects Portfolio is a course that captures learning and field experiences from each of the courses and connects them together in a cohesive manner. Under the guidance of the Program faculty & District mentor, candidates will assemble a culminating portfolio. Candidates are required to present their portfolio within the context of the course. Although field assignments will differ between candidates, everyone must complete & submit a Designated Subjects Portfolio that documents their experiences, including organized reflections & evidence of knowledge, skills and abilities. This course is part of the following California Commission on Teacher Credentialing program(s): Designated Subjects
EDUC31370: Inside 3-day Institute - 2.50 Units
The purpose of the institute is to provide participants with interactive instruction in teaching using the INSIDE Language, Literacy & Content program that is consistent with the California Reading/Language Arts Framework and the California English-Language Arts Standards.

EDUC31371: Edge 3-day Institute - 2.50 Units
The purpose of the institute is to provide participants with interactive instruction in teaching the EDGE Reading, Writing, & Language Program that is consistent with the California Reading/Language Arts Framework and the California English Language Arts Standards.

EDUC31372: English Learner Professional Development 3-day Institute - 2.50 Units
The 3-day ELPD Institute is a condensed version of the SB 472 5-day model this is intended to support teachers who have attended an initial Reading/Language Arts or Mathematics SB 472 Institute. This institute will provide teachers with a foundational knowledge needed to assist English learning pupils.

EDUC31373: DNR Summer Institute - 7.00 Units
The DNR Summer Institute provides a forum for focusing on the learning process involved in mathematics instruction. The Institute is a mathematics retreat, in which participants “do mathematics” and observe the pedagogical lessons which emerge from the math process. The course is based on the methodology of UCSD Mathematics Professor Dr Guershon Harel’s DNR principles – duality, necessity, and repeated reasoning. Following Dr. Harel’s observation that solving puzzles is inherent in human nature, the Institute participants will explore ways in which students can become genuinely motivated to solve math “puzzles” and achieve a higher understanding of math concepts.

EDUC31374: Sally Ride Science Academy I - 2.00 Units

EDUC31378: Language and Literacy for Academic Success - 4.00 Units
This course will include the study of a comprehensive literacy framework, a review of research on academic English language development for adolescent English learners and content area literacy, instruction in the use of text and task analysis and lesson planning tools, and an introduction to a variety of academic language and literacy instructional routines and strategies. Participants will have the opportunity to engage in lesson study within a professional learning community.

EDUC31381: CRLP Structured Language Practice Routines - 1.50 Units
This course is designed to help K-6 teachers plan and deliver strategic support for English language learners in any instructional setting. The emphasis will be on oral language development and maximizing language output for ELLs. Participants will learn, practice and apply a variety of structured routines designed to support students’ language skills in social and academic contexts. We will explore how oral language development contributes to the development of literacy, specifically written language. The course will also examine the theoretical foundations of oral language development for ELLs and how it impacts success in school and beyond.

EDUC31383: Sense-able Smells - 2.00 Units
High school biology is currently taught with an emphasis at the cellular and molecular level. However, students often struggle to relate to the actual molecules involved in these processes, because the molecular representations can be intimidating, confusing and often quite boring. Teachers also find it difficult to introduce molecular structures in ways that are approachable and engaging, without having to develop the necessary chemical theory. In response to this need, we have developed a simple, engaging activity to help students become familiar with the symbolic nature of bond-line molecular structures. In the process, students develop experience in recognizing distinguishing features among classes of organic molecules. Using odorant molecules associated with food, students make structural observations and pattern recognition to discover functional groups and the rules for implied carbon and hydrogen atoms. The students are engaged in guessing the sources of the odors, and begin to recognize structural motifs that contribute to similarities and differences among scents.

EDUC31384: Professional Development for BTSA Teacher Mentors: Year 2 - 3.00 Units
The course entails the analysis and application of effective teaching practices based on the California Standards for the Teaching Profession. The content includes a comprehensive review of the current knowledge base of effective teaching, with emphasis on both general teaching principles and content-specific pedagogy. The Formative Assessment System (FAS) framework will provide the foundation for the course.

EDUC31385: Professional Development for BTSA Beginning Teachers: Year 1 - 3.00 Units
The course entails the analysis and application of effective teaching practices based on the CA Standards for the Teaching Profession. The content includes a comprehensive review of the current knowledge base of effective teaching, with emphasis on both general teaching principles and content-specific pedagogy. The Formative Assessment System (FAS) framework will provide the foundation for the course.

EDUC31386: Professional Development for BTSA Beginning Teachers: Year 2 - 3.00 Units
The course entails the analysis and application of effective teaching practices based on the California Standards for the Teaching Profession. The content includes a comprehensive review of the current knowledge base of effective teaching, with emphasis on both general teaching principles and content-specific pedagogy. The Formative Assessment System (FAS) framework will provide the foundation for the course.

EDUC31387: Professional Development for BTSA Teacher Mentors: Year 2 - 3.00 Units
The third biennial conference of the International Mind, Brain, and Education Society will be held June 2-4, 2011, in San Diego, California. The conference provides a forum to explore exciting new advances in the emerging field of Mind, Brain, and Education. In the spirit of encouraging and supporting collaborative efforts among cognitive scientists, developmental scientists, neuroscientists, and educators, the IMBES conferences create a promising environment in which committed researchers and educators together can offer new insights into behavior and the brain that can inform both educational practice and new scientific investigations.

EDUC31390: CTE Core for Clear Single/Multiple Subject Teachers - 4.50 Units
This course is intended for single subject & multiple subject clear credential holders who need to clear a Designated Subjects Career Technical Education (CTE) credential. Candidates will explore learning concepts and
developmental skills (including SDAIE and special needs) as they relate to the CTE classroom. This course is part of the San Diego County Consortium Program.

This course is part of the following California Commission on Teacher Credentialing program(s):

**EDUC31392: International Mind, Brain, and Education Society (IMBES) 3-Day Conference - 2.00 Units**
The third biennial conference of the International Mind, Brain, and Education Society will be held June 2-4, 2011, in San Diego, California. The conference provides a forum to explore exciting new advances in the emerging field of Mind, Brain, and Education. In the spirit of encouraging and supporting collaborative efforts among cognitive scientists, developmental scientists, neuroscientists, and educators, the IMBES conferences create a promising environment in which committed researchers and educators together can offer new insights into behavior and the brain that can inform both educational practice and new scientific investigations.

**EDUC31394: Writing for Change: 21st Century Writing Instruction (K-16) - 2.00 Units**
This course will help teachers to explore the use of digital media for engaging and enhancing student learning in the K-16 classroom. Participants will work with a variety of digital tools to gain confidence and experience that enables them to reconsider and rethink their writing curriculum. They will learn how to engage a tech-savvy generation and make student writing current and relevant through the use of digital tools. Hands-on writing projects will include the use of software programs such as GarageBand, VoiceThread, iMovie, Comic Creator, and GoogleEarth.

**EDUC31395: Fleet Summer Institute - 2.00 Units**
This is a 3 day course for K-12th grade teachers and museum educators to examine inquiry-based teaching methods and explore new ways to support student development of scientific explanation. Over the 3 days participants will explore how scientists build strong explanations, experience inquiry as a learner, and collaborate with educators from throughout the region. This course takes place at the Reuben H. Fleet Science Center with brief excursions to other parts of Balboa Park. It is open to all K-6th grade teachers and museum educators.

**EDUC31402: MTF Math Summer Institute - 3.00 Units**
The UCSD Education Studies Program and the Physical Sciences Division seeks to establish a Master Teacher Fellowship (MTF) program as part of an existing California Teach (CalTeach) Noyce Teacher Scholarship Program. The UCSD MTF Mathematics Summer Institute will deal with issues surrounding effective mathematics instruction. The course will address issues of assessments, using emerging technology in classroom instruction, the California State Mathematics Content Standards and the Common Core Mathematics Standards, the use of student problem solving strategies and class discussion in mathematics, as well as the issues of attaining deep content knowledge in mathematics to support college readiness.

**EDUC31403: MTF Science Summer Institute - 3.00 Units**
The UCSD Education Studies Program and the Physical Sciences Division seeks to establish a Master Teacher Fellowship (MTF) program as part of an existing California Teach (CalTeach) Noyce Teacher Scholarship Program. The UCSD MTF Science Summer Institute will deal with issues surrounding effective science instruction. The course will address issues of assessments, using emerging technology in classroom instruction, the California State Science Content Standards and the emerging Common Core Science Standards, the use of student problem solving strategies and class discussion in science, as well as the issues of attaining deep content knowledge in science to support college readiness.

**EDUC31404: MTF Diversity and Culture Summer Institute - 3.00 Units**
The UCSD Education Studies Program and the Physical Sciences Division seeks to establish a Master Teacher Fellowship (MTF) program as part of an existing California Teach (CalTeach) Noyce Teacher Scholarship Program. The UCSD MTF Diversity and Culture Summer Institute will address the educational issues and opportunities surrounding the diverse K-12 student population in San Diego public schools. Participants will explore the impacts of home language, culture, and student backgrounds from a broader community perspective. Schools make up one component of the support network surrounding and influencing a student’s academic readiness and success.

**EDUC31405: MTF Emerging Technology Summer Institute - 3.00 Units**
The UCSD Education Studies Program and the Physical Sciences Division seeks to establish a Master Teacher Fellowship (MTF) program as part of an existing California Teach (CalTeach) Noyce Teacher Scholarship Program. The UCSD MTF Emerging Technology Summer Institute will focus on the use, implementation, strategies, and considerations the impact the effectiveness of emerging technologies as an instructional support. The course will address issues of traditional course conversion to utilize current and emerging classroom technologies, the use of Web 2.0 tools for instruction, putting courseware such as Blackboard and Moodle to work in the classroom, leveraging current school district technology initiatives in the classroom, the use of interactive whiteboards, netbooks, and mobile technology for instruction.

**EDUC31407: Strategies for Middle School Science Teachers - 4.00 Units**
Strategies for Middle School Science Teachers examines the methods, strategies, and curriculum of the successful middle school science classroom. Participants will investigate the unique characteristics of middle school learners and become familiar with a variety of techniques to involve those students in a meaningful educational experience in science. Topics will include effective planning, integrating technology in science, managing and organizing the classroom, utilizing appropriate assessments, questioning and communication strategies, meeting the needs of diverse learners, and connecting the science classroom to the real world.

**EDUC31408: Simulations and Gaming Technologies for the Classroom - 4.00 Units**
This course will familiarize teachers with contemporary gaming technologies, enable them to understand the pedagogical models behind games, and show how these gaming models may be used for learning.

**EDUC31409: Creating Professional Learning Communities - 4.00 Units**
Creating Professional Learning Communities™ Online (PLCs) is a dynamic, results-driven course that emphasizes teamwork, group learning, and professional development. Participants will share ideas, discuss divergent views, and formulate a mutual perspective on how they can significantly improve student achievement.

**EDUC31410: Purposeful Learning through Multiple Intelligences - 4.00 Units**
Purposeful Learning Through Multiple Intelligences® is a Performance Learning Systems® online course that focuses on helping educators identify and apply the multiple intelligences (MI) to meet the needs of today’s diverse classrooms. Based on Howard Gardner’s Theory of Multiple Intelligences™, participants will demonstrate the power of teaching and learning through this unique instructional process. Participants will explore other theories of intelligence, MI subcapacities, and their own MI profiles.
EDUC31414: Mindfulness-Based Stress Reduction Workshop for Teachers - 1.50 Units
Mindfulness is the quality of being fully aware of present moment experience. This experiential workshop introduces teachers to practices that cultivate mindfulness in daily living with the goal of practicing self-care in both personal and professional settings. Participants will gain insight into patterns of stress reactivity and their impact in the classroom and cultivate skills in responding to stressful situations with greater awareness to reduce the negative effects of stress reactivity. This workshop is a complement to the Mindfulness in Education Program: Tuning In, which is already in place in some San Diego schools. Mindfulness offers both teachers and students an opportunity to build greater emotional resilience, effectively attend to distress and creatively enhance the learning process.

EDUC31415: R & L: Culture of Literacy - 4.50 Units
This course will provide candidates with awareness and knowledge of Culture of Literacy in the school context, awareness and knowledge of the culture of the student and community as it relates to literacy, awareness and knowledge of factors involved in developing a culture of literacy at the school level, and awareness and knowledge of factors involved in developing student literacy. Candidates will conduct a survey and evaluation of the culture of literacy in the fieldwork assignment.
This course is part of the following California Commission on Teacher Credentialing program(s): Reading Instruction

EDUC31416: R & L: Assessment, Intervention, & Instruction - 4.50 Units
Candidates will have an opportunity to review, analyze, and integrate current, confirmed, reliable and replicable quantitative and qualitative research, and its influence on practice with respect to the relationship of assessment, instruction and intervention in language and literacy. Candidates will be given the opportunity to learn about, administer, and interpret a variety of assessments used for the purpose of screening, diagnosis, placement, RtI, and progress monitoring at the individual and classroom levels.
This course is part of the following California Commission on Teacher Credentialing program(s): Reading Instruction

EDUC31417: R & L: Research, Instruction, and Intervention - 4.50 Units
Candidates will review research pertaining to language & literacy instruction and intervention, the use of print, media, & digital resources, learn the normal progression of complexity for components of literacy instruction and how to instruct for each component, learn the implications of delays or differences in students’ literacy development, assess for intervention and modify curriculum to address student needs. Candidates will plan a lesson of formal literacy instruction that is sequential, linguistically logical, explicit, differentiated, and based upon formal and informal assessments of individual students’ progress.
This course is part of the following California Commission on Teacher Credentialing program(s): Reading Instruction

EDUC31418: R & L: Planning, Organizing, and Providing Instruction - 6.00 Units
This course will provide an opportunity to evaluate plan, implement, and monitor formal literacy instruction at the classroom and school wide level including instruction that assures that the full range of learners develop proficiency as quickly and effectively as possible. Candidates will review current research on the elements of and factors that support/develop an effective culture of literacy, that aligns resources to support high academic expectations for student achievement in reading and literacy, and fosters students’ independence, engagement, motivation, at the classroom, school, district, and community levels.

This course is part of the following California Commission on Teacher Credentialing program(s): Reading Instruction

EDUC31419: Reading and Literacy Portfolio - 1.50 Units
The Reading and Literacy Portfolio is a course that captures learning and field experiences from each of the courses and connects them together in a cohesive manner. Candidates will collaborate with instructors from each course on an individual basis to determine an appropriate field assignment based on academic and professional interests and to establish what types of material should be included in the Reading and Literacy Portfolio. Although field assignments will differ between candidates, everyone must complete a Reading and Literacy Portfolio that documents their experiences, including organized reflections and evidence of knowledge, skills, and abilities.
This course is part of the following California Commission on Teacher Credentialing program(s): Reading Instruction

EDUC31421: Methods of Teaching for Elementary Schools - 4.50 Units
Intended for teachers who hold a Single Subject Teaching Credential and have passed the CSET exam for the multiple subject credential, and wish to obtain the Multiple Subjects Teaching Credential without completing the full professional preparation program. This course is an umbrella course to teach in elementary schools and not a subject specific course. The course is directly related to teaching in a self-contained classroom, excluding the methods of teaching reading.

EDUC31422: Methods of Teaching for Secondary Schools - 4.50 Units
Intended for teachers who hold a Multiple Subject Teaching Credential and passed the CSET test in the subject you would like to teach, and wish to obtain the Single Subject Credential without completing the full professional preparation program. This course is an umbrella course to teach in secondary schools and not a subject specific course. The course fulfills the CTC requirement of a course in methodology directly related to teaching in a departmental setting.

EDUC31423: Honeywell Green Boot Camp - 4.50 Units
The Green Boot Camp is an intensive five-day, hands-on interactive educational experience to help educators become familiar with the latest methods of instruction to teach green and sustainable topics, methods, lessons and concepts to middle school students at their respective schools.

EDUC31436: Using the Internet to Enhance Your Social Studies Curriculum - 5.00 Units
This course will focus on teaching participants how to use the Internet to find resources to enhance and support the teaching of the social studies curriculum. They will also find interactive projects for students to participate in that relate to social studies curriculum themes. Emphasis will be placed on effective search skills to find what is needed quickly and easily. The focus of this course will be on finding and using Internet resources specifically for social studies.

EDUC31459: Technology-Based Projects 3-12 - 5.00 Units
This course will focus on helping teachers create their own technology-based projects that introduce grade-level content to students. The course will also help teachers to work with students in helping them create their own content-related technology projects. These projects will include word processing projects as well as Internet and multimedia projects. Time will also be spent discussing how to assess students’ technology projects and developing ideas for student projects.

EDUC31460: DESIGNING AND CREATING A SOCIAL STUDIES WEBQUEST - 5.00 Units
This course will focus on teaching participants how to use the Internet to find resources to enhance and support the teaching of the social studies curriculum through a WebQuest. A WebQuest is an inquiry-oriented activity in which most of the information students interact with comes from resources on the Internet. Participants will learn how to set goals, gather resources, and plan the social studies WebQuest. A template is provided for creating the online social studies WebQuest. Additionally, rubrics for assessing what students learned from the WebQuest are also introduced.

**EDUC31484: SOLVING MATH WORD PROBLEMS: STRATEGIES YOUR STUDENTS NEED** - 5.00 Units
This online course focuses on strategies students need to solve word problems. Teachers will learn a number of specific strategies students can use to approach a word problem. Teachers will also gain an understanding of how to teach specific problem solving vocabulary which will help students identify the types of problems they need to solve. Word problem patterns of organization will also be shared. Additionally, classroom management suggestions for a “problem-solving” classroom will be presented.

**EDUC31495: Designated Subjects: Adult Education Emphasis Course** - 9.00 Units
The Adult Education Emphasis course (AEEC) provides the foundation for teachers of Adult Education (AE) by exploring learning concepts and developmental skills (including SDAIE and special needs) as they relate to Adult Education. This course meets the competencies as identified by the California Commission on Teacher Credentialing (CCTC) Program Standards 5-13.

This course is part of the following California Commission on Teacher Credentialing program(s):

Designated Subjects

**EDUC31502: VISTT: HS-BLACKBOARD PLATFORM TRAINING** - 2.00 Units
Virtual Instructional Services Teacher Training “VISTT” program is designed by K12 Instructional Services Team to help teachers transform teaching skills into those required in the virtual setting. K12 Instructional Services Team pays particular attention to getting teachers over the learning curve quickly. New Teacher Start-Up (Asynchronous & Synchronous) - designed to get teachers started so that they can best support students and families during the first 30 days of school.

**EDUC31503: VISTT: HS-ECOLLEGE AND BLACKBOARD PLATFORM TRAINING “MULTI-PLATFORM”** - 4.00 Units
Virtual Instructional Services Teacher Training “VISTT” program is designed by K12 Instructional Services Team to help teachers transform teaching skills into those required in the virtual setting. K12 Instructional Services Team pays particular attention to getting teachers over the learning curve quickly. New Teacher Start-Up (Asynchronous & Synchronous) - designed to get teachers started so that they can best support students and families during the first 30 days of school.

**EDUC31504: VISTT: 9-12 ECOLLEGE TRAINING** - 2.00 Units
Virtual Instructional Services Teacher Training “VISTT” program is designed by K12 Instructional Services Team to help teachers transform teaching skills into those required in the virtual setting. K12 Instructional Services Team pays particular attention to getting teachers over the learning curve quickly. New Teacher Start-Up (Asynchronous & Synchronous) - designed to get teachers started so that they can best support students and families during the first 30 days of school.

**EDUC31505: VISTT: 6-8 PLATFORM TRAINING** - 2.00 Units
Virtual Instructional Services Teacher Training “VISTT” program is designed by K12 Instructional Services Team to help teachers transform teaching skills into those required in the virtual setting. K12 Instructional Services Team pays particular attention to getting teachers over the learning curve quickly. New Teacher Start-Up (Asynchronous & Synchronous) - designed to get teachers started so that they can best support students and families during the first 30 days of school.

**EDUC31506: VISTT: K-5 OLS PLATFORM TRAINING** - 2.00 Units
Virtual Instructional Services Teacher Training “VISTT” program is designed by K12 Instructional Services Team to help teachers transform teaching skills into those required in the virtual setting. K12 Instructional Services Team pays particular attention to getting teachers over the learning curve quickly. New Teacher Start-Up (Asynchronous & Synchronous) - designed to get teachers started so that they can best support students and families during the first 30 days of school.

**EDUC31510: K-12 Pedagogy for Teachers** - 4.50 Units
Participating teachers will be required to grow and improve in their ability to reflect upon and apply the CSTPs while exploring the specific pedagogical skills for subject matter instruction. Participants will utilize the adopted academic content standards &amp performance levels for students, curriculum frameworks, &amp instructional materials in the context of teaching assignments. Topics include the use &amp interpretation of student assessment data summative assessments of student academic performance to inform instruction planning &amp differentiation academic language &amp literacy and diverse learning needs for the full range of learners.

**EDUC31511: The Math for America San Diego Mathematics Common Core Summer Institute** - 3.00 Units
The Math for America San Diego Mathematics Common Core Summer Institute is designed to promote a better understanding of the CCSS for algebra. The CCSS include eight mathematical practices, called Standards for Mathematical Practices. The institute will focus on the connection between the CCSS content of algebra and these practices. Participants will learn how to implement these practices as they teach algebra. The institute will support teachers of Algebra 1 and Algebra 2. The summer institute is open to all San Diego County middle and high school mathematics teachers, including pre-service and special education teachers.

**EDUC31513: CTE Advanced Training Part I** - 4.50 Units
This course is required for CTE candidates who have not completed two years of successful teaching. Candidates will study advanced teaching methodology and instructional technology as it is directly related to Career Technical Education. The Advanced Teaching Methods and Strategies course is also designed to support teachers’ attainment of the TPEs and CSTP’s and address the Category II teacher outcomes. Teachers complete an e-portfolio consisting of multiple lesson, unit, and course plans that reflect Secretary’s Commission on Achieving Necessary Skills (SCANS), state adopted CTE and academic standards, as well as, CTE curriculum framework.

This course is part of the following California Commission on Teacher Credentialing program(s):

Designated Subjects

**EDUC31514: CTE Advanced Training Part II** - 4.50 Units
This course is required for CTE candidates who have not completed two years of successful teaching. Candidates will study advanced teaching methodology and instructional technology as it is directly related to Career Technical Education. The Advanced Teaching Methods and Strategies course is also designed to support teachers’ attainment of the TPEs and CSTP’s and address the Category II teacher outcomes. Teachers complete an e-portfolio consisting of multiple lesson, unit, and course plans that reflect Secretary’s Commission on Achieving Necessary Skills (SCANS), state adopted CTE and academic standards, as well as, CTE curriculum framework.
This course is part of the following California Commission on Teacher Credentialing program(s):
Designated Subjects

EDUC31516: Math for America San Diego Summer Institute - 5.50 Units
The Math for America San Diego 2013 Summer Institute provides a forum for focusing on the learning process involved in mathematics instruction. The Institute is a mathematics retreat, in which participants "do mathematics" and observe the pedagogical lessons which emerge from the math process. The course is based on the methodology of UCSD Mathematics Professor Dr Guershon Harel's DNR principles – duality, necessity, and repeated reasoning. Following Dr. Harel’s observation that solving puzzles is inherent in human nature, the Institute participants will explore ways in which students can become genuinely motivated to solve math “puzzles” and achieve a higher understanding of math concepts.

EDUC31519: TESOL Training - 0.00 Units
This training comprises a series of intensive TESOL workshops, focusing on three areas of interest, appropriate for professional educators and graduate students with an interest in the field. They comprise: (1) Basic Principles of Teaching English as a Second/Foreign Language (2) Culture and Inclusion and (3) Theories of Second Language Acquisition and Application to Teaching. Each intensive seminar will comprise six hours of direct instruction.

EDUC31520: Student Safety in the Online Environment - 1.00 Units
This course is designed by the K12 Instructional Services Team to introduce teachers to various topics dealing directly with student safety in the online environment. This course facilitates and discusses challenging topics including Cyberbullying and Plagiarism with key focus on prevention and intervention. There are no prerequisites for this course.

EDUC31523: Math for America San Diego Summer Institute Academic Year Sessions - 1.50 Units
: The Math for America San Diego Summer Institute Academic Year Sessions provide professional and leadership development support to Math for America San Diego fellows and district teachers who attended the Summer Institute. Session participants will “do mathematics” and observe the pedagogical lessons that emerge from the math process. The course is based on the methodology of UCSD Mathematics Professor Dr Guershon Harel’s DNR principles – duality, necessity, and repeated reasoning.

EDUC31525: Academic Management: Instructional Strategies for Children with Learning and Behavioral Differences - 2.00 Units
Academic Management fuses subject specific tutoring with educational therapy. Using the latest findings in the fields of psychology, education, and neuroscience, educators will learn to individualize curriculum in order to help their students succeed in school. Educators will learn how to develop positive and highly collaborative relationships with each student to effectively promote organization, time management, study skills, and executive functioning skills. Topics include: attachment theory, stress management, memorization strategies, understanding neuropsychological reports, promoting self-advocacy, teaching strategies, and principles of educational therapy. There is are no prerequisite requirements. This course is designed for potential instructors of Franklin Educational Services.

EDUC31527: Garden Enhanced Nutrition Education (GENE) - 1.00 Units
This course is designed for educators who teach grades K-7. The course will cover how to use the school garden to enhance nutrition education for children and youth and promote the consumption of fruit and vegetables. Participants will learn tools and strategies for involving children and youth in safe food handling and preparation in a garden, kitchen, or classroom. Other topics covered in the course: how to plan for an edible harvest, Garden to Cafeteria programs, online sources for child-friendly recipes and nutrition education lessons, comparative tastings. After taking this course, educators will be more confident in leading children through cooking activities safely and tying such experiences to learning objectives. They will have greater understanding of how to organize and time garden plantings. Prerequisite: must already have an existing garden at their school site.

EDUC31534: CREATING AND SUSTAINING YOUR SCHOOL GARDEN - 1.00 Units
The CSYSG Workshop is for individuals working to create or enhance a school garden program. This workshop introduces several topics that should be addressed when implementing an instructional garden, based on decades of input from teachers and other garden educators. These topics include planning and designing a school garden, basic gardening skills, curricular connections, and outdoor classroom management. Time will be dedicated to aligning garden design and lessons to match program goals, and to strategies for drawing support from the school and community to sustain the program.

EDUC31537: Beginning Readers: Process to Practice - 4.50 Units
All multiple subject teachers need to be aware of how the reading process relates to their classroom or subject areas in the K-8 classroom. Topics include the process of learning a language, reading for the bilingual/bicultural pupil, a historical perspective on reading, reading readiness, models of reading instruction, reading as decoding, reading as comprehension, phonics, reading and learning disabilities, study skills, and modality and cognitive style as related to the teaching/learning process. This course is part of the following California Commission on Teacher Credentialing program(s):
Added Authorization

EDUC31539: Math for America San Diego Summer Institute - Common Core State Standards - Mathematics - Algebra - 4.00 Units
Mathematics CCSS Summer Institute are designed to promote a better understanding of the CCSS for algebra. Sessions will focus on the connection between the CCSS content of algebra and the Eight Mathematical Practices. Participants will learn how to implement these practices as they teach. This program supports teachers of both integrated and traditional pathways. The sessions are open to all San Diego County middle and high school mathematics teachers, including pre-service teachers.

EDUC31540: Math for America San Diego Summer Institute - Common Core State Standards - Mathematics - Geometry - 4.00 Units
Mathematics CCSS Summer Institutes 2014 are designed to promote a better understanding of the CCSS for geometry. Sessions will focus on the connection between the CCSS content of geometry and the Eight Mathematical Practices. Participants will learn how to implement these practices as they teach. This program supports teachers of both integrated and traditional pathways. The sessions are open to all San Diego County middle and high school mathematics teachers, including pre-service teachers.

EDUC31547: MATH INSTRUCTIONAL LEADERSHIP DEVELOPMENT - 4.00 Units
This course focuses on providing research-based support for identified math leaders at elementary and middle schools. With an emphasis on student-
centered approaches, leaders will explore ways to assist in the instructional transitions required by the Common Core Math Standards. Topics include in-depth work with practice and content standards, building relationships on a site, communicating and collaborating with administrators, facilitating effective professional develop, facilitating grade level and vertical collaboration (unit design, lesson design, differentiation, etc.), implementing lesson study, co-teaching models, demonstration lessons, observing and reflective conferencing (including video-elicited) and promoting a mathematical environment at a site.

**EDUC31549: Math for America San Diego Summer Institute: Grossmont Union HS District - 3.00 Units**

The Math for America San Diego Summer Institute provides a forum for focusing on the learning process involved in mathematics instruction. The institute is a mathematics retreat, in which participants “do mathematics” and observe the pedagogical lessons which emerge from the math process. The course is based on the methodology of UCSD Mathematics Professor Dr. Guershon Harel’s DNR principles – duality, necessity, and repeated reasoning. Following Dr. Harel’s observation that solving puzzles is inherent in human nature, the institute participants will explore ways in which students can become genuinely motivated to solve math “puzzles” and achieve a higher understanding of math concepts.

**EDUC31550: Incorporating Latin American Studies into Your Classroom: Immigration - 3.00 Units**

This yearlong professional development sequence is open to local educators interested in learning how to incorporate Latin American Studies into their classrooms, with a particular focus on the topic of immigration.

**EDUC31552: Elementary Science Academy - 2.50 Units**

The Elementary Science Academy will guide teachers as they implement the CCSS and NGSS through reflective, hands-on, practical, and engaging curriculum that will enhance their science content, pedagogical skills, and ability to effectively teach literacy through science. Elementary Science Academy participants receive a deep learning experience through a four day immersive summer institute and classroom integrated science and literacy lessons. This is the type of learning required to support teachers.

**EDUC31553: Teaching Writing for College & Readiness (6-12)/CA Common Core State - 2.00 Units**

This 3-day open institute offers middle and high school educators an opportunity to develop an understanding the CA Common Core State Standards (CCSS) in writing and how they impact expectations for student writing in the classroom. Participants will explore the CC writing standards and the integration of the century skills of collaboration, thinking, creativity, and communication.

**EDUC31565: Math for America San Diego/ UC San Diego Teacher Leader Collaborative - 3 Unit Program - 3.00 Units**

The Teacher Leader Collaborative (TLC) is comprised of Math for America San Diego, San Diego Unified School District, UCSD Department of Mathematics and UCSD CREATE (Center for Research in Educational Equity, Assessment and Teaching Excellence). This workshop is designed to help secondary teachers think deeply about challenging topics in the 7 – 12 curriculums. Teachers will engage in the mathematics as learners and learn strategies for helping their students succeed.

**EDUC31566: Math for America San Diego/ UC San Diego Teacher Leader Collaborative - 6 Unit Program - 6.00 Units**

The Teacher Leader Collaborative (TLC) is comprised of Math for America San Diego, San Diego Unified School District, UCSD Department of Mathematics and UCSD CREATE (Center for Research in Educational Equity, Assessment and Teaching Excellence). This workshop is designed to help secondary teachers think deeply about challenging topics in the 7 – 12 curriculums. Teachers will engage in the mathematics as learners and learn strategies for helping their students succeed.

**EDUC31568: ETA - Orientation - Teaching Adult Learners/Blended Learning Environment - 0.00 Units**

Designed specifically for Electrical Training Alliance instructors. The ETA - Teaching Adult Learners in a Blended Learning Environment orientation provides individuals participating in the ETA Teaching Adult Learners/Blended Learning Environment Certificate Program with a clear understanding of the entire program, including its scope and goals, requirements, standards, the procedures that affect competencies, and field experience(s).

**EDUC31569: ETA - Capstone Portfolio - Teaching Adult Learners/Blended Learning Environment - 1.00 Units**

Designed specifically for Electrical Training Alliance instructors. Students will work collaboratively with a program advisor to create a final capstone portfolio. This portfolio will consist of a compilation of highlights from throughout the program and a personal review of their progress. Students will submit this portfolio to a program advisor for final review.

**EDUC31571: EXCEPTIONAL STUDENT EDUCATION FOR ONLINE TEACHERS - 1.50 Units**

This course builds on participant’s knowledge of 21st Century skills, researched-based instructional strategies, learning theory, leadership practices, facilitation strategies and coaching. Additionally, participants will develop and implement a STEM/STEAM (Science, Technology, Engineering, Arts, Mathematics) lesson in their classroom as they apply critical thinking, collaboration, creativity, learning theory and current brain research methods.

**EDUC31581: High School Science Leaders Institute - 3.00 Units**

This course is designed to support local high school teachers in the science disciplines of Biology and Physics. Teachers will gain increased expertise in the NGSS and learn from local Naval researchers conducting a variety of research. Teachers will have the opportunity to explore the application of the foundations of science in scientific research and network with other regional science teachers.

**EDUC31582: Quantitative Reasoning and Early Algebra in the Common Core State Standards in Mathematics - 3.00 Units**

This one week institute will provide teachers of grades 5 through 8 with opportunities to examine students’ quantitative reasoning, including early understanding of fractions, ratio and proportion, and early algebra. Teachers will work on math problems, both individually and in groups, which will help them examine teaching tools to help students reason quantitatively.
EDUC31584: Brain-Compatible Learning - 1.50 Units
This course explores the neurobiology of teaching and learning and the cognitive/affective domains as they apply to gifted and talented pupils. Topics include brain physiology and development cognition and metacognition multimodal and multisensory teaching practice the role of emotion in teaching neuroplasticity the ‘gifted brain’ types of memory and creativity.

EDUC31586: Socio-Emotional Needs - 1.50 Units
This course provides candidates with a comprehensive overview of socio-emotional characteristics and issues frequently encountered in working with gifted and talented pupils, including asynchrony motivation persistence moral development perfectionism underachievement social interaction among others.

EDUC31587: Differentiated Instruction - 1.50 Units
Building on prior coursework in Brain-Compatible Learning and Socio-emotional needs, this course provides candidates with an extensive and robust review of assessments, foundational theories and proven strategies designed to effectively teach diverse gifted and talented pupils. In this course, candidates will become steeped in the assessment process (pre-/formative/summative) and use these data to guide placement and differentiation of content learning process and product in a way that presents opportunities for depth, complexity and novelty. Special attention is paid to tiering and grouping in the mixed-ability classroom (by interest, ability and learning style) and instructional delivery that engage the gifted and talented pupil cognitively and affectively. Finally, candidates will acquire practical instructional strategies to work with gifted pupils, including direct instruction iconic teaching framing content imperatives universal themes choice curriculum compacting anchor activities contract learning among others.

EDUC31590: Understanding Autism Spectrum Disorders - 4.50 Units
Based on current research and literature, this course identifies the characteristics of students with autism spectrum disorder (ASD) and provides knowledge of cognition and neurology as well as the core challenges associated with ASD and their implications for program planning and service delivery. Topics include: language and verbal/nonverbal communication, social skills, behavior, and auditory/visual/sensory processing. Roles and responsibilities of various service providers involved in the education and support of students with ASD are explored as well as skills and strategies for effective collaboration with a variety of teams, service providers, and families.

EDUC31591: Effective Instructional Strategies for Students with ASD - 4.50 Units
Employing a variety of assessment tools and resources to allow for individual program determinations for students with ASD, this course provides knowledge and opportunities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD. Focus on practical application of instructional strategies in the classroom, reflection of best practices, and collaboration with multidisciplinary teams and families.

EDUC31592: Positive Behavior Support for Students with ASD - 4.50 Units
Utilizing the components of culturally-inclusive positive behavior support, this course provides knowledge and practice of evidence-based strategies that enhance, facilitate, and promote successful social interactions and classroom behavior for students with ASD. Topics include positive peer interaction, language and communication, integrating social skills into the curriculum, as well as the challenges of bullying, isolation, and student anxiety and depression. Applied behavioral analysis (ABA) is also discussed. Focus on practical application of positive behavior preventions and interventions in the classroom, reflection of best practices, and collaboration with socio-behavioral teams and families.

EDUC31593: Autism Spectrum Disorder (ASD) Portfolio - 1.50 Units
The Autism Spectrum Disorder (ASD) Orientation Portfolio course captures learning & field experiences from each course & connects them together in a cohesive manner. Candidates will collaborate with instructors from each course on an individual basis to determine an appropriate field assignment based on academic and professional interests and to establish what types of material should be included in the Common Core Portfolio. Although field assignments will differ between candidates, everyone must complete and submit a Autism Spectrum Disorder (ASD) Orientation Portfolio that documents their experiences, including organized reflections and evidence of knowledge, skills and abilities.

EDUC31595: STEAMec (Science Technology Engineering Arts and Math for Early Career teachers) - 1.50 Units
This course provides Early Career Elementary School Teachers (5 years or fewer in the classroom) with tools and techniques to support an integrated approach to Common Core math instruction. With a focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) participants will experience research-based theories and hands-on, problem-based activities to implement in their classrooms. The co-planning/co-teaching/co-reflecting model will be utilized as a means to develop a professional community and support teachers in their efforts to meet the needs and interests of all students through innovative instructional practices. Issues of equity, access and classroom-to-community engagement will be highlighted.

EDUC31596: Results: Word Recognition and Fluency/ Assessment, Instruction, and Intervention - 4.00 Units
This Institute (course) will provide elementary teachers with the theoretical knowledge, technical tools, and instructional strategies to teach the CCSS foundational reading skills.

This course will include the study of a comprehensive literacy framework aligned with CA’s ELA/ELD Framework and review research on effective practices for beginning reading instruction and intervention. Teachers learn about the sequence of learning to read, the use of assessments to guide and differentiate reading instruction and intervention, and practice instructional routines that support reading development. Participants will have the opportunity to engage in lesson study within a professional learning community.

EDUC31597: PEAK Classroom New Teacher Training - 2.00 Units
FuelEd Instructional Services Team training provides platform training for instructors and managers. Each training course has modules, lessons, and/or simulations to provide a hands-on experience when working through the various areas.

PEAK Classroom New Teacher Training introduces new teachers to the PEAK Classroom platform and systems, including an overview of the platform, grading, PEAK Office basics, and Credit Recovery Information. In addition, new instructors receive training in Online Instruction, Blackboard Collaborate, Data Driven Instruction and Compliancy Trainings.

This training is for all new instructors assigned courses in PEAK Classroom.

EDUC31598: Cross-training to Online High School - 1.00 Units
FuelEd Instructional Services Team training provides platform training for IST instructors and managers. Each training course has modules, lessons, and/or simulations to provide a hands-on experience when working through the various areas.

Cross-training to Online High School introduces current teachers to the Online High School platform and systems, including the basics of the Online
High School, Online High School grading, and utilizing TotalView School. In addition, cross-trained instructors receive training in Data Driven Instruction. This training is for all current instructors assigned courses in Online High School.

EDUC31599: Cross-training to Online School - 1.00 Units
FuelEd Instructional Services Team training provides platform training for instructors and managers. Each training course has modules, lessons, and/or simulations to provide a hands-on experience when working through the various areas.

Cross-training to Online School introduces current teachers to the Online School platform and systems, including an overview of the K-8 Online School, TotalView School, working with the Learning Coach and the initial call, and the curriculum in the Online School. In addition, cross-trained instructors receive training in Data Driven Instruction. This training is for all current instructors assigned courses in Online School.

EDUC31600: Cross-training to Peak Classroom - 1.00 Units
FuelEd Instructional Services Team training provides platform training for instructors and managers. Each training course has modules, lessons, and/or simulations to provide a hands-on experience when working through the various areas.

PEAK Classroom New Teacher Training introduces new teachers to the PEAK Classroom platform and systems, including an overview of the platform, grading, PEAK Office basics, and Credit Recovery Information. In addition, new instructors receive training in Online Instruction, Blackboard Collaborate, Data Driven Instruction and Compliancy Trainings. This training is for all new instructors assigned courses in PEAK Classroom.

EDUC31601: Online High School New Teacher Training - 2.00 Units
FuelEd Instructional Services Team training provides platform training for instructors and managers. Each training course has modules, lessons, and/or simulations to provide a hands-on experience when working through the various areas.

Online High School New Teacher Training introduces new teachers to the Online High School platform and systems, including the basics of the Online High School, Online High School grading, and utilizing TotalView School. In addition, new instructors receive training in Online Instruction, Blackboard Collaborate, Data Driven Instruction and Compliancy Trainings. This training is for all new instructors assigned courses in Online High School.

EDUC31602: Online School New Teacher Training - 2.00 Units
FuelEd Instructional Services Team training provides platform training for instructors and managers. Each training course has modules, lessons, and/or simulations to provide a hands-on experience when working through the various areas.

Online School New Teacher Training introduces new teachers to the Online School platform and systems, including an overview of the K-8 Online School, TotalView School, working with the Learning Coach and the initial call, and the curriculum in the Online School. In addition, new instructors receive training in Online Instruction, Blackboard Collaborate, Data Driven Instruction and Compliancy Trainings. This training is for all new instructors assigned courses in Online School.

EDUC31604: Differentiated Strategies - 1.50 Units
Understanding the Seminar in the Context of PUSD Priorities KWL(H) on Differentiated Instruction (Strategies)

EDUC31606: STEAM Professional Learning and Internship Program - 2.00 Units
STEAM Professional Learning and Internship Program is designed for educators (credentialed, pre-service and informal), administrators, parents, business & industry professionals, potential mentors, and others who desire to have the knowledge and hands-on experience need to become a STEAM-equipped educator.

During three days of professional learning the school community will come together to design, iterate, and learn. STEAM-equipped educators will be prepared to: cultivate more creative learners link STEAM learning and doing and catalyze persistence, engagement and curiosity in STEAM.

EDUC31607: Special Topics Capstone - 1.50 Units
This course is designed to offer students an in-depth seminar on special topics in Gifted and Talented Education. This course completes the Professional Development in Gifted and Talented Education program for Pasadena USD.

Topics are designed to provide more detailed information and/or hands-on skills in specific areas. As such, the objectives of the Special Topics course are to provide participants with additional knowledge and skills to effectively support GATE students.

EDUC31608: Project Prime CaMSP - 4.00 Units
This course will enhance the mathematics and language knowledge of mathematics teachers (grades K-8), as well as develop their teaching skills, through professional development activities. The course will be taught in six sessions throughout the academic school year, allowing teacher’s time to implement the skills they learn. Mathematics content will address Number and Operations in Base10 (K-5), and The Number System (6-8). Specifically, the follow up will address Counting and Cardinality (K-1), Number and Operations – Fractions (2-5), Ratios and Proportional Relationships (6-8). This will include the understanding of fractions as measures, different representations of fractions, different operations of fractions, and fractions as ratios and percent's, as well as word problems. In addition the course will focus on the specific needs of English learners in mathematics classrooms and address the role of academic language in content knowledge learning. Teachers will be shown various tools and activities to effectively teach mathematics to English learners. Technology and manipulatives will also be explored as useful tools in the classroom. The follow up course will focus on classroom application of content and pedagogy with an emphasis on connections to California's Common Core Standards in mathematics.

EDUC31610: Socio-Emotional Needs - 3.00 Units
This course provides candidates with a comprehensive overview of socio-emotional characteristics and issues frequently encountered in working with gifted and talented pupils, including asynchrony motivation persistence moral development perfectionism underachievement social interaction among others.

EDUC31611: Mindfulness-Based Stress Reduction - 4.00 Units
MBSR is an 8-week course designed to teach participants how to integrate and apply mindfulness into their daily lives. This program focuses on the development of four main mindfulness practices: the body scan, yoga, seated meditation and walking meditation. Participants meet for two hours each week and participate in one day-long retreat. Weekly discussion topics to be covered are: awareness, acceptance, perceptions and conditioning, reacting/responding, the power of presence, recognizing and coping with stress, and developing effective communication. Studies show the benefits of MBSR include: increased ability to manage stress, fear, anger, anxiety and depression, greater acceptance and feeling less judgmental, improved ability to focus, increased pain management skills, greater sense of well-being, and increased relaxation.

EDUC31613: Synchronous Instruction Training for the Online Teacher - 2.00 Units
SYNCHRONOUS INSTRUCTION TRAINING FOR THE ONLINE TEACHER develops expert synchronous teaching skills for the online teacher so that the teacher improves faster, learns to love the process of practicing teaching, and gains skills that are strongly correlated to teacher effectiveness. By focusing on synchronous classroom management and classroom culture in the online environment, while utilizing the tools available during synchronous instruction, the skills of the expert teacher are put into specific and concrete actions readily translated to the day-to-day practice of the teacher in the online synchronous classroom.

EDUC31614: FuelEd IST Pathways Leadership Training - 4.00 Units
Designed as an extensive training for potential new members of the Fuel Education Instructional Services Leadership Team, Pathways focuses on four main topics: student engagement, leadership and communication, teacher staffing and performance, and an overview of some of the systems we utilize. At the end of this training, participants will be prepared to take their next step to become leaders of the Instructional Services Team.

EDUC31615: Programs for Infants and Toddlers - 4.50 Units
This course is specifically designed for caregivers of infants and toddlers. The class focuses on the growth and development of the child, birth through three years of age, within various social contexts. Topics include fostering relationships, implementing health and safety practices, designing early learning environments and activities, accommodating individual differences, and creating partnerships with parents and families. This course meets state licensing requirements for child care providers.

EDUC31617: STEAMec Part B (Science Technology Engineering Arts and Math for Early Career teachers) - 1.50 Units
This is the second half of a two-part STEAMec program. This course provides Early Career Elementary School Teachers (5 years or fewer in the classroom) with tools and techniques to support an integrated approach to Common Core math instruction. With a focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) participants will experience research-based theories and hands-on, problem-based activities to implement in their classrooms. The co-planning/co-teaching/co-reflecting model will be utilized as a means to develop a professional community and support teachers in their efforts to meet the needs and interests of all students through innovative instructional practices. Issues of equity, access and classroom-to-community engagement will be highlighted.

EDUC31618: Principles of Differentiating Curriculum and Instruction - 3.00 Units
This interactive session explores the theory and practice of differentiating instruction within the diverse multicultural classroom. Differentiating content, process, and product are considered in the context of working with mixed ability classrooms English Learners multicultural giftedness and talent Common Core State Standards and 21st-century learning technologies. Elements of depth and complexity are reviewed and participants will engage in flexible strategies that can be used next day. Helping parents understand giftedness and differentiation serves as an integrated theme and a topic of collaborative conversation among participants.

EDUC31619: Strategies Used in Differentiating Curriculum and Instruction Across the Curriculum - 3.00 Units
Building on prior coursework, this course provides candidates with an extensive and robust review of proven strategies and practices designed to effectively teach diverse gifted and talented pupils, with emphases on linguistic and socioeconomic diversity and dual exceptionalities. In this course, candidates will become steeped in the assessment process (pre-/formative/summative) and use these data to guide practical placement and differentiation of content learning process and product in a way that presents opportunities for depth, complexity and novelty. Special attention is paid to tiering and grouping in the mixed-ability classroom (by interest, ability and learning style) and instructional delivery that engage the gifted and talented pupil cognitively and affectively. In so doing, candidates will acquire and demonstrate proficiencies in practical instructional strategies to work with gifted pupils, including direct/whole group instruction iconic teaching framing content imperatives universal themes choice curriculum compacting anchor activities contract learning among others.

EDUC31620: Special Topics Capstone - 1.50 Units
This course provides educators to demonstrate development and delivery of assessment-based strategies within gifted education (differentiated instruction, iconic teaching, depth and complexity, tiering, for example), connecting them together in a cohesive manner. Candidates will collaborate with the course instructor to determine an appropriate signature project based on academic and professional interests and to establish meaningful benchmarks and artifacts. Although field assignments will differ between candidates, all are expected to document experiences, including organized reflections and evidence of knowledge, skills and abilities. Topics are designed to provide more detailed information and/or hands-on skills in specific areas. As such, the objectives of the Special Topics course are to provide participants with additional knowledge and skills to effectively support GATE students.

EDUC31670: Teaching Reading Comprehension in Transitional Kindergarten through 12th Grade Classes - 2.00 Units
This course is designed to improve teacher’s understanding and skill in teaching reading comprehension through the use of complex text in transitional kindergarten through 5th grade and content area literacy in grades 6-12. Participants will study key policy and research documents as well as the new Common Core Standards. This is a blended course with five weeks of online reading, assignments and discussion and two face to face meetings for follow up on topics determined by participants during the online portion of the course.

EDUC31674: MindFueled: Expanding Student Centered Systems - 1.50 Units
During the 2.5 day conference instructional leadership teams from K-12 schools and districts will partner together to synthesize and leverage the latest research and efforts on mindfulness, social networks, cognitive development, and student motivation to take student-centered teaching practices system wide. The overarching goal of this course is to strengthen and expand student-centered systems while practicing mindfulness empowering leaders to be more grounded, connected, focused and authentic. Teams will be creating strategic plans for their system across the 2.5-day conference with a focus on the 4 tenets of students centered learning: 1) Learning is Personalized 2) Learning is Student Owned 3) Learning is Competency Based 4) Learning Happens Anytime & Anywhere. Teams will explore complex change and how it relates to their system and learn concrete strategies for building capacity and creating focus.

EDUC31677: SUHSD UCSD Extension Teacher Induction First Quarter - 1.50 Units
Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs). Successful candidates will address CSTPs #1-6 through completion of a personalized Individual Learning Plan (ILP) every quarter. The ILP involves ongoing collaboration with the candidate’s Mentor and site administrator(s) candidates engage peers and colleagues via both in-person and online forums and assemble a variety of CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect on student outcomes. They participate in professional learning
EDUC31678: SUHSD UCSD Extension Teacher Induction Second Quarter - 1.50 Units
Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs). Successful candidates will address CSTPs #1-6 through completion of a personalized Individual Learning Plan (ILP) every quarter. The ILP involves ongoing collaboration with the candidate’s Mentor and site administrator(s) candidates engage peers and colleagues via both in-person and online forums and assemble a variety of CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect on student outcomes. They participate in professional learning communities (PLCs) that include colleagues at their own sites as well as those at schools across the district.

EDUC31679: SUHSD UCSD Extension Teacher Induction Third Quarter - 1.50 Units
Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs). Successful candidates will address CSTPs #1-6 through completion of a personalized Individual Learning Plan (ILP) every quarter. The ILP involves ongoing collaboration with the candidate’s Mentor and site administrator(s) candidates engage peers and colleagues via both in-person and online forums and assemble a variety of CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect on student outcomes. They participate in professional learning communities (PLCs) that include colleagues at their own sites as well as those at schools across the district.

EDUC31680: SUHSD UCSD Extension Teacher Induction Fourth Quarter - 1.50 Units
Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs). Successful candidates will address CSTPs #1-6 through completion of a personalized Individual Learning Plan (ILP) every quarter. The ILP involves ongoing collaboration with the candidate’s Mentor and site administrator(s) candidates engage peers and colleagues via both in-person and online forums and assemble a variety of CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect on student outcomes. They participate in professional learning communities (PLCs) that include colleagues at their own sites as well as those at schools across the district.

EDUC31681: SUHSD UCSD Extension Teacher Induction Fifth Quarter - 1.50 Units
Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs). Successful candidates will address CSTPs #1-6 through completion of a personalized Individual Learning Plan (ILP) every quarter. The ILP involves ongoing collaboration with the candidate’s Mentor and site administrator(s) candidates engage peers and colleagues via both in-person and online forums and assemble a variety of CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect on student outcomes. They participate in professional learning communities (PLCs) that include colleagues at their own sites as well as those at schools across the district.

EDUC31682: SUHSD UCSD Extension Teacher Induction Sixth Quarter - 1.50 Units
Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs). Successful candidates will address CSTPs #1-6 through completion of a personalized Individual Learning Plan (ILP) every quarter. The ILP involves ongoing collaboration with the candidate’s Mentor and site administrator(s) candidates engage peers and colleagues via both in-person and online forums and assemble a variety of CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect on student outcomes. They participate in professional learning communities (PLCs) that include colleagues at their own sites as well as those at schools across the district.

EDUC31683: SUHSD UCSD Extension Teacher Induction Seventh Quarter - 1.50 Units
Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs). Successful candidates will address CSTPs #1-6 through completion of a personalized Individual Learning Plan (ILP) every quarter. The ILP involves ongoing collaboration with the candidate’s Mentor and site administrator(s) candidates engage peers and colleagues via both in-person and online forums and assemble a variety of CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect on student outcomes. They participate in professional learning communities (PLCs) that include colleagues at their own sites as well as those at schools across the district.

EDUC31684: SUHSD UCSD Extension Teacher Induction Eighth Quarter - 1.50 Units
Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs). Successful candidates will address CSTPs #1-6 through completion of a personalized Individual Learning Plan (ILP) every quarter. The ILP involves ongoing collaboration with the candidate’s Mentor and site administrator(s) candidates engage peers and colleagues via both in-person and online forums and assemble a variety of CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect on student outcomes. They participate in professional learning communities (PLCs) that include colleagues at their own sites as well as those at schools across the district.

EDUC31686: Elementary Science Academy - 3.00 Units
The Elementary Science Academy will guide teachers as they implement the CCSS and NGSS through reflective, hands-on, practical, and engaging curriculum that will enhance their science content, pedagogical skills, and ability to effectively teach literacy through science. Elementary Science Academy participants receive a deep learning experience through a four day immersive summer institute and classroom integrated science and literacy lessons. This is the type of learning required to support teachers.

EDUC31689: BUILDING A WRITING COMMUNITY K-6 - 2.00 Units
This entry level open institute program offers teachers the opportunity to develop authentic writing experiences that build a community of writers from the beginning of the school year. Using personal writing as a catalyst for understanding the importance of developing community, participants will learn to create a safe and responsive classroom for student writers.
EDUC31690: Site-Based Mentor Training and Support for Induction III - 3.00 Units
Guidance for the mentoring experience to provide Induction candidates with a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates.

The class serves to provide support for mentors so they can work with Induction candidates for the facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction connecting candidates with available resources to support their professional growth and accomplishment of the ILP periodically reviewing the ILP with candidates and making adjustments as needed.

Mentors will review CSTP 3: Understanding & Organizing Subject Matter for Student Learning and CSTP 6: Developing As A Professional Educator in order to support Induction candidates ILP goals and outcomes. Training and support will include, but not limited to: Adult Learning, Best Practices.

EDUC31691: Site-Based Mentor Training and Support for Induction IV - 3.00 Units
Guidance for the mentoring experience to provide Induction candidates with a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates.

The class serves to provide support for mentors so they can work with Induction candidates for the facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction connecting candidates with available resources to support their professional growth and accomplishment of the ILP periodically reviewing the ILP with candidates and making adjustments as needed.

Mentors will review CSTP 4: Planning Instruction & Designing Learning Experiences For All Students and CSTP 6: Developing As A Professional Educator in order to support Induction candidates ILP goals and outcomes. Training and support will include, but not limited to: Use of appropriate mentoring instruments.

EDUC31692: Site-Based Mentor Training and Support for Induction V - 3.00 Units
Guidance for the mentoring experience to provide Induction candidates with a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates.

The class serves to provide support for mentors so they can work with Induction candidates for the facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction connecting candidates with available resources to support their professional growth and accomplishment of the ILP periodically reviewing the ILP with candidates and making adjustments as needed.

Mentors will review CSTP 5: Assessing Student Learning and CSTP 6: Developing As A Professional Educator in order to support Induction candidates ILP goals and outcomes. Training and support will include, but not limited to: Support candidate growth and effectiveness.

EDUC31693: Induction Site-Based Mentor Debrief - 1.50 Units
This culminating course is to provide Induction Mentors with the opportunity to provide purposeful feedback. This course will review the mentor experience throughout the Induction program. Topics will also include best practices in adult learning support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks program processes and recommendations from mentors for improvement to the mentor experience during the Induction program.

EDUC31694: Overview for Site-Based Induction Partner - 1.50 Units
Designed specifically for Site-Based Induction partners, this course provides an overview of the induction process and the UC San Diego program, including scope goals expectations standards required competencies and related policies and procedures observations field experiences and Individualized Learning Plan expectations.

EDUC31695: Designing the Individualized Learning Plan (ILP), Track 2 - 3.00 Units
The Individualized Learning Plan (ILP) is created in partnership with the Induction candidate, Induction program, Induction mentors, and school site administrators.

The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate’s specific teaching assignment should provide the appropriate context for the development of the overall ILP however, the candidate and the mentor may add additional goals based on the candidate’s professional interests such as. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The ILP must include each candidate’s goals for implementing the ILP under each CSTP (1-6). Each candidate will be required to document and demonstrate the successfully completion of outlined ILP activities throughout the Induction program.

EDUC31696: Continuum of Teaching Practice for Induction ILP I - 3.00 Units
Induction candidates engage in the Plan, Teach, Reflect, Apply process with Induction program, Induction mentors, Site-Based Induction Partners, and school site administrators who will assist in the completion of the inquiry process through reflective conversations, observations, feedback, and mentorship.

Candidates will focus on the ILP goals aligned to CSTP 1: Engaging & Supporting All Students In Learning and CSTP 6: Developing As A Professional Educator in order to support outcomes to practice and refine teaching practices.

The candidates will focus more in-depth information about their students and families, school, district and community and reflect on the effect that this information will have on their classroom environment and instructional practice. This includes the demonstration of but not limited to some of the following teaching practices: Using knowledge of students to engage them in learning Connecting learning to students’ prior knowledge, backgrounds, life experience, and interests Connecting subject matter to meaningful, real-life contexts Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs Promoting critical thinking through inquiry, problem solving, and reflection Monitoring student learning and adjusting instruction while teaching Reflecting on teaching practice in support of student learning Establishing professional goals & engaging in continuous & purposeful professional growth and development Working with families to support student learning Engaging local communities in support of the instructional program Managing professional responsibilities to maintain motivation and commitment to all students and Demonstrating professional responsibility, integrity, and ethical conduct.

EDUC31697: Continuum of Teaching Practice for Induction ILP II - 3.00 Units
Induction candidates engage in the Plan, Teach, Reflect, Apply process with Induction program, Induction mentors, Site-Based Induction Partners, and school site administrators who will assist in the completion of the inquiry process through reflective conversations, observations, feedback, and mentorship.
Candidates will focus on the ILP goals aligned to CSTP 2: Creating & Maintaining Effective Environments for Student Learning and CSTP 6: Developing As A Professional Educator in order to support outcomes to practice and refine teaching practices.

**EDUC31698: Continuum of Teaching Practice for Induction ILP III - 3.00 Units**

Induction candidates engage in the Plan, Teach, Reflect, Apply process with Induction program, Induction mentors, Site-Based Induction Partners, and school site administrators who will assist in the completion of the inquiry process through reflective conversations, observations, feedback, and mentorship.

Candidates will focus on the ILP goals aligned to CSTP 3: Understanding & Organizing Subject Matter for Student Learning and CSTP 6: Developing As A Professional Educator in order to support outcomes to practice and refine teaching practices.

The candidates will focus more in-depth information about their students and families, school, district and community and reflect on the effect that this information will have on their classroom environment and instructional practice. This includes the demonstration of but not limited to some of the following teaching practices: Demonstrating knowledge of subject matter, academic content standards, & curriculum frameworks Organizing curriculum to facilitate student understanding of the subject matter Utilizing instructional strategies that are appropriate to subject matter Using & adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students Addressing the needs of English learners and students with special needs to provide equitable access to the content Reflecting on teaching practice in support of student learning Establishing professional goals & engaging in continuous & purposeful professional growth and development Working with families to support student learning Engaging local communities in support of the instructional program Managing professional responsibilities to maintain motivation and commitment to all students and Demonstrating professional responsibility, integrity, and ethical conduct.

**EDUC31699: Continuum of Teaching Practice for Induction ILP IV - 3.00 Units**

Induction candidates engage in the Plan, Teach, Reflect, Apply process with Induction program, Induction mentors, Site-Based Induction Partners, and school site administrators who will assist in the completion of the inquiry process through reflective conversations, observations, feedback, and mentorship.

Candidates will focus on the ILP goals aligned to CSTP 4: Planning Instruction & Designing Learning Experiences For All Students and CSTP 6: Developing As A Professional Educator in order to support outcomes to practice and refine teaching practices.

The candidates will focus more in-depth information about their students and families, school, district and community and reflect on the effect that this information will have on their classroom environment and instructional practice. This includes the demonstration of but not limited to some of the following teaching practices: Using knowledge of students’ academic readiness, language proficiency, cultural background, & individual development to plan instruction Establishing and articulating goals for student learning Developing and sequencing long-term & short-term instructional plans to support student learning Planning instruction that incorporates appropriate strategies to meet the learning needs of all students Adapting instructional plans & curricular materials to meet the assessed learning needs of all students Reflecting on teaching practice in support of student learning Establishing professional goals & engaging in continuous & purposeful professional growth and development Working with families to support student learning Engaging local communities in support of the instructional program Managing professional responsibilities to maintain motivation and commitment to all students and Demonstrating professional responsibility, integrity, and ethical conduct.

**EDUC31700: Continuum of Teaching Practice for Induction ILP V - 3.00 Units**

Induction candidates engage in the Plan, Teach, Reflect, Apply process with Induction program, site-based Induction mentors, and school site administrators who will assist in the completion of the inquiry process through reflective conversations, observations, feedback, and mentorship. Candidates will focus on the ILP goals aligned to CSTP 5: Assessing Student Learning and CSTP 6: Developing As A Professional Educator in order to support outcomes to practice and refine teaching practices.

The candidates will focus more in-depth information about their students and families, school, district and community and reflect on the effect that this information will have on their classroom environment and instructional practice. This includes the demonstration of but not limited to some of the following teaching practices: Applying knowledge of the purposes, characteristics, and uses of different types of assessments Collecting & analyzing assessment data from a variety of sources to inform instruction Reviewing data, both individually and with colleagues, to monitor student learning Using assessment data to establish learning goals & to plan, differentiate, and modify instruction involving all students in self-assessment, goal setting, and monitoring progress Using available technologies to assist in assessment, analysis, and communication of student learning Using assessment information to share timely and comprehensible feedback with students & their families Reflecting on teaching practice in support of student learning Establishing professional goals & engaging in continuous & purposeful professional growth and development Working with families to support student learning Engaging local communities in support of the instructional program Managing professional responsibilities to maintain motivation and commitment to all students and Demonstrating professional responsibility, integrity, and ethical conduct.

**EDUC40001: Effective Strategies and Practices in Teaching and Training ‘Older Adults’ - 2.00 Units**

In appreciation of demographic data that forecast noteworthy increases in the number of Americans over 65 by 2050, this course offers a robust portrait of theory and practice associated with attending to the cognitive and affective needs of ‘older adults’ in diverse educational settings. The course serves as a platform to understand variations in learning styles and profiles across the age range, including motivation and commitment. Also explored are brain-compatible approaches to teaching and effective strategies to differentiate curriculum, instruction and assessment in working with older adults, including the use of current learning technologies.

**EDUC40004: AE: Foundations Implementation (K-2) - 3.00 Units**

This strand is designed for elementary educators, grades K–2, new to AVID Elementary. The strand focuses on the strategies outlined in the AVID Elementary Foundations book (provided to participants), which emphasizes the use of WICOR methodologies and strategies as a tool for success and college readiness beginning in the K–2 classroom. This strand aligns with the Foundations 3–6 strand, but is designed with developmentally appropriate on-ramps as seen through the lens of a primary classroom. As a result of this strand, participants will develop a clear understanding of WICOR, AVID Elementary Essentials, and the role of the K–2 classroom in the AVID Schoolwide system, in order to differentiate instruction for students and create an environment that promotes a culture of student success.

**EDUC40005: AE: Foundations Implementation (3-6) - 3.00 Units**

This strand is designed for grades 3–6 educators who are new to AVID Elementary. Participants will practice and discuss strategies, activities, and
lessons focused on WICOR methodologies in order to facilitate students’ access to rigorous academics across all content areas. As a result of this strand, participants will develop a clear understanding of WICOR and their role in an AVID Schoolwide system that provides differentiated instruction to students to help develop a culture of student success, academic achievement, and college and career awareness.

EDUC40006: AE: Bridges Implementation - 3.00 Units
This strand is designed for a wide variety of educators. If you are an AVID Elementary educator who works directly with students in grades 6–8, this would be a great strand choice for you. If you are teaching at a middle school that does not have an AVID Elective class at your grade level, this would also be an appropriate strand to take. If your school is K–8, Bridges Implementation is a good choice for anyone teaching grades 6–8. Participants will be trained in AVID WICOR methodologies and strategies in order to facilitate students’ access to rigorous content. This strand will provide activities to make site team connections that create an environment promoting a culture of student success, academic achievement, and college readiness.

EDUC40007: AE: Just WICORize It! - 3.00 Units
This strand is designed for experienced AVID Elementary educators and site teams, with guidance and support for developing engaging and rigorous instruction within their daily lessons through incorporation of embedded AVID Elementary methodologies and WICOR strategies. Teams will engage in the process of identifying effective AVID Elementary WICOR strategies and will plan lessons that embed these strategies, as well as differentiation, for instruction across core content. Educators/teams are supported during the process, with resources and guidance as well as opportunities for collaboration, and will leave with experience and greater expertise in developing differentiated WICOR-ized lessons that facilitate students’ access to rigorous content.

EDUC40008: AE: The Art of Inquiry - 3.00 Units
The Art of Inquiry is designed for experienced AVID Elementary educators who are ready to delve deeply into strengthening their students’ and their own abilities to think critically and question systematically across content areas. Teachers should have at least one year of implementation experience to scaffold to this next level of metacognition and inquiry. Participants will examine ways to build an inquiry-rich classroom culture and to use WICOR strategies to implement new inquiry techniques. Participants will explore ways to support the focus of their site team in the development of inquiry across all content areas and levels.

EDUC40009: AE: Leadership for Implementation - 3.00 Units
This strand is reserved for AVID Elementary site administrators or central office administrators overseeing the implementation of AVID Elementary within active AVID Elementary sites. As instructional leaders, AVID Elementary administrators will focus on the AVID Elementary 4 Essentials, initial implementation, and core strategies to guide implementation toward a strong AVID Elementary system. The roles and responsibilities involved in site implementation will also be explored, with opportunities to engage in conversations and activities to promote leadership and implementation with fidelity.

EDUC40010: AE: Leadership for Advancing - 3.00 Units
This strand is reserved for experienced AVID Elementary site administrators or central office administrators overseeing the implementation of AVID Elementary within active AVID Elementary sites. As Instructional Leaders, AVID Elementary Administrators will build upon their experience with the AVID Elementary Four Essentials with the goal of moving AVID implementation forward toward AVID Certification. Participants will develop a deeper understanding of how instruction, culture, leadership and systems impact schoolwide student success. Conversations and activities to maintain implementation and develop the skills and tools necessary to lead change will also be explored.

EDUC40011: AVID District Leadership 1 - 3.00 Units
AVID District Leadership training comprises five training sessions that AVID Center provides to individuals designated as AVID District Directors to prepare them to support and sustain AVID implementation in their districts. AVID District Directors have many responsibilities. They ensure that AVID sites in their districts implement AVID with fidelity, they monitor and evaluate AVID Certification and data collection submissions for their district sites, and they attend the five sessions of AVID District Leadership (ADL) training. ADL training sessions are designed to include rich content and relevant research studies on academic achievement and AVID. Over the courses of these sessions, participants will: learn to navigate the wealth of AVID curriculum in the AVID libraries calibrate through hands-on activities visit AVID National Demonstration schools learn the AVID College Readiness System, along with its data-driven components refine their coaching skills and deepen their understanding of AVID’s Certification System. The first of five ADL training sessions, AVID Core, focuses on: understanding the elementary and secondary program Essentials as they relate to the fidelity of AVID implementation building a strong foundation of support in the grade level implementation in elementary and the AVID Elective class in secondary supporting and coaching sites through the AVID Certification process and the schoolwide implementation of AVID strategies.

EDUC40012: Advancing the DD Role - 3.00 Units
This strand is designed for experienced and veteran AVID Elementary and Secondary District Directors (DDs) who have completed some or all AVID District Leadership (ADL) for Elementary and/or Secondary sessions. The focus of this strand is on the continuation of deepening leadership and expansion strategies, as related to AVID’s College Readiness System and Path to Schoolwide, through professional learning and collaborative discourse. The strand includes updates on AVID curriculum and initiatives to meet the needs of returning District Directors.

EDUC40013: Implementation: HS - 3.00 Units
This strand is reserved for first-year AVID Elective classroom teachers and AVID coordinators who teach the AVID Elective class and may also coordinate the AVID College Readiness System at their high school site. This strand focuses on the academic and organizational skills needed to effectively advocate for AVID students and implement the AVID Secondary 11 Essentials.

EDUC40014: Implementation: MS - 3.00 Units
This strand is reserved for first-year AVID Elective classroom teachers and AVID coordinators who teach the AVID Elective class and may also coordinate the AVID College Readiness System at their middle school site. This strand focuses on the academic and organizational skills needed to effectively advocate for AVID students and implement the AVID Secondary 11 Essentials.

EDUC40015: Tutorology - 3.00 Units
This strand is designed for experienced AVID Elective teachers, AVID coordinators, and designated site team members. Participants will learn to train, monitor, and coach tutors and students in implementing rigorous tutorials that increase student achievement. Please note that if you have already been trained in the 2012 Tutorology materials to meet Certification requirements, AVID recommends that you take a different strand.

EDUC40016: Advancing the AVID Elective: MS and HS - 3.00 Units
This strand is reserved for experienced AVID Elective teachers and focuses on continuous improvement of the AVID Elective class through advanced
implementation of WICOR methodologies and instructional practices that support all students. Participants will explore methods of evaluating the student success rate of the AVID Core Elements and help students get to the “why” of what they are learning by increasing the rigor of tutorials and collaborative study groups. Participants will increase their practice of vertical articulation, as well as clarify the roles of teacher, student, and parent leaders through implementation of the AVID Secondary 11 Essentials for grades 6–12 at their site through increased fidelity, both within the AVID Elective class and schoolwide.

EDUC40017: Essential Academic Skills for College Readiness - 3.00 Units
This strand is designed for high school teachers experienced with AVID methodologies and focuses on four academic skills essential for college readiness: analyzing a prompt selective and purpose-driven reading focused note-taking and integrating sources into texts. The text provided (AVID College Readiness: Working with Sources Grades 11–12 Teacher Guide) was written primarily for high school juniors and seniors, but the practical resources and strategies are applicable to enhancing reading, writing, and critical thinking skills at all secondary grade levels.

EDUC40018: Leadership for Implementation: HS - 3.00 Units
This strand is designed for secondary leaders (administrators and AVID site coordinators who are not AVID Elective teachers) with no prior AVID experience. The focus of this strand is the AVID Secondary 11 Essentials, their initial implementation, and core strategies to guide implementation toward a stronger AVID Secondary system. The broader concepts of AVID Schoolwide and the AVID College Readiness System are also introduced and discussed. Additionally, break-out sessions will provide AVID site coordinators and administrators with opportunities to look more deeply at their specific roles and responsibilities in implementing the AVID College Readiness System at their sites. This strand will be combined with Leadership for Implementation: Middle School.

EDUC40019: Leadership for Implementation: MS - 3.00 Units
This strand is designed for secondary leaders (administrators and AVID site coordinators who are not AVID Elective teachers) with no prior AVID experience. The focus of this strand is the AVID Secondary 11 Essentials, their initial implementation, and core strategies to guide implementation toward a stronger AVID Secondary system. The broader concepts of AVID Schoolwide and the AVID College Readiness System are also introduced and discussed. Additionally, break-out sessions will provide AVID site coordinators and administrators with opportunities to look more deeply at their specific roles and responsibilities in implementing the AVID College Readiness System at their sites. This strand will be combined with Leadership for Implementation: High School.

EDUC40020: Leadership for Advancing - 3.00 Units
This strand is designed for secondary leaders (administrators and site coordinators who are not AVID Elective teachers) with at least one year of AVID leadership experience. In a combined middle school/high school section that promotes vertical articulation, leaders who are advancing their AVID Secondary system into its second year and leaders who are in their first year but have previous experience with AVID (as an AVID Elective teacher or AVID coordinator) will build upon the AVID Secondary 11 Essentials with the goal of moving AVID implementation forward, toward AVID Certification. Focusing on the Certification Self-Study (CSS) and the many important elements that must be supported in order to reach a given level of AVID Certification, strand participants will develop a deeper understanding of the AVID College Readiness System and of how instruction, systems, leadership, and culture each impact a site’s ability to achieve schoolwide impact.

EDUC40021: Leadership for AVID Schoolwide - 3.00 Units
This strand is designed for leaders (administrators and AVID site coordinators who are not AVID Elective teachers) who have at least two years of AVID leadership experience, who come from sites that have achieved AVID Certification, and who are ready to deepen the impact of their AVID implementation. Participants will understand how the four domains of instruction, systems, leadership, and culture impact change. The focus of the strand will be to enhance sustainability of the AVID College Readiness System at participants’ schools and to embrace AVID’s mission of ensuring college readiness for AVID Elective students and improved academic performance for ALL students based on increased opportunities. Prior participation in both the Leadership for Implementation and Leadership for Advancing strands is strongly recommended. In addition, individuals are encouraged to attend this strand as members of a site leadership team to maximize the potential of this professional learning and the impact at their school.

EDUC40022: Counseling: HS - 3.00 Units
This strand is designed for high school counselors new to AVID and focuses on developing knowledge, skills, and understanding of the AVID College Readiness System. Participants will experience AVID methodologies as they learn the school counselor’s role in the site team, data collection, student recruitment and retention, articulation, implementation of the AVID Secondary 11 Essentials, and support for the AVID Elective class. Strategies are emphasized that increase student access and success in rigorous courses that will prepare them to be college- and career-ready. Resources specific to high school will be shared.

EDUC40023: Counseling: MS - 3.00 Units
This strand is designed for middle school counselors new to AVID and focuses on developing knowledge, skills, and understanding of the AVID College Readiness System. Participants will experience AVID methodologies as they learn the school counselor’s role in the site team, data collection, student recruitment and retention, articulation, implementation of the AVID Secondary 11 Essentials, and support for the AVID Elective class. Strategies are emphasized that increase student access and success in rigorous courses that will prepare them to be college- and career-ready. Resources specific to middle school will be shared.

EDUC40024: Preparing for College - 3.00 Units
This strand is designed for counselors, teachers, site coordinators and administrators, and those involved in college-readiness support programs who are experienced with AVID concepts and methodologies. The strand will focus on how to support AVID students (especially those in grades 11 and 12) with the college application process, including financial aid and scholarship opportunities, college admissions, college entrance exams, gender inequity, and college “fit.” Strategies will also be shared on how to establish and expand a college-going culture schoolwide.

EDUC40025: AVID District Leadership 1 - 3.00 Units
AVID District Leadership training comprises five training sessions that AVID Center provides to individuals designated as AVID District Directors to prepare them to support and sustain AVID implementation in their districts. AVID District Directors have many responsibilities. They ensure that AVID sites in their districts implement AVID with fidelity, they monitor and evaluate AVID Certification and data collection submissions for their district sites, and they attend the five sessions of AVID District Leadership (ADL) training. ADL training sessions are designed to include rich content and relevant research studies on academic achievement and AVID. Over the courses of these sessions, participants will: learn to navigate the wealth of AVID curriculum in the AVID libraries calibrate through hands-on activities visit AVID National Demonstration schools learn the AVID College Readiness System, along with its data-driven components refine their coaching skills and deepen their understanding of AVID’s Certification System. The first of
five ADL training sessions, AVID Core, focuses on: understanding the elementary and secondary program Essentials as they relate to the fidelity of AVID implementation building a strong foundation of support in the grade level implementation in elementary and the AVID Elective class in secondary supporting and coaching sites through the AVID Certification process and the schoolwide implementation of AVID strategies.

EDUC40026: Advancing the DD Role - 3.00 Units
This strand is designed for experienced and veteran Elementary and Secondary District Directors (DDs) who have completed some or all AVID District Leadership (ADL) for Elementary and/or Secondary sessions. The focus of this strand is on the continuation of deepening leadership and expansion strategies, as related to AVID's College Readiness System and Path to Schoolwide, through professional learning and collaborative discourse. The strand includes updates on AVID curriculum and initiatives to meet the needs of returning District Directors.

EDUC40027: Emerging Demo Schools - 3.00 Units
This strand is designed for sites that have received a recommendation to enter the Coaching Cycle of Readiness for Emerging National Demonstration Schools by the AVID District Director through the AVID Divisional Office. Participants in this strand—primarily teams consisting of an AVID site coordinator, a site administrator, and an optional site team member—will understand AVID's expectations, procedures, responsibilities, and guidelines governing AVID National Demonstration Schools. The roles and responsibilities in supporting the school during the coaching cycle in a schoolwide AVID College Readiness System, including the district director, coordinator, site team, and administrator, will be reviewed with an emphasis on college readiness Schoolwide AVID rigorous tutorials and all aspects of the application process, including preparation for the Validation Visit. Continuing Demonstration Schools preparing for a Revalidation Visit are strongly encouraged to send any new AVID site coordinators and/or site administrators to the appropriate leadership or AVID Elective teacher strands.

EDUC40028: Writing: MS/HS - 3.00 Units
This strand is designed for subject-area teachers (grades 6–12) and AVID Elective teachers interested in infusing more strategic writing in their classes. The content will focus on the Middle Level Writing with Integrated Reading and Oral Language and High School Writing teacher guides (both texts are provided to each participant.) Participants will practice the writing process for narrative (reflective), persuasive (argument), and expository writing styles. Participants will practice and discuss specific lessons, engage in numerous strategies, define the role that writing instruction plays in the AVID Elective and subject classes, and discuss models for effective implementation. Participants will also learn how to use the writing teacher guides as resources for diagnostic and differentiated lesson development.

EDUC40029: English Language Arts: Reading - 3.00 Units
This strand is designed for English/Language Arts teachers (grades 6–12) who are new to AVID concepts and methodologies. Participants will apply strategies from AVID’s The Write Path English Language Arts: Exploring Texts with Strategic Reading curriculum resource (provided to participants). A primary focus of the strand is a critical reading process that includes the following strategies: planning for reading, prereading, building vocabulary, interacting with the text, and extending beyond the text. Writing, Inquiry, Collaboration, and Organization are included as tools for developing critical reading skills across genres, from the foundational to the advanced levels. Participants will examine strategies for scaffolding students through rigorous texts in the English Language Arts class with an emphasis on college readiness.

EDUC40030: English Language Arts: Writing and Speaking - 3.00 Units
This strand is designed for English/Language Arts teachers (grades 6–12) with some experience in AVID concepts and methodologies. Participants will experience and learn about strategies from AVID's The Write Path English Language Arts: Informing Ourselves and Others Through Writing and Speaking resource (provided to participants) with the primary focus on writing and oral language. Additionally, participants will explore writing processes and writing-to-learn strategies, as well as techniques for supporting students’ discussion and oral language skills. Inquiry, Collaboration, Organization, and Reading are included as tools for developing writing and speaking skills, from foundational to advanced levels. Participants will examine strategies for scaffolding students through rigorous curriculum in the language arts class with an emphasis on college readiness. Please note that basic AVID concepts and methodologies that are covered in the curriculum guide titled The Write Path English Language Arts: Exploring Texts with Strategic Reading (specifically Cornell Notes, Socratic Seminar, and Philosophical Chairs) will not be covered in depth in this strand.

EDUC40031: Academic Language and Literacy - 3.00 Units
This strand is designed for schoolwide content teachers to support academic language and literacy in elementary through higher education classroom settings. Utilizing WICOR with intentional language development practices, participants will engage in fostering culture and language development while increasing listening, speaking, reading, and writing literacy for Academic Language Learners. All students are Academic Language Learners therefore, AVID Schoolwide team members will experience opportunities to gain insight and align philosophies, resulting in ALL truly meaning ALL on the road to college and career success.

EDUC40032: AVID Excel Implementation - 3.00 Units
This strand is reserved for brand-new AVID Excel teachers in established AVID Excel districts and newly implementing AVID Excel district teams. An AVID Excel district team is made up of AVID Excel teachers, site administrators, ELL coordinators and AVID Excel district leaders. The strand will provide the opportunity for participants to identify the organizational principles of the AVID Excel program and to explore the foundational instructional routines of the AVID Excel curriculum.

EDUC40033: AVID Excel Scholar Groups/Tutorials - 3.00 Units
This is the Year 2 AVID Excel strand, which is reserved for AVID Excel teachers, administrators, and district leaders who have previously attended the AVID Excel implementation strand. Participants will learn to train, monitor, and coach tutors and students in implementing rigorous Scholar Groups and Tutorials while maintaining a focus on academic language development.

EDUC40034: History/Social Science: High Engagement - 3.00 Units
This strand is designed for history/social science teachers (grades 6–12) who are interested in applying highly engaging strategies to increase critical thinking and rigor in the classroom. Participants will focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies to scaffold activities in the history/social science classroom. High-engagement strategies examined in this strand include Cornell note-taking, primary source analysis, interacting with text, vocabulary building, and performance activities. This strand reinforces AVID Schoolwide, and each participant will receive AVID’s The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide.

EDUC40035: History/Social Science: Inquiry - 3.00 Units
This strand is designed for history/social science teachers (grades 6–12) who are interested in applying rigorous instructional strategies to prepare students for challenging honors and advanced classes. Using primary and
secondary sources, participants will engage in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies as tools for bringing historical inquiry into the history/social science classroom. This strand will teach, model, and coach through the elements of Cornell notes, writing with original thought, primary source analysis, document-based questions, and a range of academic language discussion group activities. This strand is organized to reinforce the strengths of vertical team articulation and the integration and connection to AVID Launches and Boosts. Each participant will receive The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide.

EDUC40036: Mathematics 1 - 3.00 Units
This strand is designed for mathematics teachers new to AVID concepts and methodologies. This strand focuses on strategies outlined in AVID’s The Write Path I Mathematics Teacher Guide (provided to participants), which emphasizes the use of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) as tools for learning in the mathematics classroom. Participants will also explore techniques for implementing WICOR strategies in mathematics courses, including: Cornell notes, Philosophical Chairs discussions, vocabulary strategies, reading in mathematics, and effective collaborative strategies. Participants will also learn about the basics of AVID and how to support the AVID system in their respective schools. Mathematics 1 is organized to reinforce the strengths of vertical team articulation.

EDUC40037: Mathematics 2 - 3.00 Units
This strand is designed for mathematics teachers who have taken the Mathematics 1 strand and are experienced with AVID strategies and methodologies. This strand will introduce additional vocabulary and WICOR strategies as well as deepen participants’ understanding of AVID methodologies practiced in Mathematics 1. The focus of the strand will be on ensuring that all students gain access to rigorous instruction through dynamic and engaging activities. Mathematics 2 is organized to reinforce and strengthen vertical team articulation.

EDUC40038: Science 1 - 3.00 Units
This strand is designed for science teachers who want to apply AVID concepts and methodologies to the science content areas. Focusing on the strategies in AVID’s The Write Path I Science Teacher Guide (provided to participants), this strand emphasizes the use of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) as support structures for learning in the science classroom. Participants will learn how to apply WICOR methodologies to strengthen student processing of science content. The strand incorporates strategies for implementing critical reading and writing-to-learn processes, Cornell notes, interactive notebooks, effective use of discussion, and experimental design in science courses. Science 1 is organized to reinforce the strengths of vertical team articulation.

EDUC40039: Science 2 - 3.00 Units
This strand is designed for science teachers continuing their training in AVID methodologies. These teachers are experienced with WICOR strategies and are interested in achieving a better understanding of the rigor required to prepare students for challenging science courses. Participants will examine ways to engage students in interacting with and reflecting on content in order to develop and deepen knowledge. The strand incorporates additional WICOR strategies through intensive hands-on and mind-on activities that use the interactive notebook and the critical reading process to support rigorous instruction for all students.

EDUC40040: Critical Reading 1 - 3.00 Units
This strand is designed for experienced AVID Elective teachers and all subject-area teachers. Critical Reading 1 focuses on the explicit teaching of active reading strategies that help students gain a deep understanding of expository texts. Participants will engage in activities that demonstrate the proven effectiveness of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies.

EDUC40041: Critical Reading 2 - 3.00 Units
This strand is designed for experienced AVID Elective teachers and subject-area teachers. This strand builds upon the reading strategies covered in Critical Reading 1, moving beyond ways of reading texts and into ways of writing about texts. Critical Reading 2 supports the Essential Academic Skills for College Readiness strand and addresses various college-level writing concerns.

EDUC40042: CRT: Transforming Educators - 3.00 Units
This strand is designed for AVID administrators, coordinators, AVID Elective teachers, and site team members who are ready to work with their sites to conduct a self-examination and address issues of race, class, gender, sexual orientation, and accountability through a growth mindset. The strand will provide a framework of effective methodologies that validate the culture of all students in the classroom and on the campus. These research-based strategies will enhance the site’s curriculum and make relevant learning connections to increase subject-matter comprehension. As a result of attending this strand, participants will be able to create multi-dimensional lessons and differentiated evaluations, while incorporating rigor through various learning styles.

EDUC40043: CRT: Empowering Students - 3.00 Units
The cultural, ethnic, and linguistic diversity of our students brings value and assets to our classrooms and communities. The Culturally Relevant Teaching: Empowering Students strand brings educators together to explore strategies and lessons that help empower students through examination, validation, and celebration of their own and others’ cultures. Come ready to engage with colleagues in community-building activities and critical conversations around race, gender, class, sexual orientation, and other culturally relevant topics, all designed to equip participants with practical strategies for empowering students in our classrooms, schools, and districts. This strand welcomes all school and district staff, and provides a forum for everyone to collaborate around equity and culturally relevant practices in support of our students.

EDUC40044: Student Success - 3.00 Units
This strand is designed for teachers of subject-area elective courses, such as business, computer applications, visual and performing arts, and physical education. Participants will gain an understanding of how college readiness can be supported in all subject areas. Additionally, participants will learn about AVID methodologies and WICOR strategies, such as goal-setting, focused note-taking, organization, and time management. This strand will focus on incorporating these college-readiness skills into all classes, from physical education to visual arts, in both middle school and high school.

EDUC40045: AVID Career/Technical Education - 3.00 Units
This strand is recommended for CTE instructors and leaders new to AVID. Upon completion of this strand, participants will be able to incorporate AVID methodologies into CTE classes, programs, and academies. AVID’s WICOR (Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn) and professional employability skills support the workplace expectations that employers indicate are needed in the 21st Century. Participants will explore and experience how AVID’s teaching strategies can be utilized as “tools” to help create a teaching and learning environment that supports all CTE students to ensure college and career readiness and success.

EDUC40046: AHE: High Engagement Strategies - 3.00 Units
This strand is recommended for college and university instructors and faculty members. Strand activities will be organized using WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) and will foster discussions and reflections of teaching pedagogy and student success, while creating collaborative relationships with colleagues. Participants will model and engage in research-based, high engagement teaching strategies that will foster deeper learning and engagement in the classroom, laboratory, and the online learning environment.

EDUC40047: AHE: Teacher Preparation Initiative (TPI) Leadership - 3.00 Units
This strand is designed to support the College of Education faculty and leadership as they implement the AHE Teacher Preparation Initiative (TPI). Leadership and facilitation of the TPI campus team and TPI processes including instructional mapping and implementation will be explored through a collaborative format. AVID’s framework, methodologies, and strategies will be highlighted and modeled. Participants will learn and apply the tools and research-based background to design, lead, and implement an effective and collaborative AHE Teacher Preparation Initiative on their campuses.

EDUC40048: AHE: Collaborative Leadership - 3.00 Units
This strand is recommended for institutional leaders in both Academic and Student Affairs, including presidents, vice presidents, provosts, and deans. Participants will focus on the role of leaders in reviewing and assessing their institution’s implementation of an AVID campus plan with an emphasis on student persistence and completion. Strand activities are designed to foster the development and/or articulation of shared goals regarding student success. Using pragmatic tools and current research, participants will consider how Academic and Student Affairs can work to create and sustain collaborative efforts, as well as cultivate an institutional culture that values this work. This strand will also offer strategies for assessing and overcoming current institutional obstacles to this collaboration. Finally, strand participants will have the opportunity to reflect on their individual leadership role(s) and ways to build productive working relationships across divisions.

EDUC40049: AHE: Seminar Instructors - 3.00 Units
This session introduces participants to the importance, value, and research underpinning the AHE Seminar. The session uses interactive AVID methodology and strategies to accomplish the goals. The session is appropriate for faculty/staff who teach and work with students in seminar and content courses.

EDUC40050: AVID Career/Technical Education - 3.00 Units
This strand is recommended for CTE instructors and leaders new to AVID. Upon completion of this strand, participants will be able to incorporate AVID methodologies into CTE classes, programs, and academies. AVID’s WICOR (Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn) and professional employability skills support the workplace expectations that employers indicate are needed in the 21st Century. Participants will explore and experience how AVID’s teaching strategies can be utilized as “tools” to help create a teaching and learning environment that supports all CTE students to ensure college and career readiness and success.

EDUC40051: AHE: Liaisons - 3.00 Units
Focusing on how the AHE Liaison provides leadership, executes the AVID Campus Plan, coordinates the professional development and planning days, and completes research and assessment, this strand provides an understanding of the AHE Essential requirements and creates a professional network for effective implementation. The emphasis will be on articulating the issues confronting student success, what the research says, how institutions might turn the research into campus action plans, and how AHE can support their efforts. Returning institutions will continue to investigate and share the successes and challenges of building capacity, assuring sustainability, and enhancing support from faculty, staff, and administration. Other topics include learning community structures, the AVID cohort and control groups, and the AVID Student Center. A block of time is planned for experienced AHE liaisons to visit other strands and see their team members at work.

EDUC40052: Path to Schoolwide Academic Language and Literacy - 1.50 Units
This strand is designed for schoolwide content teachers to support academic language and literacy in elementary through higher education classroom settings. Utilizing WICOR with intentional language development practices, participants will engage in fostering culture and language development while increasing listening, speaking, reading, and writing literacy for Academic Language Learners. All students are Academic Language Learners therefore, AVID Schoolwide team members will experience opportunities to gain insight and align philosophies, resulting in ALL truly meaning ALL on the road to college and career success.

EDUC40053: Path to Schoolwide Essential Academic Skills for College Readiness - 1.50 Units
This strand is designed for high school teachers experienced with AVID methodologies and focuses on four academic skills essential for college readiness: analyzing a prompt selective and purpose-driven reading focused note-taking and integrating sources into texts. The text provided (AVID College Readiness: Working with Sources Grades 11–12 Teacher Guide) was written primarily for high school juniors and seniors, but the practical resources and strategies are applicable to enhancing reading, writing, and critical thinking skills at all secondary grade levels.

EDUC40054: Path to Schoolwide_Advancing the AVID Elective: MS and HS - 1.50 Units
This strand is reserved for experienced AVID Elective teachers and focuses on continuous improvement of the AVID Elective class through advanced implementation of WICOR methodologies and instructional practices that support all students. Participants will explore methods of evaluating the student success rate of the AVID Core Elements and help students get to the “why” of what they are learning by increasing the rigor of tutorials and collaborative study groups. Participants will increase their practice of vertical articulation, as well as clarify the roles of teacher, student, and parent leaders through implementation of the AVID Secondary 11 Essentials for grades 6–12 at their site through increased fidelity, both within the AVID Elective class and schoolwide.

EDUC40055: Path to Schoolwide_AE: The Art of Inquiry - 1.50 Units
The Art of Inquiry is designed for experienced AVID Elementary educators who are ready to delve deeply into strengthening their students’ and their own abilities to think critically and question systematically across content areas. Teachers should have at least one year of implementation experience to scaffold to this next level of metacognition and inquiry. Participants will examine ways to build an inquiry-rich classroom culture and to use WICOR strategies to implement new inquiry techniques. Participants will explore ways to support the focus of their site team in the development of inquiry across all content areas and levels.

EDUC40057: Path to Schoolwide_AE: Foundations Implementation (3-6) - 1.50 Units
This strand is designed for grades 3–6 educators who are new to AVID Elementary. Participants will practice and discuss strategies, activities, and lessons focused on WICOR methodologies in order to facilitate students’ access to rigorous academics across all content areas. As a result of this strand, participants will develop a clear understanding of WICOR and their
role in an AVID Schoolwide system that provides differentiated instruction to students to help develop a culture of student success, academic achievement, and college and career awareness.

EDUC40058: Path to Schoolwide_AE: Foundations Implementation (K-2) - 1.50 Units
This strand is designed for elementary educators, grades K–2, new to AVID Elementary. The strand focuses on the strategies outlined in the AVID Elementary Foundations book (provided to participants), which emphasizes the use of WICOR methodologies and strategies as a tool for success and college readiness beginning in the K–2 classroom. This strand aligns with the Foundations 3–6 strand, but is designed with developmentally appropriate on-ramps as seen through the lens of a primary classroom. As a result of this strand, participants will develop a clear understanding of WICOR, AVID Elementary Essentials, and the role of the K–2 classroom in the AVID Schoolwide system, in order to differentiate instruction for students and create an environment that promotes a culture of student success.

EDUC40059: Path to Schoolwide_AE: Just WICORize It! - 1.50 Units
This strand is designed for experienced AVID Elementary educators and site teams, with guidance and support for developing engaging and rigorous instruction within their daily lessons through incorporation of embedded AVID Elementary methodologies and WICOR strategies. Teams will engage in the process of identifying effective AVID Elementary WICOR strategies and will plan lessons that embed these strategies, as well as differentiation, for instruction across core content. Educators/teams are supported during the process, with resources and guidance as well as opportunities for collaboration, and will leave with experience and greater expertise in developing differentiated WICOR-ized lessons that facilitate students’ access to rigorous content.

EDUC40060: Path to Schoolwide_AE: Leadership for Advancing - 1.50 Units
This strand is reserved for experienced AVID Elementary site administrators or central office administrators overseeing the implementation of AVID Elementary within active AVID Elementary sites. As Instructional Leaders, AVID Elementary Administrators will build upon their experience with the AVID Elementary Four Essentials with the goal of moving AVID implementation forward toward AVID Certification. Participants will develop a deeper understanding of how instruction, culture, leadership and systems impact schoolwide student success. Conversations and activities to maintain implementation and develop the skills and tools necessary to lead change will also be explored.

EDUC40061: Path to Schoolwide_AE: Leadership for Implementation - 1.50 Units
This strand is reserved for AVID Elementary site administrators or central office administrators overseeing the implementation of AVID Elementary within active AVID Elementary sites. As instructional leaders, AVID Elementary administrators will focus on the AVID Elementary 4 Essentials, initial implementation, and core strategies to guide implementation toward a strong AVID Elementary system. The roles and responsibilities involved in site implementation will also be explored, with opportunities to engage in conversations and activities to promote leadership and implementation with fidelity.

EDUC40062: Path to Schoolwide_AVID Career/Technical Education - 1.50 Units
This strand is recommended for CTE instructors and leaders new to AVID. Upon completion of this strand, participants will be able to incorporate AVID methodologies into CTE classes, programs, and academies. AVID’s WICOR (Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn) and professional employability skills support the workplace expectations that employers indicate are needed in the 21st Century. Participants will explore and experience how AVID’s teaching strategies can be utilized as “tools” to help create a teaching and learning environment that supports all CTE students to ensure college and career readiness and success.

EDUC40063: Path to Schoolwide_AVID Career/Technical Education - 1.50 Units
This strand is recommended for CTE instructors and leaders new to AVID. Upon completion of this strand, participants will be able to incorporate AVID methodologies into CTE classes, programs, and academies. AVID’s WICOR (Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn) and professional employability skills support the workplace expectations that employers indicate are needed in the 21st Century. Participants will explore and experience how AVID’s teaching strategies can be utilized as “tools” to help create a teaching and learning environment that supports all CTE students to ensure college and career readiness and success.

EDUC40064: Path to Schoolwide_Counseling: HS - 1.50 Units
This strand is designed for high school counselors new to AVID and focuses on developing knowledge, skills, and understanding of the AVID College Readiness System. Participants will experience AVID methodologies as they learn the school counselor’s role in the site team, data collection, student recruitment and retention, articulation, implementation of the AVID Secondary 11 Essentials, and support for the AVID Elective class. Strategies are emphasized that increase student access and success in rigorous courses that will prepare them to be college- and career-ready. Resources specific to high school will be shared.

EDUC40065: Path to Schoolwide_Counseling: MS - 1.50 Units
This strand is designed for middle school counselors new to AVID and focuses on developing knowledge, skills, and understanding of the AVID College Readiness System. Participants will experience AVID methodologies as they learn the school counselor’s role in the site team, data collection, student recruitment and retention, articulation, implementation of the AVID Secondary 11 Essentials, and support for the AVID Elective class. Strategies are emphasized that increase student access and success in rigorous courses that will prepare them to be college- and career-ready. Resources specific to middle school will be shared.

EDUC40066: Path to Schoolwide_Critical Reading 1 - 1.50 Units
This strand is designed for experienced AVID Elective teachers and all subject-area teachers. Critical Reading 1 focuses on the explicit teaching of active reading strategies that help students gain a deep understanding of expository texts. Participants will engage in activities that demonstrate the proven effectiveness of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies.

EDUC40067: Path to Schoolwide_Critical Reading 2 - 1.50 Units
This strand is designed for experienced AVID Elective teachers and subject-area teachers. This strand builds upon the reading strategies covered in Critical Reading 1, moving beyond ways of reading texts and into ways of writing about texts. Critical Reading 2 supports the Essential Academic Skills for College Readiness strand and addresses various college-level writing concerns.

EDUC40068: Path to Schoolwide_CRT: Empowering Students - 1.50 Units
The cultural, ethnic, and linguistic diversity of our students brings value and assets to our classrooms and communities. The Culturally Relevant Teaching: Empowering Students strand brings educators together to explore strategies and lessons that help empower students through examination, validation, and celebration of their own and others’ cultures. Come ready to engage with colleagues in community-building activities and critical conversations...
EDUC40069: Path to Schoolwide_CRT: Transforming Educators - 1.50 Units
This strand is designed for AVID administrators, coordinators, and AVID Elective teachers, and site team members who are ready to work with their sites to conduct a self-examination and address issues of race, gender, sexual orientation, and accountability through a growth mindset. The strand will provide a framework of effective methodologies that validate the culture of all students in the classroom and on the campus. These research-based strategies will enhance the site's curriculum and make relevant learning connections to increase subject-matter comprehension. As a result of attending this strand, participants will be able to create multi-dimensional lessons and differentiated evaluations, while incorporating rigorous learning styles.

EDUC40070: Path to Schoolwide_English Language Arts: Reading - 1.50 Units
This strand is designed for English/Language Arts teachers (grades 6–12) who are new to AVID concepts and methodologies. Participants will apply strategies from AVID’s The Write Path English Language Arts: Exploring Texts with Strategic Reading curriculum resource (provided to participants). A primary focus of the strand is a critical reading process that includes the following strategies: planning for reading, prereading, building vocabulary, interacting with the text, and extending beyond the text. Writing, Inquiry, Collaboration, and Organization are included as tools for developing critical reading skills across genres, from the foundational to the advanced levels. Participants will examine strategies for scaffolding students through rigorous texts in the English Language Arts class with an emphasis on college readiness.

EDUC40071: Path to Schoolwide_English Language Arts: Writing and Speaking - 1.50 Units
This strand is designed for English/Language Arts teachers (grades 6–12) with some experience in AVID concepts and methodologies. Participants will experience and learn about strategies from AVID’s The Write Path English Language Arts: Informing Ourselves and Others Through Writing and Speaking resource (provided to participants) with the primary focus on writing and oral language. Additionally, participants will explore writing processes and writing-to-learn strategies, as well as techniques for supporting students’ discussion and oral language skills. Inquiry, Collaboration, Organization, and Reading are included as tools for developing original thought, primary source analysis, interacting with text, vocabulary building, and performance activities. This strand reinforces AVID Schoolwide, and each participant will receive AVID’s The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide.

EDUC40073: Path to Schoolwide_History/Social Science: Inquiry - 1.50 Units
This strand is designed for history/social science teachers (grades 6–12) who are interested in applying rigorous instructional strategies to prepare students for challenging honors and advanced classes. Using primary and secondary sources, participants will engage in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies as tools for bringing historical inquiry into the history/social science classroom. This strand will teach, model, and coach through the elements of Cornell notes, writing with original thought, primary source analysis, document-based questions, and a range of academic language discussion group activities. This strand is organized to reinforce the strengths of vertical team articulation and the integration and connection to AVID Launches and Boosts. Each participant will receive The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide.

EDUC40074: Path to Schoolwide_Implementation: HS - 1.50 Units
This strand is reserved for first-year AVID Elective classroom teachers and AVID coordinators who teach the AVID Elective class and may also coordinate the AVID College Readiness System at their high school site. This strand focuses on the academic and organizational skills needed to effectively advocate for AVID students and implement the AVID Secondary 11 Essentials.

EDUC40075: Path to Schoolwide_Implementation: MS - 1.50 Units
This strand is reserved for first-year AVID Elective classroom teachers and AVID coordinators who teach the AVID Elective class and may also coordinate the AVID College Readiness System at their middle school site. This strand focuses on the academic and organizational skills needed to effectively advocate for AVID students and implement the AVID Secondary 11 Essentials.

EDUC40077: Path to Schoolwide_Leadership for AVID Schoolwide - 1.50 Units
This strand is designed for leaders (administrators and AVID site coordinators who are not AVID Elective teachers) who have at least two years of AVID leadership experience, who come from sites that have achieved AVID Certification, and who are ready to deepen the impact of their AVID implementation. Participants will understand how the four domains of instruction, systems, leadership, and culture impact change. The focus of the strand will be to enhance sustainability of the AVID College Readiness System at participants’ schools and to embrace AVID’s mission of ensuring college readiness for AVID Elective students and improved academic performance for ALL students based on increased opportunities. Prior participation in both the Leadership for Implementation and Leadership for Advancing strands is strongly recommended. In addition, individuals are encouraged to attend this strand as members of a site leadership team to maximize the potential of this professional learning and the impact at their school.

EDUC40078: Path to Schoolwide_Leadership for Implementation: HS - 1.50 Units
This strand is designed for secondary leaders (administrators and AVID site coordinators who are not AVID Elective teachers) with no prior AVID experience. The focus of this strand is the AVID Secondary 11 Essentials, their initial implementation, and core strategies to guide implementation toward a stronger AVID Secondary system. The broader concepts of AVID Schoolwide and the AVID College Readiness System are also introduced and discussed. Additionally, break-out sessions will provide AVID site coordinators and administrators with opportunities to look more deeply at their specific roles.
and responsibilities in implementing the AVID College Readiness System at their sites. This strand will be combined with Leadership for Implementation: Middle School.

EDUC40079: Path to Schoolwide_Leadership for Implementation: MS - 1.50 Units
This strand is designed for secondary leaders (administrators and AVID site coordinators who are not AVID Elective teachers) with no prior AVID experience. The focus of this strand is the AVID Secondary 11 Essentials, their initial implementation, and core strategies to guide implementation toward a stronger AVID Secondary system. The broader concepts of AVID Schoolwide and the AVID College Readiness System are also introduced and discussed. Additionally, break-out sessions will provide AVID site coordinators and administrators with opportunities to look more deeply at their specific roles and responsibilities in implementing the AVID College Readiness System at their sites. This strand will be combined with Leadership for Implementation: High School.

EDUC40080: Path to Schoolwide_Mathematics 1 - 1.50 Units
This strand is designed for mathematics teachers new to AVID concepts and methodologies. This strand focuses on strategies outlined in AVID’s The Write Path I Mathematics Teacher Guide (provided to participants), which emphasizes the use of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) as tools for learning in the mathematics classroom. Participants will also explore techniques for implementing WICOR strategies in mathematics courses, including: Cornell notes, Philosophical Chairs discussions, vocabulary strategies, reading in mathematics, and effective collaborative strategies. Participants will also learn about the basics of AVID and how to support the AVID system in their respective schools. Mathematics 1 is organized to reinforce the strengths of vertical team articulation.

EDUC40081: Path to Schoolwide_Mathematics 2 - 1.50 Units
This strand is designed for mathematics teachers who have taken the Mathematics 1 strand and are experienced with AVID strategies and methodologies. This strand will introduce additional vocabulary and WICOR strategies as well as deepen participants’ understanding of AVID methodologies practiced in Mathematics 1. The focus of the strand will be on ensuring that all students gain access to rigorous instruction through dynamic and engaging activities. Mathematics 2 is organized to reinforce and strengthen vertical team articulation.

EDUC40082: Path to Schoolwide_Preparing for College - 1.50 Units
This strand is designed for counselors, teachers, site coordinators and administrators, and those involved in college-readiness support programs who are experienced with AVID concepts and methodologies. The strand will focus on how to support AVID students (especially those in grades 11 and 12) with the college application process, including financial aid and scholarship opportunities, college admissions, college entrance exams, gender inequity, and college “fit.” Strategies will also be shared on how to establish and expand a college-going culture schoolwide.

EDUC40083: Path to Schoolwide_Science 1 - 1.50 Units
This strand is designed for science teachers who want to apply AVID concepts and methodologies to the science content areas. Focusing on the strategies in AVID’S The Write Path I Science Teacher Guide (provided to participants), this strand emphasizes the use of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) as support structures for learning in the science classroom. Participants will learn how to apply WICOR methodologies to strengthen student processing of science content. The strand incorporates strategies for implementing critical reading and writing-to-learn processes, Cornell notes, interactive notebooks, effective use of discussion, and experimental design in science courses. Science 1 is organized to reinforce the strengths of vertical team articulation.

EDUC40084: Path to Schoolwide_Science 2 - 1.50 Units
This strand is designed for science teachers continuing their training in AVID methodologies. These teachers are experienced with WICOR strategies and are interested in achieving a better understanding of the rigor required to prepare students for challenging science courses. Participants will examine ways to engage students in interacting with and reflecting on content in order to develop and deepen knowledge. The strand incorporates additional WICOR strategies through intensive hands-on and mind-on activities that use the interactive notebook and the critical reading process to support rigorous instruction for all students.

EDUC40085: Path to Schoolwide_Student Success - 1.50 Units
This strand is designed for teachers of subject-area elective courses, such as business, computer applications, visual and performing arts, and physical education. Participants will gain an understanding of how college readiness can be supported in all subject areas. Additionally, participants will learn about AVID methodologies and WICOR strategies, such as goal-setting, focused note-taking, organization, and time management. This strand will focus on incorporating these college-readiness skills into all classes, from physical education to visual arts, in both middle school and high school.

EDUC40086: Path to Schoolwide_Tutorology - 1.50 Units
This strand is designed for experienced AVID Elective teachers, AVID coordinators, and designated site team members. Participants will learn to train, monitor, and coach tutors and students in implementing rigorous tutorials that increase student achievement. Please note that if you have already been trained in the 2012 Tutorology materials to meet Certification requirements, AVID recommends that you take a different strand.

EDUC40087: Path to Schoolwide_Writing: MS/HS - 1.50 Units
This strand is designed for subject-area teachers (grades 6–12) and AVID Elective teachers interested in infusing more strategic writing in their classes. The content will focus on the Middle Level Writing with Integrated Reading and Oral Language and High School Writing teacher guides (both texts are provided to each participant.) Participants will practice the writing process for narrative (reflective), persuasive (argument), and expository writing styles. Participants will practice and discuss specific lessons, engage in numerous strategies, define the role that writing instruction plays in the AVID Elective and subject classes, and discuss models for effective implementation. Participants will also learn how to use the writing teacher guides as resources for diagnostic and differentiated lesson development.

EDUC40088: Path to Schoolwide_Essential Academic Skills for College Readiness - 1.50 Units
This strand is designed for high school teachers experienced with AVID methodologies and focuses on four academic skills essential for college readiness: analyzing a prompt selective and purpose-driven reading focused note-taking and integrating sources into texts. The text provided (AVID College Readiness: Working with Sources Grades 11–12 Teacher Guide) was written primarily for high school juniors and seniors, but the practical resources and strategies are applicable to enhancing reading, writing, and critical thinking skills at all secondary grade levels.

EDUC40090: Teaching the Gifted and Talented: Recognizing Individual Differences - 3.00 Units
Familiarity with clusters of characteristics common to gifted people provides a basis for recognizing and understanding the individual differences and varied profiles that gifted students may exhibit. A historical perspective on the changing views of intelligence and case studies of gifted students provide
the context in which to explore their intellectual, social-emotional and creative development. The aim of this course is to help participants understand the implications of all of these factors in order to assess, program, teach and parent the gifted.

EDUC40091: Current Issues in Adult Education - 2.00 Units
As learning has become a lifelong pursuit, educators as well as the media are placing more emphasis on adulthood. This course explores some of the issues that impact adult education, with a focus on understanding the legislative process, governing boards, adult education funding sources, delivery systems, diversity among students and communities, and occupational trends as they impact adult education.

EDUC40092: Work Smart, Teach Smart: Technology Skills for the Gifted and Talented Classroom - 1.00 Units
Explore the use of technology as a tool to enhance teaching and learning in the gifted and talented classroom. This hands-on, one-day workshop presents effective teaching paradigms, integrating technology into the classroom curriculum, and technology resources. Participants will leave with practical strategies to enhance their curriculum.

EDUC40093: Fundamentals of Teaching English as a Second Language (ESL) - 3.00 Units
This course provides an overview of teaching English as a second language (ESL), beginning with a brief historical survey. Participants review basic principles of teaching ESL: listening, reading, speaking, and writing, and examine the roles of teacher and learner, materials, texts, curricula, and lesson planning. In each area, instruction combines current theory, practical information, and resources. The class concludes with information on professional ESL associations, conferences, and employment locally, nationally, and abroad.

EDUC40094: Cultural Diversity in the Classroom - 3.00 Units
This course explores the cultural and sociological factors that affect instruction and learning, including issues related to migration, immigration, racism, and prejudice. Participants learn strategies for developing cross-cultural understanding within classrooms and schools and investigate approaches to resolving conflict. Applicable to all levels of teaching.

EDUC40095: Effective Classroom Management: Intervention Strategies that Work - 1.00 Units
This course will provide teachers with specific approaches and intervention strategies that will help establish a positive classroom community, stabilize the learning environment and build solid student to teacher relationships. An emphasis will be on establishing optimum conditions for learning in the classroom and positive approaches to disruptive behavior.

EDUC40096: Foundations of Adult Education - 3.00 Units
This course features practical strategies & effective instructional techniques for holding the attention of adult learners, thereby enhancing their educational experience. Topics include ages & stages in adult development, characteristics of adult learners, adult learning/teaching styles, establishing instructor/learner relationships, overcoming barriers to learning, increasing adult motivation to learn, building problem solving & critical thinking skills, promoting self-learning in adults, enhancing knowledge through experiential learning, and dealing with diversity in the adult classroom.

EDUC40097: Instructional Practices - 3.00 Units
This course explores the current and future directions in learning and adult education, focusing on successful techniques for developing relevant and effective adult-oriented educational programs and the practical application of adult learning theory. Topics include dealing with the diversity of adult learning styles, developing dynamic instructional strategies, and using learning retention techniques. The course will also cover the educational requirements for entering the field, and information for those who are preparing to teach at the community college level.

EDUC40098: Interpersonal Relations, Communication Skills, and Guidance - 2.00 Units
Adults participating in continuing education and post secondary programs reflect a wide range of interests and are of various ages and economic levels. Because we are all unique, educators must be able to facilitate effective communication among the students. Imaginative yet reality-based methodologies and techniques are presented. Topics include the principles and behavioral laws of adult learning (with attention to special populations), group dynamics and the functions of leadership, as well as guidelines for adult educational counseling.

EDUC40099: Teaching the Gifted and Talented: Differentiating the Curriculum - 3.00 Units
This course provides approaches for differentiating the curriculum for gifted and talented learners. These approaches are based on core-curriculum modifications that work within the regular classroom as well as in other settings. Attention is given to meeting the needs of a diverse group of students. Participants will learn to create a curriculum that gives students a solid grasp of the core material while advancing their gifted abilities.

EDUC40100: Program Development for the Gifted - 3.00 Units
This course explores various program models for educating gifted students. As participants study major issues and factors affecting program development (philosophical views, general attitudes, parent involvement, funding, grouping, teacher training, collaborative efforts among programs, and parent education), they will be encouraged to share program materials from their own or their children's school districts to review current practices. Class members will be furnished with such materials and receive guidance in developing a gifted program based on an assessment of student needs and pertinent district or school factors.

EDUC40101: Strategies for Teaching the Gifted and Talented - 3.00 Units
This course focuses on teaching & learning strategies that have proved successful with gifted students, including the Hilda Taba teaching strategies, the Parnes creative problem-solving strategy, and Kohlberg's discussions of moral dilemmas. Participants investigate the assumptions underlying each strategy and the ways in which each meets gifted students' needs for differentiation. Selected strategies will be modeled in class which provides participants with opportunities for becoming proficient using the strategies and integrating them into both core and differentiated curriculums.

EDUC40102: The Next Generation Science Standards K-12 - 5.00 Units
This online course is designed for teachers in grades K-12 who want to begin to unpack the complexity of the Next Generation Science Standards. This course takes teachers through a step-by-step explanation of the standards, including how to interpret the science and engineering practices, crosscutting concepts, and disciplinary core ideas at each respective grade band. The role of curricula is discussed, as well as how Universal Design for Learning plays an important role in the assessment of the standards. Teachers will be introduced to an overview of assessment and how it applies to the Next Generation Science standards, as well as a brief overview of how to bundle some of the core ideas contained within the standards.

EDUC40103: Instruction and Management for Increased Learning - 4.50 Units
This course is designed as a professional development opportunity for practicing teachers to broaden and deepen their understanding of research-
based approaches to increased learning for students through varied instruction and strategic management in classroom practice. In doing so, teachers will explore and employ variety of technological resources to support increased learning for students. Through further discovery, reflection, and discussion of best practices, teachers will also develop personal learning goals to enhance professional progress and career advancement as educators.

**EDUC40104: Middle School Math Problem Solving (6-8) - 5.00 Units**

This online course is designed for teachers in grades 6-8 who want to help their students become critical and logical mathematical thinkers. Information on the problem-solving process is shared together with distinct suggestions for incorporating specific problem-solving strategies such as thinking logically, predicting and estimating, using a model or diagram, creating a table to find a pattern, and using an algorithm or formula. Teachers will gain valuable classroom ideas including using manipulatives, developing real-world problems, checking and explaining solutions, how to differentiate within the math classroom, as well as how to appropriately assess students in the problem-solving process.

**EDUC40105: Using Google Classroom for Teaching and Learning (K-12) - 5.00 Units**

In this course, teachers will learn how to use all the features of Google Classroom to enhance their teaching. Strategies for using the announcement, question, and assignment options to enhance the learning process will be emphasized. Strategies for differentiating instruction using the features of Google Classroom will be explored. Specific instructions for integrating Google Classroom with other Google products, as well as popular educational extensions and apps will be shared. Additionally, instructions for using the Google Classroom mobile app will be provided.

**EDUC40106: Teaching STEM Using the 5Es - 1.50 Units**

The course shows you how to design effective STEM lessons using the 5E instructional model. Under this model, developed by the Biological Science Curriculum Council, each lesson is divided into five easily remembered segments – Engage, Explore, Explain, Elaborate, and Evaluate. This approach is based on research showing that students learn more readily when they – not the teacher – are the ones assessing their existing understanding and doing the work required to improve that understanding.

The course explains the research that supports this approach and shows what to do, and what not to do, at each stage of a 5E lesson. The course also shows how to make 5E lessons even more engaging by embedding the stories of women and men from diverse background doing exciting work in STEM fields.

To build this course, we used master teachers, Chelsea Cochrane and Chris White, for the lectures, and videos of real classroom instruction as examples. The course uses excerpts from books published by Sally Ride Science in the Cool Careers in STEM series and the Key Concepts in Science series. At the end of the course you will design your own 5E lesson with an activity for each of the five stages:

1. **Engage** – Activate students’ prior knowledge and help them become engaged in a new concept.
2. **Explore** – Provide a common base of activities so students can identify current conceptions and facilitate new understanding.
3. **Explain** – Introduce concepts or skills and allow students to explain their understanding to each other.
4. **Elaborate** – Challenge and extend students’ understanding and skills.
5. **Evaluate** – Allow students to demonstrate their understanding of key concepts.

**EDUC40107: Engaging Students in Learning About Earth’s Climate - 1.50 Units**

This course is designed as a one-day workshop for STEM teachers of grades 3 – 8. After completing the workshop, participants will adapt one of the lessons presented in the workshop for use in their own classroom.

During the workshop, participants will examine STEM Modules on Earth’s climate and climate change impacts developed by Sally Ride Science. Each module presents engaging lesson plans based on the 5E-learning model (Engage, Explore, Explain, Elaborate, Evaluate) and aligned to NGSS and CCSS. Participants will have the opportunity to play the role of the student in a 5E lesson sequence by engaging in discussions about the impacts of climate change, performing hands-on activities, increasing their content knowledge and learning about new careers in climate science. After the training, participants will gain access to the Sally Ride Science modules. They will customize one of the 5E lessons from either the Earth’s Climate Module or the Climate Change Impacts Module for use in their own classroom and submit their customized lesson plan as well as feedback on classroom implementation.

**EDUC40111: Preparing English Language Learners (ESL/ELL/ENL) for Success (K-6) - 5.00 Units**

Do you find yourself struggling for ways to better assist your English language learners? This online course is designed for teachers in grades K-6 who want to build a solid foundation in best practices for their ELLs while still keeping true to the Common Core State Standards. Information on ENL best practices is shared as well as specific strategies for incorporating them into the teaching of reading, writing, speaking and listening, mathematics, science, and social studies. Teachers will gain a solid understanding of the various ESL models and how to grow their ELL students’ vocabularies and comprehension by setting goals, using their home language and culture, and communicating with caregivers.

**EDUC40112: Teaching STEM and NGSS at the Primary Level (K-2) - 5.00 Units**

This course takes K-2 teachers through a step-by-step explanation of the standards and includes examples and suggestions of how to incorporate them into your science classroom. The course also guides you through how to interpret the science and engineering practices, crosscutting concepts, and disciplinary core ideas at the K-2 level. The 5Es of inquiry-based science are discussed, as well as how Universal Design for Learning, multiple intelligences, and STEM strategies all work together to connect the design and implementation of science lessons, labs, and stations. Teachers will be introduced to an overview of assessment and how it applies to the Next Generation Science standards, as well as a brief overview of how to manage an inquiry-based classroom.

**EDUC40113: LAUSD Module 1: Brain-Compatible Learning - 4.00 Units**

Brain-Compatible Learning provides an interactive exploration of the neurophysiology of gifted and talented education in the conceptual age, contextualized within the cognitive and affective needs of diverse gifted and talented students at the elementary and secondary levels. Rooted in the seminal work on the ‘gifted brain’ and Mihaly Csikszentmihalyi’s research on ‘Flow’, Brain Compatible Learning explores the ways in which problem-centered learning experiential and epiphanic-based learning empowerment and choice memory technology use informal/formal learning resources and practical relevance serve as catalysts for creativity and commitment within and across disciplinary areas embedded with state standards for gifted and talented students. Implications and strategies for instruction will be presented and discussed, especially as they relate to English Learners, low-SES learners and culturally and linguistically diverse learners. This course is a prerequisite for enrollment in Practicum in Gifted and Talented Education.
EDUC40114: LAUSD Module 2: Socioemotional Characteristics of the Gifted and Talented - 4.00 Units
Socioemotional Characteristics of the Gifted and Talented offers a review of the history and politics of GATE in the United States, setting the stage for a more detailed understanding of the nature of giftedness and talent. This course also explores the social and emotional characteristics unique to diverse gifted individuals, including the impacts of asynchrony perfectionism twice exceptionality among others. Special attention is paid to the needs of multicultural gifted students and English Learners. Strategies for the design and delivery of curriculum that attend to these characteristics will be presented for collaborative discussion. This course is a prerequisite for enrollment in Practicum in Gifted and Talented Education.

EDUC40115: LAUSD Module 3: Practicum in Gifted and Talented Education - 4.00 Units
Practicum in Gifted and Talented Education is a course that provides educators an opportunity to demonstrate competencies in the development and delivery of assessment-based strategies within gifted education (differentiated instruction, iconic teaching, depth and complexity, tiered assignments, and technology use, for example), connecting them together in a cohesive manner. Candidates will collaborate with the course instructor to determine an appropriate signature project based on academic and professional interests and to establish meaningful benchmarks and artifacts. This may take the form of an action research project on a topic of professional interest or a curated portfolio of work. The signature project includes organized reflections of practice and artifacts offering evidence of knowledge, skills and abilities that can be used by peers. Prerequisites: Socioemotional Characteristics of the Gifted and Talented Brain-Compatible Learning I and Instructional Strategies (LAUSD)

EDUC40116: AVID District Leadership 1 (K–12) - 3.00 Units
AVID District Leadership training comprises five training sessions that AVID Center provides to individuals designated as AVID District Directors to prepare them to support and sustain AVID implementation in their districts. AVID District Directors have many responsibilities. They ensure that AVID sites in their districts implement AVID with fidelity, they monitor and evaluate AVID Certification and data collection submissions for their district sites, and they attend the five sessions of AVID District Leadership (ADL) training. ADL training sessions are designed to include rich content and relevant research studies on academic achievement and AVID. Over the courses of these sessions, participants will: learn to navigate the wealth of AVID curriculum in the AVID libraries calibrate through hands-on activities visit AVID National Demonstration schools learn the AVID College Readiness System, along with its data-driven components refine their coaching skills and deepen their understanding of AVID’s Certification System. The first of five ADL training sessions, Understanding AVID/ACRS, focuses on: understanding the elementary and secondary program Essentials as they relate to the fidelity of AVID implementation building a strong foundation of support in the grade level implementation in elementary and the AVID Elective class in secondary supporting and coaching sites through the AVID Certification process and the schoolwide implementation of AVID strategies.

EDUC40117: AVID District Leadership 2 (K–12) - 3.00 Units
AVID Center provides five sessions of trainings for individuals designated as AVID District Directors so that they are prepared to support the implementation of AVID in their districts. The District Directors accept the responsibility of ensuring that AVID sites in their districts will implement AVID with fidelity, monitor and evaluate AVID Certification and data collection submissions of their district sites, and attend all five sessions of AVID District Leadership (ADL) training. ADL training sessions are rich in content design and include relevant research studies on academic achievement and AVID. Participants will navigate the AVID curriculum libraries, calibrate through hands-on activities, visit AVID National Demonstration Schools and high-performing elementary schools, learn the AVID College Readiness System along with its data-driven components, introduce and practice coaching skills, and deepen understanding of AVID’s Certification System.

EDUC40118: AVID District Leadership 3 (K–12) - 3.00 Units
AVID Center provides five sessions of trainings for individuals designated as AVID District Directors so that they are prepared to support the implementation of AVID in their districts. The District Directors accept the responsibility of ensuring that AVID sites in their districts will implement AVID with fidelity, monitor and evaluate AVID Certification and data collection submissions of their district sites, and attend all five sessions of AVID District Leadership (ADL) training. ADL training sessions are rich in content design and include relevant research studies on academic achievement and AVID. Participants will navigate the AVID curriculum libraries, calibrate through hands-on activities, visit AVID National Demonstration Schools and high-performing elementary schools, learn the AVID College Readiness System along with its data-driven components, introduce and practice coaching skills, and deepen understanding of AVID’s Certification System.

EDUC40119: AVID District Leadership 4 (K–12) - 3.00 Units
AVID Center provides sessions of trainings for individuals designated as AVID District Directors so that they are prepared to support the implementation of AVID in their districts. The District Directors accept the responsibility of ensuring that AVID sites in their districts will implement AVID with fidelity, monitor and evaluate AVID Certification and data collection submissions of their district sites, and attend all five sessions of AVID District Leadership (ADL) training. ADL training sessions are rich in content design and include relevant research studies on academic achievement and AVID. Participants will navigate the AVID curriculum libraries, calibrate through hands-on activities, visit AVID National Demonstration Schools and high-performing elementary schools, learn the AVID College Readiness System along with its data-driven components, introduce and practice coaching skills, and deepen understanding of AVID’s Certification System.

EDUC40120: CALIFORNIA ASSOCIATION FOR THE GIFTED Conference - 2.00 Units
California’s GATE Standards require that all teachers with gifted students in their classrooms must be trained in meeting the special needs of these students. Although it is up to local school districts to determine the requirements, many school districts look to CAG as a mark of quality training.

EDUC40121: Counseling Students with Learning Differences and ADHD - 6.00 Units
The number of students diagnosed with a learning difference has increased significantly over the past 10-15 years and consequently, the number of students with learning differences is increasing on college campuses. Students with learning differences have a great deal of potential for success at the post-secondary level. However, there are unique considerations when assisting a student with a Learning Difference (LD), ADHD or High Functioning Autism to plan for college. Considerations such as the type and scope of diagnostic testing, college selection, campus support services, use of referral sources and transition planning become vitally important in laying a solid foundation for the student’s collegiate success. This course will provide the student with an understanding of: the etiology and definition of different types of LD the important laws governing high school and college LD students the differences among college support programs throughout the United States and how to evaluate them the importance of referral sources and how to match an LD student with colleges which are a good fit. Application of the information learned in the course will
cULMINATE with a capstone project of developing a comprehensive college and transition plan for a case study student.

EDUC40122: Unleashing the Power of the NGSS and STEM (3-5) - 5.00 Units
Have you been trying to find a way to incorporate the Next Generation Science Standards into your STEM classroom using a more hands-on approach to learning? This course takes teachers of grades 3-5 through a step-by-step explanation of the standards and includes examples and suggestions of how to incorporate them into their science lessons. The course also guides teachers through how to interpret the science and engineering practices, crosscutting concepts, and disciplinary core ideas. Teachers will be introduced to various instructional models for learning, including the 5Es of inquiry, the 4E x 2 model, and Universal Design for Learning. Teachers will learn how to create an active learner-centered classroom so that various STEM strategies can be used to connect the design and implementation of NGSS-based science lessons, labs, and stations. Teachers will be introduced to an overview of assessment and how it applies to the Next Generation Science standards, as well as a brief overview of how to blend technology and flip a science classroom to make it more student-centered.

EDUC40123: Experiential Learning for Pre-Service Teachers - 4.50 Units
This course is designed as a professional development opportunity for pre-service teachers to broaden and deepen their understanding of the value of experiential learning for their students, and how to best connect real-world experiences with traditional classroom instruction. Teachers will develop practical strategies for traveling with student groups, and engaging students in the real-world classroom. Teachers will explore and discover technology tools for both educators and students to capture and reflect upon their educational travel experience. Through further discovery, reflection & discussion of best practices, teachers will gain tangible tools for expanding their teaching beyond classroom walls.

EDUC40124: Empowered Teaching & Learning - 4.50 Units
This video course offers teachers, principals and mental health professionals research-based tools designed to help you support students in taking responsibility for their behavior. Specific topics include:
- Proactively Preventing Behavior Issues
- Trauma Informed Practices (Practices, not simply awareness)
- Restorative Practices
- Behavior Management (and empowerment)
- Socio emotional skills
- Effective Feedback
- Customized Student Plans
Whether you are practical tools to use with success today for novel ways to infuse restorative and trauma-informed practices into your powerful work, this course will provide effective support. Empowered behavior is accompanied by a user-friendly workbook to help you incorporate the tools with ease.

EDUC40126: Teaching Computational Thinking for Everyone - 4.00 Units
In this course you will learn how to introduce students to the power of computation through programming in a block-based language. It’s important to recognize that our goal is not to “teach kids to program” — but to engage them with a set of computing practices and concepts appropriate for learners who may have used technology, but never understood how it works.

EDUC40127: Engaging, Motivating, and Managing Your Students (Grades 4-8) - 5.00 Units
Does your classroom seem like a nightmare at times? Let’s face it — we’ve all been there at one time or another. It doesn’t matter if you are new to the profession or a seasoned veteran, there’s no doubt about it — managing an entire classroom of students can be tough. This online course addresses some of the most daunting classroom management issues including how to keep your students motivated, working with diverse student populations, social and emotional learning, and engaging students with limited resources. Teachers will also enjoy learning about the importance of being organized and proactive, as well as how to create clear and concise rules and routines which have logical consequences. Rounding out the course is managing small groups, developing a discipline plan, and how to prevent and address bullying issues, among others.

EDUC40128: SUHSD Lesson Study Semester One - 1.50 Units
Lesson study is a form of long-term professional development in which teams of teachers collaboratively plan, research, and study their lesson instruction as a way to determine how students learn best. It is a process that deepens the interaction of a school’s professional learning community by developing the habits of self-reflection and critical thinking through very personal collaboration with their colleagues and structured observation of their students. Lesson study has the power to transform the life of a school. Participants in this process form a team, develop learning goals, design a lesson, plan how to implement the lesson and collect data, teach and observe the lesson, analyze and revise the lesson and document and disseminate findings with colleagues.

EDUC40129: Character Education for the 21st Century (K-12) - 5.00 Units
Does it often seem that students are lacking in how to show good character? Incorporating character education into your daily lessons can help your classroom run more effectively. Teachers work hard to help students become educated world citizens and whether they realize it or not, teachers are constantly modeling and teaching character education throughout the school day. This online course is designed to guide teachers through the six pillars of character education — trustworthiness, respect, responsibility, fairness, caring, and citizenship. Teachers will explore how to incorporate each of the six pillars into their daily lessons so that students are better able to make the right choices when confronted with problem situations. Throughout the course, teachers will learn specific strategies for incorporating the six pillars into their daily lessons through the use of scenarios, classroom activities, service learning projects, and literature. Teachers will learn about the relationship between character education and bullying, and how behaviors can be managed through the use of good character and strong, positive, inclusive classroom practices. Finally, teachers will learn how to use restorative justice to put the onus of good character back on their students through the use of conflict resolution and peer mediation.

EDUC40130: Principles of College Counseling - 6.00 Units
Assisting students and families through the college preparation and admission process has taken on even greater importance as higher education costs continue to rise. This course will give special attention to training in the college selection process while emphasizing the important issues impacting the profession. Participants will examine the fundamental concepts of setting up a college counseling office, while exploring the personal dimensions of working with families during one of their most crucial transitional experiences.

EDUC40131: College Counseling Strategies - 3.00 Units
College counselors have a variety of critical roles in the college admission process. This course provides training in areas of program development, including building successful programs and designing useful resources for
EDUC40132: College Counseling Practicum - 3.00 Units

The final component of the Specialized Certificate in College Counseling allows participants the opportunity to network with colleagues and apply their newly developed skills. Participants will engage in online discussions as well as research and develop a final project. This course is intended for individuals who have completed the first two courses (Principles of College Counseling &amp College Counseling Strategies) in the UCSD Extension College Counseling Certificate Program. The goal of this last course in the certificate sequence is to allow students to apply their growing knowledge of college counseling in an extended, in-depth project designed to meet their own professional needs. Students are encouraged to be aware of the larger educational issues that impact their own work as a college counselor. It is hoped that students will continue to be involved in the college counseling profession in a serious manner and see themselves as influential and ethical practitioners who value research and best practices.

EDUC40133: Math Tasks for Authentic Assessment Semester One - 1.50 Units

Performance tasks build on content knowledge, process skills, and work habits and are strategically placed in a lesson or unit to enhance learning as the student “pulls it all together.” Such performance tasks are not “add-ons” at the end of instruction. They are both an integral part of the learning and an opportunity to assess the quality of student performance. When the goal of teaching and learning is knowing and using, the performance-based classroom emerges. Performance tasks range from short activities taking only a few minutes to projects culminating in polished products for audiences in and outside of the classroom. This course will provide participants an opportunity to build, implement, analyze and evaluate tasks and it will also guide participants to analyze, evaluate and respond to resulting student work. Successful participants in this class will collaborate with course-alike colleagues to develop, implement and respond to three or more job-embedded tasks.

EDUC40134: Smart Tech Use for Equity Semester 1 - 1.50 Units

Teacher Induction in the SUHSD is a job-embedded experience where the beginning teacher candidate works closely with an experienced Mentor to generate evidence of proficiency in the California Standards for the Teaching Profession (CSTPs.) Successful candidates will address CSTPs #1-6 through completion of an Individual Learning Plan (ILP.) The ILP involves ongoing collaboration with the candidate’s Mentor, site administrators, and representatives from the Smart Tech Use for Equity leadership group candidates engage peers and colleagues via both in-person and online forums and assemble CSTP-related artifacts. Candidates work in content- and school-specific groups to plan, teach, assess, and reflect in student outcomes. They participate in professional learning communities (PLCs) that include colleagues at their own sites as well as those at schools across the district.

EDUC40135: SUHSD Lesson Study Semester One - 1.50 Units

Lesson study is a form of long-term professional development in which teams of teachers collaboratively plan, research, and study their lesson instruction as a way to determine how students learn best. It is a process that deepens the interaction of a school’s professional learning community by developing the habits of self-reflection and critical thinking through very personal collaboration with their colleagues and structured observation of their students. Lesson study has the power to transform the life of a school.

Participants in this process form a team, develop learning goals, design a lesson, plan how to implement the lesson and collect data, teach and observe the lesson, analyze and revise the lesson and document and disseminate findings with colleagues.

EDUC40136: - 1.50 Units

EDUC40137: Fundamentals of Adult Learning for Safety Instructors - 1.50 Units

This online course explores the principles of effective adult learning theory and practice offered in the context of training for safety professionals. Following from established best practice, Fundamentals offers instructors opportunities to cultivate and employ teaching strategies that value and build effectively upon the experiences and expertise of the adult learner.

EDUC40138: Responsive Classroom Management in the Primary Grades K-3 - 5.00 Units

Does it sometimes seem like your students are running your classroom, instead of the other way around? Let’s face it — we’ve all been there at one time or another. It doesn’t matter if you are new to the profession or a seasoned veteran, there’s no doubt about it — managing an entire classroom of young students can be tough. This online course addresses some of the most daunting classroom management issues including how to set boundaries and teach expectations, the important of establishing and teaching routines, keeping students motivated, working with diverse student populations, social and emotional learning, and using character education to offset bullying behaviors. Teachers will also enjoy learning about the importance of being proactive and positive, as well as how to create clear and concise rules and routines which have logical consequences.

EDUC40139: - 1.50 Units

EDUC40140: - 5.00 Units

EDUC40141: - 1.50 Units

EDUC40142: - 1.50 Units

EDUC40143: - 3.00 Units

EDUC40144: - 5.00 Units

EDUC40145: - 5.00 Units

EDUC40146: - 1.50 Units

EDUC40147: - 2.00 Units

EDUC40148: - 5.00 Units

EDUC40149: - 1.50 Units

EDUC40151: - 2.00 Units

EDUC40152: - 2.50 Units

EDUC40153: - 1.50 Units

EDUC40154: - 5.00 Units

EDUC40155: - 1.50 Units
EDUC40156: Classroom Management: You Can't Teach in Chaos (Grades K-12) - 1.00 Units
The ability to create and maintain an orderly, productive classroom environment is essential to effective teaching. There is more to effective teaching than classroom management, although well-run, stimulating, and task-oriented classrooms appear to be essential to learning. Effective classroom managers apply a systematic approach, one that requires preparation and planning. In this course participants will learn methods for increasing the amount of active learning time in the classroom. Topics include classroom management techniques teaching roles and procedures and handling discipline positively, quickly, and fairly.

EDUC40408: Teaching and Testing ESL Listening and Speaking Skills - 3.00 Units
This course presents the fundamental concepts of oral discourse as well as practical classroom techniques for teaching spoken English. Working from individual sounds to stretches of continuous speech, and considering stress, intonation, and rhythm, participants will learn effective ways to teach pronunciation. Topics include such interesting features of conversation as turn taking, the role of world knowledge, and reduced speech. Participants will also learn numerous exercises to enhance fluency and accuracy.

EDUC40454: Teaching and Testing ESL Reading and Writing Skills - 3.00 Units
This course presents the fundamental concepts of oral discourse as well as classroom techniques for teaching spoken English. Working from individual sounds to stretches of continuous speech, and considering stress, intonation, and rhythm, participants will learn effective ways to teach pronunciation. Topics include such interesting features of conversation as turn taking, the role of world knowledge, and reduced speech. Participants will also learn numerous exercises to enhance fluency and accuracy.

EDUC40556: Preparing for a Community College Career - 1.00 Units
This course is designed for individuals interested in teaching, counseling, and administrative opportunities in the community colleges. Students gain an overview of the California community college system and the clientele it serves. Instruction includes information on where to find out about job opportunities, both full and part time, as well as guidance on preparing effective job applications and resumes. Strategies will also be presented for enhancing a job seeker’s potential for receiving a job interview and the best way to prepare for it.

EDUC40658: Planning Your Lessons to be Brain-Friendly - 1.00 Units
Brain research tells us that students do best if they begin with an overview of the task to determine the following: if it’s relevant, if patterns can be found, if our multiple intelligences or senses can be used, if the learning challenge is not too much or too little, and if the learning can be fun, exciting, new or different. Choices need to be provided and constructive feedback given along with your classroom rituals and time for reflection. How can we plan brain friendly lessons? This workshop will focus on the development of specific strategies for classroom teaching and homework assignments.

EDUC40756: Culture in the Language Classroom - 3.00 Units
It is important for students learning a new language to understand the culture connected to the language. This class will help participants develop instructional strategies and practical tools for integrating culture into a language curriculum. A definition of culture is followed by an in-depth view of American culture in particular, focusing on what are considered typical, mainstream American values. Cultural differences in the classroom will also be examined and suggestions will be provided for handling a variety of cross-cultural issues.

EDUC40989: Introduction to Online Learning - 2.00 Units
This course offers an overview of distance learning: its history, current status and future progress. Participants will also receive an introduction to learning theories and be introduced to different types of online teaching course design and educational technologies. Using case studies and a historical perspective of the evolution of online teaching, students will understand the challenges and advantages of establishing a distance learning course or program. The course will discuss course design, development, implementation and evaluation and the concept of building community.

EDUC40990: Foundations of Curriculum Design and Evaluation - 2.00 Units
This course presents an overview of curriculum development & an introduction to the Instructional Systems Design Model. Participants will learn to design & evaluate curriculum, develop instructional materials, assess student learning & measure instructional outcomes for use in online classes from K-20 and beyond. Topics include preparation of course outlines & syllabi, development of lessons plans, design of evaluation instruments and an explanation of how learning objectives & evaluation strategies affect the selection of content and materials.

EDUC41005: Project-Based Learning - 1.00 Units
This course introduces participants to the exciting possibilities of project-based learning and provides them with tools and strategies to implement this approach within their own classrooms. Project-based learning involves students in complex activities that build skills and knowledge through application. With this method, predictable outcomes are achieved while allowing students the freedom to expand and define their own learning experiences. Come explore this ground-breaking method with teachers who have been applying it in their own classrooms.

EDUC41231: Advanced Curriculum Design for the Online Classroom - 3.00 Units
This class examines elements of effective instructional design for the distance learning environment. Students will learn how to create tailored instructional models based on course objectives, target audience, subject matter content, class management and assessment methods. This course will study the design of effective, reliable assessment techniques and evaluation models for online teaching. The course is comprised of three major phases of the design process (Analysis, Design, and Development) that guide students through converting or developing course material for an online course.

EDUC41232: Teaching Online Practicum - 2.00 Units
Participants in this course will create a capstone project focusing on their lessons from throughout the entire Teaching Online certificate program. This course will focus on student’s progress and practical application to current or prospective work opportunities. Students will work collaboratively with an advisor before submitting their final project.

EDUC41233: Adult Learners Capstone Portfolio - 1.00 Units
Students will work collaboratively with a program advisor to create a final portfolio. This portfolio will consist of a compilation of highlights from throughout the program and a personal review of their progress. Students will submit this portfolio to a program advisor for final review.

EDUC41266: Teaching and Training Adults in Diverse Settings - 3.00 Units
This course provides students with perspectives on working with adults from diverse backgrounds in divergent settings. This course focuses on the differentiation of teaching and training to build upon the educational and life experiences of adult learners. Special topics include: current issues in
teaching adults compacting content pacing working with non-native speakers of English and project-based teaching and training.

EDUC41267: Effective Strategies for Teaching and Training Adults - 3.00 Units
This course presents effective research-based strategies to maximize adult learning in a variety of contexts. Effective Strategies examines Androgyne, the science of adult learning, including the following topics: learning physiology of the adult brain learner demands and purpose of learning for adults roles played by instructors of adults task-focused curriculum and instruction creating a productive learning environment for adults and evaluation and assessment for adult learners.

EDUC41312: Critical Foundations in Algebra (6-8) - 2.00 Units
"Participants will focus on foundations for the instruction of algebra.
Topics include development of conceptual understanding, computational fluency, problem-solving skills, automaticity in computation, providing adequate practice, encouraging effort and persistence, setting benchmarks for key skills, use of formative assessments, instruction for struggling students, offering acceleration and enrichment for gifted students."

EDUC41323: Math Solutions-Implementing the First Grade Common Core Standards - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core State Standards for Mathematics, including both content and practice standards, at the first grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific standards as well as strategies and activities specific to supporting the standards at the first grade level. Teachers will also have gained valuable recommended resources that coincide with and will support implementation of the standards in the classroom. Teachers will be prepared to immediately begin teaching to the new standards and preparing students for assessment.

EDUC41326: Alternative Assessments - 1.50 Units
This course is designed to provide instructors with alternative ways to assess student comprehension and mastery for students in the K-12 level. This course will develop your alternative assessment techniques for assignments including projects and presentations. Topics also include new ways of utilizing traditional assessment techniques such as non-traditional ways to use and give exams, homework, and lab activities.

EDUC41345: Multimedia Project Design and Development - 5.00 Units
In this course, teachers will learn how to take the proper steps toward designing an effective plan for assigning multimedia projects in the classroom. Teachers are taught how to properly plan for the multimedia project by determining standards and setting objectives. Strategies for organizing the project, creating cooperative groups, and effectively assessing student projects are discussed. The course also explores the various stages that teachers can guide students through to ensure success in their projects. Many multimedia platforms are detailed in addition to web-based tools and software for creating media elements.

EDUC41382: Differentiation System Design: District Initiatives - 3.00 Units
This course provides the student with a perspective of neuroscience as it relates to education, with the purpose of developing a depth of understanding for district-level decision-making. The scientific and holistic (whole student) philosophical perspectives provided in this course will provide students with a knowledge base for developing an organizational system of informed and skilled practitioners who instruct through differentiated approaches. Additionally, it provides students a base of information that will assist in aligning resources to differentiated instruction to support specific learning needs.

EDUC41389: - 3.00 Units
EDUC41390: - 1.50 Units
EDUC41391: Differentiation System Design: School Practices - 3.00 Units
Differentiation System Design: School Practices, develops the focus of the differentiation lens on the development of a school learning community organized around the concept of 21st Century skills attained through site instructional system design, differentiated instructional practices, and development of higher level thinking skills and skill application. Technology plays an important role in the differentiation processes of the present and the future, and concepts and ideas will be presented and discussed in the course.

EDUC41393: Implementing a Comprehensive School Counseling Program - 3.00 Units
This course is designed for counselors and school psychologists to help students with career planning, leadership development and character development. The school counselor’s role has been redefined as one of leadership within the school counseling model. Following the American School Counselor Association (ASCA) model, this course explores how school counselors can influence systemic change through collaboration with other school professionals and how to develop a framework for a school counseling program that is preventative in design and developmental in nature.

EDUC41411: CSE3 Fluency in Information Technology for Teachers - 3.00 Units
Information technology plays an increasingly large role in both society and the individual lives of citizens. This course attempts to provide students with basic information they need to deal with information technology. It is more of a concepts course than a programming course, but some simple programming will be done as part of teaching concepts.

EDUC41412: Special Topics in Gifted and Talented Education - 2.00 Units
This course is designed to offer students an in-depth seminar on special topics in Gifted & Talented Education (GATE). This course supplements our regular GATE course offerings. The content of the course changes each time it is offered. Topics are designed to provide more detailed information and skills in specific areas. As such, the objectives of the Special Topics course are to provide participants with additional knowledge and skills to make them more effective GATE educators. The knowledge and skills each participant gains from this Special Topics course will ultimately improve their ability to contribute to course planning & design efforts.

EDUC41413: Special Topics in Teaching Online - 2.00 Units
"This course is designed to offer students an in-depth seminar on special topics in Teaching Online. This course supplements our regular Teaching Online course offerings. The content of the course changes each time it is offered. Topics are designed to provide more detailed information and/or hands-on skills in specific areas. As such, the objectives of the Special Topics course are to provide participants with additional knowledge and skills to make them more effective online educators. The knowledge and skills each participant gains from this Special Topics course will ultimately improve their ability to online course planning & design efforts."

EDUC41420: Dealing with ADD/ADHD Children - 3.00 Units
This course will provide school counselors, therapists, parents, teachers, administrators and advocates with information about the nature of Attention-Deficit Disorder (ADD) and Attention-Deficit Hyperactive Disorder (ADHD). Participants will learn the origins and causes of the disorder, how to determine a child may have the disorder, how to secure help medically and with schools, and how to provide learning environments at home and school that help an ADD/ADHD child succeed. The course will also provide strategies for parents to help their child learn effective methods to manage their disorder. Lastly, the course will provide information on federally-mandated programs that assist children with this disorder.

EDUC41426: Assessment for Performance Improvement in Schools - 2.00 Units
The goal of this course is to introduce students to the various facets of student assessments that can have impact on improving the performance of students in private, independent, and public school settings with an emphasis on the assessments as part of the education process. Topics include the use of scoring rubrics, creating and managing student portfolios, writing performance tasks, creating common assessments, and assessments for the Common Core.

EDUC41427: Change Agentry in Education: History, Culture, Politics, Systems - 2.00 Units
Change Agentry in Education is designed to provide educational leaders (teachers and administrators alike) with unique theoretical and practical perspectives on topics related to school reform in California and the United States. Armed with a cohesive understanding of the historical, cultural and political landscapes of education, students will learn to employ effective strategies (human/social capital loose coupling Tipping Points among others) to leverage change at the school site and beyond.

EDUC41428: Enhancing Creativity and Cross-Curricular Achievement Through the Arts and 'Flow' - 2.00 Units
Enhancing Creativity is designed to provide multiple- and single-subject teachers with unique and practical strategies to integrate the visual, performing and digital arts into the differentiated curriculum in ways that promote creativity and achievement for diverse learners. Pedagogies of the arts and their reciprocal cross-curricular relationships are explored, as are implications for brain-compatible learning and the infusion of intrinsic motivation and focus (‘Flow’). Metacognitive elements of arts education are introduced through proven practice and standards-based case studies, as are evaluation strategies and project planning materials.

EDUC41429: Differentiation System Design: Classroom Level - 3.00 Units
This course will focus more specifically on developing the understanding of classroom teachers and school leaders to better tailor instruction through differentiated approaches, based on the cognitive and socio-emotional needs of the variety of learners that make up most classrooms.

EDUC41431: Strategies for Implementing the Common Core Standards - 4.50 Units
In this class, teachers explore how the Common Core State Standards put students at the center of learning. They see a new emphasis on interdisciplinary skills and critical thinking skills in the area of reading, writing, speaking, and listening. Through video examples, in-depth readings, and downloadable applications teachers will discover that the CCSS have unique reading and writing standards for literacy in history, social studies, and science. Teachers learn practical ways to put the standards to work in their classroom, especially in the area of textual complexity and collaborative activities.

EDUC41433: Reading Interventions for Middle Grade Students - 5.00 Units
This course is designed for teachers who work with readers in grades 4-8 who are one to four years behind grade level. The course materials are based on current best-practices research on helping students with reading difficulties. Topics addressed in the course include assessment and diagnosis of reading difficulties, differentiation strategies, fluency skills, vocabulary development, and cognitive reading strategies. Teachers will learn how to help all students become better readers with improved comprehension skills.

EDUC41434: Teaching Real World Math - 5.00 Units
This online training course will focus on appropriate instructional tools and techniques to help teachers connect math standards to instructional practice. The content will help teachers relate math basics to everyday life. The focus will be on teaching math using real world topics students are really interested in such as sports and food. The course will also discuss real world math to help students who struggle in math to see the practical applications of what they are learning. Ideas for connecting math to literature and technology will also be shared, as well as ideas for real world math centers.

EDUC41435: Making the Most of the Internet in the Classroom - 5.00 Units
This course will focus on helping teachers make the most of the Internet in their classrooms. Teachers will learn how to conduct effective and efficient searches so that they may then progress to developing online activities and projects for students. The search skills will also help teachers find valuable resources to use in the classroom. Teachers will learn how to use Internet resources to create a WebQuest, virtual field trip, and online scavenger hunt. Other topics included in the course are citing Internet sources, digital research, information literacy, and how to do everything with Google!

EDUC41437: Implementing Kindergarten Common Core Reading Standards for Literature - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core Reading Standards for Literature at the kindergarten level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Literature Standards at the kindergarten level. Teachers will also have gained valuable classroom activity ideas as well as a wealth of recommended literature books to help them immediately begin to implement the Literature Standards.

EDUC41438: Implementing First Grade Common Core Reading Standards for Literature - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core Reading Standards for Literature at the first grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Literature Standards at the first grade level. Teachers will also have gained valuable classroom activity ideas as well as a wealth of recommended literature books to help them immediately begin to implement the Literature Standards.

EDUC41439: Implementing Second Grade Common Core Reading Standards for Literature - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core Reading Standards for Literature at the second grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Literature Standards at the second grade level. Teachers will also have gained valuable classroom activity ideas as well as a wealth of recommended literature books to help them immediately begin to implement the Literature Standards.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDUC41440: Implementing Third Grade Common Core Reading Standards for Literature</td>
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<td>EDUC41441: Implementing Fourth Grade Common Core Reading Standards for Literature</td>
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<td>EDUC41442: Implementing Fifth Grade Common Core Reading Standards for Literature</td>
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<td>EDUC41443: Study Smarter Not Harder</td>
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<td>EDUC41444: Positive Discipline: A Powerful Approach to Classroom Management</td>
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<td>EDUC41445: A Primary Teacher's Guide to Positive Discipline</td>
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<td>EDUC41446: Active and Hands-On Science Instruction</td>
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<td>EDUC41447: Putting SDAIE Theory into Practice</td>
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<td>EDUC41448: Response to Intervention in Reading K-6</td>
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<td>EDUC41450: Reading Workshop Approach for Middle Grade Students 4-8</td>
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<td>EDUC41452: Reading to Learn: Developing Strategic Reading Skills 4-12</td>
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<td>EDUC41453: Effective Strategies for New Teachers</td>
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<tr>
<td>EDUC41454: USING MICROSOFT EXCEL IN THE CLASSROOM</td>
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This course will focus on how to use Microsoft Excel 2010 in the classroom for both the teaching and the learning process. Teachers will learn how to input data and create formulas, charts, and graphs. Exciting classroom activities using Excel will also be shared. You will have the opportunity to practice many useful strategies using Microsoft Excel.

EDUC41456: Using Technology in the Classroom - 1.50 Units
This course will focus on the basics of using technology in the classroom. Participants will learn strategies for managing technology in the classroom. They will also be introduced to using Microsoft Word and Microsoft Excel for classroom projects and activities. Participants will also learn how to evaluate software for classroom use. Additionally, time will be spent on effective search strategies.

EDUC41457: The Fundamentals of Teaching English Language Development - 5.00 Units
This introductory course is designed for K-12 teachers who have little or no background teaching English language learners (ELLs). It is intended to provide participants with an overview of the fundamentals of teaching English Language Development (ELD), including the types of programs for English language learners, theories of language acquisition, approaches to teaching a second language, the stages of language acquisition, and the dynamics of English language development in the classroom.

EDUC41458: Improving Your Students’ Test Taking Skills - 5.00 Units
This online course focuses on helping teachers understand concepts related to standardized testing. In addition, it helps teachers work with students on test preparation and test taking skills. Teachers will learn how to develop instructional strategies that facilitate students as they aim for success in testing situations. Emphasis is on testing theory, helping students learn how to prepare for tests, and strategies that students can utilize while taking a test.

EDUC41461: DESIGNING AND CREATING A SCIENCE WEBQUEST - 5.00 Units
This course will focus on teaching participants how to use the Internet to find resources to enhance and support the teaching of the science curriculum through a WebQuest. A WebQuest is an inquiry-oriented activity in which most of the information students interact with comes from resources on the Internet. Participants will learn how to set goals, gather resources, and plan the science WebQuest. A template is provided for creating the online science WebQuest. Additionally, rubrics for assessing what students learned from the WebQuest are also introduced.

EDUC41462: DESIGNING AND CREATING A MATH WEBQUEST - 5.00 Units
This course will focus on teaching participants how to use the Internet to find resources to enhance and support the teaching of the math curriculum through a WebQuest. A WebQuest is an inquiry-oriented activity in which most of the information students interact with comes from resources on the Internet. Participants will learn how to set goals, gather resources, and plan the math WebQuest. A template is provided for creating the online math WebQuest. Additionally, rubrics for assessing what students learned from the WebQuest are also introduced.

EDUC41465: Effective Strategies to Improve Student Writing 4-12 - 5.00 Units
This online course focuses on helping teachers work with students on key writing skills. Specific strategies will be introduced that will improve student writing. Information on each stage of the writing process will be shared along with strategies that can be used to improve student writing. Teachers will also learn how to incorporate mini-lessons and writer’s workshop into their writing programs.

EDUC41466: Effective Strategies for Emergent and Early Writers - 5.00 Units
This online course focuses on helping teachers work with emergent and early writers. Teachers will learn many useful and practical strategies they can use to help young writers. The focus will be on developmentally-appropriate practices and writing domains. Teachers will also be introduced to each stage of the writing process in detail.

EDUC41467: Using Children’s Literature in the Classroom - 5.00 Units
This online course focuses on providing teachers with excellent lists of children’s literature and great activities for using the books in the classroom. In addition to picture books, trade books, and young adult novels, teachers will also be introduced to multicultural literature, fairy tales, folk tales, mythology, and poetry. The emphasis is also on teaching students skills and standards using quality books with an emphasis on comprehension. Teachers will also learn strategies for incorporating literature into content areas and theme units, as well as using literature in reader’s workshop and literature circles.

EDUC41469: Reaching Students Through Character Education - 5.00 Units
In this online course, participants will learn the six building blocks of character and how to explore them with students through discussions, activities, and projects. They will learn how to teach students to make the right choices in problem situations and help build their awareness of accountability for their actions. Teachers will also learn how to help students handle conflict resolution.

EDUC41470: Hands-On Learning with Math Manipulatives - 5.00 Units
This online course focuses on helping participants learn how to use math manipulatives to teach important math concepts. Participants will learn what manipulatives are and why to use them, how they connect to math standards, how to successfully teach lessons using manipulatives, and how to manage them in the classroom. Teachers will also learn how to appropriately assess lessons that use math manipulatives. Teachers will also be introduced to virtual manipulatives.

EDUC41471: Teaching Reading to Struggling Readers: Identification, Intervention, and Remediation K-3 - 5.00 Units
This course focuses on teaching reading to struggling readers. The focus is on initial and early identification of these students and then specific intervention strategies to try based on the specific skill deficit. Information includes strategies for English Language Learners and special education students. All five key elements of teaching reading are addressed in the course: phonemic awareness, phonics, fluency, comprehension, and vocabulary.

EDUC41472: Instructional Strategies for ELD and SDAIE K-12 - 5.00 Units
This course will focus on using effective instructional strategies when working with English Language Learners (ELL). Attention will be given to ELD and SDAIE strategies such as scaffolding. Teachers will be provided with specific details and instructions for using the Into-Through-Beyond approach with their English language learners. Teachers will also learn appropriate ways to assess English language learners in the classroom.

EDUC41473: Classroom Management Survival Course - 5.00 Units
This online course focuses on helping teachers with classroom management strategies. Teachers will learn many useful and practical techniques for working with students. A particular focus is effective strategies for working with difficult students. Teachers will also time learning about the importance or establishing and teaching routines. Character education will also be introduced as it relates to classroom management.
EDUC41474: Comprehension: The Key to Successful Reading K-3 - 5.00 Units
This course focuses on improving students’ comprehension skills. The course begins offering three different options for assessing comprehension. Then, teachers are introduced to a wealth of strategies that can improve and support a reader’s comprehension. Strategies presented include: anticipation guides, DRTA, questioning techniques, text structure, guided reading and reciprocal teaching.

EDUC41475: Focus on Phonics K-3 - 5.00 Units
This course focuses on effective ways to teach children to decode unknown words. Phonics basics will be emphasized along with specific ways to help students who are struggling in this area. Using context clues and structural analysis as a means of decoding will also be introduced. Teachers will also learn how to use the making words and chunking strategy and how to use reader’s workshop. The course will also focus on assessment strategies for phonics and decoding including running records, miscue analysis, and informal reading inventories.

EDUC41476: Comprehension Strategies for Middle and Upper Grades 4-12 - 5.00 Units
This course focuses on improving students’ comprehension skills. The course begins offering three different options for assessing comprehension. Then, teachers are introduced to a wealth of strategies that can improve and support a reader’s comprehension. Strategies presented include: anticipation guides, DRTA, questioning techniques, text structure, guided reading and reciprocal teaching. There is also a focus on using literature to inspire students to read.

EDUC41477: Designing and Creating a WebQuest - 5.00 Units
This course will focus on how to develop a WebQuest based on any content area. Participants will begin with content standards and then develop the WebQuest based on a theme or topic that addresses the standards. Participants will also learn how to program a WebQuest online. Internet search strategies will be emphasized in order to find WebQuest resources efficiently. Every step necessary to create a WebQuest will be explored in detail in the course.

EDUC41478: Developing Phonemic Awareness in Emergent Readers - 5.00 Units
This course focuses on developing a child’s phonemic awareness to prepare him or her to be a successful reader. The course begins with phonemic awareness assessment options. Based on the assessment results, the teacher can determine which strategies are most appropriate for each student. Instructional strategies presented in the course include: rhyming, alliteration, onset and rime, syllable segmentation, and many more. Teachers will also be introduced to the connection between phonemic awareness and writing.

EDUC41479: How to Manage Your Classroom for Student Success K-12 - 5.00 Units
This online training course will help teachers become highly effective teachers. Topics addressed in this course include engaging curriculum ideas, writing quality lesson plans (with clear objectives that address key standards), assessment techniques (including authentic assessment such as rubrics and portfolios as well as standardized Tests), themes and literature ideas, management techniques, discipline strategies (rewards and consequences), ELD techniques, and, of course, technology integration.

EDUC41480: WORD PLAY: VOCABULARY INSTRUCTION IN THE PRIMARY GRADES - 5.00 Units
This course focuses on how to improve students’ vocabulary. The course begins with options for vocabulary assessment. The results of the assessment will be used to guide instruction and select appropriate and effective instructional strategies. Strategies presented include word roots, semantic feature analysis, categorization, analogies, concept maps, traditional resources, and cloze procedure. Teachers will also be presented with information regarding the strong connection between vocabulary development and comprehension.

EDUC41482: EXPOSITORY WRITING: FOCUS ON RESEARCH REPORTS - 5.00 Units
This online course focuses on helping students learn how to write research reports. The focus will be on teaching students organizational patterns, as well as how to develop an outline and thesis statement. Teaching students how to do research and then read and paraphrase for writing will also be emphasized. Revision techniques, including the use of technology, will also be presented.

EDUC41483: VOCABULARY INSTRUCTION FOR IMPROVED READING SKILLS - 5.00 Units
This course focuses on how to improve student’s vocabulary in the middle and upper grades. The course begins with options for vocabulary assessment. The results of the assessment will be used to guide instruction and select appropriate and effective instructional strategies. Strategies presented include word roots, semantic feature analysis, categorization, analogies, concept maps, traditional resources, and cloze procedure to name just a few. Teachers will also gain ideas for creating a print-rich classroom in which reading is supported and promoted.

EDUC41485: WRITER’S WORKSHOP IN THE ELEMENTARY CLASSROOM - 5.00 Units
This online course focuses on helping teachers start a writer’s workshop program in the classroom. The focus is on the components of writer’s workshop as well as managing a writer’s workshop classroom. Considerable time is also spent on developing mini-lessons, the writing process, and all of the writing domains. Ideas for writing assignments and projects will also be shared. Strategies for conducting several types of writing conferences will be presented. Teachers will also gain ideas for using literature as an example and inspiration for writing.

EDUC41486: DESIGNING AND CREATING A VIRTUAL FIELD TRIP - 5.00 Units
This course will focus on how to develop a Virtual Field Trip based on any content area. Participants will begin with content standards and then develop the Virtual Field Trip based on a theme or topic that addresses the standards. Participants will learn how to locate relevant resources and develop an effective Virtual Field Trip. Internet search strategies will be emphasized along with practical approaches to incorporating standards into the development of the Virtual Field Trip.

EDUC41487: DIFFERENTIATED INSTRUCTION: ONE SIZE DOES NOT FIT ALL - 5.00 Units
This online training course helps teachers to analyze the learning styles and readiness of their students and effectively develop a differentiated curriculum to meet the needs of a diverse population. Teachers will gain a clear understanding of the needs of multilingual, special education, and academically diverse classrooms and learn how to adjust their lessons to accommodate the different needs and learning styles of their students. Different strategies and resources will be presented to fully embrace the differentiated instruction concept and implement differentiation into the curriculum effectively.

EDUC41488: THE SIX TRAITS OF WRITING - 5.00 Units
This course focuses on improving students’ writing skills using the six traits to enrich the writing process for primary students. The course begins offering
EDUC41498: INTEGRATING INTERACTIVE WHITEBOARDS INTO THE CURRICULUM - 5.00 Units
This course will focus on how to make the most out of an interactive whiteboard (IWB) such as, using premade templates and lessons, developing lessons, importing online resources, making the most of the assessment tools, and becoming familiar enough to utilize all the tools and resources available when developing lessons. The course will cover the different types of IWB’s, their history, benefits, and the research that has been done rating their effectiveness on student learning. Multiple strategies, suggestions, samples, and descriptions are provided in this course to allow proficiency in the basics of using an IWB in the classroom, to help with integrating its use with the existing technology, and to maximize their use for creating dynamic interactive lessons.

EDUC41499: Introduction to Online Learning for Teachers - 2.00 Units
This course is designed to orient teachers to online learning for K-12, introduce them to online learning models, expectations for virtual teachers and students, and, in an online environment, differentiating instruction, practicing time management, implementing best practices, providing effective feedback, implementing of the Common Core standards, and utilizing effective communication.

EDUC41500: Introduction to Online Learning for Administrators - 2.50 Units
This course is designed to orient administrators to online learning for K-12, introduce them to online learning models, expectations for virtual administrator, teachers and students, and, in an online environment, building stakeholder buy-in and involvement, building a school community, differentiating instruction, practicing time management, implementing best
practices, providing effective feedback, implementing of the Common Core standards, hiring and managing virtual teachers, utilizing program evaluation to measure success, leading a virtual professional learning community, and utilizing effective communication.

EDUC41501: ANTI-BULLYING STRATEGIES FOR PRIMARY GRADES - 5.00 Units
This course will inform classroom teachers about bullying at the K-3 grade levels. Teachers will learn about the myths, facts, research, and current events that surround bullying. Teachers will be introduced to the different types of bullying and the various roles involved in bullying. Effective strategies will be covered to help teachers assess, prevent, and reduce bullying in the classroom and school. Such strategies include creating positive relationships with students and integrating cooperative learning and character education into the curriculum. Teachers will understand how to properly intervene during incidents of bullying and learn how to create a safe learning environment for students.

EDUC41508: Reading and Writing Through Common Core Standards - 4.50 Units
This course is designed to give teachers the opportunity to review, analyze and integrate the Common Core Standards into their teaching practices. It shows how Common Core Standards can be impetus for whole-school reform, moving all students in every classroom to become better readers and writers. Candidates will become familiar with the Common Core in both reading and writing, view how Common Core is different from the current state standards, and how to adapt to reach Common Core. Candidates will learn how to create both lessons and authentic assessments that can be formative. This class will help develop teachers with a greater understanding of how Reading and Writing go hand in hand to reach high level thinking in students.

EDUC41509: GOOGLE AS A CLASSROOM TOOL FOR LEARNING - 5.00 Units
This course will teach educators how to effectively use Google products and services for educational purposes. Teachers will learn how to create a Google account and learn its many benefits for the classroom. Teachers will practice navigating through the general interface of Google products. The searching, organizational, communication, and collaboration components of Google products will be highlighted to help teachers develop a deeper understanding of how Google can enhance learning among and between students. Teachers will learn to utilize the basic tools of many educationally-relevant Google products and, with the use of such products, will become skilled in creating curriculum standards-based lessons that will help students learn in an efficient, effective, and engaged manner.

EDUC41512: MATH SOLUTIONS-IMPLEMENTING THE KINDERGARTEN COMMON CORE STANDARDS - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core State Standards for Mathematics, including both content and practice standards, at the kindergarten level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific standards as well as strategies and activities specific to supporting the standards at the kindergarten level. Teachers will also have gained valuable recommended resources that coincide with and will support implementation of the standards in the classroom. Teachers will be prepared to immediately begin teaching the new standards and preparing students for assessment.

EDUC41515: INTRODUCTION TO THE COMMON CORE STATE STANDARDS - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core State Standards for Mathematics. By the end of this course, teachers will fully understand the scope of the Common Core State Standards and have an in-depth knowledge of what each standards means. Teachers will also have gained valuable guidance and procedures for implementing the Common Core State Standards in their classrooms.

EDUC41517: EFFECTIVELY USING IPADS TO TRANSFORM THE CLASSROOM - 5.00 Units
In this course, teachers will learn how to successfully use iPads in the K-12 classroom. Teachers are taught the importance of using the iPad to reach educational objectives and teach real-world technology skills to students. A plethora of apps are introduced that align with curriculum standards. The apps outlined in the course can be used to teach English language arts, mathematics, science, social studies, health, and the arts. Additionally, teachers learn about apps that can be used as classroom tools for instruction and assessment, as well as, those that can serve as platforms for the creation of multimedia components and projects.

EDUC41518: Practicum in Gifted and Talented Education - 4.50 Units
The Practicum in Gifted and Talented Education is an optional course for candidates requiring at least 45 hours of documented teaching of gifted and talented pupils in an educational setting. Candidates enrolled in this course will undertake supervised practice in a classroom that provides effective, balanced and comprehensive instruction with gifted and talented learners. During his/her tenure in the course, the candidate will provide regular updates on the experience and solicit feedback from an on-site mentor and the course instructor.

EDUC41521: USING MICROSOFT POWERPOINT IN THE CLASSROOM - 1.50 Units
This course will focus on how to use Microsoft PowerPoint 2010 in the classroom for instructional purposes. The course teaches educators how to use various functions in the ribbon to create effective presentations and classroom activities. The functions include inserting graphics, animation, audio, and video. Additionally, strategies on how to design and manage student multimedia projects are discussed.

EDUC41522: Math and the Common Core - 4.50 Units
This course is designed to give teachers the opportunity to unpack the math Common Core standards and analyze the domains in order to obtain a deeper understanding of the expectations of the standards. Teachers will explore a variety of ways to incorporate new strategies into their teaching practice in order to develop interactive lessons that meet the Common Core standards.

EDUC41524: Math Solutions: Second Grade Common Core Math Standards - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core State Standards for Mathematics, including both content and practice standards, at the second grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific standards as well as strategies and activities specific to supporting the standards at the second grade level. Teachers will also have gained valuable recommended resources that coincide with and will support implementation of the standards in the classroom. Teachers will be prepared to immediately begin teaching the new standards and preparing students for assessment.

EDUC41526: Technology Tools and the Common Core - 4.50 Units
Common Core State Standards (CCSS) include basic technology skills to help students succeed but located throughout the standards is an understanding for students to use technology to help them learn in all areas. Whether it is
using tools to solve math problems, to access information, or to promote literacy and communication skills technology is part of the learning solution. Technology is an integral part in supporting these Standards. This interactive course will instruct participants on ways to integrate technology in classrooms with clear linkages to the Common Core Standards. Participants in this course will also collaborate to find pathways to digital age teaching and learning as they unpack the Common Core to discover the connections between these new standards and opportunities to redefine instruction. This course aligns with 21st century curriculum requirements and integrates new and relevant technologies that support high order thinking skills as well as providing resources that support technology integration.

**EDUC41528: Teaching Students with Special Needs in the Mainstream Classroom - 5.00 Units**
This course teaches K-6 teachers how to address students with special needs in the general classroom. The course provides information about teacher involvement in the special education process in terms of assessment, intervention, and collaboration. The most prevalent disabilities are covered in addition to students with other special needs such as ELLs, at-risk, and gifted students. Each special need is defined and common causes and characteristics are identified along with suggested instructional strategies. Intervention strategies and classroom adaptations are also provided to help teachers accommodate students with special needs in an inclusive classroom.

**EDUC41529: Math Solutions: Third Grade Common Core Math Standards - 5.00 Units**
This course is designed for teachers who want to understand and implement the Common Core State Standards for Mathematics, including both content and practice standards, at the third grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific standards as well as strategies and activities specific to supporting the standards at the third grade level. Teachers will also have gained valuable recommended resources that coincide with and will support implementation of the standards in the classroom. Teachers will be prepared to immediately begin teaching the new standards and preparing students for assessment.

**EDUC41530: Write On! Understanding the Kindergarten Common Core Writing Standards - 5.00 Units**
This course is designed for teachers who want to understand and implement the Common Core Writing Standards at the kindergarten level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Writing Standards at the kindergarten level. Teachers will also have gained valuable classroom ideas including using writer’s workshop, the writing process, technology that promotes writing, and appropriate writing assessment.

**EDUC41531: WRITE ON! UNDERSTANDING THE FIRST GRADE COMMON CORE WRITING STANDARDS - 5.00 Units**
This course is designed for teachers who want to understand and implement the Common Core Writing Standards at the first grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Writing Standards at the first grade level. Teachers will also have gained valuable classroom ideas including using writer’s workshop, the writing process, technology that promotes writing, and appropriate writing assessment.

**EDUC41532: Professional Mentorship Clinic for Educators - 4.50 Units**
Professional Mentor Clinic for Educators is specifically designed to provide experienced teachers with robust online mentor training, including an overview and history of mentorship, both generally and contextually grounded in education practical understanding of andragogical principles and strategies working knowledge of policies impacting mentorship in education, including reforms legal aspects of mentorship technology and mentorship and informal/formal assessment strategies used to evaluate protégés and programs. Participants will be provided with guidance expectations requirements standards competencies and procedures for observing protégés in the field.

**EDUC41535: PREPARING STUDENTS FOR THE COMMON CORE ASSESSMENTS - 5.00 Units**
This course is designed for teachers who want to understand the Common Core Assessments. By the end of this course, teachers will understand the impact of the Common Core Assessments and how they influence teaching strategies, curriculum design, and non-summative assessment methods. The course also provides detailed information on important shifts from standardized testing to the new assessments that impact the way lessons are developed and taught. Detail about the state consortia involved in the administration, delivery, and support of the Common Core Assessments, along with technology requirements for testing are included in the course. Teachers also gain important strategies for helping students prepare for the Common Core Assessments, including study and test-taking tips. A multitude of resources, including sample test items, are included as well to ensure the teacher has the tools and information necessary to prepare and help students prepare for the Common Core Assessments.

**EDUC41536: Understanding College Affordability and Financial Aid - 6.00 Units**
This course covers the college financial aid process in a more in-depth manner. Topics include assessing financial need, components of a financial aid award, process of applying for financial aid, net cost of college, loans, case studies, while looking at strategies and approaches for working with families through the financial aid process.

**EDUC41538: High School Common Core ELA - 3.00 Units**
This course is designed to give teachers a better understanding of the Common Core Literacy standards for high school students. During this course students will gain a deep understanding of the common core standards, explore the Smarter Balanced Assessments, learn how to develop text dependent questions and performance tasks as well as create a digital text book chapter.

**EDUC41541: Write On! Understanding the Second Grade Common Core Writing Standards - 5.00 Units**
This course is designed for teachers who want to understand and implement the Common Core Writing Standards at the second grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Writing Standards at the second grade level. Teachers will also have gained valuable classroom ideas including using writer’s workshop, the writing process, technology that promotes writing, and appropriate writing assessment.

**EDUC41542: Math Solutions: Fourth Grade Common Core Math Standards - 5.00 Units**
This course is designed for teachers who want to understand and implement the Common Core State Standards for Mathematics, including both content and practice standards, at the fourth grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific standards as well as strategies and activities specific to supporting the standards at the fourth grade level. Teachers will also have gained valuable recommended resources that coincide with and will support implementation of the standards in the
classroom. Teachers will be prepared to immediately begin teaching the new standards and preparing students for assessment.

EDUC41543: WRITE ON! UNDERSTANDING THE THIRD GRADE COMMON CORE WRITING STANDARDS - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core Writing Standards at the third grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Writing Standards at the third grade level. Teachers will also have gained valuable classroom ideas including using writer’s workshop, the writing process, technology that promotes writing, and appropriate writing assessment.

EDUC41544: WRITE ON! UNDERSTANDING THE FOURTH GRADE COMMON CORE WRITING STANDARDS - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core Writing Standards at the fourth grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Writing Standards at the fourth grade level. Teachers will also have gained valuable classroom ideas including using writer’s workshop, the writing process, technology that promotes writing, and appropriate writing assessment.
EDUC41546: WRITE ON! UNDERSTANDING THE FIFTH GRADE COMMON CORE WRITING STANDARDS - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core Writing Standards at the fifth grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific Writing Standards at the fifth grade level. Teachers will also have gained valuable classroom ideas including using writer’s workshop, the writing process, technology that promotes writing, and appropriate writing assessment.

EDUC41548: U.S. College/University Application Process and the International Student - 3.00 Units
This class is intended to assist the International College Advisor regarding the process of applying to college in the United States. The course covers topics like what admissions officers look for in applications, strategies for self-assessment to find the right university and the logistics of planning and submitting all the necessary elements of an application.

EDUC41551: MATH SOLUTIONS! IMPLEMENTING THE FIFTH GRADE COMMON CORE MATH STANDARDS - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core State Standards for Mathematics, including both content and practice standards, at the fifth grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific standards as well as strategies and activities specific to supporting the standards at the fifth grade level. Teachers will also gain valuable recommended resources that support implementation of the standards in the classroom. Teachers will be prepared to immediately begin teaching the new standards and preparing students for assessment.

EDUC41567: The Flipped Classroom: An Interactive Approach to Student Engagement - 5.00 Units
In this course, teachers will learn how to effectively implement flipped learning in their classrooms. Based on the four pillars of the flipped learning model, teachers will learn how to create a learner-centered classroom by moving instruction to the home through the use of video, the Internet, etc. Teachers are provided with tips and strategies on how to create engaging instructional videos and develop interactive, collaborative, and hands-on classroom activities that foster self-directed learning skills. This course also offers specific information on how to flip each of the four main content areas, as well as, cooperative learning, grouping, and assessment strategies.

EDUC41570: Best Practices for a Successful Primary Classroom - 5.00 Units
This course is designed for primary teachers who are in need of best practices for creating and managing a successful primary classroom. This course covers strategies for implementing the new Common Core State Standards, while managing time so that all content is covered. Behavioral issues and overall classroom management techniques help teachers manage their classrooms more successfully so they have time for what is most important—meeting the needs of their students. Teachers learn how to maximize the resources they have available to them as well as find innovative ways to gain more resources at little to no cost. This course also provides successful strategies for gaining students’ attention and interest, and truly engaging them in lessons. Teachers will better understand what is needed from them to create a successful classroom, as well as gain a better understanding of their individual students’ needs and how to differentiate instruction. Mainstreaming English language learners and students with special needs is also covered in depth. This course also includes ways to incorporate technology into lessons, and what to do when faced with a lack of technology. Teachers will be armed with effective tools for dealing and communicating with parents, as well as tips for gaining their involvement in their child’s learning. The new Common Core Assessments will be covered as well.

EDUC41572: Best Practices for a Successful Middle School Classroom - 5.00 Units
This course is designed for teachers of grades six through eight who are interested in learning the best practices for developing and managing a successful junior high or middle school classroom. This course covers strategies for implementing the new Common Core State Standards, while managing time so that all content is covered. Behavioral issues common in grades six through eight are covered along with overall classroom management techniques. Teachers learn how to maximize the resources they have available to them as well as find innovative ways to gain more resources at little to no cost. This course also provides successful strategies for gaining students’ attention and interest, and truly engaging them in lessons. Teachers also learn how to deal with challenges such as students with special needs and those who live in poverty. Mainstreaming English language learners and techniques for differentiating instruction to meet the needs of all students is covered as well.

EDUC41573: Best Practices for a Successful 4th – 6th Grade Classroom - 5.00 Units
This online course is designed for teachers of grades four through six who are interested in learning the best practices for developing and managing a successful classroom. This course covers strategies for implementing the new Common Core State Standards, while managing time so that all content is covered. Behavioral issues are covered along with overall classroom management techniques. This course also provides successful strategies for gaining students’ attention and interest, and truly engaging them in lessons. Teachers also learn how to deal with challenges such as students with special needs and those who live in poverty. Techniques for differentiating instruction to meet the needs of all students are covered as well.

EDUC41574: Helping Middle Grade Struggling Writers Achieve Success - 5.00 Units
What’s black and blue and red all over? A struggling writer’s essay. Writing is hard work, especially for the student who struggles. This online course is designed for teachers in grades 3-6 who want to help their struggling students with key writing skills. Specific strategies will be introduced that improve student writing. Information on the writing process is shared together with specific suggestions for incorporating specific writing strategies such as the six traits, the use of literature in tandem with writing, and writing across the curriculum. By the end of this course, teachers will more fully understand how to best help their struggling writers and will have gained valuable classroom ideas including using writer’s workshop, the writing process, technology that promotes writing, and appropriate writing assessment.

EDUC41578: Guiding Emergent and Early Struggling Writers to Success - 5.00 Units
How can you help your struggling writers become more successful with their writing? Children often begin school excited to learn how to write, but for those who struggle, the spark is quickly diminished. If you want to put the spark back into your students’ writing, this course is meant for you! This online course is designed for teachers in grades K-2 who want to help their struggling students with key writing skills. Specific strategies will be introduced that improve student writing. Information on the writing process is shared together with specific suggestions for incorporating specific writing strategies such as the six traits, the use of literature in tandem with writing, nonfiction writing, and writing across the curriculum. By the end of this course, teachers will more fully understand how to best help their struggling writers and will have gained valuable classroom ideas including using writer’s
workshop, the writing process, technology that promotes writing, and appropriate writing assessment.

EDUC41579: Science and the Common Core - 4.50 Units
The Common Core and Next Generation Science Standards (NGSS) are organized by grade level for kindergarten through grade eight and by grade span for high school. This course will include an overview for K-12 Educators to provide a better understanding of the science standards so they can implement Common Core and Next Generation Science Standards (NGSS) in the classroom. Teachers will explore a variety of ways to incorporate new strategies into their teaching practice in order to develop interactive lessons that meet the Common Core and Next Generation Science Standards (NGSS) standards.

EDUC41580: Best Practices for a Successful High School Classroom - 5.00 Units
Are you a high school teacher interested in improving instructional strategies and classroom management? This online course provides opportunities for teachers to learn strategies for improving differentiation in their instruction by scaffolding for a variety of learning abilities including gifted students, English language learners, and special needs students. Additionally, the course provides solutions for common obstacles at the high school level, including engagement strategies and time management. Throughout the course, teachers will find resources to use in the classroom, some for student management and others for instructional purposes. Teachers will also learn a variety of strategies for using technology to improve student learning and performance.

EDUC41588: Writing, Revision and Mentor Text (K-8) - 2.00 Units
This open institute program is for teachers who have participated in a previous SD Area Writing Project professional development experience or who have experience using mentor text in the classroom. Participants will use personal writing as a catalyst for understanding writing and revision. CA Standards based program.

EDUC41589: Common Core Portfolio - 1.50 Units
The Common Core Portfolio course captures learning & field experiences from each course & connects them together in a cohesive manner. Candidates will collaborate with instructors from each course on an individual basis to determine an appropriate field assignment based on academic and professional interests and to establish what types of material should be included in the Common Core Portfolio. Although field assignments will differ between candidates, everyone must complete and submit a Common Core Portfolio that documents their experiences, including organized reflections and evidence of knowledge, skills and abilities.

EDUC41594: Math Problem-Solving Strategies for Grades 3-6 - 5.00 Units
Why do students seem to have such a difficult time with the mathematical problem-solving process? The recent advent of the Common Core State Standards for Mathematics has shifted the focus from teaching problem solving to teaching via problem solving. This online course is designed for teachers in grades 3-6 who want to help their students become critical and logical mathematical thinkers. Specific strategies are introduced that improve the way students approach math problems. Information on the problem-solving process is shared together with distinct suggestions for incorporating specific problem-solving strategies such as finding a pattern, working backwards, and logical reasoning. By the end of this course, teachers will more fully understand how to best help students apply their logic and reasoning to real-world mathematical examples and will have gained valuable classroom ideas including using manipulatives, grouping strategies, student-centered teaching, the use of literature in mathematics, as well as how to appropriately assess students in the problem-solving process.

EDUC41598: Math Problem-Solving Strategies for Grades 3-6 - 5.00 Units
Are you a high school teacher interested in improving instructional strategies and classroom management? This online course provides opportunities for teachers to learn strategies for improving differentiation in their instruction by scaffolding for a variety of learning abilities including gifted students, English language learners, and special needs students. Additionally, the course provides solutions for common obstacles at the high school level, including engagement strategies and time management. Throughout the course, teachers will find resources to use in the classroom, some for student management and others for instructional purposes. Teachers will also learn a variety of strategies for using technology to improve student learning and performance.

EDUC41603: Mastering the Text Complexity Challenge in Grades 4-8 - 5.00 Units
Are you struggling to help your students master text complexity for your grade level? This online course is designed for teachers of grades four through eight who are interested in learning the best practices for helping their students master text complexity. This course covers strategies for implementing the Common Core State Standards in reading literature and informational texts. Course participants learn strategies for assessing text complexity, asking and answering text-dependent questions, using textual evidence, teaching important Common Core-related vocabulary building strategies, and helping students learn how to read closely.

EDUC41605: The 21st Century Career Counselor: Preparing Students for College and Career Readiness and Success - 6.00 Units
The potential of all students to achieve academic and career success is a fundamental precept of the 21st century career counselor. The 21st century career counselor is both advocate and leader. This interactive course will engage participants with both research-proven best practices and practical hands-on curriculum. Participants will learn strategies to actively engage the students they counsel in the planning of college and career goals while also teaching them a learning a methodology on how to achieve those goals.

EDUC41609: Teaching Primary Grade Problem-Solving Skills - 5.00 Units
Do you have students who excel at math computation but get lost when it is time to problem solve with word problems? The recent advent of the Common Core State Standards for Mathematics has shifted the focus from simply teaching problem solving to teaching via problem solving. This online course is designed for teachers in grades K-2 who want to help their students become critical and logical mathematical thinkers. Specific strategies are introduced that improve the way students approach math problems. By the end of this course, teachers will more fully understand how to best help students apply their logic and reasoning to real-world mathematical examples, and will have gained valuable classroom ideas including using manipulatives, grouping strategies, student-centered teaching, quality literature, as well as how to appropriately assess students in the problem-solving process.

EDUC41612: Digital Storytelling: Using Technology to Write Stories - 5.00 Units
Are you interested in creative ways to integrate writing, technology, and content curriculum? Digital storytelling is an excellent way to engage students because it allows them to use their vast technology skills to tell a story. This online course takes you from start to finish for the entire digital storytelling process. Learn how to design digital storytelling projects for all content areas allowing you to incorporate writing throughout the curriculum. Strategies and ideas are shared for story content as well as technology that can be used to produce the stories. Appropriate ways to assess digital stories will also be shared.

EDUC41616: Learner-Centered Math Instruction Using Manipulatives (3-6) - 5.00 Units
Do you students seem to flounder in math because they just can't “see it” in their heads? In mathematics, manipulatives provide the perfect segue from the unfamiliar to the familiar. They help students transform their mathematical reasoning so that problems become less confusing and much more clear. This online course is designed for teachers in grades 3-6 who want to learn how to incorporate manipulatives such as fraction strips, algebra tiles, and geoboards into their everyday teaching in order to guide their students to take ownership of their learning so that they can become critical and logical mathematical thinkers. Information on the Common Core
State Standards for Mathematics is shared together with distinct suggestions for how to incorporate specific manipulatives into your math instruction in order to improve the way students approach math problems.

EDUC41671: Conquering the Behavioral Challenges of Special Needs Students (K-2) - 5.00 Units
Are you struggling with behavioral issues for your special education students? This online course is designed for teachers in grades K-2 who want to learn how to incorporate behavior interventions for special education students who have been diagnosed with disorders such as autism spectrum disorders, emotional and behavioral disorders, and attention deficit hyperactivity disorder. Information on behavior management is shared with specific focus on a tiered system of behavioral support, implementing IEPs, functional behavior analysis, and behavior intervention plans. Specific strategies are introduced to help teachers support special education students who struggle behaviorally.

EDUC41672: Navigating College Admission Testing - 6.00 Units
College admissions tests are a rite of passage for students. Most four-year colleges and universities rely on standardized tests to determine how ready applicants are for college-level work. Navigating the college admissions testing requirements can assist in the understanding of options for schools. Colleges have adopted widely varying approaches to the tests, so it is important to recognize and learn what tests are required and how the results are weighted.

EDUC41673: Counseling Students on College Application Essays - 4.50 Units
A student essay in an application to a college or university is an opportunity to show they can write well and support ideas with logical arguments while revealing their best qualities. A student can demonstrate to the admission committee what makes them stand out from other applicants in a favorable light. As a college counselor, you can guide the writing of an exceptional essay by understanding their importance, what makes them remarkable, and how to edit without taking over. This class will cover the role of the essay in the college application, working with students, tools for counselors and guest lectures from experts in the field of college admission essays.

EDUC41674: Starting and Maintaining An Independent Educational Consulting Practice - 6.00 Units
If you are considering working as an independent educational consultant, understanding the complexities and requirements of a consultant are important. In this class you will utilize your background in college counseling and admission process while acquiring knowledge in the requirements of an independent educational consulting practice. Topics covered include foundational issues of starting a consulting practice, practical steps for launching your practice, working with clients, legal issues, professional development, and general business issues relevant for an independent educational consulting practice.

EDUC41675: Math Manipulatives in the Primary Classroom (K-2) - 5.00 Units
This online course is designed for teachers in grades K-2 who want to learn how to incorporate manipulatives such as pattern blocks, rekenreks, and geoboards into their everyday teaching in order to guide their students to become critical and logical mathematical thinkers. Information on the Common Core State Standards for Mathematics is shared together with distinct suggestions for how to incorporate specific manipulatives into your math instruction in order to improve the way students approach complex mathematical topics. An overview of how to create a math workshop is also included in this course.

EDUC41676: Reading Foundations for Emergent and Early Readers (PreK-2) - 5.00 Units
This online course is designed for teachers in grades PreK-2 who want to build a solid foundation in reading from the very beginning. Information on the building blocks of reading is shared together with specific strategies for incorporating these foundational skills into their everyday practice. Teachers will gain a solid understanding of such concepts as phonics, decoding, sight words, vocabulary, and fluency, just to name a few. By the end of this course, teachers will more fully understand how to best help their K-2 students with learning how to read and will have gained valuable classroom ideas to incorporate these skills into their everyday teaching.

EDUC41685: Math Solutions: Implementing the Sixth Grade Common Core Math Standards - 5.00 Units
This course is designed for teachers who want to understand and implement the Common Core State Standards for Mathematics, including both content and practice standards, at the sixth grade level. By the end of this course, teachers will fully understand the scope of the Common Core Standards and have an in-depth knowledge of the specific standards as well as strategies and activities specific to supporting the standards at the sixth grade level. Teachers will also gain valuable recommended resources that support implementation of the standards in the classroom. Teachers will be prepared to immediately begin effectively teaching the standards and preparing students for assessment.

EDUC41793: Techniques of Educational Therapy II: Affective, Cognitive, and Perceptual Elements - 3.00 Units
The role of the educational therapist involves the remediation of client learning difficulties and the development of appropriate compensatory strategies to use in educational, vocational, or social settings. This course includes techniques for dealing with specific learning problems, such as attention deficit, distractibility, impulsivity, and poor organization as well as auditory, visual, and visual motor processing deficits. Participants learn strategies for dealing with motivational and behavioral difficulties relating to classroom and home. Special conditions, such as head injuries and neurological conditions, are also addressed.

EDUC80001: Designated Subjects Program Orientation - 0.00 Units
The Designated Subjects Program Orientation provides individuals interested in the Designated Subjects Credential Program with a clear understanding of the entire program, including its scope and goals, requirements, standards, the procedures that affect competencies, and field experience(s). This course is part of the following California Commission on Teacher Credentialing program(s):
Designated Subjects

EDUC80003: Gifted & Talented Education Certification - 0.00 Units
The is a contract course in Gifted and Talented Education.

EDUC80005: MTF Mentor Clinic - 0.00 Units
This course is specifically designed to provide the selected MTF teachers with online-based mentor teacher training at the beginning of their program experience. This course seeks establish a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates. Participants will be provided with guidance, expectations, requirements, standards, competencies, and procedures for observations as a mentor.

EDUC80006: GATE Cert. Contract Course Part 1 - 0.00 Units
This is part 1 of a 5 part Gifted and Talented Education Training offered to districts under a contract.
This course is part of the following California Commission on Teacher Credentialing program(s): Reading Instruction and field experience(s).

EDUC80007: GATE Cert. Contract Course Part 2 - 0.00 Units
This is part 2 of a 5 part Gifted and Talented Education Training offered to districts under a contract.

EDUC80008: GATE Cert. Contract Course Part 3 - 0.00 Units
This is part 3 of a 5 part Gifted and Talented Education Training offered to districts under a contract.

EDUC80009: GATE Cert. Contract Course Part 4 - 0.00 Units
This is part 4 of a 5 part Gifted and Talented Education Training offered to districts under a contract.

EDUC80010: GATE Cert. Contract Course Part 5 - 0.00 Units
This is part 5 of a 5 part Gifted and Talented Education Training offered to districts under a contract.

EDUC80011: Institute of Reading Development - 0.00 Units
This is an inservice course for the Institute of Reading Development (IRD).

EDUC80012: Reading & Literacy Program Orientation - 0.00 Units
The Reading and Literacy Orientation provides candidates in the CCTC - Reading and Literacy Authorization and/or UCSD - Reading Instruction Certificate with an overview of the entire program, including its scope and goals, requirements, standards, the procedures that affect competencies, and field experience(s).

EDUC80013: SAT: UCSD Intensive Test Prep Course - 0.00 Units
The University of California, San Diego is offering an exclusive SAT® Prep Course. This innovative and sophisticated SAT® Prep Course is designed for the student whose busy lifestyle demands efficient prep in a condensed amount of time by focusing on the test topics that impact your score the most. Our UCSD team will help you score higher on the SAT® with exclusive test-taking tactics specifically designed to increase your score. Learn strategies and techniques based on actual test data geared towards your strengths and weaknesses. By the end of our UCSD Intensive SAT® Prep Course you will be able to test confidently. Students will receive: 16 hours of instruction Experienced instructors 3 full SAT practice tests with analysis results Small classes and additional tutoring, as needed.

EDUC80014: ACT Test Prep - 0.00 Units
The University of California, San Diego is offering an exclusive ACT® Prep Course. This innovative and sophisticated ACT® Prep Course is designed for the student whose busy lifestyle demands efficient prep in a condensed amount of time by focusing on the test topics that impact your score the most. Our UCSD team will help you score higher on the ACT® with exclusive test-taking tactics specifically designed to increase your score. Learn strategies and techniques based on actual test data geared towards your strengths and weaknesses. By the end of our UCSD Intensive ACT® Prep Course you will be able to test confidently.

EDUC80015: Award of Completion in Educational Technology - 0.00 Units
This course is designated for completers of the requirements for the Award of Completion in Educational Technology, in partnership with PDI-Irvine.

EDUC80016: Chemistry CSET Diagnostics - 0.00 Units
The Chemistry CSET Diagnostic course will provide participants with a self-paced exam covering the topics that are often included on the California Subject Examination for Teachers (CSET). Participants will be provided feedback on areas of content knowledge in which they have strengths and descriptive, hyperlinked feedback in areas that they show challenges.

EDUC80017: Physics CSET Diagnostics - 0.00 Units
The Physics CSET Diagnostic course will provide participants with a self-paced exam covering the topics that are often included on the California Subject Examination for Teachers (CSET). Participants will be provided feedback on areas of content knowledge in which they have strengths and descriptive, hyperlinked feedback in areas that they show challenges.

EDUC80018: Specialist in Common Core State Standards Award of Completion - 0.00 Units
This course is designated for completers of the requirements for the Award of Completion in Educational Technology, in partnership with PDI-Irvine.

EDUC80019: Common Core Orientation - 0.00 Units
The Common Core Program Orientation provides individuals interested in the Common Core Professional Certificate Program with a clear understanding of the entire program, including its scope and goals, requirements, standards, the procedures that affect competencies, and field experience(s).

EDUC80020: Autism Spectrum Disorder (ASD) Orientation - 0.00 Units
The Autism Spectrum Disorder (ASD) Orientation provides individuals interested in the Autism Spectrum Disorder (ASD) Specialized Certificate Program or Added Authorization with a clear understanding of the entire program, including its scope and goals, requirements, standards, the procedures that affect competencies, and field experience(s).

EDUC80021: AoC GATE - 0.00 Units
This course is designated for completers of the requirements for the Award of Completion in Gifted and Talented Education, in partnership with Chula Vista Elementary School District for an in-service contract.

EDUC80023: Pre-Service Orientation for Extension Instructors - 0.00 Units
In this pre-service orientation, new UC San Diego Extension Instructors receive course development guidance and administrative support in advance of teaching their first Extension courses. Course development lessons focus on best practices for creating effective syllabi and designing lesson plans grounded in student-centered principles of active learning. Course development lessons also provide guidance in using UC San Diego Extension’s Blackboard (LMS) to enhance instruction. Administrative support lessons provide a sequenced list of policies and procedures to be completed before an instructor can begin teaching. In addition, administrative support lessons provide detailed instructions for using InstructorLink features, including course rosters, grade sheets, textbook requests, and reporting functions for instructors.

EDUC80024: In-Service Training for Extension Instructors - 0.00 Units
This in-service training provides timely instructional support to UC San Diego Extension instructors who are either in their first quarter of teaching for UC San Diego Extension or who want to engage more deeply with their instructional practice while teaching new or familiar courses. The lessons in this course mimic a typical sequence of course delivery, from the first class meeting, to mid-term evaluation, to final assessments. All lessons will be available throughout the enrollment term, allowing individual instructors teaching any type of course schedule to access lesson content according to the scheduling of their courses ranging from the traditional 9-week course meeting 3 hours a week, to a 3-day boot camp starting and ending mid-quarter, to a one-day workshop offered near the end of a quarter. Each lesson will include elements of pedagogy, administrative items and reflection.

EDUC80025: Quarter Kick-Off Meeting for Extension Instructors - 0.00 Units
The Quarter Kick-Off meeting is a welcome to UC San Diego Extension’s newest instructors. This meeting introduces members of UC San Diego Extension’s instructional community of practice who support instructor success in teaching and learning in a variety of direct and indirect ways. This meeting also provides Extension’s newest instructors with an opportunity to reflect on key elements of the courses they have designed for the upcoming quarter at Extension. Instructors will also be introduced to the online In-Service Training for Extension Instructors. Instructors should bring their syllabi, an outline of a lesson/class meeting, and your assessment ideas so that we can review your upcoming class in specific terms.

EDUC80026: Syllabus Tune-Up Workshop for Extension Instructors - 0.00 Units
This 2-hour workshop is designed for UC San Diego Extension instructors who want to review and update their course syllabi. This workshop will allow instructors to reimagine their course syllabi through the lens of creating active, student-centered learning experiences. Each required component of course syllabi will be examined beginning with clearly defined student learning outcomes (SLOs) which drive assessment of learning (formal and informal) and the weighting of assignments and grading scales and ending with topical outlines which integrate active learning tasks and interactions into the instructional content. Instructors will bring the syllabus and topical outline for one of the Extension courses they teach.

EDUC80061: TESOL Practicum - 0.00 Units
The final component of the Professional Certificate in Teaching English to Speakers of Other Languages is a 60 hour practicum that allows candidates to test their newly developed knowledge and skills by working with an experienced ESL professional in a classroom setting. Students will work with the coordinator and receive information detailing possible placement locations, evaluation procedures, forms, and requirements for completing the practicum.

EDUC80318: Clear Credential Site-Based Mentor Clinic - 0.00 Units
This course is designed for individuals that will work with Clear Credential program candidates as a site-based mentor to establish a professional educational community, ensuring structures that support the activities of the program and coordinating collaboration and support for all program candidates. Participants will be provided with guidance, expectations, requirements, standards, candidate competencies, and procedures for observations as a site-based mentor of a candidate in the Clear Credential program. This course is part of the following California Commission on Teacher Credentialing program(s): California Clear Credential

EDUC90000: College Explorations - 3.00 Units
Center for Communication and Leadership (CCL): Student Academic Leadership (July 3–July 15 only, 3 hours daily). Student leaders have great ambitions and enthusiasm for the school and student body—but this alone does not create success. This workshop teaches how to be an effective leader. CCL sharpens your communication skills and helps you cultivate strong professional, academic, and personal relationships. Focus areas for this two week program include: Interpersonal Relationships, Professional Communication, Leadership, Public Speaking, and Dialogue Across Differences. Concepts of goal setting, motivation, team building, time management, conflict resolution, dealing with stress, and much more are discussed and implemented. Schedule at a Glance
July 5: Introductions/Ice Breakers
July 6: Interpersonal Communication
July 7: Leadership: goal setting, time management, etc.
July 8: Group Dynamics
July 9: Public Speaking
July 10: Informational Speeches
July 11: Professional Communication
July 12: Leadership: wellness, stress management, motivation, etc.
July 13: Dialogue Across Differences
July 14: Wrap-up/Reflections

EDUC90003: Social Change Model of Leadership - 3.00 Units
Social Change Model of Leadership (July 18–July 29, 3 hours daily). The ability to create social change and adapt as leaders is essential today. Continual growth and development are crucial for leadership success. This course teaches the foundations of the Social Change Model of Leadership and how to apply theory in one’s life. Students will develop a personal mission and a means at achieving their vision for social change. This model of leadership will not only transform the individual leader, but also the way a leader interacts in groups in order to create social change in their world. Students will learn and apply the 7C’s of Social Change throughout the course in order to complete a Capstone Project through the duration of the program.
July 18: Introductions/Ice Breakers
July 19: Social Change Model of Leadership – the 7C’s
July 20: 3C’s of the Individual - Consciousness of Self/Congruence/Commitment
July 21: 3C’s of the Group - Collaboration/Common Purpose/Controversy with Civility
July 22: 1C of the Community - Citizenship
July 25: Capstone Project Assignment
July 26: The Big C - Change
July 27: Observing the Social Change Model at work
July 28: Capstone Project Presentations
July 29: Wrap-up/Reflections

EDUC90004: STE[+a]M Camp - Robotics: Make Your Own Vehicle! - 3.00 Units
In this class, participants will learn how to make their own remote controlled vehicle. Students will learn how to modify RC cars to control them with a microcontroller and add personalized features, including wireless communications, autonomous locomotion, various sensor readings and displaying. Topics include design considerations, building of chassis, fundamental programming skills, creation of applets that feature interactivity, allowing students to create responsive virtual environments. Students will produce at least one final applet that they will be able to manipulate via the infrared controller that they have created. This class is beginner-friendly and hands-on. By the end of the class, students will have an online 'portfolio' of work that they can reference later.

EDUC90005: STE[+a]M Camp - Introduction to Creative Computing - 3.00 Units
Learn about the basics of coding by exploring the Processing Development Environment. This project-based class will focus on the development of fundamental programming skills, creation of applets that feature interactivity, allowing students to create responsive virtual environments. Students will produce at least one final applet that they will be able to manipulate via the infrared controller that they have created. This class is beginner-friendly and hands-on. By the end of the class, students will have an online 'portfolio' of work that they can reference later.
EDUC90006: STE+[a]M Camp - Product Design: Introduction to Vector Editing Using Adobe Illustrator - 3.00 Units

In this class, students will explore traditional drawing techniques and modern styles, as well as 2- and 3-dimensional drawing methods. Through hands-on projects, students will learn how to draw characters and shapes in a vector editing environment. These forms will be translated into physical parts using a laser cutter or CNC machine. Students will employ measurement and spatial reasoning to design and produce 2D parts that can be built into 3D objects using a popular industrial design method called 'press fit' or 'pressure fit.' While exploring methods of visual communication, students will develop an applied understanding of industry-standard vector editing software, computer interface and design preparation for CNC machines.

EDUC90007: STE+[a]M Camp - Wearable Electronics - 3.00 Units

'Wearable Electronics' is a project-based course focused on the use of electronics on textile surfaces. In addition to being a good introduction to electronics, this class is hands-on: students will create their own wearable projects, using the Arduino microcontroller. By the end of this course, students will have an intermediate level understanding of electronic and programming concepts, including, but not limited to: switches, sensors, networks, embedded systems and the "Arduino" microcontroller. This course is designed for students with some or no electronics/programming experience. While the course is fast-paced, it is a fun and hands-on application of learning, and students will be given thorough context and reference materials as well as personal assistance in class.

EDUC90008: GRE: Graduate Record Examination General Test Prep Sessions - 0.00 Units

Learn how to maximize your test-taking potential on the GRE! This course will provide classroom instruction about the newly revised GRE including new question types, strategies, and practice tests. This course emphasizes analyzing and reviewing each of the new sections and new question types: quantitative reasoning includes arithmetic, algebra, geometry, data analysis, data interpretation, and word problems verbal reasoning includes reading comprehension, text completion, and sentence equivalence. The two analytical writing essays are &quot;Analysis of an Issue&quot; and &quot;Analysis of an Argument.&quot; Students will receive: 16 hours of instruction Experienced instructors full GRE practice tests with analysis of results Small classes and additional tutoring, as needed.

EDUC90009: GMAT: Graduate Management Admissions Test Prep Sessions - 0.00 Units

Effective preparation for the GMAT is essential! Our instructors provide in-class instruction, successful test-taking strategies, computer adaptive test information, practice exams, and a comprehensive textbook. All of these features create a winning combination. Areas covered are: math ability/problem-solving (including a short review of algebra and geometry), data sufficiency, reading comprehension, sentence correction, critical reasoning, and the analytical writing assessment. Classes also include information about the NEW integrative reasoning section. Students will receive: 16 hours of instruction Experienced instructors full GMAT practice tests with analysis of results Small classes and additional tutoring, as needed.

EDUC90010: LSAT: Law School Admissions Test Prep Sessions - 0.00 Units

Let our expert instructors give you important insights into the LSAT. The course and accompanying textbook emphasize careful analysis of each exam area and the review of both practice and actual LSAT exams. Question types include - analytical reasoning, logical reasoning, reading comprehension (including comparative reading), and the writing sample. Students will receive: 16 hours of instruction Experienced instructors full LSAT practice tests with analysis of results Small classes and additional tutoring, as needed.

EDUC90011: MCAT: Medical College Admissions Test Prep Sessions - 0.00 Units

Effective preparation for the MCAT is important! This course provides you with expert instruction, introduces test-taking strategies, and offers timed-practice testing. Areas covered are: physics, general chemistry, organic chemistry, biology, and verbal reasoning. Students will receive: 20 hours of instruction Experienced instructors full MCAT practice tests with analysis of results Small classes and additional tutoring, as needed.

EDUC90014: STE+[a]M Camp - Introduction to 3D Modeling and Animation - 3.00 Units

In this course, students will learn 3 dimensional principles and apply them in the creation of 3D representations using Autodesk software. This course will give students the opportunity to create 3D objects and 3D scenes. Students will arrange 3D objects in environments, and gain understanding of how these skills translate into animations for games or visualizations. This course will introduce students to the principles of 3D animation and rendering, and students will learn how to create realistic objects that can be used in virtual environments or prepared for printing on a 3D printer.

EDUC90015: STE+[a]M Camp - Introduction to Electronics and Programming - 3.00 Units

Electronics and Programming is a beginner&rsquo;s overview of the use of electronics. Through this course, students will learn about the theories and concepts of electricity and electronics, as well as the fundamentals of microprocessors, and their place in history and society. At the end of the course, participants will have produced controllers and receptors based on the Arduino microprocessor in order to accomplish various tasks related to sensing and actuating, including controlling servo and stepper, motors, illuminating LEDs and programming the microprocessor to turn the LEDs on and off in a particular order.

EDUC90016: STE+[a]M Camp - Microcontrollers, Sensors and Actuators - 3.00 Units

Get first-hand experience with Computer, Electrical and Mechanical Engineering by programming an Arduino board to interface with a variety of sensors and actuators. In this project-based course, discover computer programming as it relates to robotic automation, reacing to input and communicating between devices. Students will develop their own custom programs to control LEDs, sensors (including InfraRed sensors, UltraSound sensors, accelerometers) and motors. Learn the basics of electrical wiring and how to power components within an embedded system.

EDUC90017: STE+[a]M Camp - Build Mobile Apps for Android with App Inventor - 3.00 Units

In this course, you will learn how to create apps for android mobile devices and exploring ideas related to computer science, engineering, design and entrepreneurship. This program uses App Inventor, a visual programming environment based on a visual block programming method that has been touted as having the potential to transform computer science education. This visual, drag-and-drop tool for building mobile apps on the Android platform is the most accessible tool, in terms of allowing students with no programming experience to design computer programs.

EDUC90019: WS-Global Perspectives for International Travelers - 3.00 Units

In Global Perspectives for International Travelers, students will move from awareness of the global community in which we live, to an understanding of its richness and complexities, to an appreciation for the diverse contributions of each society in its fabric, and finally to sophisticated, mature interaction in the world as global leaders. We begin the course by 'taring' our thinking: by weighing our prejudices, stereotypes, and background knowledge. We then
set the scale to zero with a renewed appreciation of our own shortcomings and strengths as global citizens. We enter the conversation about how to best understand, care for, and heal the global community.

In order to take this course, students must participate in an international educational program instructed by a certified tour director.

**EDUC90020: Global Perspectives for International Travelers 1 - 1.50 Units**

In Global Perspectives for International Travelers, students will move from awareness of the global community in which we live, to an understanding of its richness and complexities, to an appreciation for the diverse contributions of each society in its fabric, and finally to sophisticated, mature interaction in the world as global leaders. We begin the course by ‘taring’ our thinking: by weighing our prejudices, stereotypes, and background knowledge. We then set the scale to zero with a renewed appreciation of our own shortcomings and strengths as global citizens. We enter the conversation about how to best understand, care for, and heal the global community.

In order to take this course, students must participate in an international educational program instructed by a certified tour director.

**EDUC90021: Global Perspectives for International Travelers 3 - 4.50 Units**

In Global Perspectives for International Travelers, students will move from awareness of the global community in which we live, to an understanding of its richness and complexities, to an appreciation for the diverse contributions of each society in its fabric, and finally to sophisticated, mature interaction in the world as global leaders. We begin the course by ‘taring’ our thinking: by weighing our prejudices, stereotypes, and background knowledge. We then set the scale to zero with a renewed appreciation of our own shortcomings and strengths as global citizens. We enter the conversation about how to best understand, care for, and heal the global community.

In order to take this course, students must participate in an international educational program instructed by a certified tour director.

**EDUC90023: Elite Academic Immersion I - 1.50 Units**

Authentic educational immersion involves careful coordination of (1) learner readiness (2) environmental access (3) contextual opportunities and (4) intentionality of interaction.

This course is designed to identify, capture, and facilitate reflection on each of these four essential elements for the purpose of establishing foundational understanding of immersion.

**EDUC90024: Elite Academic Immersion II - 1.50 Units**

Authentic educational immersion involves careful coordination of (1) learner readiness (2) environmental access (3) contextual opportunities and (4) intentionality of interaction.

This course is designed to build upon Elite Academic Immersion I by leveraging higher order processing of authentic educational immersion at the application level.

**EDUC90025: Elite Academic Immersion III - 1.50 Units**

Authentic educational immersion involves careful coordination of (1) learner readiness (2) environmental access (3) contextual opportunities and (4) intentionality of interaction.

This course is designed to build upon previous successful completion of both Elite Academic Immersion I and Elite Academic Immersion II by challenging learners to be prescriptive in their understanding, knowledge, and skills related to authentic educational immersion. Learners will design an immersion experience that demonstrates mastery of the four essential considerations and well-reasoned support for the structure and expected outcomes.

**EDUC90026: McGill French Immersion - 4.50 Units**

Language acquisition is most effective when students are immersed in cultural environments that provide authentic contexts and spontaneous speech production. This course has been built around cultural activities and site visits that involve interaction with native speakers. Integrated pedagogical and sociocultural programming supports linguistic and communicative components that inform oral and written expression and comprehension.

**EE40003: RF Circuit Design - 3.00 Units**

RF technology is gaining more importance as we increase our engagement with wireless devices in our daily life. RF transceivers are one of the most important and essential part of mobile phones, WiFi routers, Bluetooth devices, radios and televisions.

Alongside with these, the wireless communication infrastructure is continuing expanding. These developments and its expansion require RF circuit design experts in the wireless communication technology. The RF Circuit design course teaches RF circuit design techniques to address this need. In this class students will learn how to design various blocks of the wireless transceivers.

**Course Highlights:**

- RF introduction and Background
- Resonators
- Transmission Lines
- RF Parameters
- RF Passive and Active Devices
- Impedance Matching
- S-Parameters and Smith Chart
- RF Amplifier Design
- Coupling Structures, Couplers, Dividers
- RF Filter Design
- Mixers
- Oscillators

**Course Benefits:**

By the end of this course, the student would be able to

- Differentiate the Circuit Component Behavior at RF frequencies
- Identify the Design Constraints at RF frequencies
- Know RF Design Tools
- Be Able to Design RF Amplifiers, Mixers, Filters, Dividers, Combiners, Oscillators and other sub blocks

Software: Free online simulators are used in this class. Student may use the Advanced Design System (ADS) simulator from Keysight should you already have access to it.

**Prerequisites:** RF Principles and Applications (EE-40137) or familiarity with the electronics circuit analysis.

**Next Steps:** Upon completion of this course, consider taking RFIC Design, RF System Design for Wireless Communications, or courses in the RF Engineering Certificate

**EE40034: Fundamentals of Digital Communication for Wireless Systems - 3.00 Units**

The telecommunications sector is one that is constantly evolving. Companies such as Qualcomm, Broadcom, Intel, ViaSat and many others continue to innovate and develop new products. There is a demand for talented and qualified engineering professionals.

This course will cover the fundamental principles of telecommunication systems. You will be introduced to the basic design principles and analysis of modern wireless communication systems. The course will also review the techniques and technologies that are applicable to various systems.

**Course Highlights:**

- Review of signals and systems
- Formatting signals
Baseband and pass-band modulation techniques  
Receiver design and channel equalization  
Sampling theorem  
Introduction to wireless communications  
Evolution of wireless communications  
Cellular concept & dash system design fundamentals  
Mobile radio propagation & dash large scale path loss  
Mobile radio propagation & dash small scale fading and multipath  
Modulation techniques  
Diversity techniques  
Multiple access techniques for wireless communications  
Wireless standards  

Course Benefits:  
Understand the components of a telecom system  
Capability to choose an appropriate modulation system for a given application  
Perform comparative analysis of the noise performance of different modulation systems  
Design appropriate receiver structures to achieve given design goals  
Comprehend a variety of techniques implemented in digital telecom systems  
Gain the foundational knowledge needed to enter into additional training courses, such as 3G and OFDM

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**EE40060: Systems Hardware/Software Integration - 3.00 Units**

The goal of this course is to learn the application of systems engineering processes to systems incorporating software and hardware. Through a class project, the development of requirements from a problem statement and the allocation of these requirements to hardware and software along with the development of both decomposed and derived requirements will be experienced.

**Course Highlights:**
- Familiarity with various modeling techniques  
- Requirements modifications and how they affect the development process  
- Implement trade-offs from requirements, Quality Functional Description (House of Quality)  
- Selecting appropriate hardware/software solutions  
- Practical case studies demonstrating integration issues  
- Importance of utilizing practical process templates and design checklists  
- CMM-I for measuring the maturity of your activity  
- Development of detail requirements and metrics

**Course Benefits:**
- Ability to rapidly recognize impact of requirement changes  
- Hardware and Software metrics, including testing specifications  
- Hardware and Software life cycles  
- Impact of security and protection  
- Software process improvement  
- Software planning and estimating  
- Software and Hardware reuse

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**EE40089: RF System Design for Wireless Communications - 3.00 Units**

The RF System Design for Wireless Communications course teaches you how to design the RF system for the wireless transceivers.

The course is also beneficial to design/test engineers, engineering/marketing manager and directors who would like to understand and learn RF system design principles, RF system impairments, RF system design limitations, and RF System design tools and techniques.

**Course Highlights:**
- Introduction to RF System and RF System Review  
- RF System Architectures  
- RF Receivers and Transmitters  
- RF System Blocks  
- Block Specifications for a System  
- System Characteristics and System Impairments  
- Noise and Noise Figure  
- Nonlinearity and Intermodulation Products  
- Intercept Points  
- Phase Noise and its Impacts  
- IQ Amplitude and Phase Imbalances  
- Other Impairments  
- System Calculations  
- Blocks Specifications Tradeoffs  
- Statistical Analysis of a System  
- Frequency Planning  
- Factors Affecting Systems  
- CAD Packages

**Course Benefits:**
- By the end of this course, the student would be able to:  
  - Differentiate the RF systems and their requirements  
  - Define main system blocks and their functions  
  - Identify the RF System impairments  
  - Be able to calculate and determine the main RF system characteristic

**Prerequisites:** RF Principles and Applications (EE-40137) or familiarity with the electronics circuit analysis.

**Software:** Free online simulators are used in this class. Student may use the Advanced Design System (ADS) simulator from Keysight should you already have access to it. Students will also need to have access to Microsoft Excel.

**Next Steps:** Upon completion of this course, consider taking RFIC Design, RF Circuit Design, or courses in the RF Engineering Certificate.

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**EE40128: Software Defined Radios - 3.00 Units**

Gain an introduction to Software Defined Radios (SDR) and their applications. The course will provide an overview of SDRs and use current developments and implementations to discuss the benefits and the unique challenges of SDR development and deployment. The software aspects of SDRs will be emphasized with a focus on military applications and developments.

**Course Highlights:**
- Fundamental Parameters  
- Linear antennas  
- Array antennas  
- Integral Equations  
- Broadband antennas  
- Antenna Modelling  
- Antenna Measurements

**Prerequisites:**

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**EE40129: Antenna Theory and Design - 3.00 Units**

Encompassing the principles of electromagnetic radiators, this course will review the general properties of the radiation fields of given sources and design them as required in order to achieve a given radiation field pattern. Topics covered include: wave equation and its solution antenna fundamentals various antennas (i.e. wire, loop, antenna, arrays, Yagi-Uda, horn, parabolic, patch and broadband antennas) application of antennas in communication links and radar and Method of Moments (MOM).

**Course Highlights:**
- Fundamental Parameters  
- Linear antennas  
- Array antennas  
- Integral Equations  
- Broadband antennas  
- Antenna Modelling  
- Antenna Measurements

**Prerequisites:**

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This is an advanced course in Electrical Engineering. Students are expected to have knowledge of Electromagnetics Theory, Vector Algebra, and Calculus. This class uses antenna software such as MATLAB and EZNEC for modelling and simulations.

EE40137: RF Principles and Applications - 3.00 Units
Learn the basics of RF devices and building blocks used in the design of RF communication systems. The course includes an engineering overview of RF communication link components and subsystems, illustrated by examples of mobile and satellite applications. Topics include: Antennas, transmission lines, scattering parameters, passive components, low noise and high power amplifiers, oscillators, modulation and demodulation techniques and circuits. Examples of receiver/transmitter characteristics for wireless and microwave links will also be reviewed.

EE40148: RFID Design and Applications - 3.00 Units
Radio Frequency Identification has evolved greatly over the past decade in design and applications. It currently has entered all aspects of supply chain, monitoring, security and medical devices. You will study the design and operation of RFID circuits and systems, their types and various implications in the industry and life. Sensors will also be discussed.

EE40149: Microwave Test & Measurement - 3.00 Units
The course contains an introduction to RF/Microwave parameters, measurement principles and test techniques used in the industry. It provides detailed lectures on various RF/Microwave test and measurement methods and equipment specifications. Some software based tools used in engineering simulations, design and evaluation are discussed. Network and Spectrum analyses are demonstrated.

EE40153: Microwave Transmission Engineering - 3.00 Units
Receive an in-depth overview of microwave transmission network design, planning and implementation. Topics include: microwave link engineering, network performance and reliability issues, link protection and diversity, comparison of different design models, project management and logistics issues, deployment challenges, and regulatory and ethical issues. Designed for engineers, project managers and other personnel involved in planning and/or decision making process regarding real-life microwave network build-out.

EE40157: Radar Systems - 3.00 Units
Explore the Radar equation needed for the basic understanding of system practical examples in radar system design. The course will describe propagation issues, such as attenuation, multipath effects and ducting. The radar cross-section, waveform design, antennas, transmitter and receiver characteristics and the detection of radar signals in the presence of noise are also presented. Detection of small targets in the presence of much larger radar echoes from sea or land and characteristics of "clutter" in the radar's coverage are discussed. Also the moving target indicator (MTI) and Pulse Doppler techniques for mitigating the negative effects of "clutter." are discussed in addition to target tracking and target parameter estimation. Finally, radar transmitters and receivers are covered in detail.

EE40163: Introduction to OFDMA and 4G Systems - 3.00 Units
Learn the fundamentals of OFDMA and the key 4G systems based on this technology. The first part of the course is to understand the basic principles of Orthogonal Frequency Division Multiplexing and its advantages in a mobile system. Different parameters impacting the performance of the OFDMA systems such as Guard time and cyclic extensions, number of subcarriers, synchronization, fundamentals of FFT, optimum timing in presence of multipath, sensitivity to phase noise, time errors and frequency errors will be discussed. The course then provides an overview of Mobile IP followed by the introduction of the major 4G systems such as LTE and WiMAX. The physical layer and channels, Layer 2 and logical/transport channels and signaling are covered. The course concludes with the comparison of the 4G systems.

Course Highlights:
- Components of a Typical Telecommunication System
- Components of a Typical OFDM Based Telecommunication System
- History of 2G, 3G and 4G Mobile Telecommunication Systems
- Categories of Multiple Access Schemes TDMA - CDMA - FDMA
- Source Coding Schemes
- Channel Coding Schemes
- Modulation Schemes
- What is OFDM
- Use of FFT and IFFT in OFDM Based Systems
- OFDM Bandwidth
- Cyclic Prefix
- Guard Band
- BER and SNR Calculations for OFDM Systems
- Channel Estimation and Equalization for OFDM
- Peak to Average Power Problem and Solutions for OFDM
- MIMO
- Single Carrier FDMA
- Comparison of OFDM based standards

Course Benefits:
- Understand the components of a an OFDM based telecom system
- Understand the details of OFDM transmitter and receiver technology
- Design appropriate transmitter and receiver structures to achieve given design goal
- Gain the fundamental knowledge of OFDM based standards like LTE
- Understand the advantages of MIMO techniques
- Understand the shortcomings of a OFDM system and how to overcome them

EE40171: Electrical Energy Storage - 3.00 Units
Methods in energy storage have continued to evolve to adapt to changing energy requirements and advances in technology. Designed for students who are interested in electrical energy storage, in conjunction with renewable energy such as solar photovoltaic (PV), wind and biomass. Learn the fundamentals of electrical energy technology, evaluation methods and how to prepare for future industry trends. Explore techniques in cost analysis, which is particularly important to the adoption of new storage technology and its growth in the next 10~30 years.

EE40172: Power Electronics - 3.00 Units
This course will cover the design and control of dc-dc converters, PWM rectifiers, single-phase and three-phase inverters, power management, and power electronics applications in renewable energy systems, motion control, and lighting will be presented. The intent of this course is to provide an adequate education for senior and graduate students on high-frequency power converters. Synthesis and analysis techniques will be developed through the study. Applications and advances of the high-frequency switching power converter in renewable energy and electric vehicles will be presented.

EE40173: Power System Analysis and Control - 3.00 Units
The objective of this course is to present methods that are commonly practiced in power system analysis and control, to give the student the basic
understanding of the theories and methodologies involved. The approach is designed to develop students’ thinking process, enabling them to reach sound understanding of a broad range of topics related to power system, particularly with the aid of numerical computing software, and motivating their interest in the electrical power industry. Topics covered include: using system modeling for large-scale power networks network admittance and impedance matrix formation power flow analysis special power flow studies symmetrical component modeling balanced and unbalanced fault analysis and transient stability studies.

Course Highlights:
- Steady-State Analysis: Power Flow Methods and solution methods, computer analysis of power flow, power transfer capability, transmission losses, and voltage stability, symmetrical components and its application in fault analysis
- Automatic Generation Control and static performance of speed governor modeled, conceptualize control area and multi-control-area systems
- Examine various components of Area Control Error (ACE)
- Power System Economic Dispatch and economic distribution of load within units of a plant and between plants

Course Benefits:
- Learn methods commonly practiced in power systems analysis and control
- Gain understanding of a broad range of topics related to power systems particularly with the aid of numerical computing software
- Learn how power flow analysis is formulated and solved
- Understand symmetrical component modeling and its application in balanced and unbalanced fault analysis
- Learn transient stability concept and issues

EE40174: Fundamentals of Electric Power - 3.00 Units
This course is designed for those with a background in engineering, math or physics. Students will be introduced to the physics and math required to create a mathematical model of the electric power system. These models are used to study the behavior of the power system under numerous conditions. Power systems are used world-wide to move power from where power is created to the location where power is used. Students interested in understanding this phenomena will benefit from understanding the models which are used to study power system behavior.

Course Highlights:
- Single phase and three phase A.C. system analysis
- High voltage transmission line modeling
- Generator and transformer modeling for system studies
- Creation of a complex system model that includes generators, transformers, transmission lines and loads

Course Benefits:
- Introduction to students to the fundamental concepts of power systems engineering
- Gain an understanding of how electric power is created and transmitted to urban centers where it is distributed to consumers
- Learn how to create a mathematical model of a power system
- Learn how to understand power system behavior using mathematical models

EE40176: Introduction to Electrical Engineering: Digital Signal Processing - 6.00 Units

The fundamental physics underlying ocean waves are the same ideas that help build cell phones. The music you listen to in your car is the same form and structure as the light from galaxies millions of light years away. But how can we interpret these physical structures with the computing technology of today? In Introduction to Electrical Engineering: Digital Signal Processing, we will be exploring physical waves and their digital signal counterparts in a multidisciplinary setting. Across 6 units, education in both creative and engineering elements will help students understand how and why audio arts, like sound design and music, work the way they do and how they can be applied to ever growing technology of today. The combination of group and individual assignments is designed to teach students the value of collaboration as well as individual thinking.

ENG40021: Lean Six Sigma Black Belt Practicum - 5.50 Units
This course is intended for those who have successfully completed training to receive a Lean Six Sigma (LSS) Green Belt. This intensive seven-session course will develop understanding and enable application of proven approaches to maximizing efficiency and effectiveness through understanding process requirements, identifying constraints, and creating flow and stability. Students will be provided with the established LSS body of knowledge, the experience to implement it in the workplace through a group project, and the credentials to be a LSS leader within their organizations. Classroom instruction and student projects are organized to allow structured implementation of LSS, resulting in annual projected ROI of $100K per project.

Course Goals & Learning Objectives
- Develop the ability to train other LSS White, Yellow, and Green Belts
- Acquire the ability to select projects, develop teams and deliver results
- Develop skills utilizing LSS tools and implement for quantifiable results
- Apply the concepts to a project impacting the bottom line
- Prepare the practitioner to deploy LSS to other individuals in their organizations
- Develop the ability to train other LSS White, Yellow, and Green Belts

While the course is fast-paced, it is a fun and hands-on approach to learning, and students will be given thorough context and reference materials as well as personal assistance in class.

ENG90000: Create Wearable Electronics - 3.00 Units
‘Create Wearable Electronics’ is a project-based course focused on the use of electronics on textile surfaces. In addition to being a good introduction to electronics, this class is hands-on: students will create their own wearable projects, using the Arduino microcontroller. By the end of this course, students will have an intermediate level understanding of electronic and programming concepts, including, but not limited to: switches, sensors, networks, embedded systems and the “Arduino” microcontroller. This course is designed for students with some or no electronics/programming experience. While the course is fast-paced, it is a fun and hands-on approach to learning, and students will be given thorough context and reference materials as well as personal assistance in class.

ENG90001: Microcontrollers, Sensors Actuators - 3.00 Units
Get first-hand experience with Computer, Electrical and Mechanical Engineering by programming an Arduino board to interface with a variety of sensors and actuators. In this project-based course, discover computer programming as it relates to robotic automation, reac to input and communicating between devices. Students will develop their own custom programs to control LEDs, sensors (including InfraRed sensors, UltraSound
ENG90002: Do It Yourself Robotics: Create Your Own Robot - 3.00 Units

Do you think it is possible to make a robot from your own vacuum cleaner? This workshop will show you how!

DIY Robotics is a course for students to learn how to design, build, and modify electronic circuits starting from the ground up. Topics include learning about the basics, transistors, and op-amps. We will begin with looking into the inside of obsolete electronics by opening them up and identifying their parts. Students will then reverse engineer the existing circuits to make their own modified version of the project. Over the sessions of the course, students will learn about the theories and concepts of electricity and electronics, as well as the fundamentals of microprocessors. At the end of the course, students will have created their own mechanical, electrical, and kinetic sculpture, widget or invention and learned about designing, engineering and electronics in the process!

ENG90003: Robots at LEGOLAND: Learn From the Pros! - 3.00 Units

Robots are an exciting, challenging science encompassing many facets of engineering including mechanical, electrical and computer science. This course uses Lego Mindstorm™ Robots to facilitate the understanding of computer programming concepts. Students will build their own robot, and then program it to complete various tasks using one or more of the several sensors including: touch, sound, ultrasonic, color, light. The goal of this course is to provide a strong and creative foundation in computer science - a hands-on class on program design, asynchronous event-driven programming, stepwise refinement, sequence, selection, iteration, using functions, and problem solving skills. The course will take the students through design, develop and implementation of their robots. This course promises an unforgettable experience!

ENG90004: Robotics: Make Your Own Vehicle - 3.00 Units

In this class, participants will learn how to make how to make their own remote controlled vehicle.

Students will learn how to modify RC cars to control them with a microcontroller and add personalized features, including wireless communications, autonomous locomotion, various sensor readings and displaying. Topics include design considerations, building of chassis, programming, testing, debugging and final documented presentations. Over the sessions of the course, you will learn about the theories and concepts of electricity and electronics, as well as the fundamentals of robotics. At the end of the course, you will have created your own mechanical, electrical, and kinetic vehicle (and learned about designing, engineering and electronics).

ENG90005: Robotics at UCSD: Getting Ready for FIRST - 0.50 Units

Robotics is an exciting, challenging science encompassing many facets of engineering including mechanical, electrical and computer science. This course uses Lego Mindstorm™ Robots to facilitate the understanding of computer programming concepts. Students will assist in building their own robot, and then program the robot to complete various tasks using one or more of the several sensors including: touch, sound, ultrasonic, color, light. Students will gain competency in several skills necessary to successfully compete in the Robotics First competition.

ENG90006: Introduction to Fluid Mechanics in Mechanical Engineering: From a Straw to an Airplane - 6.00 Units

This course introduces students to the world of engineering, in particular aspects involving fluid mechanics. Water covers around 70% of the Earth’s surface, and we are surrounded by air every day. Good understanding of their properties allows engineers to manipulate these fluids to improve our lives, from drinking water through a straw to traveling up high in the air.

Students will learn the fundamentals of fluid mechanics behind different engineering applications, and be able to explain interesting fluid phenomena in daily lives. They will apply creativity, scientific knowledge and hands-on experiments to solve different engineering problems. Students will also be exposed to state-of-the-art research in fluid mechanics to broaden their outlook and inspire motivated students to pursue a research career.

ENG90007: Design and Build Your Own Clean Energy Drag Race Vehicle! - 3.00 Units

Build and race your own 1:20 scale model car! Learn about the past, present and future forms of fuel technology. This course is designed for middle and high school students interested in learning how to make their own small scale hydrogen car. Learn about green energy advancements, hydrogen as an “energy carrier” and its use in hydrogen fuel cell vehicles. During car construction, students will utilize Computer Aided Design (CAD) for modeling the custom chassis, as well as using basic physics, chemistry, math, and mechanical engineering principles to make improvements on the vehicle. They will not only create a hydrogen powered fuel cell vehicle that works, but will be the student’s to keep! Will your design be the fastest at the race competition at the end?

ENG90008: Solar Electronics - 3.00 Units

‘Solar Electronics’ will introduce students to the concepts and ideas behind solar energy and how we can harness it. We will learn about the basics of electricity, electronics, and solar panel systems through discussion, presentation, and hands-on exercises in which students will apply their knowledge. We will learn about the Photovoltaic (PV) effect and how sunlight is converted into electricity, using animations and group work to visualize this complex and abstract phenomenon to make it more easily understood.

We will then build on this by covering the solar cell, array and module system. We will learn how to optimize solar arrays and how to calculate their power output. Our first project will be to build solar ovens (in which we will cook a snack) in order to understand solar thermal energy applications, consider the angle and concentration of light, and the resulting heat effects. Students will then make solar-powered lamps that they design, build and keep, and test the output over time to improve efficiency. Finally, students will work with a standard solar panel array to successfully power lights and small electronic devices in order to better understand and apply their new knowledge.

Learn more about this class here:
http://www.fablabsd.org/ucsd-extension-spring-2012/

ENG90009: Robotics I: Introduction to Sensors and Actuators - 3.00 Units

Get first-hand experience with basic Computer, Electrical, and Mechanical engineering through the use of an Arduino board. In this project-based course, discover computer programming as it relates to robotic automation, reacting to input and communicating between devices. Developing your own custom programs to control LEDs, sensors (including Infrared sensors, Ultrasound sensors, accelerometers) and motors. Learn the basics of electrical wiring and how to power components within an embedded system. Explore the beginnings of HID’s, Human Interface Devices, devices that allow humans to interface with computers. Utilize fundamental mechanical engineering and physics concepts to build simple embedded systems from scratch using the components we study, and other advanced engineering topics to drive more complex designs. The limits are your imagination.

This class will be mostly hands-on, and will cover intermediate level course information. Prior experience or knowledge is useful but not required.

ENG90010: Robotics 2: Introduction to HiDs: Human Interface Devices - 3.00 Units
Third class in the DIY Robotics series, focusing on HID’s, Human Interface Devices. Builds upon skills taught in class 101- Into to Sensors and Actuators. Students in this personalized project-based class will build a custom HID, a complex embedded system. Use advanced concepts in Mechanical and Computer Engineering to build devices to aid in a person's interfacing with computers. Students will be taught to build a HID embedded system that uses a variety of components in conjunction with custom computer programming to produce their desired results. Learn advanced computer programming and more complex hardware configurations to allow for customizable interfacing. Utilize and build upon previous skills in prototyping and computer programming. This class will be mostly hands-on, developing personal projects, and prior experience and/or knowledge about the sensors, components and programs used in the first class will be needed.

ENG90011: Electrobioology: Brains and Breadboards - 6.00 Units
Although the laws governing the electrical activity in silicon systems and living tissue are the same, there is very little dialogue between biologists and engineers who study electricity. Starting from the basic composition of an atom, this course builds along two paths, demonstrating the connection between electricity in both kinds of systems, how very differently they behave, and how these simple principles are active in information processing, computation, and cognition.

ENG90012: QWOW! World of Work Exploration - 2.00 Units
Participants will gain comprehensive exposure to the world of work at Qualcomm through classroom instruction, small group interactions, presentations/lectures, job shadowing, hands-on activities and tours. Students will have the opportunity to experience three days of rotations: 1) engineering (test, software, hardware, systems) 2) corporate (finance, marketing/branding, IT, human resources and 3) legal, IP, government & public affairs). Participants will have an opportunity to understand daily work activities, skill sets, work styles and soft-skill competencies required of Qualcomm professionals in different functional areas. Through assessments, self-reflection, discussions, interviews with staff and workbook exercises, students will have an opportunity to connect their learning back to their own talents, interests and career aspirations. Participants will also have the opportunity to work in teams to take on challenges that mimic real world innovation and problem solving at Qualcomm.

ENG90013: Introduction to Structural Engineering: From Pyramids to Modern Engineering Marvels - 6.00 Units
Structural Engineering is one of the oldest sciences dating back to 2700 B.C.E when Pyramids were built. This is a field of engineering dealing with the analysis and design of structures that support or resist loads. This course aims to deliver basic physics and tools that serve as fundamentals for all structural engineers. Students will begin to understand the cause and effect relationship. This includes a basic knowledge of engineering mechanics, strength of materials and fluid mechanics. Various drafting and design software will be introduced to students. Students will tour UCSD structural engineering department research facilities, which will give them a broader view of advanced work in structural engineering. UCSD is the only University in the United States that offers a dedicated course for structural engineering with state-of-the-art facilities for research.
By exploring and linking concepts from basic Newtonian Physics to Structures, students will gain a deeper appreciation for the behavior of structure. The ability to visualize, imagine, understand and anticipate -- they will see that common sense has all the answers.

ENVR40000: Conservation Psychology - 3.00 Units
Programs to conserve water and energy, reduce our auto-dependency, recycle, and adapt to climate change have one thing in common: to be effective, they must consider the human behavioral dimension. In this course, participants will learn how to apply psychological principles, theories and methods to understand and solve environmental problems. Gain an overview of contemporary environmental issues, with a focus on the link with human behavior. Examine psychological foundations for conservation, including commons dilemma, connectedness with nature, rational choice, values, and incentives. Explore solutions and examine successful and unsuccessful interventions designed to change human behavior. Topics covered include water conservation, recycling and waste management, transportation, and energy conservation.

Learning Objectives:
- Gain an understanding of the field of Conservation Psychology
- Describe the behavioral causes of environmental problems
- Specify the psychological factors that lead people to engage in conservation behavior
- Identify the effective strategies used to promote conservation behavior

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional UC San Diego Extension AICP CM Events go to American Planning Association.

ENVR40001: Industrial Waste Minimization & Management - 2.00 Units
This course covers the nuts and bolts of industrial waste management and strategies for minimizing waste generated during industrial processes. Learn about raw materials and chemicals used in industry and how waste is generated during industrial processes. Delve into federal and state regulations governing waste stream management, and study Federal EPA-recognized treatment technologies for specific industries. Students will receive training on waste minimization and the components of effective waste minimization and pollution prevention programs in environmental management. Life cycle design for general manufacturing will be also discussed.

ENVR40002: Air Quality Compliance - 3.00 Units
This course examines how air pollution affects the environment. Students will learn about the regulation of air quality at the federal, state, and local levels. Topics include the federal and state Clean Air Acts, EPA’s NextGen Compliance, agency compliance inspections and internal self-audits, e-reporting, regulation of greenhouse gases, AB2588 (toxic hot spots), and the roles of various agencies in regulating air quality. Participants will also learn about the permitting process, how air pollution laws and regulations are enforced, air pollution control and reduction measures, improvements in air quality in San Diego, and what is yet to be done. Case studies will be featured.

ENVR40003: Water Quality Monitoring - 2.00 Units
Water quality monitoring is an important tool for assessing and managing water resources. This multidisciplinary course examines the diverse and interrelated regulatory framework for water quality management in the United States, as well as scientific and analytical aspects of managing water quality. Students will receive important tools and resources to assist them with completing a water quality monitoring report.
Topics May Include:
- Water sampling and analysis
- Data collection
- Trend monitoring
ENVR40004: Getting to ZNE with Natural Ventilation: A Course for Architects - 2.00 Units
Learn how to maximize natural ventilation in the design process to reduce building energy use and meet 2030 energy goals. This hands-on, practical course is designed to train architects how to quickly simulate airflow early in the design process in order to evaluate design decisions and achieve a project’s energy and sustainability goals. Topics covered include the basics of natural ventilation, climate analysis, air flow analysis, thermal mass, comfort, and considerations related to acoustic noise and outdoor air quality. Participants will also learn how to educate clients about expected comfort levels, and will be able to use the knowledge gained in this course to speak more fluidly with engineers about energy models and building comfort and performance. Participants may work on one of their own projects during this course to test design ideas.

ENVR40005: Community Engagement - 3.00 Units
This course provides practitioners with the strategies, knowledge, and skills needed to develop a communications strategy that activates behavior change at the community level. Participants will explore the range of engagement tools available to create behavior change, from quick communications to in-depth learning experiences. Topics include effective messaging, the use of social media and print media, mobile apps, the power of citizen science, and how to select the right mix of engagement tools. This course also covers effective learning methods to inspire behavior change in informal educational settings and strategies relevant to community-based social marketing campaigns and community-based conservation education programs. Students will develop the knowledge needed to design and evaluate a strategy that can reach multiple audiences with multiple engagement tools.

Learning Objectives:
- Learn the range of engagement tools to activate behavior change
- Know how to design an engagement strategy to make conservation salient to the public
- Understand strategies relevant to community based social marketing and conservation education programs
- Understand the challenges and opportunities of general informal education and project-specific efforts
- Learn how to evaluate the success of an engagement activity

ENVR40006: Behavior Change Strategies for Sustainability - 3.00 Units
This course focuses on the strategies and tools needed to change individual behavior and promote environmental protection. Students will learn how to assess needs, identify available resources, and design and evaluate a program for a behavior change intervention. Topics include identifying problems stemming from conventional behaviors identifying market obstacles to behavior change evaluating conventional practices (behavioral mapping) developing interventions to promote desired behaviors (best practices) designing a pilot program and defining metrics for evaluating performance. Students will explore common strategies to promote behavior change, including community-based social marketing and other conceptual frameworks. Upon completion of this course, students will have the basic knowledge to design or redesign a behavioral change program, and to assess performance following implementation.

Learning Objectives:
- Identify and prioritize target behaviors related to a specific environmental problem
- Describe and segment a target audience
- Appropriately apply a range of behavior change tools and strategies
- Understand methods for pilot testing strategies
- Identify appropriate metrics for evaluating performance
- Develop a behavior change program implementation plan

ENVR40007: Behavior Change Capstone Project - 3.00 Units
Students will work on an applied behavior change project or program under the supervision of one or more instructors. Potential projects include: conceiving and designing a plan for a real-world behavior change intervention developing a plan to evaluate the success or impact of an intervention or auditing a previous process and recommending modifications using the cumulative knowledge and skills developed during this certificate. The Capstone course aims to produce a resume-ready product that can be showcased and shared with an employer, organization, or professional association.

Learning Objectives:
- Be able to design a realistic and manageable pilot behavior change
- Be able to design and evaluation plan to capture the outcomes of the pilot project
- Understand how to formatively evaluate a project in order to make revisions
- Be able to design and gather feedback and evaluation data from project participants
- Know how to design data collection protocols (surveys, interviews, etc) to capture project impact
- Know how to analyze the success and process of the project to generate recommendations for improvement

ENVR40008: Writing Effective CEQA Documents - 2.00 Units
Effective writing is one of the most highly cited and desirable skills in CEQA practice. Learn how to prepare technically compliant, legally defensible, and high quality environmental documents including Environmental Impact Reports (EIRs), Environmental Assessments (EAs), Initial Studies, Mitigated Negative Declarations (MNDs), and required CEQA findings. Strengthen writing skills needed for professional practice, including skills to enhance document effectiveness, clarity, and accuracy. This advanced course is designed to give students the practical training needed to produce high quality, legally defensible environmental documents.

Learning Objectives
- Understand application of different types of environmental documents and legal risk
- Write a defensible Project Description
- Establish appropriate Environmental Baselines
- Learn how to respond to comments on Draft EIRs
- Understand how case law continuously shapes CEQA practice
AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional AICP CM Events at UC San Diego Extension go to American Planning Association.

ENVR40009: Advanced CEQA - 3.00 Units

CEQA professionals must have a strong understanding of CEQA, as well as the ability to critically assess information during the environmental review process. Students will work through a project, building upon the understanding and knowledge of the CEQA process acquired in the CEQA I course and will leave this course with a solid understanding of CEQA so that they are prepared to move to more advanced work.

Key topics include:
- Drafting defensible project descriptions and project objectives
- Identifying and drafting direct, indirect, and cumulative impact analyses, including the identification of the cumulative study area
- Establishing environmental baselines
- Determining applicable and relevant thresholds
- Identifying and drafting defensible mitigation measures
- Mitigation monitoring and adaptive management
- Identifying project alternatives
- Public review, comment, and participation strategies
- Preparing responses to comments in the final EIR process
- Preparing the administrative record

Practical work is emphasized. Students will evaluate an EIR and prepare public review letter commenting on the adequacy of an environmental document.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional AICP CM Events at UC San Diego Extension go to American Planning Association.

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Other Credits: UCSD certifies this activity is approved by the State Bar of California for 20 hours of MCLE credit.

ENVR40010: CEQA in Practice - 2.00 Units

This advanced course focuses on the practical application of CEQA requirements to a real-world scenario. In this simulation style course, students will explore a project from multiple stakeholder perspectives and will engage in hands-on activities designed to prepare them for entrance to professional practice. Students will sharpen their critical thinking and problem solving abilities as they relate to the environmental assessment analysis and strategy and will gain practical knowledge of the various tools used to evaluate environmental impacts such as the basics of air quality and traffic modeling.

Course Goals/ Learning Objectives
- Learn about the various stakeholders and how they are involved and affected by the CEQA process
- Understand which local, state or federal agencies have jurisdiction over a project and when to engage them
- Gain the foundational skills needed to run projects through the CEQA process.
- Learn strategies for navigating multiple environmental review processes.
- Learn about the various technical resources that should be used when conducting analyses
- Understand when a project needs Amendment, Subsequent or Supplemental documents

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional AICP CM Events at UC San Diego Extension go to American Planning Association.

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ENVR40011: CEQA Project Management - 3.00 Units

Many consulting and planning firms require employees who can oversee projects from start to finish and apply tools to minimize time and expense related to the environmental review process. Learn how to manage CEQA projects and multi-disciplinary teams, and develop plans and scopes of work, budgets, and schedules for complex environmental projects.

Key course topics include:
- Preparing scopes of work and project plans
- Managing multi-disciplinary teams and multi-agency efforts
- Representing projects with communities, commissions, councils, and other stakeholders
- Business development and marketing
- Project scheduling and financial management
- Managing consultants and technical studies
- Managing multiple projects

This course focuses on real-world CEQA project management and best professional practices for project management, leadership, and delivery.

AICP Credit: AICP members can earn Certification Maintenance (CM) credits for this activity. For a list of additional AICP CM Events at UC San Diego Extension go to American Planning Association.

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ENVR40012: Behavioral Economics - 2.00 Units

ENVR40013: Economics and Life Cycle Cost Analysis - 3.00 Units

Sustainability professionals are frequently charged with defining the economic value of implementing environmental and social sustainability practices. In this course, students will be presented with key economic principles and identify long-term costs and benefits of sustainable practices through a variety of financial management tools, including the time value of money and Lifecycle Cost analysis. Students will explore value created for organizations through various social and environmental sustainable practices and will be able to calculate the financial benefit attributable to strategic sustainability initiatives.

Learning Objectives:
- Understand the fundamental concepts in economics and how they impact corporate decision making and environmental performance
- Understand and be able to calculate financial performance measures, such as the time value of money, Life Cycle Cost Analysis and Triple Bottom Line
- Gain a working understanding of the steps and elements in a Life Cycle Cost Analysis and its use in showing the value of sustainable practices
- Understand the financial benefits of more sustainable business practices

ENVR40014: Strategic Planning and Innovation - 3.00 Units

Strategic planning for sustainability is one of the most sought after hard skills by today’s employers. In this course, students will gain the tools needed to identify and prioritize the issues and opportunities most relevant to their business or organization, set appropriate goals, and develop and integrate new strategies. Topics include risk assessment, materiality, stakeholder engagement, benchmarking, and metrics used to measure the success of sustainable initiatives. Students also explore strategies for working cross-functionally within an organization and with external stakeholders and partners and will develop a sustainability initiative for a specific business or organization.

Learning Objectives:
- Gain a working knowledge of the strategic planning process
- Be able to complete a materiality assessment for a company
Strategic Sustainability Leadership - 3.00 Units
Learn how to leverage technology to facilitate tracking data collection and reporting.
Understand how metrics are tracked. Scroll down to “Learn project management skills needed to implement the reporting processes involved. Get comfortable working with sustainability data and explore prevailing platforms and tools (standards, guidelines, analytic tools) and metrics for measuring sustainability performance. Assignments will give students the opportunity to use analytical skills critical to the sustainability profession.

Learning Objectives:
- Gain and understanding of the role of internal and external stakeholder engagement in sustainability, and its correlation to sustainability data collection and reporting.
- Learn how to leverage technology to facilitate tracking.

ENVR40015: Measuring Sustainable Impact - 3.00 Units
Learn how to measure the impact of sustainability programs and create a plan for making changes for your business or organization. Students will learn how to set environmental baselines for energy, water, and waste to build a picture of an organization’s impact and set organizational goals. Measuring sustainability impacts is important when gaining organization-wide buy-in and understanding the stakeholders involved is an essential process in sustainability planning. During the course, students will learn about large organizations that have developed metrics, advanced methods to measure sustainability, strategically implemented sustainability plans, and the reporting processes involved. Get comfortable working with sustainability data and explore prevailing platforms and tools (standards, guidelines, analytic tools) and metrics for measuring sustainability performance. Assignments will give students the opportunity to use analytical skills critical to the sustainability profession.

Learning Objectives:
- Learn the tools that facilitate tracking sustainability performance.
- Understand how metrics are tracked.
- Learn how to leverage technology to facilitate tracking.

ENVR40016: Sustainability Leadership - 3.00 Units
Sustainability professionals are frequently tasked with leading change within their organizations. Explore strategies and competencies needed to lead effective change towards sustainability, explore concepts of organizational behavior and culture, and skills that can be applied to a variety of organizational contexts. Practice soft skills such as consensus building, facilitation, communication, and influence within the context of sustainability. Learn project management skills needed to implement sustainability programs and initiatives from beginning to end. Students work through a variety of case studies from sustainable purchasing to sustainable products development, and will develop a leadership project of their choice.

ENVR80002: Emergency Preparedness for Healthcare Facilities - 0.00 Units
This one-day classroom training course is for professionals seeking to complete their QISP certification. Participants will work on site scenarios, case studies, and quiz questions in a team environment and will sharpen the skills needed to pass the final QISP examination. The course includes a brief review of IGP requirements and QISP responsibilities before diving into technical instruction on receiving waters, ERA process and examples, monitoring and sampling, SMARTS, annual inspections, questions and issues identified during the state’s online training, and questions that can be expected on the final QISP examination. This course is designed for students that have already taken the 2-day online IGP QISP training and passed the online mid-term exam, and for professional engineers (PE’s) who wish to sharpen their competencies before assuming QISP responsibilities at Level 1 and Level 2 facilities.

Notes: This course will be team taught by Trainers of Record (ToR’s) including Kelly Doyle, Matt Lentz, and Marvin Sachse.

Additionally, two RWQCB staff will be present at each workshop. Photo identification is required and attendance will be checked at the beginning and end of each session. Course participants are expected to be familiar with the IGP and to bring their own copy of the IGP to the training session. It is highly recommended that you bring questions generated during your 2-day online training and exam to be discussed in this one-day in-person training.

ENVR80001: Changing Behavior for a Sustainable Future - 0.00 Units
Linking Behavioral Science to the Protection of Ocean and Coastal Resources and Ecosystems
Behavior change is an important part of achieving a sustainable future. However, research tells us that knowledge and awareness are generally not sufficient to inspire behavior change and other approaches are needed. This one-day short course provides a comprehensive overview for how practitioners can incorporate the science of behavior change into the design of projects and programs to protect ocean and coastal resources and ecosystems. Students will receive instruction in conservation psychology and behavior change strategies and tools that can strengthen community programs, including community-based social marketing. Topics covered include behavior selection and prioritization, tools of behavior change, and choosing the right tool for the job. Participants will work on group exercises to understand how to apply behavior change strategies to actual programs and projects to address a wide variety of issues, from water quality to fish and wildlife habitat protection.

Who Should Attend:
- Non-profit organizations
- Foundations
- Natural Resource Managers
- Conservation Biologists
- Public officials
- Psychologists
- Students

ENVR80003: Linking Behavioral Science to the Protection of Ocean and Coastal Resources and Ecosystems
This Full Scale Exercise Design Training is designed for healthcare providers and suppliers impacted by the Centers for Medicare and Medicaid (CMS) Emergency Preparedness (EP) Requirements, such as hospitals, long term care, or primary care. All of the 17 CMS providers must comply with the EP Requirements by November 15, 2017.

Location: Meeting Rooms on Fifteen - The Village at Torrey Pines
2202 Scholars Drive North, Building 2, 15th floor - UC San Diego Main Campus

Date: September 26, 2017
Time: 8:00 am &ndash 5:00 pm

Contact Information: Fiona O&rsquoDonnell-Lawson, Forobonnel@ucsd.edu, 858-534-8139

Providers must be able to:
- Identify Hazard Risks and Vulnerabilities
- Develop Emergency Operations Plans (EOP)
- Develop internal and external Communication Plans
- Train staff annually on EOP elements
- Test plans with full scale, functional and tabletop drills &amp exercises

Please join your healthcare colleagues and emergency management experts for an in-person training and receive support and strategies on how to comply the CMS Emergency Preparedness Requirements. During the workshop the audience will:

- Learn how each of the CMS 17 providers and suppliers must work towards CMS EP compliance
Lean new tools and strategies to meet and maintain CMS EP Requirements
Learn how to get into compliance with the CMS requirements as efficiently as possible
Learn how to design CMS Compliant tabletop, functional, and full scale exercises

Speakers:
Patrick Buttron, EMS Coordinator, EMT, TLO, Public Health Preparedness and Response (PHPR) Branch, County of San Diego Health & Human Services Agency
Kristina Freas, RN, MHS, CEM is a former Director of Emergency Management for Dignity Health and CEO of DK Freas, LLC.
Austin Howe, MHS, CEM, Director of Business Continuity, Emergency Management and Security at Planned Parenthood of the Pacific Southwest
Nora O’Brien, MPH, CEM, Chief Executive Officer for Connect Consulting Services, Inc.

Lunch and course materials are included.

ENVR80003: Navigating SB 743 Implementation - 0.00 Units
The California Governor’s Office of Planning and Research (OPR) has selected vehicle-miles-of-travel (VMT) as the preferred metric to comply with Senate Bill 743 (SB 743). Lead agencies will need to reconsider their CEQA transportation impact study procedures in light of new guidance from the State on how to conduct VMT impact analysis. Potential changes in current practice could extend to regional transportation plans and city/county general plans. This workshop will provide an overview of the SB 743 changes and explain the methodology and thresholds identified in the Revised Proposal on Updates to the CEQA Guidelines on Evaluating Transportation Impacts in CEQA and recent release of new SB 743 guidance from Caltrans entitled, Local Development & Intergovernmental Review Program Interim Guidance, November 9, 2016. The workshop will cover land use plans and projects, transportation projects, and regional transportation plans. Participants will learn about the variety of metrics, data, tools, and models that are available for VMT analysis and how tool and model selection in particular can have a substantial effect on analysis outcomes including legal defensibility.

Learning Objectives:
SB 743 implementation timing
VMT analysis methodology options
Key choices related to VMT impact significance thresholds and mitigation feasibility
Need for substantial evidence in developing local procedures

Instructors:
Ron Milam, Fehr & Peers
Ron currently works at Fehr & Peers and leads the company’s research and development. Ron has an extensive background in travel demand model development and applications, transportation impact fee programs, traffic operations analysis, micro-simulation modeling, and transportation impact studies involving NEPA and CEQA, which are the main workshop topics. He has also published papers on a wide variety of transportation planning and traffic engineering topics and has received recognition for his work that includes the Institute of Transportation Engineers’ (ITE) National Past President & Award and best paper honors at the Transportation Research Board (TRB) Conference on Planning Applications. He is currently focused on the use of big data in transportation planning and new performance measures such as VMT.

Katy Cole, Fehr & Peers
Katy has worked in the transportation engineering and planning industry for approximately 14 years. Katy is dedicated to working with communities to help evaluate and solve transportation issues. Her professional experience includes multi-modal corridor analysis, transportation master planning, travel demand management (TDM), parking studies, access and circulation studies, and transportation impact studies. Katy is currently performing VMT analysis for projects within the San Diego region and serves on the Institute of Transportation Engineers’ (ITE) San Diego Chapter & Committee SB 743 Subcommittee. Katy received her BS in Civil Engineering from the University of California, Davis.

EXAM80000: United States Constitution Exam - 0.00 Units
An examination on the provisions and principles of the United States Constitution.
Such an examination is required covering the provisions and principles of the United States (US) Constitution for many teaching and services credentials.

EXAM80002: Entrance Exam - 0.00 Units
In additional to successful completion of coursework, passing a certification exam is required to earn the Certificate in Fitness Instruction/Exercise Science.

EXAM80004: Spanish Proficiency Exam - 0.00 Units
Participants in the Professional Certificate in Spanish Language are required to take a Spanish language proficiency exam upon completion of all other coursework in the certificate program. The exam (OPIC) determines a student’s oral proficiency level in Spanish. Students must obtain a rating on the OPIC of at least Intermediate-Mid to complete the UCSD Extension Spanish Language Certificate. Students who receive a rating lower than Intermediate-Mid will not meet the requirements to complete the certificate should this happen the student will be encouraged to take an additional elective, practice, and retake the exam the following quarter. For additional information, please review the PDF titled “Spanish Language Certificate Proficiency Exam” on the Spanish Language Certificate webpage.

EXAM80005: NASM Certificate Exam - 0.00 Units
Final exam for the CTLA certificate program.

FPM40002: Introduction to Alcohol and Other Drug Studies - 3.00 Units
This course examines alcohol, tobacco, and other drug issues in society. Topics cover a variety of perspectives and concepts, including the history of alcohol and other drug use, theories of alcoholism and addiction, models of treatment and recovery, social consequences, and the public health approach to reducing alcohol and other drug-related problems. Readings, discussions, guest presentations, and activities prepare students to critically evaluate, integrate, and contribute to contemporary approaches addressing alcohol, tobacco, and other drug issues.

FPM40010: Contaminant Fate and Transport - 1.50 Units
This course focuses on the behavior of chemical contaminants in surface water, groundwater, and soil. It is designed for consultants, regulators, and industry representatives who evaluate investigative and remedial options. After a review of the physical, chemical, and biological factors that influence the migration and persistence of environmental contaminants, the movement of contaminants between distinct systems (e.g., from soil moisture to soil gas) will be explored. The course also addresses the application of retardation, degradation, and volatilization processes to the relative distribution of chemicals among the various phases of surface and subsurface environments. Finally, the course examines the applicability and performance of various on-site remediation techniques (enhanced biodegradation, chemical oxidation, and vapor extraction) on a site-specific and compound-specific basis. NOTE: Elective for Professional Certificate in Site Assessment and Remediation and Hazardous Materials Management. Requirement for Professional Certificate in International Environmental Management.

FPM40016: OSHA 7510 - Introduction to OSHA for Small Businesses - 0.50 Units
If you run or own a small business, you need to know how to recognize basic employer and employee responsibilities and rights under OSHA. Learn about OSHA standards, the tools used to reduce workplace injuries and illnesses, the four elements of a safety and health management system and how to obtain compliance assistance information. Topics include: OSHA Inspection Process, Implementing a Safety and Health Management System. NOTE: Elective for Professional Certificate in Natural Resource Management.

FPM40024: San Diego Bay: An Economic and Environmental Perspective - 4.00 Units
A series of civic, business, and environmental leaders will address current issues affecting the economy and environment of San Diego Bay. Topics include economic development, commerce, world trade, and San Diego Bay redevelopment wetland management urban pollution sources industrial discharges to the bays water quality monitoring and environmental impacts of the bay. The course will also discuss how the Port of San Diego is regulated, which agencies are involved, and how the public can or should be involved. NOTE: Elective for Professional Certificate in Occupational Health Nursing.

FPM40025: Industrial Hygiene for the Occupational Health Nurse - 3.00 Units
This course offers a broad review of the recognition, evaluation, and control of potential health hazards in the occupational environment, including the threshold/limit values concept, OSHA standards, surveys, sampling strategies, particulate, gas and vapor sampling, air contaminants, heat, noise, illumination, ionizing and nonionizing radiation, and personal protection devices. Requirement for Professional Certificate in Occupational Health Nursing.

FPM40034: Speaking Medically: Learning a New Language - 2.00 Units
For those who work in settings in which medical terminology is frequently used, ¿medicalese¿ often seems like a foreign language. This course is intended for individuals working in or planning to work in the health care field as well as for those who currently do business in the medical arena. The information presented will help increase employability for a variety of careers in hospitals, clinics, medical offices, or any health care facility. It will also enable medical transcriptionists, court reporters and interpreters, legal assistants, and anyone who requires a basic knowledge of the vernacular to quickly grasp the necessary elements involved in learning medical terminology. Interactive exercises allow students to practice what they have learned to build a strong medical vocabulary and to speak and comprehend the language. Note: No visitors permitted. Applicable to Medical/Social and Medical/Legal Programs.

FPM40035: Design and Implementation of Worksite Health Promotion Programs - 3.00 Units
This course covers the design and implementation steps necessary to begin and maintain a variety of health promotion programs, with special emphasis on worksite implementation. Topics include design features, program references, pricing, community resources, and internal employee promotion strategies for effective program implementation. Instruction includes design and implementation protocols for such programs as exercise and fitness, smoking cessation, stress management, weight control, substance abuse, hypertension control, musculoskeletal health, cholesterol reduction, and immunodeficiency prevention education. All recommendations for health promotion protocols are in accordance with the U.S. Preventive Services Task Force¿s 1989 Report on Preventive and Health Promotion Services. Requirement for Professional Certificate in the Business of Health Promotion.

FPM40049: Effects of Abuse and Neglect on Child Development - 1.00 Units
This workshop explores the psychological effects of mistreatment at various stages of development in addition to implications for placement. Topics include child developmental stages interrupted development failure-to-thrive syndrome the parentified child core issues: trust, loss, guilt, control, identity, and acting-out behavior and mood disturbances. Participants gain an understanding of the dynamics that underlie difficult behaviors in children and learn how to formulate effective intervention plans. Elective for Professional Certificate in Early Childhood Education.

FPM40051: Introduction to Mediation - 1.00 Units
As violence and conflict increases around us, more teachers, nurses, health care providers, students, business professionals, and government personnel are interested in learning how best to resolve conflict. Mediation is the single most powerful tool in dispute resolution among individuals, groups, and organizations for reaching a positive outcome. This course covers the basic components of mediation as well as specific techniques for teaching others how to use these skills. Through case studies and role-playing exercises, participants acquire the skills to demonstrate effective mediation techniques when assuming the role of the neutral third party in a dispute. Mediation skills are easily learned and are useful not only for practicing mediation professionals but for counselors, teachers, social workers, therapists, nurses, community organizers, or anyone who works with people. Note: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

FPM40054: Prevention and Public Consequences of Substance Abuse - 2.00 Units
This course presents the individual as well as the societal consequences of alcohol, tobacco, and other drugs through an exploration of contemporary patterns of legal and illegal consumption and their health, social, family, economic, legal, and political consequences. Participants analyze the prevalence and complexity of such problems as impaired driving, traumatic injury, alcohol-related birth defects, domestic violence, homelessness, and workplace issues. Participants also have opportunities to debate the treatment and prevention implications suggested by readings and class discussions, and prepare themselves to explore strategies for mitigation.

FPM40060: Laws and Regulations - 3.00 Units
This course includes a basic overview of Federal OSHA standards with main emphasis on Cal/OSHA standards. Students will be coached through a jobsite inspection process from the opening conference to the closing conference. Working group sessions will study actual court cases highlighting preparation for a hearing, burden of proof, affirmative defense and discovery. The overall objective of this course is to enable students to better prepare for workplace inspections conducted by OSHA.

FPM40078: Assessment and Report Writing for Alcohol and Drug Abuse Counselors - 1.00 Units
As various systems, such as the criminal justice Division of Children, Youth and Families Department of Motor Vehicles Impaired Driver Intervention Programs and probation and parole become increasingly aware of the need to treat substance abuse, usable assessment becomes ever more important. This workshop introduces the physical signs, symptoms, and pharmacology of alcohol and other drug abuse common defense mechanisms and denial behavior counter-transferential issues and how to use them during assessment and diagnosis how to properly use the most common substance abuse testing instruments how to take histories of drinking and drug use and introductory DSM-IV techniques for diagnosing chemical dependency. Participants will learn how to present clinical information in a way that is both defensible and useful to other professionals. NOTE: Elective for Professional Certificate in Counseling and Interpersonal Skills and may be of interest to those enrolled in the Professional Certificate for the Alcohol and Drug Abuse Counselor.

FPM40087: Pharmacology of Alcohol and Other Drugs - 2.00 Units
This workshop focuses on the pharmacology of psychoactive substances both licit and illicit with special emphasis on those drugs that are of current interest and use. In addition to defining the various drugs and reviewing their historical use and trends, participants study physiological and psychological effects, including overdose symptoms and withdrawal syndromes, use patterns, and street language. Note: No visitor permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills. Of interest to Alcohol and Drug Abuse Counselor Certificate candidates.

FPM40097: Wound Management Update: Multidisciplinary Approach to the Treatment and Prevention of Wounds and Diabeti - 0.50 Units
This one-day program will educate healthcare providers on the latest developments in the wound care field. Specifically, instruction covers basic physiology of wound healing, different treatment philosophies regarding wound care in general, emphasizing the mechanical and physiological changes that take place in the diabetic foot. Clinical presentations and case studies of diabetic foot problems, identification of risk categories for diabetic foot ulcerations, and discussion of preventive treatment modalities regarding diabetic foot care will also be included. This is an excellent course for nurses, home health providers, physicians, podiatrists, and physical therapists.

FPM40104: Child Development: Application of The Denver Developmental Screening Test II - 1.00 Units
The Denver Developmental Screening Test (DDST) was first published in 1967 to help health providers detect potential developmental problems in children from birth to six years of age. Since its original publication, the DDST has been widely used, adapted and standardized in over fifteen countries, and used to screen more than 50 million children throughout the world. The test is valuable in screening asymptomatic children for possible problems, in confirming intuitive suspicions with an objective measure, and in monitoring children at risk for developmental problems, such as those who have experienced perinatal difficulties. The test is designed to compare a given child's performance on a variety of tasks to the performance of other children the same age. This workshop will provide instruction in accurate testing and scoring procedures of the DENVER II, to describe standardization data, and to clarify potential clinical and research applications. The course is excellent for clinicians, physicians, nurses, school nurses, counselors, child development specialists or para-professionals in the field.

FPM40108: Legal or Liable: An Overview of California Laws and Ethics for Therapists and Counselors - 3.00 Units
Designed to meet Board of Behavioral Science Examiners requirement for MFT licensure. This course is designed to increase competence and understanding of legal and ethical issues that may result in malpractice cases or BBSE disciplinary action. Legal concepts of access to records, subpoenas, child abuse reporting, privilege, malpractice, Tarasoff, and California family laws are examined. Vignettes are used to explain and illustrate legal issues and practical concerns, including confidentiality, client welfare, dual relations, suicide, involuntary admissions, patients' rights and informed consent. Professional as well as philosophical ethical concepts are used as a context for class discussions.

FPM40110: Helping Children Deal with Loss and Grief - 1.00 Units
Children can be greatly impacted by loss yet have few resources for expressing their grief. The death of a parent, for example, can impact children well into adulthood. And those who are abused or live in dysfunctional families often lose much of their childhood and miss the developmental experiences for healthy maturity. This workshop examines some of the ways that children attempt to cope and survive in the face of loss and explores how those who work with children can help them find beneficial means to deal with and work through their pain. Note: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

FPM40117: Creating Eden: The Garden as a Healing Space - 1.00 Units
This course in ecopsychology explores the literal and metaphorical garden, and is geared toward health practitioners, teachers, landscape architects, and interested members of the general public who wish to deepen and expand their understanding of the psychological and spiritual significance of the garden and to learn how to integrate its healing principles into their lives and work. Topics include: History and Development of the Garden, The Garden as a Physical, Spiritual, and Psychological Healing Space, Principles and Practice of Dynamic Nature Therapy. Methods of teaching include slide/lecture, visualization, writing, and class discussion. Note: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

FPM40120: Primordial Sound Meditation - 2.00 Units
Primordial sound meditation is an easily learned technique that uses individually selected vibratory sounds or mantras to quiet the mind by guiding awareness from the level of activity to the realm of silence. Primordial sounds are the basic vibrations in nature. In primordial sound meditation, the most appropriate sound is individually selected based on the location, time, and date of one's birth, from more than 100 possible sounds. Deepak Chopra, M.D., and David Simon, M.D., have rediscovered these authentic procedures, which stem from the ancient knowledge of India and have been used effectively for thousands of years. Drs. Chopra and Simon have structured the procedures in an easy-to-learn format for the benefit of everyone. This new technique offers direct access to the field of pure potentiality—the source of all creativity and energy—and becomes a journey to self-discovery energy and bliss and wholeness and healing. The deep rest gained during meditation is the most effective way to reduce stress and improve mind-body balance. Restful alertness, release of stress, and increased clarity of mind are the most documented benefits of meditation. But, the true purpose of meditation is a spiritual one. When used correctly, primordial sound meditation creates a quiet, soothing effect in the mind and, through regular practice, can be integrated into daily life. NOTE: No visitors permitted. CREDIT: 1 unit in Family & Preventive Medicine. Registered Nurses: 8 hours of relicensure credit. Social Workers: 8 hours of relicensure credit.

FPM40124: Low-Level Radioactive Waste Management - 1.50 Units
Low-level radioactive waste (LLRW) is routinely generated by a variety of facilities, including biomedical research facilities, hospitals, and nuclear energy facilities. The management of LLRW has become a problem of increasing magnitude over the past few years, due mainly to the lack of a burial facility for ultimate disposal. This course will examine the overall management of LLRW, including sources of generation, collection, storage, treatment, disposal, and associated regulatory requirements and safety considerations. This course is intended primarily for professionals or students with interests in the area of radiation protection and radioactive waste management, and will be of special benefit to safety professionals with LLRW responsibilities.

FPM40127: Developing Peer Support Counseling Programs: An Alternative to Limited Mental Health Resources - 1.00 Units
Peer support programs are developing in many different settings. This course introduces psychologists, social workers, marriage and family counselors, nurses, teachers, emergency service and public safety personnel, clergy and administrators, and students to the field of peer counseling the structure of peer counseling recruitment, selection, and training of peer counselors roles of peer counselors basic counseling skills needed supervision and marketing of such programs. These programs have proven successful in schools, senior centers, congregations, industries, and emergency services in providing assistance for their members. They offer a grassroots alternative to more formal counseling programs, empower individuals, promote group cohesion, and prove to be cost-effective in that they are volunteer-based. Examples of peer counseling programs are presented along with materials through lecture and group exercises. NOTE: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

FPM40128: Helping Clients to Self-Fulfillment - 1.00 Units
How can therapists help their clients learn to live their longings? This class explores methods to identify and assess the degree of self-fulfillment experiences by adults and to plan systematically for further satisfaction through a variety of new and traditional avenues. Maslow's hierarchy of human needs begins with physical, safety, social, egoistic, and is crowned with Self-Fulfillment at the apex. NOTE: Elective for Specialized Certificate in Counseling and Interpersonal Skills.

FPM40131: Understanding Disabilities in the Workplace - 1.00 Units
Working with and managing employees with visible or hidden disabilities presents a challenge in today's workplace. This course dispels common myths and stereotypes about employing people with disabilities and also provides information about avoiding ADA lawsuits. The program is designed for employers, supervisors, human resource and healthcare professionals, return-to-work coordinators, workers compensation professionals, and the general public. Through lectures, demonstrations, class interaction, and guest speakers, participants will learn how to communicate with, supervise, and evaluate people with different types of needs, as well as those who work with disabled team members. Topics include terminology, reasonable accommodation, co-worker acceptance and morale, tools for evaluating productivity, and promote opportunities for disabled employees. NOTE: No visitors permitted.

FPM40135: Shaping Managed Care: Focusing on the Continuum of Care - 0.50 Units
This program is the third section of the three-day Shaping Managed Care event. Focusing on the Continuum of Care will look at the impact of managed care on multi-disciplinary healthcare professionals including physicians, clinical nurses, ambulatory care and home care nurses, nurse practitioners, nurse midwives, pharmacists, physician assistants, rehabilitation professionals and other ancillary healthcare professionals. This program differs from the two prior sections by concentrating on changing practice roles in a managed care environment, highlighting medical-legal implications of managed care, looking at innovative models of preventive care and wellness, and ending with 2Managed Care Visions2 outlooks toward future clinical practice models. NOTE: No visitors permitted.

FPM40136: Cardio-Vascular Nutrition for Health Promotion and Healthcare Providers - 1.00 Units
Everyone is aware that molecular oxygen is necessary for metabolism. It is not so widely recognized, however, that during the metabolic utilization of oxygen, species of oxygen or oxygen free radicals are formed which have numerous deleterious effects. During the evolutionary process, the oxygen departs to neutralize oxygen free radicals before widespread cellular damage occurs. This one day seminar discusses the radical changes in our diets that have occurred with the development of civilization characterized by insufficient intake of foods rich in antioxidants and the concurrent emergence of degenerative diseases such as atherosclerosis, certain kinds of cancer, possibly Alzheimer¿s, immune system decline, and cataracts, as well as, accelerated aging which may be related to insufficient antioxidant intake.

FPM40138: Disease Management: The Next Generation of Case Management - 0.50 Units
This one-day program addresses the controversial, yet cutting-edge management, of certain disease states called disease management (DM), which is often referred to as the next generation of managed care. It takes the concept of improving cost, quality, and access a step further by targeting chronic, costly medical conditions that require long-term care. This program is designed to educate physicians and managed care personnel on the philosophy of disease management and protocol development.

FPM40146: The Diagnosis and Therapy of Osteoporosis - 0.50 Units
Osteoporosis is a normal consequence of the aging process in both women and men and thus constitutes the most common medical disorder of any organ system. The condition predisposes to fracture, making it a major source of patient morbidity and mortality as well as a tremendous economic burden to healthcare systems worldwide. During the past ten years, numerous important breakthroughs have occurred in our understanding of the pathophysiology and epidemiology of osteoporosis. This didactic and interactive course presents the latest information concerning all aspects of osteoporosis. Diagnostic strategies that are established as well as currently under investigation will be addressed. In addition, practical handout material will be provided to participants, along with a list of recommended current references for patients at risk for osteoporosis.

FPM40155: The Mental Health Practitioner's Introduction to Computer Applications: For Enhanced Productivity - 1.00 Units
In this time of great change in our field, the use of information and computer technology can increase productive time and profitability. This class is designed as an introduction to the widening clinical applications being developed specifically for the mental health practitioners as well as business applications having a more general audience but particularly useful to the helping professions. This course will present computer applications that increase visibility, productivity, and profits. Practitioners will learn to streamline their business practices, enhance their collegial communications, and access the resources available on the Internet for clinical assessment and research. Therapists and counselors will leave with a much better understanding of how to use the computer to increase productivity and how to employ its interactive nature as a tool in helping patients. This course will include four hours of lecture and four hours at the computer.

FPM40167: San Diego National Meeting on Cognitive and Behavioral Consequences of Chronic Illnesses: Impact on Educa - 1.00 Units
The needs of chronically ill K-12 students are of great importance to all healthcare practitioners who provide treatment and to school systems who provide appropriate levels of education. The continuum of care, treatment modalities, and the emotional impact of disease often interfere with the best attempts at a normal educational process for chronically ill children and adolescents. UCSD Community Pediatrics and UCSD Extension will host a two-day conference January 9-10 to address the issues relating to the cognitive and behavioral consequences of chronic illness on education. Join nationally known experts who specialize in chronic pain, absenteeism, terminal illness, and special procedures relating to the treatment of disease, as they share their insights and skill-building information with physicians, school psychologists, counselors, nurses, and special education teachers. This is an excellent educational opportunity for professional staff who are interested in increasing their understanding of the impact of chronic disease on the educational process, knowing more about the cognitive and emotional content of chronic illness and developing skills to handle the classroom needs of chronically ill students in more effective ways. Educators, physicians, and nurses who attend this conference earn continuing education units. For further information, call 1-800/711-5030.

FPM40172: Medical Terminology - 1.00 Units
Important: The Medical Terminology course FPM-40172 has been updated to FPM-40632. To enroll in this course please click on the link below:
NEW webpage link: https://extension.ucsd.edu/courses-and-programs/medical-terminology-an-anatomy-and-physiology-approach
A basic overview of medical terminology is essential to many fields within healthcare-related industries. Using an anatomy and physiology systems approach, this textbook-based course reviews common terms associated with healthcare delivery and medical record-keeping, as well as medical research and development. Upon completion, students are better prepared to work in healthcare or biomedical environments. Students complete the course within the 4 week section in which they are enrolled.

FPM40173: CT: Drug Development Process - 3.00 Units
This keystone course examines the drug development process and history of clinical trials. Topics include sources of new drugs & devices the process of discovery how a discovery becomes a drug or device the definition, phases, and purposes of both pharmacological and clinical development the history of drug/device regulation and effects of historical events on regulatory oversight investigative new drug applications and premarket approval applications.

FPM40175: Physical and Psychological Factors: Introduction to Clinical Pathways/Practice Guidelines - 1.00 Units
Patient assessment involves the full spectrum of biopsychosocial issues that may effect the patient’s health. This class provides participants with knowledge of assessment methods to be able to identify function variables and potential high-risk complications. Students implement communication tools that can enhance the case management role. Active participation in the development of critical/clinical pathways will promote an understanding of monitoring progress, outcome measures, and cost effective time frames. The successful case manager will use critical thinking skills in combination with the knowledge of the disease process and current treatment options. Since advocacy for the patient/client is important, participants will be encouraged to identify and adapt resources to meet specific needs. Case examples and student experience will be shared. NOTE: Requirement for Specialized Certificate in Case Management.

FPM40176: Home Healthcare Program: Transitioning to Home Care - 2.00 Units

This program is designed for nurses and other healthcare providers who seek to learn key concepts and opportunities in the home care field. It is an ideal method for exploring a career in home care or for purposes of basic orientation. Developed by hospital and home care experts associated with the California Association for Health Services at Home, the material covered addresses current home care issues in eight modules, which provide timely and relevant information on the organization of the home care system, the home care nursing specialty, documentation and quality assurance in home care, strategies for effective clinical management, interpersonal aspects of home care, risk management in the home care setting, specialized home care practice, and future trends in home care. Also included in the program is a 16-hour preceptorship to provide students with hands-on experience in the eight training modules. Credit will be granted at the end of the preceptorship. NOTE: Personal liability insurance may be required. Students must submit proof of insurance before beginning the preceptorship. For additional information on insurance, please call EdVantage at 534-0835.

FPM40177: Introduction to Managed Care for Case Managers - 1.00 Units
This course provides students with a conceptual and practical understanding of the world of managed care and places it in the context of case management. Managed care and case management are complex as well as dynamic. Managed care and its relationship to case management is in a ceaseless state of transformation. Professionals in the healthcare field as well as those new to the field will benefit from the knowledge this program provides. The course covers the basics of managed care, including types of managed care organizations, disease management subacute care workers’compensation and thoughts on the future of this controversial topic. NOTE: Requirement for Specialized Certificate for the Case Manager.

FPM40178: Introduction to Medical Case Management - 1.00 Units
This course examines the concepts of case management as a collaborative process that promotes quality care and cost effective outcomes that enhance the physical, psychosocial, and vocational health needs. Successful case management meets the goals of patient, providers, and family. Components include assessing, planning, implementing, coordinating and evaluating health service options. NOTE: Requirement for Specialized Certificate for the Case Manager.

FPM40179: CT: Setting Up a New Clinical Study - 2.00 Units
As new clinical studies are designed and managed, each study should begin in a well-organized, well-planned manner. This online course assists the clinical study site in preparation for a new clinical study. Topics include identifying the research team, roles and responsibilities of the study coordinator vs. investigators, preparing for a prestudy site visit, review of study protocol, preparing the IRB application, setting up study files and the regulatory binder, and site initiation.

FPM40187: CT: Nuts and Bolts of Monitoring Clinical Trials - 2.00 Units
See the Site from the Sponsor’s perspective: important for both monitors and coordinators. Topics include responsibilities of sponsors and investigators qualifying investigators regulatory document review study initiation routine monitoring tools, documents, and techniques closeout visits site management and handling difficult situations.

FPM40188: CT: Medical Writing: Protocols, Reports, Summaries, and Submissions - 2.00 Units
No clinical trial can begin until a protocol has been written, and no clinical trial is complete until the final report is assembled, signed, and submitted to the FDA. Good documentation for clinical trials must be clear and scientifically sound, and it must conform to instructions. In this course, participants will discuss and practice the basic principles of clear medical writing and study the rules governing effective clinical trial documentation.
Prerequisites: Medical Terminology, Drug Development Process, and GCP courses, or proven mastery of content.

FPM40189: CT: Regulation of Drugs, Biologics, Devices, and Diagnostics - 3.00 Units
This course reviews the breadth of U.S. and international regulations associated with the development of drugs, biologics, medical devices, and diagnostics. Topics include a review of regulatory agencies and the role/responsibilities of each pathways for regulatory applications important differences between development processes in the U.S. and those of other countries and the impact of regulatory approval processes on corporate strategy.

FPM40191: CT: Patient Recruitment for Clinical Trials - 1.00 Units
Learn to assist the clinical study site in recruiting appropriate patients for a clinical trials study, including oncology trials. Topics include targeting the appropriate study population resources for identifying potential patients, using web tools and products marketing and advertising strategies and tactics ethical considerations and FDA/ICH guidelines and retaining study patients.

FPM40194: Coordination and Service Delivery - 1.00 Units
The steps needed for assessment of case management services are presented in this session including development, implementation, and coordination of a service delivery plan. Strategies for monitoring the coordination of the plan are identified as well as techniques for evaluating its effectiveness. Active student participation is encouraged, and case studies and scenarios will be developed to further explore this component of case management. NOTE: Requirement for Specialized Certificate in Case Management

FPM40195: Community Resources: Interdisciplinary Approach to Case Management - 1.00 Units
The field of case management is growing and changing rapidly. This course provides a conceptual and practical understanding of taking an interdisciplinary approach to case management and the importance of being knowledgeable in the area of community resources. In addition to learning basic approaches for using the team concept when managing a case, professionals in the healthcare field who are considering a career in case management will benefit from this course and gain a better understanding of what is involved in being a case manager, as well as what resources are available for the patient in the community at the local, state, and national levels. NOTE: Requirement for Specialized Certificate in Case Management

FPM40196: Outcomes Research in Healthcare - 4.00 Units
The exploding interest in measuring and managing healthcare outcomes is evidenced by organizations, such as physician societies, healthcare associations, accreditation agencies, pharmaceutical companies, and medical device manufacturers, who are advancing an array of outcomes measures and promoting a variety of outcomes tools. In the future, outcomes research is expected to influence all healthcare delivery participants, including payers, purchasers, providers, and patients. This course presents information that should allow participants to more fully function within the healthcare environment by helping them learn about the field and its tools. Studying these tools, analyzing examples, and drawing from one's own experience in class projects provides a basis for developing methods to contribute to improving medical care outcomes in every organization. NOTE: Requirement for Professional Certificate in Healthcare Management

FPM40197: Work Stress-The Occupational Disease of the 1990s: A Practical Guide for Managers and Business Owners - 1.00 Units
This course is intended for supervisors, managers, and business owners who deal with employees' work stress disabilities by helping them learn to deal with difficult employees, identify warning signs of work stress, and understand the differences between disability and workers compensation. With an emphasis on preventive measures to decrease work stress despite business goals, participants learn effective ways to work with such resources as employee assistance programs, HMOs, community resources, and counselors.

FPM40199: Functional Assessment of the Elderly - 1.00 Units
This course is aimed at helping nurses determine the baseline functioning of elderly people in all settings by providing them with the skills to use standardized, reliable instruments for performing multidimensional assessments. Instruction covers administration, evaluation, and application of multiple assessments, including mental status and depression physical functioning, including tools to use with elders with dementia social support of elders and caregivers, nutritional screening and others. In addition, the course addresses age-related changes and their effects on functioning.

FPM40204: CT: Good Clinical Practices - 3.00 Units
Topics include the definition and identification of good clinical practices (GCPs) how GCPs affect the conduct of clinical trials regulating agencies and applicable regulations from the Code of Federal Regulations and ICH guidelines state regulations obligations of investigators, sponsors, monitors, and IRBs compliance and accountability during clinical trials protocol violations and deviations consequence of falsification of data and/or patient records and the blacklist. Device regulations also covered.

FPM40205: CT: Science of Clinical Trials Design - 3.00 Units
This advanced-level course reviews the science that forms the basis for effective clinical trial design. Topics include classifying and describing trial design by stage in drug/device development types of trial designs defining the hypothesis and study objectives safety information and DSMBs determining the population and sample size study procedures identifying and selecting clinically meaningful endpoints scientific/ethical considerations and statistical validity of design, execution, analysis, and reporting.

FPM40206: CT: Drug Safety: Surveillance and Reporting - 2.00 Units
Common issues and concerns associated with drug safety surveillance within the clinical trial are the focus of this course. Topics include the defining and identifying adverse experiences, verifying drug safety, regulations regarding surveillance of investigational and marketed products, safety reporting requirements, analyzing study results to determine safety, and required actions in the event of safety issues. Useful from both site and sponsor perspectives.

FPM40207: CT: Prospective Preparation for Internal and External Audits - 1.00 Units
This course provides a step-by-step outline of internal and external audits as well as ongoing actions that should be taken to prepare for an audit. Topics include types of audits the audit process (sites, sponsors, CROs) planning/preparing for an audit rules of behavior during and after the audit and dealing with the results.

FPM40208: CT: Site and Investigator Recruitment - 1.00 Units
This course is intended to help a clinical study sponsor recruit the appropriate sites and investigators for the study. Topics include sources of information on sites and investigators approaching and evaluating the potential investigator and the potential site and understanding the application of good clinical practices.

FPM40209: CT: Pharmaco-Economics and Effectiveness Trials - 2.00 Units
This course examines the economic factors that must be considered when pursuing the development of a drug/device. Topics include the definition of health economics points in the development process at which economics must be considered alternative study designs determining costs choice of comparator therapy and economic analysis procedures and decision making.

FPM40212: Concepts for the Gerontological Nurse - 1.00 Units
Care of older adults currently focuses on functioning and self-care. This course examines the development of gerontological nursing and current models of care by addressing theoretical foundations, standards of care, and issues involved in the care of older adults. Ethical and legal considerations concerning decision making for elderly people and their families will be examined in addition to professional issues of gerontological practitioners.

FPM40213: Managing Major Health Problems Associated with Aging, Part I - 3.00 Units
This course examines health problems common to older people. Discussion concentrates on how illness is manifested in the elderly and the atypical response to illness that may follow. In addition to a variety of problems addressed within a nursing context, instruction takes an interdisciplinary approach to a wide range of medical conditions and problems, including identification, planning, intervention, prevention, education, promotion of health functioning, and caregiver assistance. The material covered in class is based on maintaining functioning abilities and preventing decline. NOTE: Requirement for Specialized Certificate in Gerontological Nursing.

FPM40218: CT: Data Management Systems for Sponsors of Clinical Trials - 2.00 Units
This course is designed to assist clinical trials sponsors to design data capture methods, and to organize and manage clinical trial data collected from one or more investigative sites. Topics include data flow from site to sponsor case report form (CRF) design, database structures database management systems including validation, backup, security and electronic data capture (EDC) systems data capture techniques, data transfer and uploads data quality methods including data entry, data review and programmatic checking, CRF-to-database audit procedures analysis-ready database procedures patient confidentiality and ICH Guidelines (21 CFR part 11).

FPM40221: Insurance Lines and Health Benefits Plans - 1.00 Units
Central to a case manager’s knowledge base is an understanding of funding resources as well as the ability to implement strategies that maximize an individual’s access to funding. Topics include locating available financial resources, developing cost-effective plans, implementing specific strategies (group health vs. workers’ compensation), coordinating care within special reimbursement requirements, monitoring the utilization of resources, and evaluating care based on quality/cost outcomes. Participants also become familiar with coverage, exclusions, and conditions of an insurance policy cost-containment strategies, such as rate negotiation the medical necessity of services and identifying cases that would benefit from alternative care. NOTE: Requirement for Specialized Certificate in Case Management.

FPM40223: Legal Responsibilities in Case Management - 1.00 Units
This course introduces the legal aspects of nursing as related to case management practices. Participants learn to identify common legal situations, legal actions, and defense strategies to these actions. Administrative law actions that involve California workers’ compensation are presented as well as the nurse’s role concerning the legalities of the workers’ compensation system. Instruction includes case studies, lectures, and discussion of employer liability and damages relating to both the civil and administrative law systems. In addition, each student will become familiar with investigative techniques, legal terminology, medical/legal reporting, and common legal procedures. NOTE: Requirement for Specialized Certificate in Case Management.

FPM40224: Disability Management - 1.00 Units
This multidisciplinary course focuses on the concept of disability management as it relates to the case manager’s coordination of care. Topics include an overview of disability management, the economics of disability, use of job analysis and accommodations assessment of the client’s ability to return to work, creating and implementing return-to-work programs, and evaluating their effectiveness. Statutory disability and medical leave programs, such as the Americans with Disabilities Act, and the Family Medical Leave Act are also discussed. NOTE: Requirement for Specialized Certificate in Case Management.

FPM40225: Presentation of Case Studies - 3.00 Units
This course provides students with the opportunity to apply what they have learned throughout the seven-week program in performing the six components of case management, which include assessment, planning, implementation, coordination, monitoring, and evaluation. This will be accomplished within the five core areas of coordination and service delivery, including physical and psychosocial factors, benefits systems, cost benefit analyses, case management concepts, and community resources. NOTE: Additional mid-term evening classes will be scheduled as needed to assist students with assignments for their case study presentations in which they are involved throughout the seven-week program. Requirement for Specialized Certificate in Case Management.

FPM40226: Case Management Intensive - 9.00 Units
Case managers are needed in all areas of healthcare delivery when meeting the needs of patients and families. Healthcare professionals (RN, MDS, RT, LVN, social workers) are eligible to become certified Case Managers. This course delivers training to become a case manager. Some topics covered: Essentials of Case Management Physical &amp Psychological Factors: Introduction to Clinical Pathways/Practice Guidelines Insurance Lines &amp Health Benefits Plans Legal Responsibilities Disability Management &amp Student Presentation of Case Studies. Course is 7 sessions an 8th day is scheduled for presentations when class exceeds 15 students.

FPM40228: CT: Working with Clinical Research Organizations (CROs) - 1.00 Units
This course provides the clinical study sponsor strategies for working with a clinical research organization (CRO) to conduct the study. Topics include assessing internal capabilities and limitations, evaluating and selecting an appropriate CRO partner, transferring responsibilities to the CRO, costs and benefits of a CRO relationship, delineating expectations, and managing the relationship.

FPM40229: CT: Clinical Study Implementation and Management - 2.00 Units
Examine the elements involved in implementing and monitoring a clinical study from the sponsor’s point of view. Topics include finalizing the study materials site selection staffing and training strategies for communicating with sites, regulators, and others cost management site initiation enrollment options data management set-up and testing monitoring procedures and training auditing safety monitoring reports and the Data and Safety Monitoring Board (DSMB).

FPM40230: CT: Preceptorship in Clinical Trials - 1.00 Units
The student consults with the instructional advisor to identify and secure an appropriate preceptorship assignment, fulfilling at least 20 hours of work associated with that assignment, writing a paper that summarizes their
experience and learning, and reviewing their findings with both the instructor and the sponsor.

FPM40232: HomeCare: Senior Care Specialist - 1.00 Units
This exciting program is designed to assist the RN in investigating the most common disease states of the aging population, emphasizing the homecare nurse’s role in the assessment, triage, treatment, follow-up, and outcome management of such patients. Special emphasis will be placed on wound care, personal hygiene and incontinence management, nutritional counseling, exercise programs, aids to daily living, and the unique psycho-social issues that are characteristic of the senior population.

FPM40233: CT: Practical Clinical Statistics for the Non-Statistician - 2.00 Units
This course presents the statistics essentials for the non-statistician involved in clinical trials. Topics include study designs, hypothesis testing, sample size calculations, assumptions, controls, endpoints, data management principles, data presentations and analysis plans, methods for analysis, and conclusions.

FPM40234: Vicarious Traumatization - 1.00 Units
Psychotherapists, counselors, and other health professionals who treat trauma survivors can themselves be susceptible to vicarious traumatization and secondary traumatic stress disorder. Therapists who treat adult survivors of childhood sexual abuse in particular may find their inner experience of self and others transformed in ways that parallel the experience of their clients. This transformation, termed vicarious traumatization, is characterized by changes in the therapist’s frame of reference, including identity and worldview, self-capacities, ego resources, psychological needs and cognitive schemas, and sensory experience. Thus, the appraisal encompasses both the symptoms of secondary post-traumatic stress and the changes in meaning, identity, and worldview. This course includes information on identifying and understanding the symptoms of vicarious traumatization, including its treatment and prevention of secondary post-traumatic stress. Personal, professional, and organizational realms will be emphasized, with an examination of specific strategies for prevention and recovery. NOTE: This course may be of interest to those enrolled in the Certified Trauma Specialist or anyone who deals regularly with trauma situations.

FPM40235: Problem Solving: Using the Five-Stage Creative Process - 1.00 Units
Have you ever faced a problem you thought you couldn’t solve or have known someone who seemed able to solve any problem? Are you interested in tapping into your hidden strengths? Designed to meet the needs of a variety of individuals who want to learn new approaches to problem solving, both professional and personal, this experiential and refreshing class employs clay to explore the elements of creativity and to appreciate the value of the creative process in problem solving. In addition to step-by-step guidelines for applying the five stages of the creative process in everyday roles, participants acquire skills that can be directly translated into improved personal effectiveness and performance and learn that they can do things they didn’t realize they could. NOTE: No experience with art material is necessary. Wear casual clothes for a day of exploring. Elective for Professional Certificate in Counseling & Interpersonal Skills.

FPM40237: Developing a Toolkit for Evidence Based Practice: A One Day Workshop for Nurses - 0.50 Units
Are you a member of a group or team responsible for implementing clinical effectiveness, outcomes management, implementing change, or integrating JCAHO requirements into your organization? This practical, one-day workshop will assist nursing leaders, clinical specialists, nursing educators, nurse practitioners, and others in nursing practice to implement evidence based practice and link it to both improving patient care and future regulatory requirements. The course will provide an overview of principles of evidence based healthcare in nursing practice. It will concentrate on the application of research to clinical decision making, and focus on putting evidence based practice “to work”. Specific topics covered will be: building the climate for evidence based practice - how to build a “superstructure” to ensure evidence based practice in an organization, work with a multidisciplinary team, including the administrative team, and address issues in evidence based practice that fall under the control of nurses. This course will not teach research methodology, but rather will concentrate on application of evidence based healthcare in nursing. Examples will be used such as the AHCPR (Agency for Health Care Policy and Research) guidelines in pain management in the clinical setting as a preamble to the JCAHO emphasis in the year 2000 on the implementation of pain management strategies.

FPM40239: Simplifying the Internet for Healthcare Professionals: A Primer - 1.00 Units
IEW Like it or not, the healthcare industry is rapidly becoming high-tech and on-line, and anyone not in this technological loop will be left behind. Today’s healthcare professional must simply be computer literate and Internet savvy to stay competitive and achieve, or maintain, success. This course provides a concise introduction to the net, including the basics (choosing a provider, getting on and off the Web, how to download, how to print, etc.). You will learn to use web browsers and search engines access research data, support groups, product lines, and clinically controlled studies find specific websites for your professional specialty, as well as disease-specific support and chat groups learn to sort the credible sites from the bogus ones and much more.

FPM40240: CT: Advanced Monitoring and Management of Clinical Trials and Next Steps - 2.00 Units
This is a hands-on interactive live course, demystifies advanced site management and monitoring of clinical trials. Learn how to deal with difficult sites, problem solve and work with multiple priorities and projects, and identify and work with serious safety issues. Detecting fraudulent data is a strong focus, along with communication and time management exercises. Career opportunities in clinical research along with recommendations for drafting resumes and next steps will also be covered. Enroll in this course after completing all required courses plus 12 elective units, and be ready to start your career in clinical research.

FPM40253: Supervised Practicum Experience for the Geriatric Activity Program Specialist - 3.00 Units
This 90-hour practicum consists of a field-based experience for certificate candidates who have completed most or all of the required coursework. Participants contract with a facility, an activity supervisor, and the fieldwork instructor to outline participant expectations. Participants are responsible for working among interdisciplinary teams of allied professionals and creating, planning, implementing, and evaluating activity programs. They also conduct activity programs within programs of physical, social, recreational, mental, creative, spiritual, and sensory design complete resident interviews, assessments, and plans of care and maintain a journal. Participants have six months within which to complete the practicum.

FPM40259: Evidence-Based Healthcare: An Intensive Three-Day Workshop - 2.50 Units
This workshop will introduce participants to the principles and practices of evidence-based health care and will give them the opportunity to develop their skills. Participants will propose a clinical or population-based problem from their professional work for which they seek evidence and will spend part of the first day redefining this problem and making it more specific and answerable. Topics include different types of evidence and outcomes from different research designs and different academic disciplines and how to
search for evidence effectively from a wide range of databases and print library sources. Participants will critically appraise the evidence they find from their searches and determine the nature of the results in the evidence, its validity and its relevance to their clinical or professional practice. They will identify what further evidence is required and suggest how this might be gathered by future research. Participants will learn about implementing change in professional practice based on best evidence, and about the barriers to change that should be anticipated and ways of teaching and influencing professional colleagues effectively, based on the principles of problem-based, self directed learning and different types of didactic teaching.

FPM40260: Hot Topics in Medical Surgical Nursing - 0.50 Units
This conference offers the opportunity for Med-Surg Nurses to hear speakers present state-of-the-art updates on a variety of topics. Areas covered will include the acutely ill diabetic patient, current cardiac treatments, pain management, and an update on blood gases, oxygenation, and neurological changes. Key issues in risk avoidance and documentation will also be included. At the end of the day, the participants will have new knowledge and practical information to use in the care of medical and surgical patients with a number of different diagnoses and treatments. This program is a collaborative professional healthcare continuing education effort by representatives of Kaiser Permanente, Marvik Educational Services, Paradise Valley Hospital, Scripps La Jolla, Sharp Health Care, UCSD Extended Studies and Public Programs - EdVantage, and UCSD Healthcare on behalf of Med/Surg Nurses in the Southern California Region. NOTE: Registered nurses and students in schools of nursing are welcome. Allied Health Professionals would also benefit from this program.

FPM40263: Current Approaches to Capturing, Organizing, and Sharing Patient Information - 2.00 Units
New course

FPM40272: Clinical Trials Administration Program - 7.00 Units
How the Program Works
While pursuing the Specialized Certificate in Clinical Trials Administration, you must successfully complete the following three sections:
Section One
Clinical Trials Intensive Workshop (5 days, 40 hours, 4 units)
Section Two
Required Courses Offered Online:
Nuts & Bolts of Monitoring Clinical Trials (2 units)
Setting Up a New Clinical Study (2 units)
Working with Clinical Research Organizations (CROs) (1 unit)
Section Three
Clinical Trials Follow-on Workshop. The Final Session (2 days, 16 hours, 2 units)
Participation in the Clinical Trials Follow-on Workshop will successfully complete the requirements for obtaining the UCSD Extension Specialized Certificate.

FPM40273: Clinical Trials Administration Intensive - 4.00 Units
This five day intensive course provides a solid foundation in the principles upon which clinical trials are based. Topics include: drug development process, device development, GCPs (ICH and FDA), Case Report Form design, investigator selection, IRBs/informed consent, trial design & protocol, site and study management, monitoring, regulatory issues, and data analysis. Light refreshments are provided daily, and on Monday only, a light luncheon is provided so students and instructors can get acquainted.

FPM40280: OSHA 500 - Trainer Course in Occupational Safety and Health Standards for the Construction Industry - 3.00 Units
The focus of this TRAINER course is to prepare students to teach the 10 and 30 Hour Outreach classes. Course time is spent learning and practicing adult training techniques. Students will participate in the development and delivery of lectures during class. Thorough knowledge of OSHA Construction Standards (CFR 1926) is required. Following successful completion of the written exam, students become authorized OSHA Trainers in the 10 and 30 Hour Outreach Programs. Laptop recommended.

FPM40281: OSHA 501 - Trainer Course in Occupational Safety and Health Standards for General Industry - 3.00 Units
The focus of this Trainer course is to prepare students to teach the 10 and 30 Hour Outreach classes. Course time is spent learning and practicing adult training techniques. Students will participate in the development and delivery of lectures during class. Thorough knowledge of OSHA General Industry Standards (CFR 1910) is required. Upon successful course completion, students become authorized OSHA Trainers in the 10 and 30 Hour Outreach Programs. Laptop recommended.

FPM40289: OSHA 2264 - Permit-Required Confined Space Entry - 2.50 Units
The danger of explosion, poisoning, and asphyxiation exists every time a worker enters a confined space. Learn the OSHA required confined space entry standard, hazards associated with entry procedures, Personal Protective Equipment, ventilation and purging requirements, calculations and techniques, and appropriate atmosphere testing equipment. Course features hands-on training with explosion meters, oxygen meters, and other test equipment.

FPM40291: Trainer Course - Confined Space - 1.50 Units
Gain the knowledge and skills to instruct a confined space entry class within your organization. The course will cover advanced confined space issues, teaching, resources, instructional methodology and points on how to jazz up your presentation. Students will be required to give a ten minute presentation for evaluation by other students.

FPM40292: OSHA 7505 - Introduction to Incident (Accident) Investigation (2017 - 2 Days) - 1.50 Units
This course will provide the knowledge, practical skills, and tools to conduct accident and incident investigations. Topics in this interactive course will include needs and responsibilities for investigation, preparation and planning, witness interviewing and qualifying, photographing and diagramming of accident scenes, analytical techniques, report writing, and legal aspects. Human and environmental factors and their interaction with the investigation will also be covered in this two-day course packed with information.

FPM40294: Substance Abuse Counseling for MFTs and LCSWs - 0.50 Units
See “Substance Abuse Counseling for MFTs, LCSWs, and Psychologists,” FPM 48048.

FPM40295: OSHA 6000 - Collateral Duty Course for Other Federal Employees - 3.00 Units
If you are a federal employee, learn to recognize basic safety and health hazards in the workplace and effectively assist agency safety and health officers in their inspection and abatement efforts. This course introduces federal agency collateral duty safety and health personnel to the OSH Act, Executive Order 12196, 29 CFR 1960, and 29 CFR 1910. A mock inspection of a government facility will provide hands on experience. Topics include Walking and Working Surfaces, Industrial Hygiene, Hazardous Materials, Personal Protective Equipment, and Lockout/Tagout.

FPM40296: OSHA 521 - OSHA Guide to Industrial Hygiene - 3.00 Units
According to the Archives of Internal Medicine (AIM), more than 60,300 fatalities result from occupational illnesses annually. Minimize the threat of illnesses by learning industrial hygiene practices and related OSHA regulations and procedures. Learn how to recognize potential health hazards in the workplace and define terms relating to OSHA health requirements. From workshops in health hazard recognition to air contaminant sampling, this course will give you the information you need to combat occupational illnesses. Topics include: Respiratory Protection, Hazard Communication, Confined Spaces, Ventilation, and Recordkeeping.

FPM40297: OSHA 2255 - Principles of Ergonomics - 3.00 Units
(formerly known as "OSHA 2250")
Get the information you need to combat musculoskeletal injuries. Course highlights include industrial case studies covering analysis and design of work stations and equipment, laboratory sessions in manual lifting and coverage of OSHA's proposed ergonomic protection standard. Topics include: Repetitive Injuries, Musculoskeletal Disorders, Video Displays, Workstation and Tool Design, and Seating.

FPM40298: OSHA 2045 - Machinery and Machine Guarding Standards - 3.00 Units
This course covers the various types of common machinery, machine safe guards, and related OSHA regulations and procedures. Guidance is provided on the hazards associated with various types of machinery and the determination of proper machine safe guards. Course topics include machinery processes, mechanical motions, points of operation, control of hazardous energy sources (lockout/tagout), guarding of portable powered tools, and common OSHA machine guarding violations. Program highlights include the ability to recognize hazards and provide options for control and hazard abatement through machine safeguarding inspection workshops. Upon course completion students will have the ability to describe common machine hazards and sources of energy, identify resources for assisting with machine guarding issues, and determine methods of control and hazard abatement, and selection of appropriate machine safe guards. A mock inspection of a local plant provides hands-on experience.

FPM40299: OSHA 510 - Occupational Safety and Health Standards for the Construction Industry - 3.00 Units
According to the Bureau of Labor Statistics, construction was the leading industry for injuries. Learn the 29 CFR 1926 standards, as well as construction safety and health principles to help prevent injury. Special emphasis is placed on those areas that are the most hazardous, using OSHA standards as a guide. Topics include: OSH Act, Safety Programs, Fall Protection, Personal Protective Equipment, Stairs and Ladders.

FPM40300: OSHA 3095 - Electrical Standards (Low Voltage - Federal) - 3.00 Units
Learn OSHA's standards associated with electrical installations and equipment. Gain knowledge of single and three phase systems, cord and plug connected and fixed equipment, grounding, ground fault circuit interrupters, hazardous locations and safety related work practices. Special emphasis is placed on electrical hazard recognition and OSHA inspection procedures. Topics include: Personal Protective Equipment, Energized Parts, Grounding, Medical Services / First Aid, Hazardous Energy Control.

FPM40301: OSHA 3015 - Excavation, Trenching and Soil Mechanics - 2.50 Units
(formerly known as "OSHA 3010")
Construction trenching accidents claim the lives of 40 workers per year. Save lives by learning the OSHA standards and the safety aspects of excavation and trenching. Discover practical soil mechanics and its relationship to the stability of shored and unshored slopes and walls of excavations. Topics include: Principles and Applications, Sloping, Benching, and Shoring.

FPM40302: OSHA 2015 - Hazardous Materials - 3.00 Units
Learn how to apply OSHA general industry standards and integrate materials from other safety standards that relate to hazardous materials. Related processes such as spraying and dipping are covered, as well as electrical equipment. Topics include: Flammable Liquids, Hazardous Waste Operations, Confined Space, Compressed Gases, Hazardous Locations.

FPM40303: OSHA 2225 - Respiratory Protection - 3.00 Units
Learn how to establish, maintain, and monitor a respirator program following the requirements in 29 CFR 1910.134. Discuss the technical aspects for the proper selection and use of respiratory protection. Evaluate compliance with OSHA's standard by using the compliance directive and the "Small Entity Compliance Guide." Topics include: Respiratory Protection Program, Fit Testing Demonstration, Selection of Respirators, Maintenance and Care.

FPM40307: Trainer Course - Forklift Safety - 1.50 Units
Participants will learn the OSHA requirements, how they affect companies and how to comply with the standards. This course is designed to give the tools and knowledge needed to return to work and teach forklift operators OSHA requirements. Trainers should have a basic understanding of forklift operations and procedures. Forklift operating experience is helpful but not needed for this course. An operational supervisor may be needed to assist you in training and evaluation of your facility. Topics include: rough terrain, extendable boom and vertical mast.

FPM40308: Trainer Course - Trenching - 1.50 Units
This course reviews the Federal and State OSHA requirements for excavation and trenching activities. Emphasis will be placed on training techniques, prevention strategies and practices such as inspections, permitting procedures, soil analysis, and competent person responsibilities.

FPM40309: Safety Committees (UCSD 8300) - 0.50 Units
This course focuses on development of effective safety committees. Learn easy-to-use ideas and suggestions to raise overall commitment to safety and health, strengthen a culture of safety awareness, and provide leadership for improved team performance. Course materials will introduce you to the key components of an effective safety committee and review a range of measurement tools used to monitor safety and health performance.

FPM40320: Anatomy & Physiology for Allied Health - 4.50 Units
This course is designed to develop an integrated understanding of human structure and function, and an appreciation for the close interrelationship between anatomy and physiology. Clinical examples utilized in the course will assist students in learning that the disease process is a disruption of homeostasis and a breakdown of the normal integration of form and function, and that medical intervention may restore normal function. Health and wellness issues will be discussed to reinforce the basic concepts of human structure and function by applying them in practical ways to current problems in medicine, public health, athletics, fitness, and trends in research and technology.

FPM40338: CT: Financial Management of Clinical Trials - 1.00 Units
Designed to illuminate the financial management of a trial from the sponsor perspective, this survey course includes prioritization of spending, costs involved in conducting a clinical trial (costs incurred by the trial sponsor), how to set up a per-site budget, how to determine a total trial cost, and how to control & limit all of the above.
that structure might change in the future. The State of California and its surrounding borders, with an emphasis on how healthcare professionals desiring an update on the state- of-the industry. Sessions will highlight topics including the leadership and function of health services organizations, healthcare financing, care for the uninsured, health insurance, international public health, politics and advocacy organizations, health professions education, staffing, nursing care for the elderly population, quality management, strategic planning, and the biotech interface with healthcare. All topics will be related to the current structure of healthcare in the State of California and its surrounding borders, with an emphasis on how that structure might change in the future.

FPM40345: Crisis Intervention: Theory and Practical Skills - 2.00 Units
This course presents a basic crisis intervention model along with appropriate clinical presentations of persons in crisis in a variety of settings, e.g., loss, AIDS and HIV related, substance abuse, posttraumatic stress disorder (PTSD), and victimization. Topics include defining crisis, when crisis is a danger, ethical and professional considerations, and use of self in crisis counseling. Students learn about the theory and skills, mental health triage, cultural sensitivity, self-care, community resource information, referrals, and networking.

FPM40349: Trainer Course - Rigging Safety - 3.50 Units
This course covers advanced rigging principles, safety requirements, and key considerations for safe rigging. Students participating in this course will be able to identify appropriate rigging techniques they will understand sling angles and the stresses imposed. They will go thru OSHA's new regulations on qualifications of riggers and the national consensus standards for rigging to include sling and hardware inspections and rejection criteria. An extensive use of hands-on practical techniques emphasizes the training and the course is completed with a tour of an active rigging shop.

FPM40365: Spousal or Partner Abuse - 0.50 Units
This course covers the mandated areas for continuing education of MFTs and LCSWs as required by the State of California Board of Behavioral Sciences and may be used to fill that requirement. Those mandated areas are assessment, detection, and intervention strategies including community resources, cultural factors, and same gender abuse dynamics. The course focuses on the application of knowledge and values and includes lecture, course discussion, video materials, course handouts, and role-plays. The course invites active participation of those attending and is open to concerned professionals and non-professionals.

FPM40366: OSHA 511 - Occupational Safety and Health Standards for General Industry - 3.00 Units
For students wanting to learn the 29 CFR 1910 standards, this course is a must. Learn crucial OSHA policies, procedures, and standards, as well as general industry safety and health principles as they relate to real world situations. Special emphasis is placed on those areas that are the most hazardous, using OSHA standards as a guide. Topics Include: OSH Act, Safety and Health Management Systems, Personal Protective Equipment, Hazard Communication, and Electrical.

FPM40367: OSHA 7100 - Introduction to Machinery and Machine Safeguarding - 0.50 Units
Gain knowledge and skill in proper machine guarding techniques. It is the employer’s responsibility to identify and select the safeguard necessary to protect employees and others in the work area, as well as provide appropriate training in safe work practices. Knowing when and how to properly safeguard machinery can reduce or eliminate the potential for accidents and injuries.

FPM40368: OSHA 7000 - OSHA Training Guidelines for Safe Patient Handling - 0.50 Units
This one day course uses OSHA’s ergonomic guidelines to develop a process to protect workers. The course will focus on analyzing and identifying jobs from an ergonomic perspective and practical solutions to problems. Featured topics include: developing an ergonomic process, identifying problem jobs and implementing solutions. The intended audience is the individual responsible for development of an ergonomic process.

FPM40377: Elder Law and Elder Abuse - 1.00 Units
As the proportion of older adults increases, mental health professionals are more apt to be faced with recognizing and treating individuals and their family members who are struggling with issues of elder abuse and neglect. Natural caretaking systems are under continuing stress some caregivers are pushed beyond their capacity and become abusers. This workshop presents information and issues related to assessment and intervention and presents case studies to help professionals respond effectively.

FPM40378: OSHA 7200 - Bloodborne Pathogens Exposure Control for Healthcare Facilities - 0.50 Units
Using a step by step approach, this one day workshop will develop a Bloodborne Pathogens Exposure Plan. The target audience is the program administrator, manager or other personnel designated with the responsibility of developing a Bloodborne Pathogens Exposure Control Plan. Topics Include: Bloodborne Pathogens Standard, Exposure Control Plan, Exposure Determination, Methods of Control, Vaccinations and Evaluations.

FPM40379: OSHA 7500 - Introduction to Safety and Health Management - 0.50 Units
This introductory course addresses the four core elements of an effective safety and health program with strategies & techniques that are critical to each element’s proper management. The course is designed for the small employer, business owner or manager designated with the responsibility to develop and manage a firm’s safety and health program or system. The training is also suitable for employees and employee representatives responsible for improving safety and health in the workplace.

FPM40382: Pharmacology - 3.00 Units
This is an introductory-level course intended for the beginning student in both practical/vocational nursing and other allied health disciplines. This course covers the basic mathematics of drug dosage, the principles of pharmacology, major drug classifications by anatomic systems, and special situations in pharmacology.

FPM40386: OSHA 7400 - Noise in the Construction Industry - 0.50 Units
This one-day course will increase the participant’s knowledge and skill in construction noise. It is also designed to provide materials and guidance for training workers and developing a construction noise program. Topics to be covered are properties of sound, noise-reduced hearing loss, Federal OSHA’s construction industry noise standards, sound level meters and noise dosimeters, construction noise exposure control, and worker training. The target audience is the small employer or a representative (e.g. line supervisor or manager) designated with the responsibility to develop a construction noise program. Classroom demonstrations of noise instrumentation and hearing protection devices are featured.

FPM40388: CT: Human Subjects Protection and IRBs - 2.00 Units
This essential course offers an ethical framework for human subjects regulations, introduces regulatory issues in clinical trials, and reviews concern for human subjects protection in drug/device trials. A mock IRB meeting applies the principles learned.

FPM40392: OSHA 5600 - Disaster Site Worker Trainer Course - 3.00 Units
Experienced trainers will learn to present the OSHA 7600 - Disaster Site Worker Course. You will be able to apply elements of successful training programs and will practice knowledge, skills and attitudes through discussion, exercises and presentations. You will receive lesson plans, training materials and information on training techniques and resources. You will be expected to present a select portion of the Disaster Site Worker Course. Re-certification is required every four years.

FPM40393: OSHA 7600 - Disaster Site Worker (10-hour) - 1.50 Units
Learn about hazards present at a disaster site and how to mitigate any risk. Students will learn the use of Incident Command Systems and the identification and reduction of traumatic incident stress. The application of other important hazard avoidance techniques through proper use of respiratory protection and personal protective equipment is also covered. The audience for this course is the skilled workers called to a disaster site for clean up or re-introduction of services.

FPM40396: Abuse and Neglect Through the Life Cycle: A Forensic Multidisciplinary Approach - 0.50 Units
A one-day overview and update on both the criminal and civil issues in forensics. This will be a valuable educational session for those with an interest in the forensic aspects of healthcare and who provide critical services for the victims of violence, including child and elder abuse.

FPM40397: OSHA 7300 - Understanding OSHA's Permit-Required Confined Space Standard - 0.50 Units
Do you need to develop a permit required confined space program? This course will increase your knowledge of OSHA's standard, 29 CFR 1910.146. Discover scope and definitions, general requirements, permit space programs, and rescue and training. This is an introductory course and does not fulfill the training requirements to certify the student as a "competent person". Topics Include: Definitions, Permit Space Program, General Requirements, Rescue Requirements.

FPM40399: UCSD Master’s Degree in Clinical Research - 36.00 Units
This graduate degree from UCSD offers a broad-based curriculum in clinical research methodology and integrates classroom instruction with practical training to provide students with the knowledge and skills necessary to produce valid, credible research. The Master of Advanced Studies (MAS) is a part-time graduate degree consisting of 40 quarter units and provides in-depth study in a specialized area. The University of California, San Diego confers the MAS degree. The Department of Medicine in the UCSD School of Medicine is responsible for the management of the curriculum, while UCSD Extension administers the program and provides student advising and career counseling services. The program is appropriate for physicians, nurses, managers, allied health professionals, healthcare executives, and medical students as they assume more active roles in healthcare leadership and on management teams.

FPM40403: OSHA 7205 - Health Hazard Awareness - 0.50 Units
This one-day course focuses on recognizing potential health hazards in the workplace, and avoiding, minimizing, controlling or eliminating them whenever possible. Exposure to health hazards continues to be common in spite of advances in control measures and techniques. This course will provide information on health hazards and discuss ways to recognize, evaluate, and control them in the workplace.

FPM40405: OSHA 7005 - Public Warehousing and Storage - 0.50 Units
OSHA has identified Public Storage and Warehousing as one of seven industries with a high lost time claim rate. Injuries may occur from forklifts, material handling and lifting, exposure to hazardous substances, and slips, trips and falls. Public Warehousing and Storage is set up as a facilitated, interactive training session focusing on class discussion and group activities. It has been shown that warehouses have become an increasingly hazardous area in which to work. This one day course for warehouse workers will focus on many of the hazards and injuries that are likely to be encountered in warehouse operations.

FPM40408: Elder Medication Management - 0.50 Units
More than one-quarter of adverse medication events among older adults in outpatient settings are preventable, according to a recent study. Forty-two percent of adverse medication events classified as serious, life-threatening or fatal were considered preventable. This course identifies and discusses common medication issues pertaining to aging, including age-related risk factors, compliance problems, polypharmacy, medication reactions and interactions, and safety issues with the use of self-medications. The use of vitamin supplements, and cultural attitudes towards the use of herbal remedies will be shared. Participants will be able to develop an instructional plan for seniors for safe prescription and self-medication management.

FPM40410: OSHA 7105 - Introduction to Evacuation and Emergency Planning - 0.50 Units
Learn what you need to know about emergency planning and the features of good evacuation plans. The increased concern about terrorism and disasters has forced small business representatives to think seriously about the need to plan what they will do in the event of emergencies. The target audience is the small employer, business owner, or a representative designated with the responsibility to plan for emergencies and evacuation procedures.

FPM40413: OSHA 2055 - Cranes in Construction - 3.00 Units
This course covers the best practices in crane and derrick operation using the OSHA Cranes and Derricks in Construction Rule as a guide. Course topics include hazards associated with crane assembly and disassembly, types of cranes, lifting concepts, rigging and wire rope, signaling, employee qualifications and training, and maintenance, repair, and inspection requirements. Students will participate in workshops to reinforce concepts of safe crane operation. Upon course completion students will have the ability
to identify the types of cranes and their components and attachments, determine safe operating conditions, and recognize common violations of OSHA Standards.

FPM40415: Overview of Medical Practice - 2.00 Units
A comprehensive overview of the clinical practice of medicine, this course is designed for those who would like to enhance their knowledge of the medical field and the health care system in the U.S. The course bridges the gap between industry practice, academic medicine, advanced research degree programs, &amp other health care clinical initiatives.

Topics include complexities related to multiple health care providers and sites of delivery, available health information in the digital age, payment for health care, consumer-driven utilization of health care, and the basis for health care reform. Lessons include Medical Anatomy &amp Physiology Hospital Anatomy Health Care Economics Patient Privacy Medical Errors &amp Patient Safety Evidence-Based Medicine &amp Introduction to Medical Research.

FPM40418: Foundations of Exercise Science - 0.50 Units
This course is designed for prospective fitness professionals with little to no science knowledge. It introduces basic concepts in chemistry and cell biology as a prerequisite to the exercise science courses of the Fitness Instruction/Exercise Science program. This is an asynchronous seven-hour course that is open for enrollment for the duration of the course dates.

FPM40419: Electrical High Voltage Standards - Federal - 3.00 Units
OSHA classifies any use of electrical service over 600 volts as high voltage. Regulations and accepted industry standards state that employers meet specific training requirements for their employees who work with high voltage electrical installations. These rules apply to commercial, industrial, and government sites as well as electric utility generation, transmission and distribution installations. This course provides information crucial to safely operate your facility. Along with advance knowledge of critical compliance issues, emphasis is placed on hazard awareness and abatement methods.


FPM40427: Oncology Nursing Society's Chemotherapy and Biotherapy Program - 1.50 Units
This course is designed to provide the didactic education to handle cytotoxic agents and care for the patient undergoing cancer treatment. It was developed by the Oncology Nursing Society to promote a program based on national standards, promote continuity in course content, facilitate portability of nurse’s knowledge, contribute toward the excellence of oncology nursing, and support the education needs of nurses in cancer care. This course is NOT a competency or certification course. Individual employers must determine clinical competency.

FPM40430: Camp Nurse Program - 0.50 Units
This course is designed for nurses with at least one year of nursing experience. The focus of the course is preparing nurses for healthcare in the camp setting. Course content will include camp nursing in special needs camps, setting up a camp healthcare center, including medication delivery, and management of healthcare challenges. Panel discussion sessions with experienced camp nurses will address the challenges and unique rewards of being a camp nurse. The course includes information on getting a position at various local, national and international camps.

FPM40434: Sports Injuries and Emergency Procedures - 1.00 Units
Fitness professionals who understand the most common injuries associated with sports and exercise can minimize client injury risks and can maximize compliance and training outcomes. Students will learn both the theoretical concepts and practical applications of sports injury prevention and emergency treatment. Topics include: biomechanical and kinesiological implications preventive strategies therapeutic exercise guidelines for return to activity and proper equipment and footwear.

FPM40435: Strength and Conditioning - 2.00 Units
Strength training is an essential component of any comprehensive fitness program, no matter who the client may be. This course covers the scientific aspects and benefits of strength training, population-specific recommendations, physiologic principles, and applied techniques. Students will receive hands-on practice in the safe and effective execution of a variety of resistance training exercises, targeting all of the major muscle groups. Free weights, weight machines, elastic resistance, and body weight will all be discussed.

FPM40436: Fitness Assessment Techniques - 2.00 Units
This laboratory session in exercise physiology provides the necessary, practical techniques to design safe and effective exercise programs. Topics include: health screening and risk assessment evaluating cardiovascular fitness flexibility muscle strength and endurance and determining body composition. Students will learn how to monitor resting and exercise heart rates and blood pressure as well as conduct accurate fitness assessments.

FPM40437: Business Basics for the Personal Trainer - 1.00 Units
Being a successful personal trainer requires more than designing and implementing safe and effective exercise programs. You must also be knowledgeable about the business, legal, and interpersonal aspects of operating a fitness business. Whether you work as an employee, independent contractor, or are thinking about starting your own business, you will learn about legal guidelines, business structure, market research, creating a business plan, marketing strategies, bookkeeping, professional ethics, and image as well as client relations skills.

FPM40439: Fitness Internship-Commercial - 2.00 Units
This course provides candidates the opportunity to apply their knowledge in gaining vital, real life experience. It bridges the gap between classroom theory and real world practice by providing a setting where communication and technical skills are perfected before entering the job market.

FPM40440: Fitness Internship-Corporate - 2.00 Units
This course provides candidates the opportunity to apply their knowledge in gaining vital, real life experience. It bridges the gap between classroom theory and real world practice by providing a setting where communication and technical skills are perfected before entering the job market.

FPM40441: Fitness Internship-Preventive/Wellness - 2.00 Units
This course provides candidates the opportunity to apply their knowledge in gaining vital, real life experience. It bridges the gap between classroom theory and real world practice by providing a setting where communication and technical skills are perfected before entering the job market.

FPM40442: Fitness Internship - 2.00 Units
The internship offers students the opportunity for growth and development of relevant skills in the fitness field. It encompasses the pertinent aspects of fitness testing, programming and training, wellness and health education, and management and administration of health clubs and wellness facilities. Three types are offered: commercial, corporate, and preventive/wellness. Enrollment in the internship is accepted by application only. Please download the documents below to submit your application and receive instructions for enrollment.
FPM40443: Exercise Programming for Specific Health Conditions - 2.00 Units
As our population grows older and more deconditioned, the prevalence of chronic diseases (e.g., cardiovascular, pulmonary, metabolic – diabetes, osteoporosis, arthritis) and musculoskeletal conditions (e.g., low back pain, shoulder and knee pain) continue to increase. To effectively serve these populations, health-fitness professionals must possess a higher level of knowledge and skills. This course examines the causes (etiology) of specific chronic diseases and musculoskeletal conditions, and also investigates key physiological differences and needs of unique populations (e.g., pregnant clients, seniors, and children). This knowledge is then applied into practice, helping you develop important skill sets needed for the successful design and implementation of safe and prudent exercise programs for these populations.

FPM40446: Electrical Low Voltage Standards - State - 1.50 Units
Get practical training so that your business can maintain a safe, hazard free workplace. This intensive two day training course is built around state requirements for employees working on electrical installations and equipment. Included are safety related information regarding state standards, equipment safety practices, dealing with hazards and the use of protective equipment. Topics include: Definitions, Wiring Methods, Practices and Equipment, Lockout/Tagout.

FPM40447: Family Violence - 4.00 Units
New, convenient format! One day online (taken at your convenience) two days in class. This course focuses on the causes and extent of violence in the family, the human response to violence, the influence of culture and community violence in the family interventions and nursing interventions for the problem on the primary, secondary, and tertiary prevention levels. Areas of violence in the family examined include child abuse, IPV, sexual abuse, other forms of family violence and homicide.

FPM40450: Clinical Instructor - 1.50 Units
This practical sixteen hour Nursing Clinical Instructor course is focused on the communication and instructional skills necessary to facilitate nursing education in the patient care environment. Content will include: practical methods to utilize when teaching basic versus complex information at the bedside adjusting teaching style to meet the needs and experience level of the learner including giving and receiving feedback, communication with patients and families, writing objectives, and documentation of clinical education. Role playing and case reviews will be incorporated into the course including filming and critique of students as they teach in simulated patient care situations.

FPM40454: Electrical High Voltage Standards - State - 1.50 Units
For employees working on or near equipment energized above 600 volts, this intensive two day training course is built around state requirements. Learn how to maintain a safe, hazard free workplace by learning safety related information regarding state standards, equipment safety practices, dealing with hazards and the use of protective equipment. Topics include: Personal Protective Equipment, Energized Parts, Grounding, Medical Services/First Aid, and Hazardous Energy Control.

FPM40455: Family Violence Preceptorship - 2.00 Units
This course consists of a sixty hour clinical placement with an agency(ies) serving the patient base described in the Family Violence course. The purpose of the preceptorship is to provide hands-on training and does not guarantee employment. Prerequisites Successful completion of the Family Violence course and permission of the coordinator of the program.

FPM40461: Pediatric Sexual Assault Examiner - 2.00 Units
Designed for investigators, social workers, & medical professionals interested in developing their roles as interdisciplinary team members for Child Abuse(nurses must be Sexual Assault Nurse Examiners). Upon completion, students will have a better understanding of how to interview & examine a child who may have been abused, how to document the findings & how to interpret the physical and laboratory findings. Students will be able to recognize from photographs signs of accidental and inflicted trauma and other medical conditions that can be mistaken for abuse. Team members roles will be discussed as well as role of the examiner in the courtroom. This course is not designed to give hands on experience in conducting the examination nor is it adequate training for an individual to begin conducting medical evaluations independently.

FPM40462: Electrical High Voltage - State - 1.50 Units
OSHA classifies any use of electrical service over 600 volts as high voltage. Regulations and accepted industry standards state that employers meet specific training requirements for their employees who work with high voltage electrical installations. These rules apply to commercial and industrial facilities and government sites as well as electric utility generation, transmission and distribution installations. This course provides you with information you need to safely operate your facility. Along with advance knowledge of critical compliance issues, emphasis is placed on hazard awareness and abatement methods.

FPM40471: OSHA 7405 - Fall Hazard Awareness for the Construction Industry - 0.50 Units
In 2004, the Bureau of Labor Statistics data showed that 36 percent of the 1,224 construction worker fatalities were attributed to falls. Designed for small construction employers and employees, this course is packed with information on fall hazards at work sites. Providing a focus on falls to a lower level rather than falls from slips and trips, Fall Arrest Awareness teaches you how to control or prevent these hazards whenever possible. Topics Include: Identification of Fall Hazards, Analyzing Fall Hazards, Preventing Fall Hazards, and OSHA Resources.

FPM40475: Electrical Safety Standards - NFPA 70E - 1 Day - 0.50 Units
If you work on or near energized electrical systems, have a safety role at these sites or are an emergency responder, this course is for you. The new electrical safety standards (NFPA 70E) are the next step to a safer electrical environment in the workplace. Anyone who deals with hazards such as electrocutions, fires and explosions should attend. Learn how to prevent serious disabling injuries, damage to equipment and work sites and most importantly, save lives.

FPM40481: OSHA 7410 - Managing Excavation Standards - 0.50 Units
Students will learn the role and responsibility of the employer to assign a competent person to the excavation site and arm that person with the knowledge to perform the work properly. Topics include the understanding and application of definitions relating to OSHA’s Excavation Standard (Subpart P), excavation hazards and control measures, soil analysis techniques, protective system requirements and emergency response. Students will gain knowledge and skills that are required to perform the excavation duties.

FPM40482: Techniques for Group Training and Exercise - 1.00 Units
As group exercise classes continue to flourish and diversify, today's group fitness instructor needs more than just an outgoing personality to succeed. The individual must possess a strong foundation in exercise science, have excellent leadership and motivational skills, understand musical phrasing and the dynamics of group exercise, and be able to create fun and exciting choreography. This course addresses the foundation principles essential to all types of group exercise instruction, and delineates the methods used in
current popular formats. Legal and ethical aspects of group exercise leadership will also be covered.

FPM40484: OSHA 5400 - Trainer Course in Occupational Safety and Health Standards for the Maritime Industry - 3.00 Units
This is a Trainer Course for those interested in teaching the 10 and 30 Hour Maritime Outreach Program. Special emphasis is placed on required Outreach topics, using OSHA standards as a guide. Students are taught effective adult instructional techniques. This course authorizes students to become Maritime Outreach Trainers.

FPM40489: OSHA 3115 - Fall Protection - 3.00 Units
(formerly known as "OSHA 3110")
This 4-day course includes: encounter state-of-the-art technology for fall protection and current OSHA requirements. Topics include the principles of fall protection, the components of fall arrest systems, the limitations of fall arrest equipment, and OSHA policies regarding fall protections. Course features a one-day field exercise demonstrating fall protection equipment.
Topics include: Conventional Systems, Body Holding Devices, Anchor Points, Harness, Vertical/Horizontal Traveling Systems.

FPM40490: Safety Inspection Techniques - 2.50 Units
Learn the most commonly used safety inspection standards, tools and techniques in this 3-day course. Experience an organized approach to inspecting and auditing projects to insure OSHA compliance and injury prevention. Visit both construction and general industry sites to perform an inspection and prepare a final report.

FPM40493: CT: Understanding Oncology - 3.00 Units
Concepts of cancer treatment and management will be communicated to the student through a series of web-based sessions, with a sharp focus on the terminology, pathology, diagnostics, disease management. Intended for individuals with educational backgrounds in biological sciences at the associates, bachelor or masters level. Nurses, research assistants, data managers and others who are involved in oncology research or would like to become involved in this area of research and development would benefit from this course.
Included: an overview of cancer biology, diagnosis and specific types of cancer, as well as basic principles, treatment modalities and potential effect of those treatment modalities.

FPM40494: CT: Monitoring Oncology Trials - 3.00 Units
Monitoring oncology clinical trials requires advanced skills, including understanding and maintaining complete regulatory documents protocol & data integrity patient safety and the successful completion of the clinical trial within the sponsor's/CRO's and medical site's goals, all within the framework of good clinical practices (GCPs).
Students are exposed to key regulatory documents, IND safety reports, MedWatch reports, various IRB submissions/requirements, and federal guidelines. Also covered: responsibilities of clinical research personnel correlation of concomitant medications tumor assessments assessing and grading toxicities cancer-specific SAE & SAE reporting.

FPM40495: Oncology Preceptorship - 3.00 Units

FPM40496: CTLA: Introducción a la Investigación Clínica Internacional - 1.00 Units
Este curso es una introducción básica y visión general del proceso de investigación clínica y abarca la descripción de la industria fases de los estudios/pruebas e investigación clínica investigación translacional y orientación al programa. El alumno aprenderá los aspectos fundamentales de la investigación clínica en sujetos humanos, y la necesidad de implementar actividades regulatorias para vigilar el proceso. Altamente recomendado y apropiado para los profesionales principiantes y expertos en el campo de estudios clínicos.

FPM40497: OSHA 7115 - Lockout/Tagout - 0.50 Units
In this course, students will learn about the role and responsibility of the employer to develop and implement an energy control program, or lock-out/tag-out (LOTO) for the protection of workers while performing servicing and maintenance activities on machines and equipment.

FPM40498: OSHA 5602 - Update for Disaster Site Worker Trainer Course - 0.50 Units
The OSHA 5602 - Disaster Site Worker Trainer Update is a course intended to update the Authorized Disaster Site Worker Trainer with new technical and regulatory information related to disaster response. In addition, participants will have the opportunity to share "lessons learned" and refresh their knowledge about various topics covered previously in the OSHA 5600 - Trainer Course - Disaster Site Worker. Outreach Trainers are required to attend OSHA 5602 at least every four years to maintain their trainer status.

FPM40499: CTLA: El Proceso de Desarrollo de Farmacos - 1.50 Units
Este curso clave revisa el proceso de desarrollo de fármacos e historia de los estudios clínicos. Los temas incluyen origen de fármacos y dispositivos nuevos el proceso de descubrimiento cómo un descubrimiento se convierte en un medicamento o dispositivo la definición, fases y propósitos del desarrollo farmacológico y clínico la historia de la regulación de fármacos/dispositivos y los efectos de eventos históricos en la vigilancia regulatoria las solicitudes de autorización de nuevos fármacos y las solicitudes de autorización de pre-mercado. Este es un curso fundamental para aquellos interesados en aprender el proceso de estudios clínicos aplicado a los estudios farmacológicos y los dispositivos médicos en Latinoamérica.

FPM40500: CTLA: Buenas Prácticas Clínicas (BPC) - 1.50 Units
Este curso esencial cubre la definición e identificación de Buenas Prácticas Clínicas (BPC) cómo las BPC afectan la conducción de estudios clínicos cuerpos reguladores y regulaciones pertinentes al Código de Regulación Federal (EE.UU.) y los lineamientos de la Conferencia Internacional de Armonización regulación regional e internacional obligaciones de los investigadores, patrocinadores, monitores y Comités de Ética cumplimiento y responsabilidad durante los estudios clínicos violaciones y desviaciones al protocolo y consecuencia de la falsificación de datos y/o registros de los pacientes. También se revisa la regulación de dispositivos médicos. Esencial para todos los profesionales interesados en llevar a cabo estudios clínicos en Latinoamérica, y para los sitios clínicos interesados en llevar a cabo investigación clínica según la Food & Drug Administration (FDA).

FPM40501: CTLA: Monitorización de Estudios Clínicos - 2.00 Units
Este curso es importante para los monitores, coordinadores, investigadores principales y el personal que labora en el sitio clínico de investigación. Los temas de esta clase incluyen responsabilidades de los patrocinadores e investigadores durante el estudio investigadores calificados para el sitio de estudio fase de viabilidad revisión de documentos regulatorios inicio del estudio herramientas de monitorización, documentos y técnicas de rutina visitas de cierre y manejo del sitio. Este curso es esencial para el interesado en mejorar sus aptitudes profesionales, ser más competitivo o aumentar los niveles de reclutamiento y productividad general en el sitio clínico.

FPM40502: CTLA: Comites de Etica/Proteccion de Sujetos Humanos - 1.00 Units
Este curso ofrece un marco histórico de los principios de ética más relevantes en la investigación clínica que involucra sujetos humanos. En el curso se estudian aspectos regulatorios comunes asociados con los estudios clínicos y se revisa el Código de Nuremberg el Reporte Belmont la Declaración de Helsinki y la estructura de la Conferencia Internacional de Armonización. Se analizan la función y estructura de los Comités de Ética funcionan y prácticas de los miembros del Comité de Ética y su función en la expansión de estudios clínicos en Latinoamérica. Este curso es apropiado para los profesionales tanto principiantes como expertos en la industria de estudios clínicos.

FPM40504: CTLA: Preparación para un Nuevo Estudio Clínico - 2.00 Units
Conforme se diseñan y manejan nuevos estudios clínicos, cada estudio debe iniciarse en una forma muy bien planeada y organizada. Este curso ayuda al sitio clínico de estudio en la preparación para un nuevo estudio clínico. Los temas incluyen identificación del equipo de investigación funciones y responsabilidades del coordinador del estudio preparación de la visita previa al inicio del estudio revisión del protocolo de estudio preparación de la solicitud del Comité de Ética preparación de los archivos del estudio y el manual regulatorio iniciación del sitio. Este curso está diseñado para los profesionales que desean iniciar un sitio de investigación o están buscando formas de incrementar la productividad de su sitio.

FPM40505: CTLA: Estándares Profesionales en la Conducción de Estudios Clínicos - 1.00 Units
Este curso analiza los elementos esenciales que deben observarse para ejercer una conducta adecuada y profesional durante la conducción de estudios clínicos en sujetos humanos. Debido a que la investigación de nuevos fármacos y dispositivos médicos es una actividad profesional internacional altamente regulada, se requiere un claro entendimiento del manejo legal y ético de datos e información privada de sujetos humanos. Algunos de los temas más destacados son el reconocimiento y prevención de fraudes conducta ética personal consejos de administración y acreditación de organizaciones. También se incluyen reglas de acreditación y administración para organizaciones de investigación clínica y reclutamiento de pacientes. Esta clase se recomienda ampliamente a todo el personal involucrado en el manejo de la información del paciente en un estudio clínico.

FPM40506: CTLA: Organizaciones de Investigacion Clínica por Contrato (CRO) - 1.00 Units
Este curso proporciona al patrocinador del estudio clínico o sitio de investigación varias estrategias para trabajar con una Organización de Investigación Clínica por Contrato que conducirá el estudio. Dado que la negociación es una herramienta esencial durante la fase operacional de un estudio clínico de investigación, se presentan temas como el diagnóstico de las capacidades y limitaciones internas los costos y beneficios de tener una Organización de Investigación Clínica por Contrato como socio evaluación y selección adecuada de una CRO viabilidad y transferencia de responsabilidades y delineamiento de expectativas y manejo continuo de la relación. Esta clase es apropiada para todos los niveles con énfasis en aquellos profesionales o socios especializados en la administración de estudios clínicos.

FPM40507: EM385-1-1 40 Hour Safety - 4.00 Units
This course is for contractors, military and government employees who enforce or must comply to the EM385-1-1 US Army Corps of Engineers safety and health requirements. You will learn procedures of the Navy and US Army Corps of Engineers contracts, and the safety and health requirements of the US Army Corps of Engineers Safety and Health Requirements manual. Upon completion, students receive an official OSHA 30 Hour card for Construction. Topics include: Preparation of Site-Specific Accident Prevention Plan (APP), Intro to OSHA, Site Safety Health Officer’s Qualifications & Responsibilities, Activity Hazard Analysis development, Site Personnel training, Incident Response, Job site Auditing, and Hazard Communication.

FPM40510: CTLA: Estudios Clínicos en Latinoamérica: Curso Intensivo - 2.00 Units
Latinoamérica se ha convertido en una de las regiones más atractivas para la industria farmacéutica internacional, y se requiere un alto nivel de entrenamiento especializado para el personal que participa en estudios clínicos farmacológicos. Este curso intensivo se ofrece en español para el personal interesado en adquirir las bases esenciales y principios legales para el desarrollo apropiado de estudios clínicos. Los temas incluyen: Buenas Prácticas Clínicas, monitorización, selección de investigadores, aspectos regulatorios, Comités de Ética, diseño del estudio y protocolo clínico, y análisis de datos.

FPM40511: OSHA 5109 - Cal/OSHA Standards for the Construction Industry - 3.00 Units
Developed in partnership with Cal/OSHA, this 4-day course emphasizes Title 8 Construction Industry standards and compliance. Topics include IIPP, Ergo, Electrical and many others.

The course also provides existing Fed OSHA trainers an endorsement authorizing them to teach 10 & 30 hr Federal- Cal/OSHA outreach courses. Resources and Cal/OSHA training guidelines will be covered.

Individuals who wish to be authorized by OSHA to teach the Cal/OSHA versions of the 10- and 30-hour Construction Outreach Training Program classes must fulfill the following requirements:

1. Be a current authorized OSHA Construction Outreach Training Program trainer OR become an authorized OSHA Construction Outreach Training Program trainer within six (6) months after completing OSHA 5109 class. Trainers should note that the Cal/OSHA Partnership endorsement expires on the same date as their authorized Outreach trainer card.

2. Have at least one year of verifiable safety and health experience with an organization governed by Cal/OSHA standards. Outreach Trainers will be required to sign a “Statement of Eligibility” form, prior to, or in their Cal/OSHA Partnership authorization course.

3. Complete OSHA #5109 Cal/OSHA Standards for the Construction Industry. Outreach trainers are not required to take the Cal/OSHA Partnership Trainer course from the same OTI Education Center from which they took their Federal Construction Outreach Training Program trainer course. Trainer will receive a separate card indicating their trainer authorization.

Trainers who receive their OSHA Outreach Training Program trainer card after completing OSHA #5109 Cal/OSHA Standards for the Construction Industry class must contact the OTI Education Center which sponsored the Cal/OSHA Partnership class they participated in to sign a “Statement of Eligibility” form and receive their Cal/OSHA construction Outreach trainer card.

FPM40512: OSHA 5119 - Cal/OSHA Standards for General Industry - 3.00 Units
Developed in partnership with Cal/OSHA, this 4-day course emphasizes Title 8 General Industry standards and compliance. Topics include IIPP, Ergo, Electrical and many others.

The course also provides existing Fed OSHA trainers an endorsement authorizing them to teach 10 & 30 hr Cal/OSHA outreach courses. Resources and Cal/OSHA training guidelines will be covered.
Individuals who wish to be authorized by OSHA to teach the Cal/OSHA versions of the 10- and 30-hour General Outreach Training Program classes must fulfill the following requirements:

1. Be a current authorized OSHA General Industry Outreach Training Program trainer OR become an authorized OSHA General Industry Outreach Training Program trainer within six (6) months after completing OSHA 5119 class. Trainers should note that the Cal/OSHA Partnership endorsement expires on the same date as their authorized Outreach trainer card.

2. Have at least one year of verifiable safety and health experience with an organization governed by Cal/OSHA standards. Outreach Trainers will be required to sign a “Statement of Eligibility” form, prior to, or in their Cal/OSHA Partnership authorization course.

3. Complete OSHA #5119 Cal/OSHA Standards for General Industry. Outreach trainers are not required to take the Cal/OSHA Partnership Trainer course from the same OTI Education Center from which they took their Federal General Outreach Training Program trainer course. Trainer will receive a separate card indicating their trainer authorization.
Trainers who receive their OSHA Outreach Training Program trainer card after completing OSHA #5119 Cal/OSHA Standards for General Industry class must contact the OTI Education Center which sponsored the Cal/OSHA Partnership class they participated in to sign a “Statement of Eligibility” form and receive their Cal/OSHA General Industry Outreach trainer card.

**FPM40513: Regulatory: Monitoring Clinical Trials in Mexico En Espanol - 1.00 Units**
Identificacion de los procesos regulatorios para desempenar y monitorizar estudios clinicos de acuerdo con la Ley General de Salud en Mexico y COFEPRIS.

**FPM40514: 10-Hour Construction Outreach Course (Federal OSHA) - 1.00 Units**
The Outreach Training Program is a voluntary program. Its purpose is to promote workplace safety and health and to make workers more knowledgeable about workplace hazards and their rights. Outreach training does not fulfill the training requirements found in OSHA standards. Employers are responsible for providing additional training for their workers on specific hazards of their job as noted in many OSHA standards.
The OSHA Outreach Training Program was initiated in 1971, and has grown significantly in recent years. The train-the-trainer format expands the reach of the program to increase training availability.
The OSHA Outreach Training Program provides training on the recognition, avoidance, abatement, and prevention of workplace hazards. Outreach classes also provide overview information regarding OSHA, including workers’ rights, employer responsibilities, and how to file a complaint.

- Promotes safety culture through peer training
- Outreach training content includes hazard recognition and avoidance, workers’ rights, employer responsibilities, and how to file a complaint it emphasizes the value of safety and health to workers, including young workers

The 10-hour training program is primarily intended for entry level workers. All outreach training is intended to cover an overview of the hazards a worker may encounter on a job site. Training emphasizes hazard identification, avoidance, control and prevention, not OSHA standards.

**FPM40515: OSHA 10-Hour General Industry Outreach Training Course - 1.00 Units**
This training program is intended to provide entry level general industry workers information about their rights, employer responsibilities, and how to file a complaint as well as how to identify, abate, avoid and prevent job related hazards on a job site. The training covers a variety of general industry safety and health hazards which a worker may encounter. Training emphasizes hazard identification, avoidance, control and prevention, not OSHA standards.

**FPM40516: OSHA 7415 - OSHA Construction Industry Requirements - 1.50 Units**
This course is to help federal employees recognize major construction industry hazards and discuss prevention strategies including the elements of safety and health management systems that employers should develop to eliminate or minimize workplace hazards.

**FPM40524: OSHA 7120 - Introduction to Combustible Dust Hazards - 1.50 Units**
This 2-day course is designed to provide private businesses within general industry an opportunity to enhance their awareness of the hazards posed by combustible dust.

**FPM40525: OSHA 7125 - Seminar on Combustible Dust Hazards - 0.50 Units**
This one-day seminar provides students with general industry knowledge to enhance their hazard recognition of combustible dust in the workplace.

**FPM40527: CT: Becoming a Clinical Trials Principal Investigator - 1.00 Units**
This course is designed for the physician who wants to enter the clinical trials arena. Topics include: the benefits and responsibilities of conducting clinical trials, choosing an appropriate trial for your practice, recruiting and enrolling participants, and ensuring data integrity.

**FPM40528: Fire & Life Safety in the Workplace - 4.00 Units**
Fire and explosions in the workplace can be dangerous for employees. Not just construction sites and industrial plants, but also office spaces, buildings and other general industry facilities. Any type of business could potentially catch fire. It is the responsibility of the employer to develop and implement fire and life safety programs for the protection of their workers through fire prevention measures, fire protection and fire suppression.
In this course, students will learn about the employer’s roles & responsibilities as well as the codes and standards of fire and life safety in the workplace allowing them to implement industry best practices focused on the reduction of life loss due to fire and explosion. This includes fire prevention, protection and suppression as well as general life safety.

**Target Audience**
Any employer, manager, employee or employee representative who, as part of a safety and health program, would have responsibility for the development and/or maintenance of safety programs, emergency action plans, fire systems, inspection responsibilities or compliance responsibilities.

**Top Takeaways**
After the course, students will be able to:
- identify, interpret and follow regulations, codes and standards related to fire & life safety
- relate NFPA 101 (Life Safety Code) to buildings and facilities
- ensure adherence to code & regulatory requirements for fire detection, suppression systems, and portable fire extinguishers
- identify fire protection features in buildings and facilities

**FPM40530: Health Hazard Awareness for Safety Officers (UCSD 1080) - 2.50 Units**
FPM40535: Anatomy and Physiology - 5.00 Units
This course is designed to develop an integrated understanding of human structure and function, and an appreciation for the close interrelationship between anatomy and physiology. Clinical examples utilized in the course will assist students in learning that the disease process is a disruption of homeostasis and a breakdown of the normal integration of form and function, and that medical intervention may restore normal function. Health and wellness issues will be discussed to reinforce the basic concepts of human structure and function by applying them in practical ways to current problems in medicine, public health, athletics, fitness, and trends in research and technology.

FPM40536: Law and Ethics for Addiction Professionals - 1.00 Units
This course familiarizes students with both legal and ethical responsibilities associated with the practice of substance abuse disorder treatment. Students learn about appropriate roles and behavior to avoid liability and prevent harm to clients. Issues such as confidentiality, duty to treat, responsibility to third parties, ethical decision-making, and legal remedies for discrimination experienced by people in or in need of recovery from alcoholism and/or drug addiction are explored. This course meets the &ldquo;legal and ethical responsibilities&rdquo; provisions of all alcohol and drug counselor certification authorities in California.

FPM40537: OSHA 502 - Update for Construction Industry Outreach Trainers - 0.00 Units
Are you an active trainer in the Outreach Program? Have you completed the Trainer Course for the Construction Industry OSHA 500? You must be updated every four years on training techniques, OSHA construction industry standards, policies, and regulations. Once you successfully complete the course, you are authorized to train for an additional four year term. Bring current trainer card to class for verification of your status. Laptop recommended.

FPM40538: OSHA 503 - Update for General Industry Outreach Trainers - 0.00 Units
Are you an active trainer in the Outreach Program? Have you completed the OSHA 501 - Trainer Course for General Industry? You must be updated every four years on training techniques, OSHA general industry standards, policies, and regulations. Once you successfully complete the course, you are authorized to train for an additional four year term. Must bring current trainer card to class. Laptop recommended.

FPM40539: OSHA 5029 - Cal/OSHA Update for Construction Industry Outreach Trainers - 0.50 Units
This one day course updates the OSHA 5109 with new and current Cal/OSHA standards and continues the outreach trainer's authorization to teach both 10 and 30 hour Cal/OSHA Outreach courses. Required Prerequisite: OSHA 5109 or OSHA 5029 within four years. IMPORTANT - ONLINE ENROLLMENT IS NOT PERMITTED. Prior to enrollment, students must provide the following:

1. Verification of Prerequisite Form (click on one of the 'Apply Now' buttons below)
2. Proof of your trainer status. Acceptable forms of proof are: a copy of your OSHA 501/OSHA 503 Trainer card with Cal/OSHA sticker, Cal/OSHA Outreach Trainer Card (newest plastic version) or Certificates of Completion. Cal/OSHA Expiration: These cards expire on the same date as the Outreach Trainer card.

FPM40540: OSHA 5039 - Cal/OSHA Update for General Industry Outreach Trainers - 0.50 Units
This one day course updates the OSHA 5119 with new and current Cal/OSHA standards and continues the outreach trainer's authorization to teach both 10 and 30 hour Cal/OSHA Outreach courses. Required Prerequisite: OSHA 5119 or OSHA 5039 within four years. IMPORTANT - ONLINE ENROLLMENT IS NOT PERMITTED. Prior to enrollment, students must provide the following:

1. Verification of Prerequisite Form (click on one of the 'Apply Now' buttons below)
2. Proof of your trainer status. Acceptable forms of proof are: a copy of your OSHA 501/OSHA 503 Trainer card with Cal/OSHA sticker, Cal/OSHA Outreach Trainer Card (newest plastic version) or Certificates of Completion. Cal/OSHA Expiration: These cards expire on the same date as the Outreach Trainer card.

FPM40541: OSHA 7845 - Recordkeeping Rule Seminar - 0.50 Units
This half-day course will assist employers in identifying and fulfilling their responsibilities for posting certain records, maintaining records of illnesses and injuries, and reporting specific cases to OSHA. Several practice workshops are included. Employees of companies that have responsibilities under OSHA’s revised recordkeeping Rule 29 CFR 1904 will benefit from this course.

FPM40548: Electrical Safety Standards - NFPA 70E - 2-Day - 1.50 Units
If you work on or near energized electrical systems, have a safety role at these sites or are an emergency responder, this course is for you. The new electrical safety standards (NFPA 70E) are the next step to a safer electrical environment in the workplace. Anyone who deals with hazards such as electrocutions, fires and explosions should attend. Learn how to prevent serious disabling injuries, damage to equipment and work sites and most importantly, save lives.

FPM40552: Cultural, Social, and Historical Overview of Alcohol and Drug Related Problems - 3.00 Units
(Formerly "Introduction to Alcohol and Other Drug Studies") How history, culture, and context frame the social and policy response that enables substance abuse treatment is the focus of this course. The historical, political, economic, and cultural factors contributing to and defining substance abuse problems are examined. These factors are emphasized because they are important, critical, and supplemental contributors to the biological, medical, and disease model definitions of substance abuse. In particular, the differential impact of substance abuse problems in various communities and demographic groups is examined, e.g., African American, Asian, Latino, gender, age, LGBT, and socio-economic status.

FPM40554: Occupational Safety & Security for Health Professionals - 1.00 Units
This course is specifically designed for general healthcare personnel in healthcare or healthcare-related organizations. Students will receive a broad, comprehensive exposure to safety and health requirements in the healthcare setting. They will be introduced to general safety and health program requirements, the framework of an effective and comprehensive safety and health program, and receive an introduction to specific workplace hazards and methods of hazard control one may find in different healthcare occupations. Upon completion of this course students will be able to apply this knowledge to healthcare workplace settings they may encounter.

FPM40559: Lab: Anatomy & Physiology - 2.00 Units
This Lab is to accompany the Anatomy & Physiology course (FPM-40535) and should be taken together.
Lab Objectives:
Develop a visual knowledge of body structure at the cellular, tissue, organ, & system levels. Understand the gross & microscopic approach to Anatomy & Physiology. Provide the students with all necessary lab tools such as anatomical models, histology slides as well as experimental & physiological problems that promote the critical understanding of the human body. Familiarize the students with a variety of lab assignments, help visualize most of the anatomical models of all the body systems that have been covered in the Anatomy & Physiology course.

FPM40560: HIT Incumbent Healthcare Workers Training - 6.00 Units
This project will train incumbent workers at community clinics for first-or- next step allied health careers and strengthen the capacity of stakeholders to continue to replicate this kind of job training model for low-income workers.

FPM40562: OSHA 5402 - Maritime Industry Trainer Update Course - 1.50 Units
Participants will update their maritime trainer status and be able to demonstrate continued development by applying effective adult learning principles and training techniques to identify and explain maritime industry hazards and corrective measures.

FPM40564: OSHA 7110- Introduction to Bolting Safety - 0.50 Units
Bolting Safety

FPM40565: OSHA 5410 - Occupational Safety and Health Standards for the Maritime Industry - 4.00 Units
This course is the standards for the Maritime Industry. It is also a required Prerequisite for the OSHA 5400 - Trainer Course - Maritime Safety. Given OSHA standards and current industry information, students will be able to demonstrate ability to interpret federal standards for the maritime industry. Students will be able to identify the jurisdictional responsibilities of federal regulatory agencies in maritime industries, and able to identify how the hierarchy of rules applies to maritime industries covered by OSHA, Inspections, Citations, and Enforcement Policies.

FPM40566: Trainer Course - Fall Protection - 0.50 Units
Continuation of the OSHA 3115 course, this course teaches student how to apply the fall protection standards, and teaches training techniques that are effective and develops an effective training course for both classroom and hands-on in the field.

FPM40569: Actualización de Estudios Clínicos en Latinoamérica: Curso Intensivo - 3.00 Units
Latinoamérica se ha convertido en una de las regiones más atractivas para la industria farmacéutica internacional, y se requiere un alto nivel de entrenamiento especializado para el personal que participa en estudios clínicos farmacológicos. Este curso intensivo de cuatro días se ofrece en español para el personal interesado en adquirir las bases esenciales y aspectos regulatorios, Comités de Ética, diseño del estudio y protocolo clínico, análisis de datos, y reclutamiento de pacientes.

FPM40573: OSHA 5810 - Hazards Recognition and Standards for On-Shore Oil and Gas Exploration and Production - 3.00 Units
This course provides essential information for employees and employers to protect themselves by developing the knowledge and skills to anticipate, recognize, evaluate and control hazards common to the on-shore oil and gas exploration and production industry. This includes work sites associated with the on-shore exploration and production oil and gas industry including, but not limited to construction, drilling, completion, well servicing, production, product gathering and processing, and product transmission. This course is intended for employees and employers engaged in all phases of on-shore oil and gas exploration and production.

FPM40577: Fundamentals of Infection Prevention/Clinical Epidemiology - 1.00 Units
The concepts of Fundamentals of Infection Prevention and Clinical Epidemiology will be communicated through a series of web-based sessions, with each session building upon knowledge and principles communicated in previous session(s). Course content will be presented in a logical, engaging and step-wise manner with a sharp focus on the role of infection control Practitioners/Preventionist. The series of web-based sessions will begin with an overview of the epidemiological principles and Centers for Disease Control and Prevention (CDC) evidenced based methods and recommendations used in the development and practice of disease and infection surveillance, prevention and control for the General Acute Care Hospital (GACH).

FPM40580: Process Safety Management - 3.00 Units
Process safety management is a regulation, promulgated by the OSHA which covers any activity or combination of activities including any use, storage, manufacturing, handling or the on-site movement of highly hazardous chemicals (HHCs) as defined by OSHA and the EPA (Environmental Protection Agency. UCSD 3300 introduces managers and safety professionals to the standard (29 CFR 1910.119) and assists in understanding their responsibilities related to its implementation and management.

FPM40587: Behavior Change and Lifestyle Coaching - 1.00 Units
(Formerly Motivational and Adherence Strategies for Personal Training) Success in personal training in today’s sophisticated market necessitates the design of comprehensive programs that simultaneously attend to the psychological, emotional and physiological parameters surrounding training and lifestyle change. In this course, students will acquire the essential tools to effectively develop and maintain their professional relationship with their client. The course addresses rapport building, communication skills, behavioral change, motivational interviewing, goal-setting, and adherence strategies.

FPM40592: Pre and Post Partum Fitness - 1.00 Units
Join a cutting edge course on pre and post - partum fitness, covering everything from functional exercises, alleviating pain to holistic nutrition. Understand how to relieve issues such as round ligament pain, sacroiliac joint pain and splitting of the abdominal wall. Learn in-depth yoga poses and strength training exercise to help ease pain and stress that may come up during pregnancy and post-partum. Students will learn skills to appropriately train mothers before and after pregnancy and gain an understanding of a holistic nutrition to create healthy eating habits for the entire family.

FPM40596: Module 1 - Introduction to Safety - 8.00 Units
The first Module in the Safety Specialist Certificate Program, Introduction to Safety exposes students to standards, fundamentals and best practices within the safety industry. Module 1 will begin with health and prevention training – a necessity for any safety professional – including CPR, First Aid and use of an AED. Additional features in the first module are:
- Introduction of the UCSD coordinators and instructors
- Photos taken of all of the participants
- Introduction and expectations of contractors that are looking for interns
- Discussion of PPE that is required
Workplace safety is a main focus of the Certificate Program, and Module 1 in particular. Topics covered will include:
An overview of why safety and health are needed in construction
Safety standards (ANSI, ASME, NEC, NFPA, etc.) outside of OSHA that apply to workplace safety
How to evaluate work place hazards and the appropriate methods for correcting them
An emphasis will specifically be placed on electrical safety within the curriculum:
The basic concepts of electrical safety, as well as hazards associated with electricity in the work place
Methods of testing electrical circuits and appropriate personal protective equipment
How to use Lockout/Tagout (LOTO) methods for electrical, piping and gas systems
Finally, students will be able to apply their class knowledge through a series of class demonstrations, hands-on opportunities and field trips to witness the principles they learned put into real-world scenarios and practice.

FPM40597: Module 2 - Regulation Fundamentals for Safety - 7.00 Units
Module 2 in the Safety Specialist Certificate Program focuses on the skills and methodology of being both a preventative and responsive safety professional. To prevent accidents, students will review Safety Inspection techniques and machine guarding requirements. Although preventing accidents is the goal, when they do happen safety experts must be able to perform Accident Investigations and keep proper records.
Topics covered in Module 2 include:
How to conduct a safety inspection to determine if there are safety or health hazards
Use of the standards taught in Module 1 which apply to hazards
An introduction to the basic requirements for the guarding of machinery and tools to protect workers
A review of manufacturer’s and ASME requirements
The purpose of accident investigation
Successful techniques for investigating accidents and near misses
How to complete an OSHA 300 log
How to properly classify injuries
Completing workers compensation accident reporting forms
Finally, students will be able to apply their class knowledge through a series of class demonstrations, hands-on opportunities and field trips to witness the principles they learned put into real-world scenarios and practice.

FPM40598: Module 3 - Safety Practices - 12.00 Units
In Module 3 of the Safety Specialist Certificate Program, students will learn about implementing proper health and safety practices in the workplace.
There are many opportunities for accident and injury in the construction industry and a safety professional must be able to identify and then rectify incorrect practices in a variety of areas. Module 3 will cover:
Health Hazards in the Work Place
Basic introduction to potential health hazards in the work place
Review of proper handling, use, storage and disposal of hazardous materials
Scaffolding
Identification of the types of scaffolding commonly used in construction
Proper methods of erecting basic scaffolding
Inspection of scaffolding to ensure it meets the applicable safety requirements
Hands on exercises building basic scaffolding
Confined Space
Overview of the ANSI Z117.1 Confined Space requirements
How to identify a confined space
Differences between a Permit Requirement Confined Space and a Non-permit Confined Space
Proper entry procedures
Trenching & Excavation

FPM40599: Module 4 - U.S. Army Corp of Engineers Safety and Health - 4.00 Units
Working with the United States Armed Forces, either directly or as a contractor on a military installation, requires compliance with principles outlined in the EM 385-1-1 manual. With the number of projects both in progress and planned for the future, a construction industry safety professional must be able to both comply and enforce these principles.
Topics will include:
Overview of the U. S. Army Corp of Engineers Safety & Health requirements in the EM 385-1-1 manual
How to implement a site specific Accident Prevention Program (APP)
Properly completing an Accident Hazard Analysis (AHA)
Material handling methods (manual and mechanical)
Basic safety requirements applicable to forklifts, mobile cranes and other material handling equipment
Proper storage of materials for the safety of workers
Basic fire prevention requirements (NFPA)
Overview of ergonomics and how to implement a successful ergonomic program in the work place

FPM40601: Curso Avanzado en Administración de Estudios Clínicos en Latinoamérica - 1.50 Units
Latinoamérica es una región de importancia para la industria farmacéutica internacional, y se requiere un alto nivel de entrenamiento especializado para el personal que participa en estudios clínicos farmacológicos. Este curso intensivo de dos días se ofrece en español para el personal interesado en la actualización de Buenas Prácticas Clínicas (BPC), monitorización basada en riesgo, actualización de aspectos regulatorios en Latinoamérica, ética en investigación, terceros autorizados, organizaciones de investigación clínica por contrato y actualización en estudios clínicos en Oncología. Este curso se ofrece en español a los profesionales interesados en aprender principios avanzados para conducir estudios clínicos adecuadamente en la dinámica región latinoamericana.

FPM40604: Integrative Nutrition: Natural Healing With Food - 2.00 Units
Learn to use the natural healing power of food to rejuvenate yourself from the inside-out. Lessons draw from nutrition science, epidemiology and time-tested principles (and cuisines) from around the world. Interactive classes follow a theme each week, and participants come away with an understanding of the effects of dietary patterns on health and illness, around the world and through the ages. At every class, you will also enjoy delicious, balanced, and easy-to-prepare whole-food, plant-based meals with organic ingredients, sourced locally.

FPM40605: Introduction to Medical Writing & Editing - 3.00 Units
This course introduces the basics of writing and editing scientific and medical materials, and provides an overview of the careers available in Medical Writing. Topics include:

Basic overview types of soil and how to provide protective systems to keep workers safe
How a trench may be a confined space
What is necessary to make the trench/excavation safe
How to read Manufacturer’s Tabulated Data
Fall Protection
Methods of fall protection
Basic rescue methods for retrieving a person who has fallen and is suspended
Finally, students will be able to apply their class knowledge through a series of class demonstrations, hands-on opportunities and field trips to witness the principles they learned put into real-world scenarios and practice.
definitions of scientific and medical writing and editing and the difference between scientific writing and science writing. Scientific publications and the IMRAD format are reviewed, including the use of correct and preferred usage and jargon. Punctuation, hyphenation, and capitalization are discussed, as are inclusive language, age and sex referents, and Greek letters. Mislaced modifiers, abbreviations, acronyms, eponyms, and reference styles are also covered.

All reading will be scientific or medical in nature. Specific content to be edited will be exercises from the AMA Manual of Style. Command of the English language and prior knowledge of medical terminology are essential for this course.

This course will benefit students who are seeking entry-level positions in the writing and editing of scientific and medical materials.

FPM40608: Designing Figures, Tables, & Graphs - 2.00 Units

This course focuses on how to construct effective, accurate and attractive figures, tables and graphs. Course content includes basic statistics, principles of the visual display of quantitative information, critique of selected medical graphics, and exercises to develop graphics which present values clearly, label them appropriately, and provide sufficient context for readers, for a variety of formats.

FPM40609: Ethics for Medical Writers - 2.00 Units

This course covers the basic principles of medical ethics (autonomy, beneficence and justice) as they apply to the delivery of healthcare and to human subjects research, from a medical writing perspective. Ethical reasoning skills are developed using real life case studies through analysis of actual cases.

FPM40611: Ethics and Epidemiology - 3.00 Units

FPM40612: Epidemiology Methods and Ethics - 3.00 Units

FPM40613: Research Ethics - 3.00 Units

FPM40614: Drug Clinical Trials Research Methods and Ethics - 4.00 Units

FPM40615: Cultural Competence in Healthcare and Social Service Delivery - 1.00 Units

This course brings awareness to some of the internal and external beliefs, thoughts, and preconceived notions regarding particular cultures/practices/paradigms that have an effect on the way a service provider responds/interacts/cares for a patient. Students will be evaluated by their participation in discussion boards and a case study analysis.

FPM40616: OSHA 7225 Transitioning to Safer Chemicals - 0.50 Units

This course covers a proactive approach to reducing the use of hazardous chemicals in the workplace by transitioning to safer alternatives. Course topics include identification, evaluation, assessment, and implementation of safer chemical alternatives. In particular, participants will use OSHA’s seven-step substitution planning process. The course features workshops and hands-on activities with the use of various online chemical databases and tools. The target audience is purchasing staff, maintenance supervisors, facility managers, and workers who utilize hazardous chemicals at their worksites, along with occupational safety and health professionals who provide technical assistance on the control of chemical hazards. Upon course completion participants will have the ability to recognize and evaluate hazardous chemicals in their workplace, assess safer alternatives, and implement those alternatives.

FPM40617: Pathophysiology of Human Disease - 5.00 Units

Upon completion of the course, students will be able to:
1. Explain each of the major body systems and their normal functions.
2. Describe common clinical disorders/diseases and pathologic mechanisms of each of those body systems.

FPM40618: Food as Medicine: The Art and Science of Food, Nutrition and Self-Healing - 1.00 Units

Learn the latest philosophy of Self-Healing with Food. Students are introduced to ancient wisdom and modern science of food as medicine food and natural remedies for common health issues and working with special populations. Students will also learn how to create delicious versions of core healing recipes and cooking techniques.

FPM40606: Medical Writing & Editing II - 3.00 Units

This course is currently undergoing revisions and will be available for enrollment for the Winter 2018 quarter. If you are enrolled in the certificate program and have recently completed Introduction to Medical Writing & Editing, please continue your coursework by enrolling in required elective courses. To view which electives will count towards the certificate program, please view the Certificate Matrix.

This course builds on the knowledge gained in Medical Writing and Editing I and introduces the student to some of the more complex topics in writing and editing scientific and medical materials. Topics include: choosing the best format for the topic, research report, clinical study report, grant proposal, review article, book chapter, poster, slide presentation or other conceptualizing the topic, organizing the material, composing, drafting and revision version control manuscript preparation and submission the editing of numbers, numerals, and units of measurement including SI units tables and figures, and P values drugs and equipment organisms and pathogens and nomenclature used in oncology, cardiology, and pulmonology. In addition to completing AMA-supplied homework on these topics, students will visit corresponding websites each week to complement their knowledge.

FPM40607: Advanced Medical Writing & Editing - 4.00 Units

In this course, students will apply all previously learned concepts to work through one or more projects in one of the four pre-identified Medical Writing areas (Scientific Grants, Continuing Medical Education, Publication, or Regulatory). The purpose of the capstone course is to:

Gain hands on experience of researching information, and analyzing, interpreting, and communicating data as would be expected of a Medical Writer. The final project(s) will be submitted for critical review.

Have a clear sense of the critical behaviors and practical work practices that make the student a better Medical Writer.

Identify areas to continue working on moving forward to hone knowledge and skill in the profession.

To be eligible to take this course, you must have completed all of the other courses in the Medical Writing program with a B-/80% or higher. You must select from one of the four areas of specialization to fulfill this final required component of the certificate:

Capstone: Journal Article and Publication Development (FPM-40630)
Capstone: Medical Education Materials (FPM-40627)
Capstone: Regulatory Writing (FPM-40628)
Capstone: Scientific Grants (FPM-40629)
**FPM40619: The Business of Integrative Nutrition** - 1.00 Units

Learn the skills to convert your Integrative Nutrition knowledge into a viable business, including:

- Overview of the Health Food Production and Personal Chef Industries
  Look at the industry from a business perspective, with a particular emphasis on the San Diego region. This includes analysis of food production, delivery, and private/personal chef businesses.
- Leadership Skills, Interpersonal Behavior and Effective Communications with Clients and Healthcare Providers
  Through a variety of interactive elements, participants will gain self-awareness of their current level of proficiency in key skills and plan for continued development.
- Operations Management
  Ensuring operations are efficient in the use of material and resources and effective in quality control, participants will learn about meal planning, food sourcing, inventory, recipe formulation, cost control, systems and productivity analysis and strategic planning.
- Marketing and Distribution
  A hands-on, practical experience in integrated marketing communications and strategic marketing plan development, participants will create a positioning statement and marketing strategy and plans.
- Financial Management
  Discover how to build all elements of a business plan learning how basic accounting principles, marketing, operations and finance all connect.

**FPM40620: Advanced Nutrition Topics** - 2.00 Units

The course builds on the foundation, established in the course “Food as Medicine: The Art and Science of Self-Healing,” for a career-focused training program Certificate in Integrative Nutrition. Taught by leading national experts, it provides students with advanced theoretical perspectives and targeted applications of the use of food as medicine. These are applied to the prevention and management of several common, important health problems. It begins with an examination of nutritional strategies for clinical care, including the use of whole food, plant-based diets, medical foods, fasting, and functional medicine. It then proceeds to link diet to the development and treatment of several important issues in clinical medicine including heart disease, cancer, blinding eye disease, and women’s health. It then exposes students to differing viewpoints on and helps them to think critically about some of the hottest topics and deepest controversies in the field (such as the emerging understanding of the role of the human microbiome and the pros and cons of genetic engineering of foods). Finally, it offers new ways of conceptualizing how to apply and research the use of food as medicine. The course is taught through a series of online lectures, assigned readings, and online discussion.

At the end of this course, students will be able to:

- Describe the scientific relationship of food with the development, progression, and treatment of several common, important health concerns.
- Understand the rationale for and healing properties of a whole food, plant-based diet and its targeting toward specific health problems.
- Explain the uses of specific medical foods including their scientific basis, healing properties, and clinical applications.
- Discuss and provide an overview of Functional Medicine and how it may be used therapeutically to help ameliorate a variety of health problems.
- Explain different approaches to fasting and fast-mimicking diets and their clinical applications.
- Discuss the human microbiome and its scientific underpinnings, relationship with and modulation by food, and far-reaching health implications.
- Articulate and explain different perspectives on major controversies in the field of diet and nutrition.

Conceptualize and provide an example of how individual data may be used to research and understand the impact of diet on disease.

**FPM40621: EM385 Fall Protection for the Competent Person** - 2.50 Units

The most current revision of EM-385-1-1, Section 21.C.04a mandates that starting in May 2016 the Competent Person for Fall Protection shall attend a minimum of 24 hours fall protection training with a combination of formal classroom training and practical applications. Falls are the leading cause of death in construction. Based on the seriousness of fall hazards this training exceeds EM-385-1-1 minimum requirements. This course consists of two days of classroom with one-day hands-on experience. Emphasis will be on current ANSI fall protection requirements and specifics from EM-385-1-1 fall protection standards to include both workshops and classroom discussions. This training fulfills the SSHO requirement to maintain his/her competency according to EM-385-1-1 Section 01.A.17d.

Students attending this course will be able to:

- Apply EM 385 1-1 Fall Protection Requirements and ANSI Z359 Family of standards requirements to a written Fall Protection Program
- Identify responsible persons and their required duties within a Fall Protection Program
- Construct and evaluate Fall Protection Hazard Assessments
- Classify hazard controls applicable to construction process conducive to failing
- Identify processes and hazard controls regarding Work Platforms, Safe Access and Scaffolds
- Evaluate how to properly store and maintain Fall Protection equipment
- Organize and apply techniques to conduct an incident investigation
- Discuss and plan a sundry of basic rescue service operations
- Define and evaluate the effectiveness of a Fall Protection Program Evaluation

**FPM40623: Natural Healing and Cooking** - 2.50 Units

**To complete Part II of the Integrative Nutrition Certificate, you must also complete the Nutrition Practicum course. Students not enrolled in the Certificate program may take this as a stand alone course.**

Are you ready to transform your body into its optimal state-of-being? Learn how to use the natural healing power of food to rejuvenate yourself from the inside-out. This interactive 4-day retreat teaches a proven, practical and delicious way to fight and protect against obesity, diabetes, heart disease, autoimmune disorders and cancer. Designed by nutrition researcher and preventive medicine physician Gordon Saxe, MD, PhD, lessons draw from nutrition science, epidemiology and time-tested principles (and delightful cuisines) from around the world.

Experience a cooking class series that teaches a proven, practical, and delicious way to renew the body from the inside-out, fight and protect against obesity, diabetes, heart disease, autoimmune disorders and cancer. Enjoy delicious, balanced, and easy-to-prepare whole-food, plant-based meals with organic ingredients sourced locally.

By enrolling in this 4-day retreat, students will:

- Understand the effects of dietary patterns on health and illness, and the common denominators of health around the world and throughout the ages
- Enjoy delicious, balanced, and easy-to-prepare whole-food, plant-based meals sourced locally with organic ingredients.
- Explore methods to get the best texture and flavor from more than twenty different types of grains and legumes.
- Learn the tricks to picking the perfect vegetables and fruits.
- Discover new food preparation skills and cooking techniques that draw out healing properties and most flavorful qualities of foods, herbs, and spices.
Gain practical tips, customized tools, and menu plans to fit your unique lifestyle.

Access:

- Hundreds of free, health-promoting, quick-and-easy recipes.
- Course materials, handouts and worksheets.
- Ongoing support network and tools.

Course Instructed by Lisa Kallenberg, MD
Lisa Kallenberg, MD is a residency-trained neurologist, formerly in private practice in the metropolitan Washington DC area. Having seen first hand the ravages of chronic disease in her patients and personally experienced the health benefits of a largely plant-based diet for many years, she has become a passionate advocate for nutrition education within the medical community, the culinary professions, and the general population at all age levels.

She is a graduate of George Washington University School of Medicine and Residency in Neurology at George Washington University Medical Center. Her current activities include education in &quot;food as medicine&quot; and for medical students and residents as well as community-based classes throughout the UCSD Center for Integrative Medicine and instruction for culinary arts students in Nutrition Science at the International Culinary School in San Diego.

FPM40624: Nutrition Practicum - 0.50 Units
To complete the program in Natural Healing and Cooking, students will also be required to demonstrate their skills by remotely hosting a mini-cooking class after the completion of the &quot;Natural Healing &amp; Cooking&quot; course. Students will practice their cooking skills at home using the techniques learned in the in-person cooking course and submit a final video project.

**Students must have taken or are currently enrolled in Natural Healing and Cooking to complete Part II of the Integrative Nutrition Certificate.

FPM40625: Ethics Summer Practicum - 3.00 Units
FPM40626: Hospital Case Management - 3.00 Units
FPM40627: Capstone: Medical Education Materials - 4.00 Units
FPM40628: Capstone: Regulatory Writing - 4.00 Units
FPM40629: Capstone: Scientific Grants - 4.00 Units
FPM40630: Capstone: Journal Article and Publication Development - 4.00 Units
FPM40631: Summer Practicum - 3.00 Units
FPM40632: Medical Terminology: An Anatomy and Physiology Approach - 1.50 Units

NEW ONLINE COURSE! This course is designed to provide students with the knowledge and understanding of fire and life safety requirements in the workplace including fire prevention, fire protection, and fire suppression methods. The class will familiarize students with the applicable codes, standards and regulations as well as the history leading to the fire and life safety requirements. Students will learn to apply the requirements to specific workplace situations. The class will cover systems and equipment used to provide Fire & Life Safety in the workplace and how to maintain/inspect them.

FPM40635: Crane and Rigging Course - 0.50 Units
This is a course designed for onsite training. One day of training and hands-on.

FPM40636: Introduction to Fire and Life Safety in the Workplace - 1.50 Units

FPM40637: OSHA 7505 - Introduction to Incident (Accident) Investigation (2018 - One day) - 0.50 Units
This course will provide the knowledge, practical skills, and tools to conduct accident and incident investigations. Topics in this interactive course will include needs and responsibilities for investigation, preparation and planning, witness interviewing and qualifying, photographing and diagramming of accident scenes, analytical techniques, report writing, and legal aspects. Human and environmental factors and their interaction with the investigation will also be covered in this two-day course packed with information.

FPM40638: OSHA 3085 - Principles of Scaffolding - 2.50 Units
This course covers the requirements for construction and the safe construction and use of scaffolding using the OSHA construction scaffold standard as a guide. Course topics include hazards associated with scaffold design, assembly, disassembly and use, types of scaffolds, determining scaffold capacity, employee qualifications and training, and maintenance, repair, and inspection requirements. Students will participate in workshops to reinforce concepts of safe scaffolding. Upon course completion students will have the ability to identify the types of scaffolds and their components, determine safe assembly, use, and disassembly, and recognize common violations of OSHA Standards.

FPM40640: Workers Compensation for Safety Professionals - 0.50 Units
This course is expected to be available for enrollment in 2018. All employers are required by law to cover their workers for damages that result from work related injuries or illnesses, or to compensate surviving spouses or minor children when a worker is killed at work. Knowledge of the workers compensation system should be understood by all safety professionals, and those that are relied upon by their employers to manage the system must be well aware of how to control the costs of the insurance premiums. This course will cover the fundamentals of the coverage.
requirements, options for obtaining the coverage, how premiums are calculated and how claims affect the cost and availability of continued coverage.

FPM40641: Safety Leadership I - 2.00 Units
This course is expected to be available for enrollment in 2018.
A manager has employees that report to him or her, but not all managers have good leadership skills. Leadership can be defined as the ability to compel and motivate others towards the leader’s goals. A leader has followers and not simply reports. In safety, this translates into leaders that go beyond simply defining and implementing safety and health policies and procedures.
Through lectures, presentations and real-world simulations, students will cover topics including: Alignment of values within an organization around safety Exhibiting visible leadership each day Identifying an organization's safety strengths and weaknesses and leading improvements Constructive intervention skills Fostering two-way dialogue between employees and leadership Setting and maintaining safety expectations
By the end of the course, safety professionals will have the skill sets necessary to transform into safety leaders.

FPM40642: Safety Leadership II - 2.00 Units
This course is expected to be available for enrollment in 2018. Safety culture can be summed up as the approach, acceptance, attention, awareness and attitude that an organization and its employees have regarding safety in the workplace. Safety culture is a part of the larger organizational culture, and can be summed up as “the way we do things around here.”
When workplace illnesses, injuries and deaths occur, they can often be traced back to a breakdown in communicating, understanding and adhering to the safety policies and procedures—and/or the inadequacy of the policies and procedures themselves.
This course will help students identify, create and improve an organizational safety culture by focusing on areas such as:
Ensuring leadership commitment at all levels Making workplace safety the top priority in all instances Organization-wide safety communication Discipline system for unsafe practices Employee empowerment to suggest improvements in safety practices Viewing safety as an investment and not a cost

FPM40643: - 1.00 Units
FPM40644: - 0.50 Units

FPM80008: OTIEC Directors’ Meeting - Fall 2015 - 0.00 Units
OTIEC Directors’ Meeting to be held November 17-19, 2015 at the Long Beach Westin.

FPM80009: Pacific Coast Safety Fest 2017 - 0.00 Units

FPM80011: Nuts and Bolts of Monitoring Clinical Trials--Cohort - 0.00 Units
Monitoring Clinical Trials

FPM80012: Working with CROs--Cohort - 0.00 Units
Working with Clinical Research Organizations

FPM80013: Setting Up a New Clinical Study--Cohort - 0.00 Units
Setting Up a New Clinical Study

FPM80015: Practical Stereotactic Body Radiotherapy - 0.00 Units
FPM80018: Image Guided SRS at UCSD - 0.00 Units

FPM80019: Going Paperless - 0.00 Units
Prepare and present a report to discuss their experiences on the job and how the course materials in the previous four Modules were applied

Network with and gain valuable peer and industry contacts

Students will operate under company supervision and deliver project activities requiring varied safety, health, and environmental knowledge as well as interpersonal skills. Responsibilities may include:

- Reviewing current information on environmental conditions
- Assisting contractors in identifying health concerns
- Performing basic training on Hazard Analysis
- Participating in ongoing corporate training initiatives

FPM80044: Module 6 - Intensive Leadership Training - 0.00 Units

The sixth and final Module in the Safety Specialist Certificate Program, Intensive Leadership Training, provides valuable interpersonal and communication techniques that can be used to present information, recommendations and suggestions. These essential skills include:

- Human Relations and Problem Solving
- Quality Control
- Document Control and Estimating
- Planning and Scheduling
- Resource Control and Cost Awareness
- Interpersonal Skills
- Issues and Resolutions
- How to interview/create a resume

FPM80049: Using Evaluation Tool to Drive Continuous Program Improvement - 0.00 Units

This course is offered to programs offering services in partnership with the San Diego County Behavioral Health Services Department. This course will focus on using evaluation tools to drive continuous program improvement, and provide an introduction into developing Specific, Measureable, Achievable, Relevant and Time-bound (SMART) goals. Examples will be given using currently collected measures such as the Illness Management and Recovery (IMR) Scale, the Recovery Markers Questionnaire (RMQ), and the Milestones of Recovery Scale (MORS), followed by a breakout activity in which participants will practice setting SMART goals for their own programs.

FPM80051: Fluidized Bed Pilot Bench Safety and Health Training - 0.00 Units

This is a custom contract course developed for Technip Stone and Webster Process Technology, Inc.

FPM80054: EM-385-1-1 Refresher - 0.00 Units

This 2-day course is to update and aid any Site Safety and Health Officer and any student who has attended a past 40 Hour EM-385 course and familiar with the EM-385-1-1 manual. Special emphasis will be on the latest and the most current revision of the EM 385-1-1 to date. Incorporated will be some workshops and detailed discussions on all changes. This training fulfills the SSHO requirement to maintain his/her competency according to EM-385-1-1 Section 01.A.17d.

This course includes the following objectives:

- Discuss all recent revision changes of EM 385 1-1, 2014
- Explain why changes are required and how their application applies towards developing safe and healthful construction processes.
- Identify specific manual changes and suggested safety and health techniques to selected construction activities.

FPM80055: Regulación de Ensayos Clínicos en Colombia - 3.00 Units

Este curso se basa en el estándar internacional de las Buenas Prácticas Clínicas en la investigación clínica haciendo énfasis en la normatividad...
A sudden serious accident can wreak havoc in an organization, leading to injuries, costly repairs, insurance payments, lawsuits and more. Sometimes even forcing an entity to go out of business. Yet when organizational leadership thinks about workplace safety, often they think in terms of cost! What is the cost of safety? Leaders think in terms of how much safety equipment or practices may cost an organization. What will “more safety” do to production? Often deciding to try a different, less costly approach. This course is designed to illustrate the value that safety can bring to any organization. What improvements follow, when workplace safety is done correctly and consistently. This course will identify many issues that get overlooked when making the argument to drive safety to the next level.

**FPM80062: Disease Detectives: An Introduction to Epidemiology - 6.00 Units**

What is epidemiology? Why does it matter? This course provides students with an exciting introduction to epidemiology. The course begins with a review of the history of epidemiology and key concepts in population health. Then, students will learn how to conduct epidemiologic research (identify health problems, develop hypotheses, design studies, analyze data, draw conclusions and present findings). Lastly, students explore real life applications of epidemiology and the diverse set of career paths that are available to epidemiologists. The course will engage students in collaborative learning through group discussion, case studies, in-class activities, a team project and a field trip to the San Diego County Department of Public Health.

**GVS40006: The Nuts & Bolts of Campaign Law - 0.00 Units**

Running a campaign is more than just having a passion about serving the public. There are important laws when entering a race for political office. This course will provide the participants with an understanding of the details and importance of campaign laws enable students with the knowledge of running a political campaign and create an awareness and interest in the availability of campaign professions. Topics covered will include: campaign contributions, uses of campaign funds, disclosure statements, and expenditures. Participants will interact and learn from experts who will share their past successes and challenges while providing suggestions on how to run a political campaign that meets campaign law requirements.

**GVS40009: The Global Conversation - 3.00 Units**

Join a real ‘global classroom’ with participants of all ages from countries throughout the world analyzing the way humans have been living on the planet, the fact that it's not sustainable, and what we might do to make human habitation of Earth viable in the longer term. Online, trans-national “learning circles” will focus on specific, and local, aspects of the problems we confront and what we might do about them. The course is a joint project of: UCSD Extension BCAAbroad Burren College of Art in Ireland Universidad Veracruzana in Mexico the University of San Francisco in California Regis University in Colorado McPherson College in Kansas Elizabethtown and Juniata colleges in Pennsylvania LCC International University in Lithuania the Institute for Social & European Studies in Hungary and the University of Ulster in Ireland, from where the course is coordinated.

**FPM80058: Safety Adds Value to Your Business - 0.00 Units**

NEW ONLINE COURSE! A sudden serious accident can wreak havoc in an organization, leading to injuries, costly repairs, insurance payments, lawsuits and more. Sometimes even forcing an entity to go out of business. Yet when organizational leadership thinks about workplace safety, often they think in terms of cost! What is the cost of safety? Leaders think in terms of how much safety equipment or practices may cost an organization. What will “more safety” do to production? Often deciding to try a different, less costly approach. This course is designed to illustrate the value that safety can bring to any organization. What improvements follow, when workplace safety is done correctly and consistently. This course will identify many issues that get overlooked when making the argument to drive safety to the next level.

**FPM80057: Occupational Safety and Health Seminar - 0.00 Units**

**GVS40013: Volunteer Management Fundamentals - 2.00 Units**

Use volunteer management fundamentals to expand organization services far beyond what current staffing levels allow. Translate mission and vision to volunteer program action plans. Walk through the job design process to create winning volunteer positions, then become skilled to recruit and screen for the best fit. Learn how to support your staff team to build strong staff-volunteer relationships. Gain the tools to evaluate, develop, recognize, and retain volunteers. Develop communication methods to get support from the top down. Get up to date information on trends relative to volunteer management strategies. Meet challenges with talented volunteers to get consistently productive results.

**GVS40015: Fundamentals of Community Organizing - 2.00 Units**

Community organizing is an integral component in sustaining healthy communities. This course introduces the fundamentals of community organizing by covering strategic elements such as the importance of team building, community resources, and understanding how to work with your community. Topics covered include community building, resident involvement, diversity training, community visioning, project planning, government officials, and survey development. This course is appropriate for anyone in government, education, healthcare, or non-profit organizations, or anyone with an interest in community development.

**HIST40073: Introduction to Cinema - 2.00 Units**

Whether it’s cinematography, directing, production design or sound, it takes a lot to make a great film and there are those who have pioneered and perfected their crafts. This class will look at films and filmmakers who made history with their vision, style, approach, and execution. This course will be an introduction to film history and film theory and will cover all major film movements from the beginning of film history to present. It will also cover all key aspects of filmmaking and theories behind them.

**HLAW298: HLAW-298 Directed Studies in Health Law - 2.00 Units**

A faculty member will direct a student’s study in selected professional development topics in health law. Specific content will be tailored to the student’s particular needs and area of interest. Students must make arrangements with the program and individual faculty member prior to enrolling in the course each time.

**HUM40000: Engaging Government to Save the Planet - 3.00 Units**

This exciting and practical course focuses on various contributors to climate change and the efforts (or lack thereof) that organizations and governments at the federal, state and local levels are making to address them. The course includes a refresher on the structure and legislative process of each level of government and a look at the key players and committees and advisory bodies with the potential to impact climate change-related laws, regulations and policies. Students will also learn fundamentals of effective advocacy, including crafting well-defined policy recommendations and key message points, legislative visits, political campaigns and using the media.

**HUM90000: Writing First Aid Kit: Surviving and Excelling on College Essays - 6.00 Units**
Our course will develop critical reading (and viewing), thinking, and expository writing skills. Students will learn to recognize arguments that are presented to them on a daily basis, develop critical responses, and construct viable arguments of their own. One of the most important aspects of any writer’s process is revision students will be coached through the drafting process, revising their papers through workshops and in class exercises that will develop their analysis, quote integration, use of evidence, and argument organization skills at the university-level.

Objectives of this course include exposing students to common components of an argument, how academic authors structure arguments, dissecting texts to understand these organizational principles, and writing their own well-structured arguments. The concepts, revision strategies, and critical thinking skills learned in this course will give them a foundation for writing college-level papers for a variety of disciplines. Additionally, the skills learned in this course will go beyond the classroom and help them in their daily lives as students, citizens, and in their future professions.

HUM90001: Innovative Writing Across Media: An Introduction to the College Workshop - 6.00 Units
Students will explore a range of creative writing forms, styles and traditions. They will learn to become better critical writers and thinkers and find effective ways of expressing their creative vision/voice as we move over different genres and media. We will work within traditional forms (poetry and fiction), as well as multi- and new-media writing (screenplays, comics, site-specific works, and digital literature). Students will engage in the basic praxis of writing workshop: producing original writing, annotating classmate’s work with comments, discussing original pieces and supplemental reading, revising, writing critically about presented work, and producing a “final” portfolio. Students will also have the opportunity to meet with a number of accomplished visiting speakers who will lecture on/discuss aspects of craft, give advice about publication, and outline opportunities to become involved in literary communities and industries. Visiting scholars will include editors, professors, and nationally prominent literary artists engaged in a variety of innovative practices. The course will culminate in students getting to publish their best work in either an online literary journal or a handmade chapbook.

HUM90002: Foundations of Creative Writing - 6.00 Units
Course Description
Through unique and challenging writing exercises, readings, field trips and lectures, this course will provide the beginning writer with a toolkit of essential skills. The contents of this toolkit: giving and receiving critical feedback, reading with a writer’s eye, navigating professional and educational pathways as a writer and generating, revising and editing material that is strong, original and imaginative. Students will study literary technique within the four major genres, fiction, poetry, creative nonfiction and playwriting, as well as the subgenres of game design, graphic novels and screenwriting, culminating in a revised final project of their choice. Students will leave the course with a practical understanding of the creative process and will be prepared to critique and write literature at a university level.

HUM90003: Language and Identity for Bilingual Writers (English/Spanish) - 6.00 Units
Through the appreciation of contemporary bilingual works of literature and literary theory, conversational hikes through nature, and English/Spanish experimental writing exercises, this course will engage in the exploration of the identity concerns of bilingual contemporary student writers. This course will address the examination of identity as a question pertaining to all human beings, but specifically the peculiar challenges in identity development shaped by bilingualism/biculturalism. Student writers are encouraged to work with the lyrical aspects of any literary genre (fiction, poetry, creative non-fiction and playwriting) in any support or platform with an experimental approach on literature. Participants will experience the freedom of writing in a safe bilingual peer collaborative learning environment and will value the significance of the bilingual mind in the exploration of the possibilities of language, and in relation to Wittgenstein’s well-known aphorism: “the limits of language mean the limits of my world”.

HUM90004: Success in English via Exploration, Debate, Speaking (SEEDS) - 2.00 Units
Students will learn and practice the basic elements of debate in order to improve their English skills. Specifically, these students from China have experienced a very different classroom environment than Americans typically do. In China, students are often taught to think “inside” the box to respect authority in contradistinction to challenging it, to learn “to-the-test.” Consequently, at the same time they need to learn English, they also need to learn critical thinking skills and to gain courage to speak. So, when we first introduce argumentation concepts, we use large group interactions, then move to side-against-side drills, then small “traveling” debate teams, and, in the end, invite the individual to speak.
A team of high school debaters will be present to debate individually with the teams, allowing a maximum level of feedback and role-modeling as the Chinese students move from one high school student to the next, changing sides of the debate (Affirmative to Negative and back again) each time they “travel” to a new high school debater.

HUM90005: Code Switching: Experimenting with Bilingual Creative Writing - 6.00 Units
This course examines what it means to write in more than one language, mode, or code. By analyzing contemporary writing that employs languages outside of English and experimenting with our own languages, we can get closer to understanding the politics and consequences of code switching in creative writing.

HUM90006: - 6.00 Units

LAAR40000: Arabic for Communication I - 3.00 Units
Various local dialects make up the spoken language of Arabic speakers. Differences between them, though, are slight, and generally speakers of different regional dialects are able to understand each other with little trouble. Because the majority of Arabic movies and songs are produced in Egypt, the most popular of these varied tongues might be colloquial Egyptian Arabic.

Expand your worldview (or your career opportunities) by enrolling in this introduction to the Arabic alphabet and script, which focuses on developing basic communication skills in colloquial Egyptian Arabic. Topics include social customs such as greetings and hospitality, weather and seasons, colors and clothing, time and locations.

LAAR40001: Arabic for Communication II - 3.00 Units
This class focuses on colloquial Egyptian Arabic. Includes present, past and future tense and negation. Topics include money and the supermarket, buildings and stores, jobs and expressing likes and dislikes.

LAAR40002: Arabic for Communication III - 3.00 Units
Focuses on colloquial Egyptian Arabic. Topics include suggestions and invitations, adverbs of frequency, expressing necessities and obligations, imperative form, warnings and prohibitions, as well as making suggestions, apologizes and excuses.

LAAR40005: Arabic: Modern Standard Arabic I - 3.00 Units
Comprised of 22 countries stretching from the Atlantic Ocean to the Arabian Sea, the Arab world is vibrant, diverse and complex—a beautiful mosaic. A thread connecting this cosmopolitan landscape is Modern Standard Arabic, one of the most common written languages in the world. By learning Modern
Standard Arabic, you can enrich your understanding of the Middle East, avail yourself of new career opportunities, and have fun taking on a new challenge. In this class, you will learn to write and read Arabic scripts. You will also learn about grammar, including gender, forming questions, subject pronouns, plural, possessive pronouns, present tense and demonstrative pronouns. Listening and writing activities include topics like family, housework, school, and personal daily schedule.

LAAR40006: Arabic: Modern Standard Arabic II - 3.00 Units
This class is a continuation of Modern Standard Arabic I. The focus is on the grammar of modern standard Arabic, including past tense, future tense, comparison and superlative. Listening and reading activities will include topics on the weather, at the restaurant, at the supermarket, jobs, the city, and expressions of like and dislike.

LAAR40007: Arabic: Modern Standard Arabic III - 3.00 Units
This class will focus on Modern standard Arabic. Students advance their abilities to write and read Arabic scripts. Grammar includes relative clauses, conditional, similarity, negation with nouns and adjectives, and verbal nouns. Listening and writing includes news articles, how to write a letter. Students continue their study of customs and traditions in the Middle East and will work on a cultural project with the help of the instructor.

LAAR40008: Arabic for Communication IV - 3.00 Units
This class focuses on colloquial Egyptian Arabic and is designed to help students perform linguistic tasks successfully, gain self-confidence, and expand their risk-taking in real-life communicative situations. Students will develop their vocabulary and basic skills such as verb conjugation and will be exposed to increasingly complex grammatical constructs including some complex verbs and new patterns. This course also focuses on developing the ability to construct Arabic sentences and simple Arabic texts. Students will learn more about Arab culture by studying Arab authors, geography, habits, and social customs.

LACH40000: Chinese for Communication I - 3.00 Units
The language of the ruling class during the waning days of the Ming Dynasty, Mandarin Chinese has evolved into the language of the future as China has emerged as a major economic power in the 21st century. Mandarin is the official tongue of mainland China and Taiwan and, with over 1 billion speakers, is the most widely spoken language in the world. Get a solid foundation in Mandarin— and deepen your understanding of China's rich history—in this introductory level course. Instruction includes basic sentence patterns as well as an introduction to Pinyin, the system used to transcribe Chinese characters into the Roman alphabet. Students will learn how to use Chinese in real life as they discuss everyday topics such as greetings, family, dates and times, hobbies, and visiting friends. Textbook preliminary lesson and lessons 1-3.

LACH40001: Chinese for Communication II - 3.00 Units
Textbook lessons 4-7. With a focus on building oral communication in Mandarin Chinese, instruction includes compound sentences, future tense, auxiliary verbs, and a further introduction to Pinyin and Characters. Everyday topics covered include shopping, discussing the weather, and making appointments.

LACH40002: Chinese for Communication III - 3.00 Units
Textbook lessons 8-10. Higher-level communication skills are emphasized as participants increase their ability to speak, listen, and read in Mandarin. Everyday topics covered include transportation, dining, asking directions, and socializing.

LACH40006: Advanced Chinese, Part A - 5.00 Units
Closed contract course for ISI Japan.

LACH40007: Advanced Chinese, Part B - 5.00 Units
Closed contract course for ISI Japan.

LACH40008: Advanced Chinese, Part C - 5.00 Units
Closed contract course for ISI Japan.

LAFL40000: French for Communication I - 3.00 Units
The native tongue of Coco Chanel, Jacques Cousteau, and Voltaire, French is sophisticated, melodious, and popular. More than 200 million people speak French on five continents, and French is the second most taught language in the world after English. It is also the international language of fashion, cooking, and theatre. A great starting point to learn the other Romance languages, French develops critical thinking skills by exposing you to a new conceptual and linguistic framework. The course provides an introduction to French pronunciation and intonation and the basics of French grammar (the present tense, gender and the rules of agreement). Learn to describe yourself and others and engage in simple conversations. Textbook preliminary chapter and chapters 1-2.

LAFL40001: French for Communication II - 3.00 Units
Textbook chapters 3-5. Includes a further introduction into the present tense, the future, passé composé, and prepositions. Classes are conducted entirely in French and focus on all aspects of students’ everyday life. Reading and writing exercises are added to complement in-class discussions.

LAFL40003: French for Communication III - 3.00 Units
Textbook chapters 6-8. Includes an in-depth study of French articles, continued work in the present tense, learning to describe one’s memories and describe the way things used to be (imparfait), and an examination into the subtleties of the past tense (the passé composé vs. imparfait). Students will have ample time to practice their skills through discussions of topics, such as food, health and personal memories.

LAFL40004: French Refining Fluency, Part A - 3.00 Units
This three-course series is designed for those students who already know the basics of French but need to develop more fluency in the language. Instruction focuses on further developing speaking, listening, and reading skills through cultural discussions based on a variety of readings in French. Sessions are geared toward helping students expand their vocabulary, increase their grammatical accuracy and be able to make smoother transitions between sentences. This course is intended for participants who are at a strong intermediate to advanced level. Part A, B, and C cover different readings.

LAFL40007: French for Communication IV - 3.00 Units
Textbook chapters 9-11. Includes the study of pronouns, second future tense, and the subjunctive. Students continue to develop their communicative skills through in-class discussions of housing, work and fashion. Movie excerpts stimulate reflection on these issues from a cross-cultural perspective.

LAFL40010: French Refining Fluency, Part B - 3.00 Units
Textbook chapters 11-12. Includes a review of pronouns and the subjunctive, and an introduction to the future and conditional tenses. Newspaper and magazine articles, as well as film excerpts, increase students' familiarity with French culture and feed lively in-class discussions.

LAFL40034: French Refining Fluency, Part C - 3.00 Units
This three-course series is designed for those students who already know the basics of French but need to develop more fluency in the language.
Instruction focuses on further developing speaking, listening, and reading skills through cultural discussions based on a variety of readings in French. Sessions are geared toward helping students expand their vocabulary, increase their grammatical accuracy and be able to make smoother transitions between sentences. This course is intended for participants who are at a strong intermediate to advanced level. Part A, B and C cover different readings.

LAFR40037: French Refining Fluency, Part C - 3.00 Units
Advanced students expand vocabulary and develop reading skills while engaging in lively discussions surrounding a French novel or translated American novel in its unabridged version. A translation and written explanations of idioms and unfamiliar conversational structures are included as well as questions to facilitate discussion and articulate understanding into written form. The story and what it suggests about the larger culture provide topics for in-class conversations. Film clips and short newspaper articles further explore relevant cultural issues. Students gain a “feel” for the culture and the cultural differences through the class’ unique combination of structured reading and open conversation.

LAFR40041: French Book Club - 3.00 Units
Refine your speaking skills and deepen your understanding of French language and culture in this regularly evolving course. Receive an introduction to a variable selection of original yet readable French novels. This offering of French Book Club is intended to be a 3-part series covering Les Noels blancs (2000) and Les printemps de ce monde (2001) by Christian Signol. The Fall quarter class will start with the first volume. Students are encouraged to attend all three classes in the series (Fall, Winter, and Spring), but are not required to.

LAFR40044: French: Introductory French Fluency - 3.00 Units
This course serves as a bridge between the French language sequence (French for Communication 1-5) and the Refining Fluency in French series. It is designed for students who have had an overview of French grammar and acquired some general vocabulary, but need additional practice in order to integrate what they have learned and build the confidence necessary for participating in higher-level conversation. An engaging selection of French films will serve as the basis for a wide variety of exercises. Students will be able to hone their language skills while getting exposure to a variety of linguistic contexts and slices of French life.

LAFR80000: German for Travelers - 0.00 Units
In a lively, relaxed environment, learn key expressions, vocabulary words, and idioms necessary for having a great experience on your travels. Our two-day course equips students with a basic set of handy communicative tools for comfortable interaction with the locals. Travel tips, cultural aspects, regional characteristics, and social protocol and customs are also presented. Courses are all taught in English, and no previous knowledge of French is required to participate. A phrasebook is provided that acts as a word two-way dictionary and a pocket guide to the business, customs and etiquette of the country.

LAGM40000: German for Communication I - 3.00 Units
Known as Das Land der Dichter und Denker (the land of poets and thinkers), Germany is the home of Bach and Beethoven, Kant and Goethe, Einstein and Gutenberg. Having made pivotal contributions to areas as diverse as literature, science, and classical music, many say German culture is one of the most impressive in the world. By learning German, the most widely spoken language in Europe, the fruits of this massive cultural heritage can be yours. In this introductory course, students will learn about the present tense, personal pronouns, possessive adjectives, the accusative case, and word order. Topics include family, weather, telling time, describing the home, and favorite pastimes. Textbook preliminary chapter and chapters 1-2.

LAGM40002: German for Communication II - 3.00 Units
Textbook chapters 3-5. Includes dates and numbers, personal pronouns, word order, and the perfect tense. Topics include personal responsibilities, aspirations, talents, daily routine, money, work, and home life.

LAGM40004: German for Communication III - 3.00 Units
Textbook chapters 6-8. Includes dative verbs, making comparisons, the simple past tense, nominative and accusative cases, and talking about the future. Topics include living arrangements, geography and transportation, shopping, cooking and dining out.

LAGM40005: German for Communication IV - 3.00 Units
Textbook chapters 9-11. Includes reflexive pronouns, the subjunctive, and the future tense. Topics include childhood and youth, health and sickness, and travel.

LAJA40000: Japanese for Communication I - 3.00 Units
The geographically small island nation of Japan, once an isolated feudal country, has opened itself up to the world in recent years. The result has been a sophisticated fusion of East and West. A traveler will encounter corporate style high rises and temple shrines, Onsen (Japanese hot baths) and American burger joints—but a world still distinctly Japanese. Vital to understanding this fascinating, complicated terrain is the Japanese language. A tongue with a diverse array of influences, Japanese is at the same time, like the country itself, something uniquely its own. This course includes an introduction to action verbs and the phonetic syllabary called hiragana. It also focuses on greetings, numbers, dates, currency, and the fundamental structures using basic verbs. Textbook chapters 1-7 (plus a portion of chapter 10).

LAJA40001: Japanese for Communication II - 3.00 Units
Textbook chapters 8-16 (chapter 10 covered in Japanese for Communication I). Includes review of hiragana and an introduction to katakana. Focuses on the -masu form verbs and adjectives. Students learn to describe things and express feelings. Topics include describing places and locations, talking on the phone, having tea together, extending invitations, and ones daily schedule.

LAJA40003: Japanese for Communication III - 3.00 Units
Textbook chapters 17-25. Includes review of hiragana and katakana, and an introduction to basic kanji. Focuses on the -te form and -nai form verbs, and advanced particle studies. Topics include transportation, giving directions and making reservations, asking permission, and expressing preferences.

LAJA40005: Japanese for Communication IV - 3.00 Units
Textbook chapters 1-5. Mastery of hiragana and katakana and the introduction of new kanji. Focuses on the dictionary form of verbs, the plain form of verbs, the connective form of adjectives, and comparisons. Topics include shopping, searching for a lost article, an early morning activity, and invitation.

LAJA40011: Japanese for Communication VI - 3.00 Units
Textbook chapters 11-15. Review of previous kanji and new kanji. Focuses on the volitional form of verbs, expressing uncertainty, changes in state, conditional statements, and expressing necessity. Topics include a vacation plan, making a reservation, as well as talking about productivity and a computer problem.

LAJA40012: Japanese for Communication V - 3.00 Units
Textbook chapters 6-10. Includes review of previous kanji and new kanji. Focuses on the adverbial form of adjectives, verb tenses in complex
sentences, modifying noun clauses, quoted sentences, and the potential form of verbs. Topics include giving advice, greeting a new employee, and asking for time off.

**LAJA40013: Japanese for Communication VII - 3.00 Units**
Textbook chapters 1-5. Includes all Japanese writing systems. Focuses on expressing suppositions and impressions, conveying information, describing change, and the use of nominalizing sentences. Topics include the pet industry and a visit to an organic farm.

**LAJA40014: Japanese for Communication VIII - 3.00 Units**
Textbook chapters 6-10. Includes all Japanese writing systems. Focuses on the passive (-aru/-aru), causative (-aseru/saseru), and causative-passive (-aseru/saseraru) form verbs, and honorifics I, II, and III. Topics include the global warming, protecting one's children, and business greetings.

**LAJA40020: Japanese for Communication IX - 3.00 Units**
Textbook chapters 11-15. Includes all Japanese writing systems. Focuses on learning how to leave messages, understanding written and spoken styles, the plain imperatives, and the journal form verbs. Honorifics (IV) are continuously covered and the various speech levels are discussed. Topics include leaving and relaying messages, the story of Valentine's Day, and attending a reception.

**LAJA40021: Refining Fluency in Japanese, Part A - 3.00 Units**
Textbook chapters 1-5. This course is designed for those students who already know the basics of Japanese but need to further develop more fluency in the language. Instruction focuses on further developing speaking, listening, and reading skills through cultural discussions based on readings in Japanese. Sessions are geared toward helping students expand their vocabulary, increase their grammatical accuracy and be able to make smoother transitions between sentences. This course is intended for participants who are at a strong intermediate level.

**LAJA40022: Refining Fluency in Japanese, Part B - 3.00 Units**
Textbook chapters 6-10. This course is designed for those students who already know the basics of Japanese but need to further develop more fluency in the language. Instruction focuses on developing speaking, listening, and reading skills through cultural discussions based on readings in Japanese. Sessions are geared toward helping students expand their vocabulary, increase their grammatical accuracy and be able to make smoother transitions between sentences. This course is intended for participants who are at a strong intermediate level.

**LAJA40023: Refining Fluency in Japanese, Part C - 3.00 Units**
Textbook chapters 11-15. This course is designed for those students who already know the basics of Japanese but need to further develop more fluency in the language. Instruction focuses on developing speaking, listening, and reading skills through cultural discussions based on readings in Japanese. Sessions are geared toward helping students expand their vocabulary, increase their grammatical accuracy and be able to make smoother transitions between sentences. This course is intended for participants who are at a strong intermediate level.

**LAJA40027: Japanese Conversations - 3.00 Units**
Through the use of discussions, role play, and presentations, students will be immersed in all aspects of the Japanese-speaking world and made to feel confident and at ease discussing cultural and current issues. An emphasis on learning conversation skills, brief review of grammar and kanji development is included. Class is designed to be challenging, stimulating and structured as students master conversational strategies, build language competency, refine speaking ability, improve listening comprehension, and build vocabulary.

**LASP40001: Spanish for Communication I - 3.00 Units**
As the first in a six-level language series, Level I is aimed at total beginners. In a highly interactive, lively classroom environment, students learn to perform simple tasks in the present tense, such as making greetings and introductions, describing basic characteristics, asking questions, telling time, and using numbers. Participants actively engage in role playing, share information with each other, and write simple compositions using the Spanish language. Correct pronunciation and use of basic, common phrases are emphasized as learners gain cultural insights into the Spanish-speaking world. Textbook chapters 1-3 are covered.

**LASP40002: Spanish for Communication II - 3.00 Units**
Level II is designed for beginner students who have had some basic exposure to Spanish. Conversations include describing people, professions, places and events using a variety of regular and irregular verbs in the present tense. Students continue to expand their cultural awareness in a lively, interactive learning environment. Textbook chapters 4-6 are covered.

**LASP40003: Spanish for Communication III - 3.00 Units**
Designed for those who have familiarity with the basic structures of Spanish, Level III students learn to discuss many aspects of home life, types of hobbies, and how to express their opinions and reactions. Conversational skills improve through a variety of small group activities, while practicing the use of direct and indirect object pronouns, the present progressive and the preterite tenses. Textbook chapters 7-9 are covered.

**LASP40004: Spanish for Communication IV - 3.00 Units**
In a highly interactive, lively classroom environment, Level IV students will continue to develop their comfort in speaking and understanding Spanish while learning to discuss many aspects of Hispanic pastimes, household chores, health and illnesses, accidents and the pressures of student life. The student's knowledge of Spanish culture continues to grow while learning about countries like Colombia, Venezuela, and Puerto Rico. The imperfect tense, the superlatives, relative pronouns and the expression of reciprocal actions are among the grammar topics covered in the course. Textbook chapters 10-12 are covered.

**LASP40005: Spanish for Communication V - 3.00 Units**
Level V focuses on learning beyond basic communication know-how. Participants progress to a higher comfort level of speaking Spanish as they begin to use the subjunctive mood in order to express emotions, persuade, and debate points, as well as use the present perfect and pluperfect verb tenses. Conversation topics include technology and things we own, arts and entertainment, the environment, to name a few. Actively using Spanish in a learner-centered environment, participants not only improve their communication skills, but also expand their cultural understanding of the Spanish-speaking world learning about countries like Perú, Argentina, Bolivia, and Ecuador. Textbook chapters 13-15 are covered.

**LASP40006: Spanish for Communication VI - 3.00 Units**
At this level, participants strengthen their competency in Spanish while building considerable confidence in using the language in diverse situations. Conversation topics include relationships, professions, the working world, news, government, shopping abroad, etc. Students use the subjunctive (adjective clauses, adverbial clauses), the future, the past subjunctive, the conditional tenses for making effective arguments, expressing how to stall for time, and speculating on past and future events. Students also review and practice verb tenses and further enrich their understanding of the Hispanic
world learning about countries like Uruguay, Spain, and Chile. Textbook chapters 16-18 are covered.

**LASP40011: Spanish for Healthcare Professionals II - 3.00 Units**  
This course is appropriate for advanced beginner-level Spanish learners in the medical health profession who wish to increase their effectiveness in communicating with Spanish speaking clients. Topics include anatomy, common diseases, protocol for obtaining a medical history, and patient cultural belief systems as related to illness and health. The student will be introduced to grammar concepts such as: direct and indirect object pronouns, stem-changing verbs, affirmative and negative expressions, uses of por and para, command forms, and more. This course is of interest to a wide range of health professionals such as nurses, physicians, psychologists, counselors, and administrative staff. Textbook chapters 6-12 are covered.

**LASP40012: Spanish Conversations: Practical Dialogues - 3.00 Units**  
Students select eight conversational topics which become class discussions. Instructor provides vocabulary, idioms and special expressions, and students build dialogues in small groups. Cultural, historical and literary topics highlighted along with current news. Class is designed to be challenging, stimulating and unstructured as students master conversational strategies, build language competency, refine speaking abilities, improve listening comprehension, and build vocabulary (including idioms and slang). This course is meant to be taken after completing Spanish for Communication VI and at least one Refining Fluency in Spanish course or having the equivalent proficiency level.

**LASP40043: Spanish Immersion Program in Ensenada, Mexico - 3.00 Units**  
Take advantage of the opportunity to spend a week studying Spanish language and culture in Ensenada, Mexico. Each week, students attend 30 hours of classroom instruction at the Center of Languages, a well-established Mexican language school, in Ensenada. Students who have completed the program are eligible for UCSD Extension credit on a pass/no pass basis as long as they have attended 100% of classroom instruction.

Upon arrival at the Center of Languages, each student’s language level is evaluated and elementary level students are placed in language level 3. Instructors combine a variety of language training techniques in the classroom, such as structure drills, intensive dialogue practice and role-playing. With classes limited to six students, the environment is highly interactive and students receive concentrated support according to their own learning preferences. Students learn specific grammatical topics and skills, strengthen their conversational skills, and participate in an hourlong afternoon minicourse that examines Mexican cultural topics. In addition to classroom hours, students have the opportunity to live with a Mexican host family and join school-sponsored activities. For more information, visit extension.ucsd.edu/travelstudy.

**LASP40054: Weeklong Spanish Immersion Program in Ensenada, Mexico - Intermediate level - 3.00 Units**  
Take advantage of the opportunity to spend a week studying Spanish language and culture in Ensenada, Mexico. Each week, students attend 30 hours of classroom instruction at the Center of Languages, a well-established Mexican language school, in Ensenada. Students who have completed the program are eligible for UCSD Extension credit on a pass/no pass basis as long as they have attended 100% of classroom instruction.

Upon arrival at the Center of Languages, each student’s language level is evaluated and intermediate students are placed in language levels 4-6. Instructors combine a variety of language training techniques in the classroom, such as structure drills, intensive dialogue practice and role-playing. With classes limited to six students, the environment is highly interactive and students receive concentrated support according to their own learning preferences. Students learn specific grammatical topics and skills, strengthen their conversational skills, and participate in an hourlong afternoon minicourse that examines Mexican cultural topics. In addition to classroom hours, students have the opportunity to live with a Mexican host family and join school-sponsored activities. For more information, visit extension.ucsd.edu/travelstudy.

**LASP40056: Spanish Conversations: News and World Issues - 3.00 Units**  
Through the use of discussions, role-play, interviews, presentations and other hands-on learning techniques, you are immersed in all aspects of the Spanish-speaking world and made to feel confident and at ease discussing current events and everyday life in Spanish. News topics and current world issues are discussed. Class is designed to be challenging, stimulating and unstructured as you master conversational strategies, build language competency, refine speaking abilities, improve listening comprehension, and build vocabulary (including idioms and slang). This course is meant to be taken after completing Spanish for Communication VI and at least one Refining Fluency in Spanish course or having the equivalent proficiency level.
LASP40060: Spanish Refining Fluency: Spain & the Caribbean - 3.00 Units
Designed for intermediate Spanish speakers, instruction focuses on developing greater fluency. Utilizing the communicative approach, you will refine your ability to describe, compare, react and recommend through more advanced interactive practice and review of key grammatical points and vocabulary. By structuring lessons around these functional areas and the culture and history of Spain and the countries of the Caribbean, you learn to communicate in Spanish in real-world scenarios. Chapters 1-2 of Punto y Aparte Expanded Edition are covered.

LASP40061: Spanish Refining Fluency: Mexico & the Southern Cone - 3.00 Units
Designed for intermediate Spanish speakers, instruction focuses on developing greater fluency. Utilizing the communicative approach, you will refine your ability to narrate events that occurred in the past and express preferences through more advanced interactive practice and review of key grammatical points and vocabulary. By structuring lessons around these functional areas and the culture and history of Mexico and the countries of the Southern Cone (Argentina, Chile and Uruguay), you learn to communicate in Spanish in real-world scenarios. Chapters 3-4 of Punto y Aparte Expanded Edition are covered.

LASP40062: Spanish Refining Fluency: Andean region and Central America - 3.00 Units
Designed for intermediate Spanish speakers, instruction focuses on developing greater fluency. Utilizing the communicative approach, you will refine your ability to hypothesize and talk about the future through more advanced interactive practice and review of key grammatical points and vocabulary. By structuring lessons around these functional areas and the culture and history of the Andean region and Central America, you learn to communicate in Spanish in real-world scenarios. Chapters 5-6 of Punto y Aparte Expanded Edition are covered.

LASP40081: Weekend Spanish Immersion program in Ensenada, Mexico - 1.00 Units
Spend the weekend in Ensenada studying Spanish language and culture in Ensenada, Mexico. Students attend eight hours of classroom instruction at the Center of Languages, a well-established Mexican language school, in Ensenada. Students who have completed the program are eligible for UCSD Extension credit on a pass/no pass basis and students are placed in the appropriate class level. Instructors combine a variety of language training techniques in the classroom, such as structure drills, intensive dialogue practice and role-playing. The classroom environment is highly interactive and students receive concentrated support according to their own learning preferences. Students learn specific grammatical topics and skills to help strengthen their conversational skills. In addition to classroom hours, students have the opportunity to stay with a Mexican host family and practice what they've learned in a more informal setting. More information is available at extension.ucsd.edu/travelstudy.

LASP40145: Spanish for Medical Professionals in Ensenada, Mexico - 3.00 Units
Spend a week in Ensenada, Mexico learning Spanish and increasing your cultural competency at the Center of Languages, a well-established language school in Ensenada. This program is ideal for all language learners who would like to increase their effectiveness in communicating with Spanish-speaking patients and their families. Students who have completed the weeklong program are eligible to receive UCSD Extension credit on a pass/no pass basis and 30 CEUs of nurse relicensure credit as long as they have attended 100% of classroom instruction. Students wanting 30 CEUs of nurse relicensure credit must submit their application to UCSD Extension before the weeklong program starts in Mexico. Upon arrival at the Center of Languages, each student's language level is evaluated and students are placed in the appropriate class level. Instructors combine a variety of language training techniques in the classroom, such as structure drills, intensive dialogue practice and role-playing. With classes limited to six students, the environment is highly interactive and students receive concentrated support according to their own learning preferences. Students learn specific grammatical topics and skills, strengthen their conversational skills, and participate in afternoon lectures that examine various aspects of the Mexican medical system and present medical terminology. During the annual program in the Fall, students gain a first-hand view of the healthcare system in Mexico with visits to local hospitals and clinics and meetings with local nurses. In addition to classroom hours, students have the opportunity to live with a Mexican host family and join school-sponsored activities. For more information, visit extension.ucsd.edu/travelstudy.

LASP40147: Weeklong Spanish Immersion Program in Ensenada, Mexico - Beginner level - 3.00 Units
Take advantage of the opportunity to spend a week studying Spanish language and culture in Ensenada, Mexico. Each week, students attend 30 hours of classroom instruction at the Center of Languages, a well-established Mexican language school, in Ensenada. Students who have completed the program are eligible for UCSD Extension credit on a pass/no pass basis as long as they have attended 100% of classroom instruction. Upon arrival at the Center of Languages, each student's language level is evaluated and beginner students are placed in language levels 1-2. Instructors combine a variety of language training techniques in the classroom, such as structure drills, intensive dialogue practice and role-playing. With classes limited to six students, the environment is highly interactive and students receive concentrated support according to their own learning preferences. Students learn specific grammatical topics and skills, strengthen their conversational skills, and participate in an hourlong afternoon minicourse that examines Mexican cultural topics. In addition to classroom hours, students have the opportunity to live with a Mexican host family and join school-sponsored activities. For more information, visit extension.ucsd.edu/travelstudy.

LASP40150: Spanish for Healthcare Professionals I - 3.00 Units
This course is appropriate for beginning-level Spanish learners in the medical health profession who wish to increase their effectiveness in communicating
with Spanish speaking clients. Topics include how to greet patients, brief conversations, preliminary patient information, checking into the hospital, at the pediatrician office, at the gynecologist office, and other general health subjects. The first five chapters of the book are covered and include: medical terminology, grammar lessons that include gender and numbers, articles, subject pronouns, present indicative of the verbs ser and estar, present indicative of regular -ar, -er and -ir verbs, adjectives, and more. This course is of interest to a wide range of health professionals such as nurses, physicians, psychologists, counselors, and administrative staff.

**LASP40151: Spanish Conversations: Film - 3.00 Units**

Broaden your cultural horizons and gain a unique insight into Hispanic culture through film. A wide selection of Spanish movies that vary in content and genre will be presented with a focus on the cultural aspects of each movie. This class is an opportunity for students to expand their knowledge and understanding of Hispanic culture as well as engage in lively conversations on a broad array of topics. Different films and topics are addressed with each course offering. This course is meant to be taken after completing Spanish for Communication VI and at least one Refining Fluency in Spanish course or having the equivalent proficiency level.

**LASP40152: Spanish for Healthcare Professionals III - 3.00 Units**

This course is appropriate for intermediate-level Spanish learners in the medical health profession who wish to increase their effectiveness in communicating with Spanish speaking clients. Topics include: as a patient in the hospital, diagnostic evaluations, venereal diseases, dealing with high blood pressure, consulting a doctor about common ailments, and discussing drugs and drug addiction. The students will be introduced to grammar topics such as: verbs conocer, saben, uses de se, uses de qu&quest;qué and cual, the past participle, the present perfect tense, the future tense, and more. This course is of interest to a wide range of health professionals such as nurses, physicians, psychologists, counselors, and administrative staff. Textbook chapters 13-18 are covered.

**LASP40153: Spanish: Advanced-Beginner Conversations - 3.00 Units**

This advanced-beginner course engages participants in an animated learning environment, geared toward those who desire to more effectively and confidently express themselves in Spanish by improving their conversational skills. The course focuses on refining speaking and listening skills and reading comprehension. Students participate in cultural discussions based on a selection of Spanish language materials, which may include news articles, literature, essays, websites and visual media. While focusing on developing their communicative skills and building oral fluency, participants also increase vocabulary, strengthen reading comprehension, and broaden awareness of contemporary Hispanic culture. Although this highly interactive course is mainly conversational, a brief review of grammar structures is also covered. Conducted entirely in Spanish, the course is intended for students with an advanced-beginner or low-intermediate proficiency level in Spanish.

**LASP80005: Spanish Language and Culture through Film - 0.00 Units**

This workshop is a part of UC San Diego Extension’s UCSDnEXT event. Get an inside look at Spanish language cinema and deepen your understanding of Latin and Hispanic cultures as portrayed in film. A relaxed and informal course format provides ample opportunity for conversation about language choices, cultural traditions, customs, and ways of life. The first half of the film is shown, breaks for an instructor-led discussion, then resumes for the second half of the film and a wrap-up conversation. Spanish expressions, idioms and slang are observed and talked about in context of the film.

*Geared towards students who have at least completed Spanish for Communication VI.*

**LAW40000: Introduction to the Legal System - 1.00 Units**

Be introduced to sources of American law and the systems by which the law is administered and enforced. Review the origins of law through the study of the U.S. Constitution and its development and adaptation into today's legal systems. Gain practical knowledge of the courts and their impact on everyday life.

**LAW40001: Business Law for the Legal Professional - 3.00 Units**

Review the basic legal practice as it applies to business dealings. Topics include formation and interpretation of business organizations including corporations, exposure to commercial law, general and limited partnerships, and general concepts of transactional law and real estate practice. The material presented acquaints students with the logical thought process required to understand and work with the law.

**LAW40003: Legal Research and Analysis - 3.00 Units**

Learn the fundamental tools and skills involved in legal research and analysis. This course outlines the steps necessary to solve problems in California and Federal law through research. These steps include locating legal authority, reading and comprehending statutes and court decisions, interpreting legal authority and applying it to factual situations, and presenting the results in a memorandum of law.

**LAW40006: Domestic Relations Law - 3.00 Units**

The Family Law Act of 1970 and the Family Code of 1994 have produced major changes in California domestic relations law and practice. This course covers theoretical and practical issues in family law, providing the necessary tools to analyze and resolve these issues. Beginning with commencement proceedings, instruction progresses through preliminary relief, child custody, support, visitation, division of marital property, trial preparation, trial, marital termination agreements, non-marital cohabitation, paternity, and other areas related to the overall concept of domestic relations.

**LAW40015: Legal Communications - 2.00 Units**

Understand the written and oral communication skills utilized in the law office environment. Also learn the practical skills necessary to begin solving a legal problem. Legal writing skills, client interviewing techniques and the dynamics of verbal communication are emphasized.

**LAW40016: Bankruptcy Law - 3.00 Units**

The rapid growth of bankruptcies, coupled with the revisions of the Bankruptcy Act, demands the availability of effective legal services in this dynamic and ever-expanding area of law. The course covers theoretical and procedural aspects of bankruptcy law and equips the paralegal with the necessary tools for processing a bankruptcy case. Topics include the role of the paralegal in a bankruptcy practice, bankruptcy court, various types of chapter proceedings, adversary proceedings, relief from stay proceedings, contested matters, and other areas relating to bankruptcy law.

**LAW40017: Estate Planning and Administration - 3.00 Units**

Do you want to contribute productively to an attorney’s practice in estate planning, estate administration, and conservatorships? This course presents the substantive background and problem-spotting skills necessary to enable a paralegal to do just that. Topics include wills, trusts, durable power of attorney, life insurance, joint tenancy, retirement benefits, summary administration, probate administration, trust administration, conservatorships, and applicable tax laws.

**LAW40018: Civil Litigation I - 3.00 Units**

Receive a thorough overview of the civil litigation process. The first of a two course series, instruction will cover the procedures for preparing a case for trial, from prelawsuit investigation through trial. The focus is on procedures...
within state courts with some discussion of federal court procedure also. The course describes the paralegal’s function during the litigation process and ways in which paralegals can expand their level of responsibility.

**LAW40019: Contract Law - 2.00 Units**
Contract law permeates the entire field of civil practice. This course provides the student with both the theory of contracts and the practical skills needed in contract law. Instruction presents interesting and significant court cases for discussion, emphasizing a practical approach to understanding contracts. Topics include all major areas of contracts, including offer, acceptance, consideration, statute of frauds, third-party beneficiaries, performance, breach of contract and damages.

**LAW40021: Civil Litigation II - 3.00 Units**
Learn the specific tools a litigation paralegal is required to master. As a follow-up to "Civil Litigation I", in this course you will take a case study and plan it, from filing a complaint to preparing it for trial. Participants will also organize a case for trial, learning how to summarize depositions, prepare joint disposition conference reports and organize information and documents. Additional topics include arbitration, settlement and mediation, as well as the litigation paralegal’s role in pre-trial case preparation, trial and post-trial activities.

**LAW40022: Real Property Law - 3.00 Units**
Discover the most commonly encountered problems when preparing and drafting documents for real estate transactions and learn how to solve them. Fundamental principles of real estate law, including ownership, sale, leasing, financing, & government regulation are surveyed. Instruction covers practical and procedural tasks involved in California real property law, including drafting and reviewing basic documents such as deeds, promissory notes, deeds of trust, purchase and sale agreements, and residential and commercial leases. Remedies available to secured parties in real estate financing transactions, title insurance, escrow, foreclosure, and landlord-tenant relationships are also covered.

**LAW40027: Computers for the Legal Professional - 2.00 Units**
This course is designed to provide you with an overview of computer use in the law office. The benefits of Computer-Assisted Research are reviewed as well as Legal Research Databases. Legal research through LEXIS is explained and demonstrated. Selected legal software programs and databases are reviewed and discussed.

**LAW40028: Ethics for the Legal Professional - 1.00 Units**
Legal professionals are required to know and follow the ethical standards and rules of professional conduct in order to stay current with their profession. You will learn day-to-day application of these important standards and rules.

**LAW40030: Employment Law for the Paralegal - 3.00 Units**
This 10 week course will cover all aspects of employment law and related litigation including basic employment law, discrimination law, wage and hour law, union and collective rights, employee privacy rights, wrongful termination, a brief description of employee benefit provisions, and employee investigations. The course will include some practical exercises illustrating techniques for investigation and other special tasks unique to employment law.

**LAW40032: Interviewing Prospective Plaintiffs and Observing Independent Medical Exams (IMEs) - 1.00 Units**
Nurses are in an ideal position to interview prospective plaintiffs for attorneys because it is so similar to taking medical histories. Students become acquainted with the expectations of the Legal Nurse Consultant’s (LNC) role, factors to consider when deciding whether a medical malpractice case has merit, and how to convey information, either verbally or written in a memo, to the attorney. Another role where plaintiff attorneys are utilizing the services of legal nurse consultants more frequently is accompanying plaintiffs to independent medical exams. Topics include the purpose of an independent medical exam (IME), what the law allows the legal nurse consultant to do, why a legal nurse consultant is perhaps the most appropriate person for this role, and what the attorney’s general expectations of a legal nurse consultant are. NOTE prerequisite: Successful completion of Specialized Certificate in Legal Nurse Consulting or permission of instructor.

**LAW40033: Case Analysis and Summary Preparation - 3.00 Units**
This course provides students with medical cases to screen and analyze, followed by group discussions of each case. With an emphasis on writing skills and organizing reports and summaries, students acquire tools for indexing and enhancing their work product and then are assigned the task of preparing a medical record summary based on one of the cases screened or analyzed. The instructor, in addition to independent discussion, will critique each summary, which becomes a valuable marketing tool. NOTE prerequisite: Successful completion of the Specialized Certificate in Legal Nurse Consulting or permission of the instructor.

**LAW40034: Assisting the Attorney in Preparing Demand Letters and Arbitration Briefs - 1.00 Units**
This course familiarizes nurses with arbitration briefs and demand letters and how they are used in litigation, since legal nurse consultants are often asked to help attorneys prepare the medical portions of these legal documents. Illustrated by examples, participants will be asked to prepare appropriate portions of each type of document NOTE prerequisite: Successful completion of Specialized Certificate in Legal Nurse Consulting or permission of instructor. Requirement for Specialized Certificate in Advanced Legal Nurse Consulting.

**LAW40035: Evidence Law - 2.00 Units**
Be introduced to the study of the law of evidence. The material covered in the class presents practical applications of the rules of evidence, primarily referring to the California Evidence Code and the Federal Rules of Evidence. Instruction highlights areas that are especially relevant to the paralegal practice.

**LAW40037: Tort Law - 2.00 Units**
A tort is a civil wrong which is remedied by compensation to the injured party. You will learn what constitutes a tort in this course, including intentional acts and negligent acts such as personal injury and what is the appropriate course of action when someone has been harmed.

**LAW40038: Immigration Law - 2.00 Units**
Students will be introduced to the basic legal principles relating to immigration into the U.S., learning how to analyze immigration options for intending immigrants, and acquiring a working knowledge of the use of immigration forms in an immigration law practice. Topics to be covered include non-immigrant visitor, student and business visa options, immigrant business visa options, family immigration, asylum, criminal aspects of immigration law, and employer sanctions (form i-9 compliance).

**LAW40041: Directed Studies for Paralegal and IP - 2.00 Units**
Designed for directed studies in specific legal and intellectual property subjects. Student required to prove by internship or research project, specification in a substantive legal subject.
LAW40042: CLA/CP (Certified Paralegal) Exam Preparation and Review - 3.00 Units
Certified Legal Assistant/Paralegal (CLA/CP) examination preparatory course is designed to review the key topics tested in the two day exam for certification of paralegals. The following areas and skills are covered: Communications, Judgment and Analytical Ability, Legal Research, Legal Terminology, and Ethics. Additionally, the Substantive Law section of the exam consists of the American Legal System and three specific areas: Civil Litigation Business Organizations and Contract Law. The CLA/CP credential has been recognized by the American Bar Association as a designation, which marks a high level of professional achievement.

LAW40044: Corporate Law - 3.00 Units
Business entities are formed, operated and dissolved. This course identifies the fundamental differences and characteristics of major business organizations such as sole proprietorships, partnerships (general, limited and professional) and corporations. Students will gain an understanding of and ability to apply the basic principles of agency law. By the end of the course, each participant will have prepared an example of corporate formation and minute book including stock ledger and important government filed papers.

LAW40047: Administrative Law and Procedure - 3.00 Units
This course presents basic concepts of administrative law and procedure for federal and state agencies, with emphasis on the paralegal's role in the administrative process. Students will learn both formal and informal advocacy techniques, including representing clients before administrative bodies. Topics include administrative delegation of power, rule making, agency discretionary powers, adjudication, and judicial review.

LAW40049: Criminal Law and Procedure - 3.00 Units
Criminal Law and Procedure is a survey course covering the elements of many typical offenses in California and in other states. Some of these offenses include drug offenses, robbery, rape (and other sex offenses), burglary, murder, arson, and driving under the influence. You will be introduced to concepts in criminal law that will be illustrated with examples from actual cases. In addition, criminal procedure will be covered including: the prohibition against unreasonable searches interrogation and confession the right to counsel and confront witnesses and the right to be free from cruel and unusual punishment.

LAW40054: Litigation Support 101 - 2.00 Units
Litigation Support is the fusion between the traditional practice of law and modern technology. Litigation Support team members work directly with attorneys and paralegals to help win cases. This class will focus on the role of Litigation Support and provide an introduction to the various hardware and softwares used in a contemporary law office environment.

LAW40055: Understanding Electronic Discovery and ESI - Best Practices - 2.00 Units
In today’s digital world, almost all the documents created are in electronic format. Less than a few percent of these documents are ever printed in paper form. The state of California and Federal government recently revised their respective Rules of Civil Procedure to address the new realities facing today’s litigators. The rules define “Electronically Stored Information” (“ESI”) in very broad terms and they are meant to cover all forms of computer-based information (data). In this class, you will become familiar with the both State and the Federal rules governing Electronically Stored Information in California. You will also learn Best Practices on how to proceed when your case involves ESI, “Why Metadata matters?” and other techniques that will assist you in managing your cases.

LAW40057: CA DFEH Civil Rights Clinic - 3.00 Units
The CA Department of Fair Employment and Housing (DFEH) is the nation’s largest state civil rights agency. Under the supervision of experienced DFEH attorneys, the emphasis of the course will be on providing students with hands-on experience investigating actual DFEH cases with the goal of teaching investigative and discovery skills in the context of employment, housing, or public accommodation discrimination cases.

LAW40058: Environmental Law - 3.00 Units
Environmental laws govern air and water pollution, managing and cleaning up hazardous and toxic waste, protecting endangered species and sensitive habitats, and the environmental impact that results from various transactions. With this course, you will learn the basic framework of environmental law and gain a broad understanding of the vast array of sources of environmental law through research and application of environmental law concepts in a business or law firm setting. This course outlines the agencies and courts that resolve environmental law matters, as well as describes the role of the executive branch in environmental law. Additional topics include local land use and tribal environmental planning concepts, and environmental compliance in land use transactions. This course is designed to provide a practical approach and variety of tools to address environmental regulatory matters.

LAW40059: Paralegal Career Development - 2.00 Units
Learn the practical skills and experiences that are critical to be an excellent paralegal. The course will center on launching a successful job search campaign. Best practices in career development and job search strategies will be covered, including resume preparation, self-marketing principles, networking, interviewing skills and career enhancement resources. Topics will also include principles of law firm profitability and the paralegal’s role in the profit formula, and current licensing and ethical issues. Instruction includes client interviewing and interpersonal skills.

LAW40061: Discovery Principles - 2.00 Units
This course is designed to provide the paralegal with mastery of the fundamental tools and skills involved in discovery practice in both California and federal courts. You will explore the role of discovery in litigation, as well as understand the statutes governing discovery practice. In this course, you will be provided with a case study from which you will prepare for a deposition, as well as prepare for and respond to requests for admission, interrogatories, and requests for inspection of documents.

LAW40062: Introduction to Litigation Support - 1.00 Units
An overview of the role that technology plays in litigation and an introduction on how to maximize efficiency and cost effectiveness with the use of technology. Students will be introduced to key concepts relating to technology from the pre-complaint stage through trial.

LAW40063: Legal Project Management - 2.00 Units
This course teaches students the application of project management concepts in the business functions of providing legal services. Students will learn how to organize legal projects according to regularized, repeatable, and measurable practices and how to exert cost-control measures. In learning all the phases of the project life students will gain the skills to manage properly a legal matter, from planning routine and non-routine case activities, overseeing critical timelines, maintaining budgetary goals, executing quality controls, delegating tasks, to maintaining communication lines. This course may be useful to any legal professional who has or is seeking significant case management responsibilities.

LAW40064: Understanding ESI and Litigation Readiness - 1.00 Units
This course will focus on the lifecycle of the Electronic Discovery Reference Model (EDRM): Identification, Preservation, Collection, Processing, Review, Analysis, Production and Presentation. Students will learn best practices for cost saving measures and efficiency.

LAW40065: EDiscovery Practice and Procedures - 3.00 Units
This course will focus on both State and the Federal rules governing ESI, the Model Rules of Professional Conduct and ethical rules and obligations. Students will learn the fundamental concepts necessary to negotiate an e-discovery agreement with opposing counsel and how to avoid malpractice pitfalls relating to client confidentiality. Students will gain an understanding of discovery concepts that are essential to e-discovery disputes, such as privilege logs, meet and confer efforts, and standard objections.

LAW40066: Software for Managing and Using Databases - 2.00 Units
This course will focus on the use of technology used throughout the Litigation Support role. This course will be hands-on using the latest technology in the industry. The course will cover load file formats, importing and exporting documents into databases, creating databases, troubleshooting database files, and converting load file formats. Students will also learn the concepts behind managing hosted document review of large data productions and techniques for gathering key evidence for use in depositions, hearing, and at trial.

LAW40067: Trial Presentation - 2.00 Units
This course will focus on the use of technology to create streamlined and persuasive presentations at trial. We will practice preparing presentations for opening statements and closing arguments using a variety of popular software tools. Students will also explore the use of computer generated graphics and charts that are typically used in trials.

LAW40068: Understanding E-Discovery and Litigation Technology - 5.00 Units
Understanding E-Discovery and Litigation Technology, the first of two cohorts in the E-Discovery Certificate, introduces litigators and litigation staff to the rules and technology associated with the dynamic legal area of eDiscovery. This course presents each stage of the Electronic Discovery Reference Model (EDRM) from Information Governance to Production of Documents, and provides opportunities to apply these stages to well-defined case scenarios. In addition, this course emphasizes the importance of records preservation and the necessary technical tools for relevance-based document review in preparation for a Meet and Confer with opposing counsel and records requests. Selecting an eDiscovery vendor and calculating project costs associated with all aspects of collection, processing, and production will be the final components of eDiscovery covered by this course. Successful completion of this cohort will prepare the student to the advanced application of E-discovery skills in the next cohort - Applying E-Discovery and Litigation Technology (LAW40069)

LAW40069: Applying E-Discovery and Litigation Technology - 6.00 Units
Applying E-Discovery and Litigation Technology, the second of two parts in the E-Discovery and Litigation Technology Certificate, delves deeper into applying technology to a client’s specific legal position and the ability to make persuasive trial presentations using trial graphics and data visualization, on behalf of the client. Beginning with the necessity to scope the legal project in deciding on the best course of representation of the client, students are introduced to legal project management tools and strategies which necessitates understanding technology and the ability to identify data relevant to a client’s case. Students will submit an effective legal presentation to the court based on a diverse and complex data-set from the client’s perspective. Successful completion of this course along with the first Understanding E-Discovery and Litigation Technology course (LAW40068), completes the specialized E-Discovery and Litigation Technology Certificate.

LAW40070: - 3.00 Units
LAW40071: - 1.00 Units
LAW40384: Alternative Dispute Resolution - 3.00 Units
Disputes ranging from interpersonal conflicts to serious legal issues can be quickly and amicably resolved, without the expense and delay of a lawsuit, using the latest techniques of negotiation and dispute resolution. On an increasing basis, private individuals and businesses are using alternative dispute resolution because it is fast, economical and private. This course will provide an overview of the alternative dispute resolution processes, with a special focus on mediation and arbitration.

LAW80000: Project Management for Legal Professionals - 0.00 Units
According to many business leaders, project management improves the ability to plan, implement, and manage activities to accomplish specific organizational objectives. So why isn’t project management a clear defined role in the legal industry? Adopting project management techniques can be a very helpful approach for paralegals, attorneys, and managing partners who learn the need to deliver quality legal services within limited budgets. Through this workshop seminar, you will be introduced to a project management approach, body of knowledge standards, how to define scope, manage resources, use of estimating techniques, good communications planning, managing change and risks, enabling good team dynamics, and even suggested project closure procedures for the legal professional.

LAW80001: California Notary Public Certified Loan Signing Specialist - 0.00 Units
Loan and Mortgage companies need trained and certified Notary Publics capable of dealing with documents in a typical loan package. This class provides the Notary with the skills necessary to deal with the multitude of documents in a typical loan package as well as information concerning the duties and responsibilities of a Loan Signing Specialist.

LAW80002: California Notary Public Course - 0.00 Units
California needs additional professional Notaries for the expanding financial, real estate, business, and law professions. This is an excellent opportunity for you to serve the community and State. The class will provide the new or previously commissioned Notary with the education to take the State examination. The State proctors (CPS) will administer the State Notary Public examination at the end of this class.

LAW80003: MCLE- Patent Law Secrets Exposed - 0.00 Units
Developed in partnership with Knobbe Martens Intellectual Property Law, a leading U.S. law firm practicing exclusively in the area of intellectual property law including patents, trademarks, copyrights, trade secrets, rights of publicity, unfair competition and related litigation and licensing. This one-of-a-kind MCLE event will expose the secrets of patent law that every practitioner needs to know. Patent Law Secrets Exposed will offer networking opportunity during the Thursday evening reception and room for discussion throughout Friday following each seminar session.
Keynote Speaker: Director of the Silicon Valley U.S. Patent and Trademark Office, John Cabeca.
Session Topics:
Skillfully Navigating EPO & PCT Patent Prosecution
Powerful Strategies in Seeking Patent Protection
Anatomy of Non-Infringement and Invalidity Analysis
Asserting and Defending Patent Rights in Patent Infringement Litigation
LAW81275: Ethics Seminar
Successful due diligence practices. Participants will use these principles to investigate new business and advertising. Through hands-on practice and exercises, these concepts and specific techniques for developing oral and written skills. This seminar is not to be missed!

LAW80004: MCLE - Technology Licensing Workshop - 0.00 Units
Technologies are an important asset for any industry or academic organization. Proficient licensing knowledge is an integral part of being able to use such intellectual properties in order to drive commercialization. The Technology Licensing Workshop will focus on the practical skills required to conduct licensing, as well as provide a foundational knowledge of business development essentials that are used throughout institutes and companies alike. Coursework will feature everything from how to disclose inventions to intellectual property management and then delve deeper into topics surrounding the assessment of new inventions, market research, charting marketing summaries and contract drafting. Opportunities will include mock negotiation exercises and techniques that will detail methods to carry out successful due diligence practices.

LAW81275: Ethics Seminar - 0.00 Units
Designed for attorneys and paralegals, this course will provide you with the latest case law and information on the hottest topics in the ethics arena. Seminar subjects covered will include confidentiality, conflicts, the unauthorized practice of law, and major pitfalls for attorneys and paralegals. This seminar is not to be missed!

LING40000: Linguistics for Language Teachers - 3.00 Units
An important part of successful language teaching is understanding the principles of linguistics and how they relate to the production and comprehension of language. This course introduces important concepts in linguistics, particularly as they relate to English, while examining how to use these concepts and specific techniques for developing oral and written skills. Topics include phonetics, phonology, morphology, the lexicon, syntax, and conversational usage. Participants will use these principles to investigate new strategies for the actual process of teaching.

LING40004: Theory and Practice of Translation - 3.00 Units
This course introduces the basic theory and strategies for written translation. Students translate texts from various categories including literary, technical, business and advertising. Through hands-on practice and exercises, participants develop the fundamental analytical, cognitive, and linguistic skills that are essential for professional written as well as sight translations.

LING40005: The Role of Grammar in Teaching a Second Language - 3.00 Units
ESL teachers must frequently explain complex English grammar to their students to help them speak and write. This course covers basic grammatical concepts and exercises for ESL instruction. Ideas are presented to help educators make grammar manageable for students include grammar in their teaching of written and spoken language testing grammatical knowledge and development of materials that promote language fluency as well as accuracy.

LING40011: Spanish to English Translation II - 3.00 Units
This course covers the latest techniques and strategies in Spanish to English translation and is appropriate for beginning translators as well as experienced professionals who wish to refine their skills. The acquisition of appropriate vocabulary and practice in solving problems of contrastive syntax is emphasized. Included is a brief review of English grammar and orthography when relevant, along with tips on how to find and obtain resources that save time when researching hard-to-find words or expressions.

LING40020: Medical English I - 1.50 Units
LING40025: Business Translation - 3.00 Units
Learn specific skills to translate a variety of texts found in a business environment. Learn about different types of business organizations, understand the language of contracts and gain vocabulary used in economics and international commerce. Solutions to typical business translation hurdles and the development of subject-specific glossaries are addressed. Practice techniques and concepts learned in a hands-on classroom environment.

LING40027: English to Spanish Translation II - 3.00 Units
This course covers the basic techniques and strategies for English to Spanish translation. It analyzes common English to Spanish translation pitfalls and the differences between these languages’ written styles. The course is appropriate for beginning translators as well as experienced professionals who wish to refine their skills. Participants will practice translating a wide variety of texts into Spanish, work with different formats, review several tools, and discuss practical related articles and examples.

LING40031: Theories of Second-Language Acquisition and Application to Teaching - 3.00 Units
This course explores a variety of theories about second and foreign-language learning, and investigates the teaching methodologies that grow out of their application. Instruction focuses on several key principles that are fundamental to the teaching and learning of a second language. Course topics include the relationship between first and second language learning, the role of affective factors, order of acquisition, the concept of interlanguage, comprehending vs. producing the second language, and the role of error correction. Various methods will be demonstrated, and participants will select one as a basis for developing a lesson plan.

LING40035: Legal Translation - 3.00 Units
Through hands-on practice, exercises, and the study of legal concepts in our language/legal system combination, students apply translation techniques to render a product with the same legal effect it is meant to have in its source legal system and language. A translation method is implemented through research and discussion of sample legal texts and course materials. Course focus is on criminal law and procedure as applied in the U.S. courts. Each lesson includes a parallel study of criminal law and procedure in a model Civil Law country to that of the U.S. model.

LING40037: Consecutive Interpretation: Theory & Practice - 3.00 Units
This course offers students the opportunity to apply consecutive interpretation techniques in a variety of topics and settings. Topics are generalized and emphasis is placed on enhancing listening performance and note-taking skills.

LING40038: Simultaneous Interpretation: Theory & Practice - 3.00 Units
This course offers students the opportunity to learn and apply simultaneous interpretation techniques to a variety of topics and settings. Students interpret conference speeches dealing with politics, current affairs, medicine, international news and motivational topics.
LING40039: English to Spanish Translation I - 3.00 Units
This course consists of an intensive review of the general rules of Spanish written language and its present modifications. It is taught entirely in Spanish and will cover the Spanish written fundamentals necessary for writing error-free Spanish translations. Instruction will focus on the latest revision of regulations by the Real Academia Española, as well as the most common problems translators face in the areas of spelling, punctuation, word usage, and grammar.

LING40040: Spanish to English Translation I - 3.00 Units
This course is designed to improve the writing skills of translators working from Spanish into English. Students will review the fundamentals of written English grammar and will make contrastive analyses between Spanish and English writing styles, so that their translations are written in error-free English.

LING40041: Grammar and Editing I - 3.00 Units
Are you an advanced ESL speaker needing to refine your knowledge of English grammar in written and spoken communications?
In this course, you will review the grammar points necessary to correct the most common problems in writing by non-native speakers of English, such as knowing the appropriate usage of:

- present perfect vs. simple past
- prepositions
- articles
- punctuation
- and more

Learn how to recognize and correct your grammar errors and learn how to find the right answers to specific, recurring grammar questions.

LING40044: Teaching Writing for Academic and Professional Purposes - 3.00 Units
This TEFL certificate course will treat in-depth the discourse features of successful writing in English, in particular for academic and professional communication in the U.S. and around the world.
The following are specific to good written English and are often not found in the same ways in the writing of other languages:

- uses of reference
- substitution
- ellipsis
- conjunction
- lexical cohesion

This class will instruct you on the rhetorical and formal conventions of good writing, and the most effective ways to share that knowledge with your ESL and EFL students in helping them develop successful writing skills and rhetoric.

LING40045: Advanced Analysis of English Sentence Structure I - 3.00 Units
Explore the complexities of English structures and how and when they are used (pragmatics) in this TEFL certificate course. Special emphasis is on areas of syntax unique to English and most difficult to non-native speakers, both prescriptive and descriptive forms.
You will study highly specialized features of English grammar and learn how best to teach and integrate the practice of these features in all types of ESL and EFL lessons.
Areas covered:
- syntactic variations related to gender, age, socio-economics, and other factors
- important connection between syntax, morphology, and semantics
- how best to teach and integrate grammar instruction in all types of EFL lessons

LING40046: Theory and Methods of Reading Instruction - 3.00 Units
In this TEFL certificate course, you will receive an overview of various theoretical approaches as they apply to:
- reading in the ESL and EFL classroom
- relevant areas of research in foreign language reading
- connection of theory and research to the teaching and learning of reading

You will be provided with a thorough understanding of the reading process and the ways in which to build and assess reading skills, particularly academic and professional material.
There will be an emphasis in how to best teach vocabulary and idioms through reading in an ESL and EFL context.

LING40047: Best Methods in Teaching Pronunciation and Fluency - 3.00 Units
Features of English phonetics, phonology, stress, and intonation will be drawn on to enrich training in best practices for teaching and learning pronunciation in this TEFL certificate course.
Going beyond discrete sounds, this class will focus on the suprasegmental aspects of English pronunciation such as:
- stress
- rhythm
- pitch
- intonation
Specific techniques for accent reduction, plus important information on body language for clear communication in English, will be presented. This course will emphasize the integration of pronunciation instruction and practice in all types of ESL and EFL lessons.

LING40048: Best Methods in Teaching Listening Skills - 3.00 Units
Become familiar with the different types of listening needs and tasks, as well as the best techniques and methods for helping your ESL and EFL students become more skillful listeners in English in this TEFL certificate course. Essentials of successful listening comprehension:

- making sense of a stream of sounds
- filtering and contextualizing
- applying discourse and cultural information

Bottom-up skills vs. top-down skills
Bottom-up skills:
- knowledge of vocabulary
- grammar
- individual sounds

Top-down skills:
- general knowledge
- situational awareness
- schema

LING40050: Best Methods in Teaching Speaking Skills - 3.00 Units
Learn the best methods for getting ESL and EFL students to speak English and tasks that encourage meaningful interaction in this TEFL certificate course. This class will address types and idiosyncrasies of the spoken language, and micro skills of speaking that are factors in the oral code. Review current issues in teaching oral communication by analyzing:

- conversational discourse
- pronunciation
- affective factors

This course will suggest fluency and accuracy activities that can be used in and out of the classroom. Learn factors that hamper improved speaking skills for ESL and ESL learners including:

- specific contexts
- performable variables
- colloquial language
- pronunciation factors
- interaction

LING40063: Games for the EFL Classroom - 1.00 Units
Designed to provide opportunities for English learners from all levels of proficiency to learn and practice English, this TEFL certificate course instructs teachers on how to encourage student interaction through a variety of fun ESL games and activities. Games can be as short as 2-5 minute activities to long-term, multiple-part tasks. You will learn how to increase language practice in large classrooms, with ideas on how to integrate communicative activities within a prescribed curriculum.

LING40065: Advanced Grammar Seminar - 3.00 Units
This course is designed for advanced non-native English speakers who need to do in-depth studies in the areas of grammar that are commonly tested on English proficiency exams or required in formal writing and speaking. The focus of the course is primarily on structures not adequately addressed in most popular grammar books. It will deal with various important low-frequency structures and patterns which signal both advanced proficiency and perfection in matching meaning to form.

LING40067: Music in the EFL Classroom - 1.00 Units
Designed to provide opportunities for English learners from all levels of proficiency to learn and practice English, this TEFL certificate course instructs teachers on how to encourage students to analyze lyrics for useful vocabulary and idioms in the ESL classroom. Emphasis is given to improving pronunciation and fluency through the use of music-based activities. Music styles:

- pop
- blues
- rock

You will learn how to increase language practice in large classrooms, with ideas on how to integrate communicative activities within a prescribed curriculum.

LING40068: Teaching TOEFL Prep Classes: Paper and Internet - 1.00 Units
Learn the format of the 2 TOEFL tests in this TEFL certificate course. Two TOEFL test formats:
Analyze how these tests differ and what preparation materials and teaching techniques have proven most successful in preparing students to obtain optimal scores.

**LING40071: Introduction to Court Interpretation - 3.00 Units**
This course provides an overview of the court system and related proceedings and the registers of speech typically encountered in legal proceedings. The court interpreter's role and code of ethics are emphasized. A study of legal terminology and comparative law is included.

**LING40072: Legal Interpretation in Criminal Proceedings - 3.00 Units**
This advanced course covers the different court proceedings that take place in the course of the prosecution of a criminal case. Criminal cases will be followed through the State and Federal Systems from the arraignment process through the sentencing hearing. Students will perform role-playing exercises in simultaneous, consecutive and sight translation as appropriate and based on the type of interpretation required in court.

**LING40075: Advanced Analysis of English Sentence Structure II - 3.00 Units**
Explore the complexities of English language structures and how and when they are used (pragmatics) in this TEFL certificate course. You will learn how best to teach and integrate the practice of various highly specialized features of English grammar in all types of ESL and EFL lessons. Syntactic variations related to gender, age, socio-economics, and other factors will be examined. Focus on the following structures:
- noun phrase in detail, quantifiers, count and non-count distinctions and plurals: regular and irregular
- adjectives and adjective clauses
- modals and conditional clauses
- clauses, conjunctions, and sentence parameters
- collocations and cognates

**LING40076: Pronunciation and Fluency - 3.00 Units**
Are you an ESL speaker needing to improve your English pronunciation and wanting to be more easily understood in everyday conversation and workplace situations? If so, this course is perfect for you. The instructor will identify each student's particular pronunciation difficulties and provide extensive exercises that target your needs. Learn to pronounce words in a manner that is easier for native speakers to understand. By the end of the class, you will have:
- earned an awareness of your problem sounds
- learned how to produce those sounds accurately and clearly
- learned how to continue refining your speech while strengthening overall confidence in speaking

**LING40081: Effective Oral Presentation - 3.00 Units**
Need to improve your English presentation skills? This course addresses oral communication problems encountered by ESL speakers in such formal academic and professional settings as conferences, seminars, meetings, and classrooms. Designed for:
- international graduate students
- postdoctoral researchers
- new faculty members
- business professionals

Emphasizes the importance of:
- clear pronunciation
- precise vocabulary
- appropriate format
- group management skills

Extensive pronunciation exercises, along with many opportunities for you to practice your public speaking skills will be provided.

**LING40082: Grammar and Vocabulary Building - 3.00 Units**
Are you a high-intermediate to advanced ESL speaker wanting to improve your knowledge of English grammar and increase your vocabulary? In this course, you will build grammatical competence through extensive contextualized practice at the sentence level. Increase your vocabulary and vocabulary retention through various exercises.

**LING40083: Advanced Pronunciation and Fluency - 3.00 Units**
Do you want to "sound American"? This course is designed for ESL speakers who are familiar with the English sound system and their own pronunciation problems. Expand your skills in correctly applying English patterns of:
- stress
- intonation
- linking
- reductions

Pronunciation of problematic sounds will also be integrated into class exercises and activities.

**LING40086: Sight Translation: Theory & Practice - 3.00 Units**
Learn the basic concepts and techniques of sight translation. Through text analysis, identify units of meaning, and the similarities and differences in English and Spanish grammar and writing styles. Each class includes theory and practical exercises to ensure that students can produce accurate, natural, and smooth sight translations into the target texts.

**LING40087: Visual Media in the EFL Classroom - 1.00 Units**
This TEFL certificate course gives aspiring English language teachers ideas and methods on how to use various media as an enhancement to the ESL classroom environment. Print materials:
- magazines
LING40091: TEYL Focus on the Teacher - 3.00 Units

With the emergence of English as the world’s dominant language, educational communities have grown increasingly interested in providing English language studies for their young learners. This TEFL certificate course provides an overview of ESL and EFL educators of young English learners teaching environments and the affective factors influencing these environments.

Course topics include:
- identification of typical English language classrooms among various educational communities
- perspectives on the relationship between language and culture for young learners and their instructors
- issues pertaining to teacher skill and confidence through an introduction to educational linguistics
- communication skills to encourage parental and caregiver involvement in young learners’ language development
- and more

LING40092: Medical Translation: Internal Medicine - 3.00 Units

This specialized course examines technical terminology and scientific writing style required in medical translation. Emphasis is on developing a conceptual framework and cogent bicultural approach to the translation of medical literature. Gain a basic understanding of medical concepts and terminology in cardiology, pulmonology, and internal medicine through lecture and practical exercises.

LING40093: Medical Translation: Specialty Areas - 3.00 Units

This specialized course examines technical terminology and scientific writing style required in medical translation. Emphasis is on developing a conceptual framework and cogent bicultural approach to the translation of medical literature. Gain a basic understanding of medical concepts and terminology in neurology, nephrology, obstetrics and gynecology through lecture and practical exercises.

LING40094: TEYL Focus on the Learner - 3.00 Units

What makes young ESL and EFL learners successful in their foreign language studies?

This TEFL certificate course emphasizes using a learning-centered approach to promote successful foreign language acquisition in young learners in both non-immersion settings and in the mixed-language classroom.

Focus on:
- age-related needs
- cognitive development
- motivation
- and more

This course also demonstrates the importance of balancing task demands with support as well as setting clear language goals to maximize success in the young learner classroom.

You will be engaged in lecture, readings, and discussions which highlight a learning-centered perspective to describe the development of spoken discourse, vocabulary and grammar, and literacy in young language learners.

LING40096: Introduction to Teaching English as a Foreign Language (TEFL) - 3.00 Units

Prospective or novice English teachers who are not yet familiar with the basic theories, methods, and practices of TEFL or for those experienced teachers needing a further grounding in the most current, up-to-date methods and practices to be more successful in their current teaching will find this TEFL certificate course useful.

Explore skills, language, and the learning process while introducing practical applications to your ESL and EFL classroom.

Introduction of issues in methodology as well as the basic skills:
- listening
- speaking
- reading
- writing

Introduction to the teaching of the micro-skills:
- pronunciation
- vocabulary
- grammar
- discourse

Other issues covered:
- learning styles and strategies
- learner autonomy
- content-based instruction
- assessment

LING40097: Introduction to Teaching Writing - 3.00 Units

This TEFL certificate course will prepare prospective, novice, or experienced ESL and EFL teachers with a foundation of writing skills in English.

You will be introduced into the discourse features which distinguish writing in English from the languages of the classroom participants so that they will understand the very different ways that English organizes information in the written form. You will also learn how to to build writing instruction into your classes as well as learn a variety of writing assessment options.

Learn basic techniques of the process approach such as:
- quickwriting
- brainstorming
- semantic mapping
- drafting
- peer review

LING40098: Introduction to Pronunciation and Fluency for Language Teachers - 3.00 Units

This TEFL certificate course will prepare prospective, novice, or experienced teachers with a basic foundation in phonetics necessary in being an effective English teacher in an ESL or EFL classroom environment.

You will learn the phonetic alphabet and how best to incorporate it in explaining basic pronunciation patterns in English.

Introduction to the suprasegmentals of the English phonological system including:
- stress
LING40099: Oral Presentations for Language Teachers - 3.00 Units

If you are a prospective, novice, or experienced English teacher, this TEFL certificate course will provide you with the skills necessary in speaking to small, medium, or large groups, while maintaining control over student interactions in the ESL or EFL classroom. Learn how to analyze teacher speaking and presentations as you learn how to present. Focus on tips on how to speak in front of an audience using effective:

- voice volume
- rhythm patterns
- pitch
- selection of speech content
- delivery

Learn the skills necessary to prepare and deliver lessons to a group, focusing on:

- body language
- visual aids
- rhythm
- pitch
- rate
- volume
- delivery

LING40100: TEYL Focus on the Classroom - 3.00 Units

Focus on establishing the optimal classroom learning environment for foreign language acquisition in the young learner classroom in this TEFL certificate course. You will learn to use key teaching strategies and reflective teaching techniques to foster positive classroom dynamics that motivate young language learners socially and emotionally. Topics include designing and revising language learning activities to access various:

- learning styles
- multiple intelligences
- stages of educational development

Learn how to establish a meaning-rich learning environment by:

- using frameworks for age-appropriate task and activities
- selecting materials and resources that bring language and culture to life in the ESL and EFL classroom
- employing effective classroom management strategies for a variety of class sizes and levels

LING40101: Grammar and Editing II - 3.00 Units

This course is designed for advanced ESL speakers who must demonstrate excellent English grammar in formal written and spoken communications and thus need to improve their knowledge and skills in grammar. Review the grammar points necessary to identify and correct the most common problems in writing, such as the correct usage of:

- conjunctions
- prepositions
- punctuation
- usage
- and more

Learn how to recognize and correct your own grammar errors and learn how to find the right answers to specific, recurring grammar questions.

LING40102: Interpretation and Translation in Education - 3.00 Units

Translators and interpreters have a wide variety of roles in education settings, including working with school/district documents, in special education, facilitating appointments with students and parents, as well as bridging the communication divide between the community and officials at state, local board, and community meetings. Learn the education-specific vocabulary and acronyms you need to know to excel as a translator and interpreter in the education environment.

LING40104: Medical Interpretation - 3.00 Units

This course addresses patient/provider communication, cultural interference, interpreter code of ethics, and the role of the interpreter in the healthcare setting and industry. Online exercises familiarize the student with medical terminology and scenarios that an interpreter encounters while on the job. Hands-on practice with specialized, medical-focused material builds the necessary sight, consecutive, and simultaneous interpreting skills.

LING40105: Oral Presentations for Language Teachers - 1.50 Units

Discover how to turn your language skills into a new career in translation. Get a practical introduction to the field of translation in this hands-on course. Vocabulary studies and problem solving techniques associated with translation are highlighted. Translation methods and career options are also addressed.

LING40106: Introduction to Translation - 3.00 Units

Learn about on- and off-line resources to increase productivity, refine researching skills and assure a top-quality translation work. Feel comfortable showcasing your talent and networking with clients and colleagues through a professional site, web profiles and social networking outlets. Build teamwork and organizational skills and get ready to manage large translation projects. Become familiar with the Computer-Assisted Translation Tool (CAT) environment and some industry-specific jargon to communicate better with project managers and other players in the translation industry worldwide.

LING40107: Tools and Technology in Translation - 3.00 Units

This course examines the profession of interpreting, including employment opportunities, the role of the interpreter, administrative matters, and ethical considerations. In addition, an overview will be given of the three modes of interpretation (sight, consecutive and simultaneous), as well as the different areas of interpretation, such as legal, medical, business, community and conference interpretation.

LING40108: Introduction to Interpretation - 1.50 Units

Become acquainted with the most generally accepted theoretical and methodological models of English language teaching and learning in this TEFL certificate course.
This practical class offers you pedagogical ideas on how to meet the specific needs of various:

- ages
- proficiency levels
- purposes
- skills
- contexts

You will build a repertoire of ESL and EFL classroom activities firmly embedded with well-established principles of language acquisition in a step-by-step approach to interactive language teaching. Focus on:

- integration of skills
- learner styles and strategies and preferences
- multiple intelligences
- practical steps in lesson design

LING40111: TEFL Practicum: Best Methods in Developing and Delivering Lesson Plans - 3.00 Units

Learn how to be in control and maintain an effective learning pace when teaching English as a foreign language in this practical TEFL certificate course. You will review techniques of teaching the basic ESL and EFL skills and pronunciation and grammar. You will then apply these techniques in organizing activities and practice and teaching them to partners and groups through simulated teaching opportunities and experiences. At the end of the course, you will feel confident and knowledgeable in:

- developing teaching activities and lessons for the different skill areas
- providing effective error correction during teaching
- applying useful classroom management skills in a simulated classroom situation

LING40113: Strategic Marketing & Branding for Translators & Interpreters - 3.00 Units

Acquire the marketing and personal branding tools needed for career success as a freelance or in-house professional in the language industry, including professional selling, image building, and other essential marketing and business etiquette tools. This course is intended for advanced-level students who are ready to enter the job market and for professionals already working in the field.

LING40115: Topics in Advanced English Structure - 1.00 Units

This grammar course will focus on complex structures in idiomatic written English which, when mastered, will greatly help ESL speakers in acquiring a clearer, more sophisticated writing style. Topics offered may include:

- noun complements
- relative clauses
- adverb clauses
- adjective clauses
- causative clauses
- hyphenated adjectives
- possessives and compound nouns
- subjunctive structures
- ‘it’ clefts

LING40116: Advanced Topics in Academic Writing - 1.00 Units

This short course will train ESL speakers in the most important techniques in improving and producing successful writing for academic English purposes. Focus on the essential characteristics of a concise, coherent writing style in academic English writing such as:

- strong controlling idea
- unity of thought
- clear, relevant support
- fluid transitions

LING40117: Topics in Writing Mechanics - 1.00 Units

Intended for ESL speakers who would benefit from review of some of the most frequent errors in English punctuation and mechanics, this course will focus on correcting the most common punctuation errors in English writing. Learn the correct usage of:

- commas
- semi-colons
- apostrophes
- hyphens
- dashes
- capital letters
- and more

LING40118: Introduction to Swordfish - 2.00 Units

Learn to use Swordfish, a cross-platform Computer-Assisted Translation (CAT) tool and create and maintain translation memory files and glossaries that will greatly assist you in your translation work. Become skilled at program installation, use a license in different computers, set up databases to record your progress while performing translation projects and keep a glossary with preferred terminology, convert files into different formats to meet the demand of clients and collaborate with colleagues using other CAT tools, cooperate with classmates to complete translation assignments, and use the industry jargon during negotiation with clients.

LING40119: Academic Competence in the U.S University I - 1.00 Units

Are you an international student who wants to learn tips on how to be successful at a U.S university? This course is designed to orient ESL speakers and international students to the competitive university system in the United States. Topics include:

- common formats for source citation
typical question types on exams and other tools for continuous assessments  
protocols for interacting with professors during office hours

LING40120: Teaching Language through Art - 1.00 Units

Learn how to incorporate basic art-making techniques to teach English learners of all ages in this hands-on TEFL certificate course. You will explore a variety of fun art projects to motivate ESL and EFL students with varying learning styles.

Projects include:
- book construction
- collage
- illustration
- dioramas
- drawing exercises

Discussion includes:
- materials management
- designing projects to ensure student engagement and success
- strategies to use art projects as a language assessment tool

LING40121: Medical English II - 1.50 Units

LING40122: Medical English III - 1.50 Units

LING40123: - 1.00 Units

LING90000: Sounds of the Worlds Languages - 6.00 Units

LING90001: Introduction to Logic - 6.00 Units

Deductive reasoning leads to a rich formal system of both theoretical and practical importance: Logic. Topics include argument validity, tautologies and logical truths, fallacies, symbolization, connectives, truth tables, and completeness. We will explore two formal languages—propositional logic and first-order (predicate) logic—that represent certain aspects of how we think and speak. We will study the techniques of building formal proofs in these languages and for determining whether proofs are valid or non-valid.

This course welcomes students of all disciplines and requires no prior knowledge of formal logic. In fact, anyone interested in computer science, economics, law, linguistics, mathematics, medicine, philosophy, psychology and indeed any discipline can benefit from learning about logical reasoning.

LIPO40000: Portuguese for Communication I - 3.00 Units

A country of great natural splendor, Brazil is the only Portuguese speaking nation in the Americas. It is also a very large and diverse country with Brazileiros—or Brazilians—having ancestors spread out all across the world. Unique in its customs and colors, Brazilian culture is united by its fresh and lively language, Brazilian Portuguese, which, over time, has evolved to encompass the country’s vast, heterogeneous soul. With a heavy focus on oral communication, beginner students can immerse themselves in the sounds and rhythms of Brazilian Portuguese by taking this introductory course. Lessons in this class are paced to ensure that you will be comfortable in the present, past and immediate future tenses. Correct pronunciation and the use of basic, common phrases are emphasized. Textbook preliminary chapter and chapters 1-4 are covered.

LIPO40001: Portuguese for Communication II - 3.00 Units

Level II is designed for beginner students who have a working knowledge of the grammar covered in the first level course and continues to focus on improving your oral communication skills. While using a variety of regular and irregular verbs in the various tenses, including the introduction of the imperfect tense, you will practice describing yourself, others, and how you feel discuss aspects of daily life and make comparisons. Delving deeper into the nuances of Brazilian Portuguese, you will learn idiomatic expressions and the difference between formal and informal speech. Songs and short passages on the country’s geographic regions and customs will help round out your understanding of the Brazilian culture. Textbook chapters 5-8 are covered.

LIPO40002: Portuguese for Communication III - 3.00 Units

Textbook chapters 9-12. Includes the perfect and imperfect tenses, superlative, and the subjunctive. Emphasis is on oral language development through narrative texts, popular and folkloric songs, and the discussion of Brazilian historical topics.

LIPO40004: Portuguese for Communication IV - 3.00 Units

Textbook chapters 13-15. Includes a review of present subjunctive, use of conjunctions, adverbs, imperfect subjunctive, expressions with verb “dar”, future of preterite, conditional, some irregular verbs, review of imperative. Emphasis on developing conversational skills through the reading of Brazilian literary and historical texts.

LIPO40010: Portuguese for Communication V - 3.00 Units

Textbook chapters 16-18. Includes future subjunctive, use of pronouns, prepositions, and adverbial expressions, composed tenses indicative and subjunctive, reported speech, passive voice, use of the infinitive, two-word verbs, proverbs, and similes. Focus will be on developing conversational skills through the study of grammar and the reading of literary texts.

LIPO80000: Portuguese for Travelers - 0.00 Units

In a lively, relaxed environment, learn key expressions, vocabulary words, and idioms necessary for having a great experience on your travels. Our two-day course equips students with a basic set of handy communicative tools for comfortable interaction with the locals. Travel tips, cultural aspects, regional characteristics, and social protocol and customs are also presented. Courses are all taught in English, and no previous knowledge of Portuguese is required to participate. A phrasebook is provided that acts as a word two-way dictionary and a pocket guide to the business, customs and etiquette for the country of Brazil.

LIT40001: Latin American Literature: Magical Realism and More - 3.00 Units

If you loved Like Water for Chocolate, you’ll love this course: an introduction to the richness, vitality, and complexity of Latin American literature. Selected novels and short stories illustrate the properties that make Latin American narrative distinctive. Readers explore the neofantastic,realism, myth, fantasy, and female discourse in texts by Julio Cortazar, Juan Rulfo, Gabriel Garcia Marquez, and Laura Esquivel. The chosen texts help to clarify, and in cases challenge, long-standing views of Latin America as presented by popular films and the general media. Discussions include the relationship of Latin American literature to culture and society. Two films will be critiqued in class. Readings include: Cortazar’s Blow-up and Other Stories, Axolotl, House Taken Over, The Distances, Continuity of Parks, and The Night Face Up Juan Rulfo’s The Burning Plain and Other Stories, Talpa, Tell Them Not to Kill Me! Gabriel Garcia Marquez’s Chronicle of a Death Foretold and Laura Esquivel’s Like Water for Chocolate.

LIT40020: Voices in African-American Literature - 2.00 Units

Themes of slavery, migration, ancestral voices, and music recur throughout African American literature and resonate in contemporary novels. This course will serve as an introductory survey of African-American literature. Though we will begin with Frederick Douglass’ classic 1845 slave narrative,
the course will focus on twentieth century works, including The Autobiography of Miss Jane Pitman. We will also explore the rhythms of the blues, jazz, be-bop, and spirituals and how these musical forms have infused African-American literature with a rich oral/aural dimension.

LIT40022: From Ellis Island to Angel Island: Literatures of Immigration - 2.00 Units
Immigration has once again taken center stage in the national spotlight, giving artists, writers and thinkers another opportunity to consider and help reimagine the complex possibilities and outcomes of intermingling human perspectives from a creative standpoint. It is often said that the U.S. is a nation of immigrants, whose various cultural backgrounds have helped shape what America is. This course centers thematically around the immigration stations of Ellis Island on the East Coast and Angel Island on the West Coast. We will explore the ways that acclaimed authors, including Maxine Hong Kingston and Piri Thomas, have used literature to express what it means to be an immigrant, or a child of immigrants, in America. We will read narratives now considered classics in the literature of immigration, as well as contemporary pieces, portraying immigrant experiences from China, Japan, Russian Poland, and Puerto Rico elsewhere. Through these texts we will investigate the ways that immigrant identity influences both the lives of those who made the journey and the lives of their descendants. Topics include diaspora, the "Other," assimilation, compliance and resistance to institutions, love, family, and the American Dream.

LIT40064: Ernest Hemingway: Titan of American Literature - 2.00 Units
Ernest Hemingway wrote "All good books are alike in that they are truer than if they had really happened and after you are finished reading one you will feel that all that happened to you and afterwards it all belongs to you the good and the bad, the ecstasy, the remorse." One of the most influential writers of the 20th century, he has given us just that: A front-row seat at his musings on war, love, masculinity, morality, alcoholism, the American abroad, and the aimlessness of the lost generation. Through round-table discussions of The Sun Also Rises, A Moveable Feast, and the short stories, we will investigate Hemingway's spare, elegant, and emotionally ferocious stories. Whether you are discovering his works for the first time, or revisiting his brilliance, the works of Hemingway are likely to make a profound and lasting impression.

LIT40068: Shakespeare, the Globe and the World - 2.00 Units
Participants will learn to see Shakespeare as a living dramatist whose plays speak to our society as vividly as they spoke to Elizabethan Englishmen. Shakespeare's exuberant world will come to life as we explore the historical background and personalities of his characters. Class members will read and discuss four plays, including the two scheduled for this summer's Old Globe Shakespeare Festival, Richard II and Hamlet, as well as Richard III and Cymbeline. Class members may attend the plays with the group at a discounted price(optional).

LIT40069: Women and Madness - 2.00 Units
In the 19th century, a strange marriage of art, literature, science, and psychology catalyzed society's obsession with the archetypal madwoman into the mainstream. Pathologies that had once been used to portray the outre now came to be seen as essential characteristics of all women, casting ideological shadows well into the 21st century. Students will go beyond the confines of literature alone to investigate this unique commingling of ingredients—the fictional madwoman, the pictorial madwoman, scientific theories concerning gender, medical documents, written testimonies of asylum inmates, etc. Themes of identity, guilt, self-persecution, innocence, redemption, disease and violence will be examined. Literary works will include fiction, poetry and essays by Kate Chopin, Christina Rossetti, Virginia Woolf, Sylvia Plath and others.

LIT40071: Gender Identity and Literature: Him, Her, Us - 2.00 Units
Gender is infinitely more intricate than the biological question of sex. Uncover the cultural, social and political implications of gender identity in three powerful works. Kiss of the Spider Woman, by Argentine writer Manuel Puig, delves into themes of sexuality, morality, constructs of beauty and escapism while readers follow the discussions and discoveries between a Marxist revolutionary and a homosexual window-dresser as they share a prison cell for six months. Discover the gender-bending, century-crossing Orlando, by Virginia Woolf, and navigate the age-old question as to whether gender identity is innate or created and the consequences of conformity. And explore issues of masculinity, sexuality, desire, concealment versus truth, and familial and societal expectations in Tennessee Williams' Cat on a Hot Tin Roof.

LIT40093: History of Children's Literature - 3.00 Units
Through a close reading of classics of post-enlightenment writing for children, this course provides children's book writers and illustrators an essential understanding of the development of children's literature, and benchmarks for critiquing one's own work. Reading will include several masterpieces in the genre.

LIT40094: Thornton Wilder: American Virtuoso of Wisdom and Wit - 3.00 Units
With humor, grace and profound insight, three-time Pulitzer Prize winner Thornton Wilder takes us on a moving and perilous investigation of the human condition. Sifting through time and place, he questions the nature of man, whether there is purpose or plan in the events which shape us, and the tenacious relationship between nature and progress. Join us for an exploration of four important works by Wilder: The wickedly funny play The Skin of Our Teeth The deeply philosophical novel The Bridge of San Luis Rey The poignant and charming play Our Town and Wilder's last novel Theophilus North, in which delightfully Wilder blends the adventures of his youth in 1920's Newport with the imagined adventures of his twin brother who died at birth.

LIT40096: Sherman Alexie: Poetic and Profound Stories of an Urban Indian - 2.50 Units
With compassion, grace and a scathing wit, Sherman Alexie poses the question of what it means to "live as an Indian in this time." In this class, we will submerse ourselves in the rich, brutal short stories, novels and poetry of Alexie, focusing on three works: The Lone Ranger and Tonto Fistfight in Heaven, The absolutely True Diary of a Part-Time Indian, and The Business of Fancydancing. Through weekly class discussions, we will collectively navigate Alexie's world—a space challenged by alcoholism, despair, loss of tradition and identity, and empowered by memory, storytelling and resilience.

LIT40097: The Gothic and Grotesque World of Flannery O'Connor - 2.00 Units
Southern gothic writer Flannery O'Connor was a devout Catholic who believed that the world was sorely in need of redemption. With a flair for irony, dark humor and rich, colloquial flavor, O'Connor wove fantastic trestpries filled with backwoods prophets, delusional hypocrites and nihilistic loners. Not one to shy away from violence and shock value, O'Connor explained "To the hard of hearing you shout, and for the almost-blind you draw large and startling figures." Through weekly class discussions, we will collectively navigate O'Connor's world—a society at odds with what she called the "stinking mad shadow of Jesus."

LIT40098: Glittering Wit: Three Works by Oscar Wilde - 2.00 Units
Famous, and infamous, for his brilliant turn of phrase, seething social commentary and flamboyant personality, Oscar Wilde was the toast of the
literary world throughout the 1880’s and 1890’s. Join us for an in-depth exploration of three of his most popular works. Laugh out loud at his farcical comedy, The Importance of Being Earnest, a play about superficial love, mistaken identities and cucumber sandwiches. Investigate such concepts as extravagance, beauty-as-commodity, morality, and the difference between art and culture in The Picture of Dorian Grey, Wilde’s late-Victorian Gothic novel. Explore themes of political corruption, public and private life, love and reputation in An Ideal Husband. Indeed, enjoy works so brilliant that Wilde himself famously quipped, “I am so clever that sometimes I don’t understand a single word of what I am saying.”

LIT80005: Echoes of Alice: Beyond Wonderland - 0.00 Units
For the last 150 years, readers, writers, dancers and artists have been fascinated by Alice. This course will investigate this obsession. Beginning with the original Alice’s Adventures in Wonderland, we will investigate historical context, including the real Alice - Alice Liddle, why hatters are mad, and how Victorian culture believed it could tame nature. Alice in Bed, a play by Susan Sontag, takes us through a fictional account of Alice James, Henry James' invalid sister, as her reality collides with wonderland. White Stone, a series of poems by Stephanie Bolster, explores the relationship between Carroll the writer and Carroll the photographer with Alice the girl and Alice the character. Additionally, we will look at samples of some of the many ways artists have chosen to make Alice their own.

LIT90000: Discovering the Power in Stories: Critical Reading and College Writing - 6.00 Units
LIT90001: From Elephants to Eyelashes: An Exploration of the Art of Writing Poetry - 6.00 Units
LIT90002: Fiction: Innovative, Cross-Genre and Interdisciplinary Writing - 6.00 Units
LIT90003: American Sign Language I - 4.00 Units
LIT90004: Writing for College: Critical Thinking and Argument - 1.00 Units
Our course will develop critical reading (and viewing), thinking, and expository writing skills. Students will learn to recognize arguments that are presented to them on a daily basis, develop critical responses, and construct viable arguments of their own. One of the most important aspects of any writer’s process is revision students will be coached through the drafting process, revising their papers through workshops and in class exercises that will develop their analysis, quote integration, use of evidence, and argument organization skills at the university-level.

LIT90005: The Art of Storytelling: Strategies for Crafting Innovative and Explosive Tales - 1.00 Units
This course focuses on refining your fiction writing and developing your pallet for the creative process. We will be doing writing experiments, discussing readings in the context of process and experimentation, and workshopping each student’s work as an entire class. The students will be led through reading and writing assignments, discussion and various ways of experimenting with their own texts. Above all, we will be in the classroom to have fun, push learning, and to create. A writer rarely knows where their prose will take them when they start, and I am excited to be a part of the students’ journey as they discover their own writing voice, style, and techniques. Objectives of this course include exposing students to a wide variety of styles, both contemporary and traditional, which will give them a larger arsenal of ideas on technique and style as they develop their own writing styles, creative or otherwise.

LIT90006: Aesthetic Literary & Artistic Formation: American Ethnic Literatures & Cultures 1970-Present - 6.00 Units
This course will focus on the making of Contemporary American Ethnic Literatures and culture. Instead of focusing solely on the social issues that fuel ethnic writers and artists (identity issues class, racial, and gender troubles language and education family, amongst other things), we will be looking at how these writers and artists use experimental forms, genres, and techniques to express social, cultural, economic, and gender crisis. We will be surveying texts, art, and film from 1970 to the present. In this course we will read American Ethnic literature and view art that utilize innovative narratives that bend and break the rules of literary and artistic representation to give expression to the complex individual, social, and cultural lives of African Americans, Chicanas/os, Asian Americans, and Native Americans. We will come across conventional and traditional literary genres that are disjointed and turned completely upside down. We will ask: How do these American ethnic writers position their work as a necessary critical intervention that breaks conventional literary and genre traditions? Why do they do this?

LIT90008: Writing Enrichment Field Study - 2.00 Units
The summer writing course will serve as an academic anchor to the InterTribal Youth/UCSD Summer Residential Program for Native high school students from across California. The proposed two-­?week curriculum will emphasize:
• Informative/Explanatory Writing
• Argumentative Writing
• Creative Writing
We propose a two--?hour block of daily instructional time (including a 10 min. break) with a Course Instructor and T.A. and an intensive daily one--?hour “Writing Lab” session with a Course Scholar/Seminar Leader for one--?
on--?one attention and moderated peer review.

LIT90009: Science of Science Fiction (Middle School) - 0.00 Units
In this course, students will blend knowledge with creativity in order to construct rich, innovative science fiction stories. We will explore how many classic science fiction works &ndash from literature to film &ndash found their beginnings in scientific thought. Then, using the craft elements of fiction writing, we will write our own science fiction stories and, just maybe, influence the science world!

LIT90010: Science of Science Fiction (High School) - 0.00 Units
In this course, students will blend knowledge with creativity in order to construct rich, innovative science fiction stories. We will explore how many classic science fiction works &ndash from literature to film &ndash found their beginnings in scientific thought. Then, using the craft elements of fiction writing, we will write our own science fiction stories and, just maybe, influence the science world! No prior experience necessary.

LIT90011: - 6.00 Units
LIT90015: The Fantastic, The Wondrous, the Unreal: Creative Writing and Critical Thinking - 6.00 Units

LIT40000: Italian for Communication I - 3.00 Units
Whether you want to prepare for an exciting trip or deepen your appreciation of a fantastic culture, Italian is the language to learn. Fun and expressive, this is a language where people really do talk with their hands—dozens of gestures have clear-cut meanings—but it is also the language of
great literature going back to Dante. If you take this introductory course, you will see that Italian is enjoyable, illuminating, and beautiful, a system of communication worth studying. Beginners will learn basic Italian communication skills in an interactive and engaging classroom environment. With a strong foundation in the present tense, you will learn to express preferences, ask questions, make greetings and introductions, tell time, and discuss leisure activities.

**LTIT40002: Italian for Communication II - 3.00 Units**
Level II is designed for beginner students who have had some basic exposure to Italian. Building on your prior knowledge of the present tense, you will begin to learn how to describe events that occur in the past, make basic commands, give orders and advice, and express wants and obligations. Lively discussions about daily routines, the family, food preferences, and vacation plans will help increase cultural awareness and improve your vocabulary and confidence in the language. Textbook chapters 5-8 are covered.

**LTIT40003: Italian for Communication III - 3.00 Units**
Students in level III continue to develop their Italian proficiency by learning to express their likes and dislikes, make comparisons, and narrate and describe events in the past and future. The Italian culture remains an important theme, and topics related to recreation and sports, socializing, and fashion will anchor class discussions. Textbook chapters 9-12 are covered.

**LTIT80000: Italian for Travelers - 0.00 Units**
Planning a trip to Italy? This two-day course equips students with a basic set of handy communicative tools for comfortable interaction with the Italian people. In a lively, relaxed environment, participants learn key expressions, vocabulary, words, and idioms necessary for the traveler. Travel tips, cultural aspects, regional characteristics, and social protocol and customs will also be presented.

**LTSP40004: Spanish Conversations: Literary Café - 3.00 Units**
Explore the rich and wide-ranging worlds of contemporary Latin America and Spain through the works of their most talented authors. A relaxed and inviting atmosphere allows you to have fun while you increase your reading, writing, and speaking skills and explore the nuances and subtleties of the Spanish language and culture. An emphasis on vocabulary development and brief reviews of grammar and mechanics are included. The work of writers such as Gabriel García Márquez, Jorge Luis Borges, Horacio Quiroga, Isabel Allende, Pablo Neruda, Juan Rulfo, and Emilia de Pardo Bazán are included. Different readings and genres are addressed with each course offering. This course is meant to be taken after completing Spanish for Communication VI and at least one Refining Fluency in Spanish course or having the equivalent proficiency level.

**MAE40004: Lean Six Sigma Black Belt - 9.00 Units**
*Accepting Applications for the Winter 2018 Session. Program begins next on January 12, 2018.*
Lean Six Sigma is a set of tools, techniques and operating principles that represents the best of practices in quality and process improvement resulting in improved performance and reduced costs.

**Course Benefits**
- The 12-session program will help you develop an understanding and learn the applications of proven approaches to maximize productivity through process requirements, constraints and flow.
- Learn the established Lean Six Sigma body of knowledge and understand how to implement it directly into your workplace through a project.
- Earn the credentials to be a Lean Six Sigma leader within your organization.

Classroom instruction and practical hands-on projects, allow direct application of Lean Six Sigma, resulting in a projected ROI of $100K.

Program curriculum is based on the American Society for Quality’s (ASQ) Body of Knowledge, providing the education needed to prepare for the Six Sigma Black Belt Certification (CSSBB) exam. Training will also cover areas of competency in portions of ASQ’s Quality Manager of Quality (CMQ), Certified Quality Engineer (CQE), and Quality Auditor (CQA) certifications.

Receive a Specialized Certificate in Lean Six Sigma (LSS) Black Belt, and complete the educational training necessary to add LSS Black Belt to your resume. To obtain formal credentials, you must take an exam offered through a certifying body, such as ASQ.

Achieve one of the projects required to be eligible to sit for the certification exam.

**Program Fee**
The total cost of training is $5,250, and this includes all course materials:
- Computer Software (SPC XL &amp DOE PRO)
- Course binder
- Textbooks
- Certificate Processing Fee
- Lunch and parking

**MAE40013: Lean Six Sigma Green Belt - 4.00 Units**
Lean Six Sigma (LSS) provides a systematic method to improve performance and reduce variation in business operations to achieve productivity and profitability gains. Students earn various colors of Belts which indicate their levels of mastery of LSS expertise. A person who has earned the designation of Lean Six Sigma Green Belt often plays a key role in the success of an organization’s process improvement initiatives.

As a member or leader of a high-performing LSS project team, the Green Belt is involved in selecting or defining projects, setting project objectives, data gathering, statistical analysis, and change implementation. To function effectively, Green Belts need to understand and apply the basic LSS concepts, tools and methodologies in a variety of situations. This course is designed to educate those who wish to attain the level of Green Belt.

**Program Benefits**
- Immediately apply the established LSS principles and the Define, Measure, Analyze, Improve, Control (DMAIC) methodology to a case study or real-life project.
- Receive guided mentorship from a Master Black Belt and understand how to implement LSS directly into your workplace.
- Program curriculum is also aligned with the American Society for Quality’s (ASQ) Body of Knowledge.
- Build your problem-solving muscles utilizing Lean Six Sigma in your organization.
- Graduates of the program are prepared to progress into the seven-session Lean Six Sigma Black Belt Practicum course.

**Who Should Attend?**
Any team or individual responsible for managing or participating significantly in any business process activities including managers, professionals and line staff in:
- manufacturing and quality engineers
- finance and business administration
- healthcare administration and practitioners
- product design and development
- sales and marketing professionals
- manufacturing or service operations
- supply chain management
- human resources

**Program Format**
- Classroom instruction and practical hands-on projects, allow direct application of Lean Six Sigma, resulting in a projected ROI of $100K.
- Program curriculum is based on the American Society for Quality’s (ASQ) Body of Knowledge, providing the education needed to prepare for the Six Sigma Black Belt Certification (CSSBB) exam. Training will also cover areas of competency in portions of ASQ’s Quality Manager of Quality (CMQ), Certified Quality Engineer (CQE), and Quality Auditor (CQA) certifications.
- Receive a Specialized Certificate in Lean Six Sigma (LSS) Black Belt, and complete the educational training necessary to add LSS Black Belt to your resume. To obtain formal credentials, you must take an exam offered through a certifying body, such as ASQ.
- Achieve one of the projects required to be eligible to sit for the certification exam.

**Program Fee**
The total cost of training is $5,250, and this includes all course materials:
- Computer Software (SPC XL &amp DOE PRO)
- Course binder
- Textbooks
- Certificate Processing Fee
- Lunch and parking
MAE40017: Introduction to Systems Thinking - 3.00 Units
A Systems Thinking methodology adds a new and powerful set of analysis tools to the systems engineer’s product development toolkit. Looking at a system as the sum of its parts working together, as opposed to a typical linear process, best describes the core principle of Systems Thinking. Understanding the relationship between &ldquoEvents, Patterns and Structures&rdquo provides the systems engineer with an approach that improves and expands the product development and problem solution arena. You will learn the significance of systems thinking through lecture and &quot;hands-on&quot assignments designed to reinforce the core set of analysis tools provided in this course.

Course Highlights:
- Definition and application of the systems thinking process
- Understanding the application of a systemic solution space
- Developing and applying customer requirements to your solution space
- Understanding the relationship between growth and balancing structures
- Understanding the relationship between competitive and cooperative structures
- Learn the process of identifying and using a system’s high leverage point
- Understanding the relationship with classical control theory methodology
- Understanding how today’s solutions become tomorrow’s problems
- Learn how to recognize problems before they become problems

Course Benefits:
- The Systems Thinking tools will significantly improve your ability to identify, analyze and determine system solutions that satisfy program objectives
- Your improved understanding of system components working together will expand your solution space beyond the standard linear systems engineering approach
- You will learn a powerful critical thinking methodology that can be applied equally to technical, political, social, and global systems

MAE40025: Reliability Centered Maintenance & FMEA - 3.00 Units
The engineering student will gain understanding of “Consequence of Failure Analysis (COFA)”, previously known as the “Failure Modes and Effects Analysis (FMEA)”, as part of the process used to develop a Premier Reliability Program. Those in management will be required to increase efficiencies as much as possible while decreasing lost time due to maintaining the entity. This includes the adoption of reliability-centered maintenance techniques for any entity where it is unacceptable to incur an unplanned shutdown, a loss of production or generation capability, a regulatory violation, environmental hazards, or any safety hazards such as fires, explosions, or personnel injuries especially when applied to preventive maintenance. In essence, it is any entity that manufactures a product or produces an output where it is unacceptable to incur unplanned interruptions of the operation or worse yet an unwanted disaster. (i.e., includes any type of manufacturing or production facility, any type of aircraft, military equipment or military installation, any type of power plant, i.e., fossil, hydro, or nuclear, a cruise ship, an oil refinery, a paper mill, a major assembly line, etc.

MAE40026: Introduction to System Safety - 3.00 Units
Discover the theories, concepts, applications, and practices of the field of system safety. The course emphasizes the specialized integration of safety skills and resources into all phases of a system’s life cycle. Topics include tools and techniques for system safety analysis and design influence. You will review problems facing today’s safety program manager and learn how to deal with basic safety and risk management concepts, as well as analyze program elements typically found in a safety program. You will also partake in classroom exercises based on real world experiences to learn how to use additional tools and techniques to promote safety management in their organization.

Course Highlights:
- System Safety defined
- History of systems safety and its’ relevance to systems engineering
- Hazards, mishaps and risks - differences, types, and analysis
- Applying systems safety principles
- Systems safety products and differences between them
- Mitigating risks
- Common barriers to system safety programs

Course Benefits:
- Identify impacts of implementing system safety early
- Develop a greater knowledge of hazards and mitigations
- Cultivate a broader understanding of risks
- Acquire skills and tools that will increase safety in systems

MAE40028: SolidWorks - 3.00 Units
Receive a hands-on approach to learning the Computer Aided Design and Analysis software SolidWorks used in a wide cross section of manufacturing market segments. Learn the basics of 3D modeling including building parts, assemblies, technical drawings, Finite Element Analysis, Motion Analysis, and Fluid analysis. In addition to learning how to use the software, you will also receive instruction on design best practices. 3D printing may be employed.

For more information about this course, please contact infotech@ucsd.edu

MAE40030: Mechanical Design with MATLAB - 3.00 Units
Review the basic MATLAB environment (matrices, input/output, graphics, functions) and specific Mechanical and Aerospace Engineering Design and Analysis applications. The goal of the course is to enable practicing engineers to immediately apply the course material in their workplace and achieve more accurate and faster design and analysis processes.
Topics:

- Dynamics and Vibration using as an example single degree vibratory systems
- Control Systems are introduced using the example of a PID Controller of a Magnetic Suspension System
- Hydrostatics in Fluid Mechanics
- Heat Transfer
- Optimization using Nonlinear Programming

MAE40031: Geometric Dimensioning & Tolerancing (GD&T) - 3.00 Units
This workshop provides insight into a function-based design approach, using GD&T and other established tools and methods. Emphasis will be placed on the importance of “tolerancing for producibility” to ensure design intent and optimized manufacturing are achieved. Course Topics include:
- Practical application of GD&T per ASME Y14.5M-1994 (and ASME Y14.5-2009) for engineering drawings/model based product definition
- Impact of GD&T controls on manufacturing insights into inspection criteria and benefits of function based design to improve producibility and design optimization
- Explain the benefits of geometric tolerancing
- Identify datum features and determine their order of precedence
- Identify and interpret each of the characteristic symbols
- Describe the material condition modifiers and how “bonus” tolerance occurs
- Correctly interpret GD&T feature control frames, and explain the impact on manufacturing and inspection

MAE40032: Intro to FEMAP and ANSYS Finite Element Modeling - 3.00 Units
Practical hands on learning experience and instructions using FEMAP and ANSYS finite element modeling programs to analyze and substantiate design and to correct design flaws if needed in the digital world. The Finite Element Method (FEM) has proved to be an extremely powerful technique for numerically solving a broad scope of physical problems, ranging from classical structural problems to biomedical blood flow within the heart.
Participants will have access to FEMAP and ANSYS, a highly functional finite element software program used in a large numbers of engineering disciplines such as civil, aerodynamic, computational fluid dynamic, mechanical, nuclear, biomedical, hydrodynamics, heat conduction, fluid and geo-mechanics to name a few.
Topics this course will focus on:
- FEM techniques
- Analyze and substantiate design
- Importing loads
- Applying loads and boundary conditions
- Extracting and analyzing loads
- Creating reports for various designs
Course Benefits:

Provide working professionals with basic to advanced principles upon which the Finite Element Method is based upon and various nuances of the technique to arrive at physically acceptable models.

Apply FEM to a broad host of physical problems that illustrate its principles and are not complicated by the geometry of a problem under consideration.

Participants will create their own or bring existing design in a class project that involves creating, running, analyzing, and writing a report on the results of the modeling effort, which could ideally serve as a work-related project.

MAE40033: Plastic Part Design for Injection Molding - 3.00 Units
Optimal part design has always been a challenge for plastic part designers. This difficulty mainly stems from the fact that with the exception of a few basic rules in designing plastic parts, the design criteria change from material to material as well as from application to application.
Today, designers are challenged with multiple requirements while designing plastic parts. Major emphasis is on economics, functionality, manufacturability, and aesthetic appeal. Some compromise during the design process is inevitable in some cases, trade-offs like these lead to pre-mature failures. The most common mistakes made by designers when working in plastics are related to wall thickness, sharp corners, creep, draft, environmental compatibility, and placement of ribs.
This part design course will discuss how to avoid performance and process related issues by citing examples of actual parts that were designed and put into service. The focus will be on how a good design enhances the performance and processability, conversely how a less than optimal design can create premature failures and processing nightmare. This course will cover the fundamentals of part design for the injection molding process. Topics such as materials selection, mold design, optimum molding, effects of stress-strain and creep on part design as well as assembly techniques with working examples will be thoroughly discussed in class. The objective of this course is to provide the student an overview of basic part design considerations for products molded with thermoplastic resins. It will help educate the student a proper way of material selection, develop a functional design and work within the limitations of the injection molding process.
Learning Outcomes:

- Students will develop a good working knowledge in plastic part design that can be applied to improve product quality as well as productivity.
- Understanding plastic behavior over time (creep, relaxation) and environmental effects on plastics (humidity, temperature, chemicals, etc.) and establish end-use product specifications.

MAE40034: Introduction to Reverse Engineering with SolidWorks - 3.00 Units
Practical hands on learning experience and instructions using Solidworks and Reverse Engineering programs to reverse engineer and bridge the physical to digital world through 3D scanning. Reverse Engineering has proved to be an extremely powerful technique for solving a broad scope of NAPKIN to PROTOTYPE physical problems, ranging from Olympic athlete equipment, Disney theme park rides, Penske race cars, special effects for the movie TITANIC, X-38 astronaut recovery vehicle, NFL football helmets, to reverse engineering the human heart. Participants will have access to 3D scanners, ReverseEngineering.com HIPP tools (Solidworks Certified Gold partner product) and an industry standard 3D point cloud processing software program used in a large numbers of engineering disciplines such as health care, entertainment, civil, aerospace, military, pump engineering, mechanical, nuclear, biomedical, to name a few.
Course Topics:
**MAE90007: Introduction to Mechanical Engineering and Materials Science**

Supported By: 

Tour Duration: 7:45am - 4pm (click on the blue bar below to see further details and register)

Participants will board the bus at 8am to leave for the first location. Snacks and lunch will be provided. Free parking is available in an adjacent parking structure. Participants will meet in the lobby at our University City Center, which is conveniently located off of Interstate 805. For a map and directions click here. Free parking is available in an adjacent parking structure.

**MAE40035: - 4.00 Units**

**MAE80002: Lean Six Sigma LearnAbout Tour - 0.00 Units**

In this one-day workshop, we will ride together to visit two outstanding workplaces. We will learn best practices from Process Improvement leaders at:

- Watkins Manufacturing
- Sharp San Diego’s health care leader
- Watkins Manufacturing

Workshop Benefits

- Witness Process Improvement first-hand from skilled practitioners.
- Ask questions and learn from subject matter experts and organizational leaders.

Learn strategies that can be applied immediately.

- Network with local Process Improvement leaders.
- Learn how to create a culture of “Good Change”.

Participants will meet in the lobby at our University City Center, which is conveniently located off of Interstate 805. For a map and directions click here. Free parking is available in an adjacent parking structure.

Participants will board the bus at 8am to leave for the first location. Snacks and lunch will be provided.

Tour Duration: 7:45am - 4pm (click on the blue bar below to see further details and register)

Space is limited! For information, contact Angela Cook at (858) 534-8133

Supported By:

**MAE90007: Introduction to Mechanical Engineering and Materials Science - 6.00 Units**

**MAE90013: Robot Ruminations: Building and Programming Fundamentals - 6.00 Units**

**MARI90004: Scripps Institution of Oceanography: Marine Invertebrates - 6.00 Units**

**MARI90007: An Introduction to Marine and Terrestrial Ecology - 6.00 Units**

"An Introduction to Marine and Terrestrial Ecology" is a scientific course designed for students to gain an appreciation for the study of the interaction between organisms and their environment. The course begins by explaining what biology is and what it is not, the scientific method and its importance in science, then moves into the nitty-gritty topics of ecology including animal mating systems and their influence on population structure, biodiversity, animal behavior and communication, sexual dimorphism, evolutionary ecology, and conservation.

Since the instructor heavily believes in hands-on learning, the class will include field-work, in-class exercises, and group discussions followed by class discussions in order for students to express their views on the topics being studied.

**MARI90008: Microbial Oceanography and Ecology - 6.00 Units**

**MARI90009: Scripps Institution of Oceanography: Microbial Oceanography - 6.00 Units**

**MARI90010: Introduction to Biomimicry - 6.00 Units**

Bioinspiration, also known as biomimetics or biology-inspired engineering, is an interdisciplinary field in which scientists look to nature to solve engineering problems. The class will give an overview of the field by examining the thought processes and broad concepts used in several recent biomimicry studies that span the disciplines of biology, chemistry, physics, and multiple types of engineering. Building upon these studies, the course explores several currently unsolved engineering problems for which a solution exists in nature, and asks whether biology’s solution can be applied to these engineering problems. The course emphasizes problem solving, critical inter-disciplinary thinking, group work, and the coherent presentation of ideas.

**MARI90011: Scripps Institution of Oceanography: Exploring Local Ecosystems - 6.00 Units**

In this course, students will learn what makes up an ecosystem. We will discuss topics such as physical and biological elements of ecosystems, trophic structures, biological interactions (e.g. competition and symbiosis), biodiversity, reproductive strategies, environmental stresses, and disturbances. These topics will be explored through laboratory activities and demonstrations, as well as through field trips to various ecosystems throughout the San Diego area. These ecosystems include: tide pools, beaches, coastal waters, coastal sage scrub, urban ecosystems such as parks and bays, salt marshes, estuaries, forests, rivers, and canyons. Students in this course should have an interest in science and nature, but do not need to have a science background. As a result of the course, students will have the skills to see the science that surrounds them in their everyday lives.

**MARI90012: Scripps Institution of Oceanography: The Physics of the Ocean World - 6.00 Units**
The course will introduce students to physical oceanography and the relevance of ocean processes to the Earth’s climate. The course will focus on the ways that oceans and atmosphere affect each other as a couple system and on the ways that human impact on the oceans impacts our climate which in turn impacts the quality of human life. Students will be required to write a short research paper on one of the topics presented in class. During the final week of class, students will have the opportunity to participate in a mock “scientific conference,” where they will present the content of their papers to the class and engage in a question and answer period.

**MARI90013: Introduction to research methods and their application - 6.00 Units**

This course is a research-focused education experience that in part takes place at a field site in Baja California, Mexico. It is designed to engage students in intensive lab and field activities as well as research and exploration projects. The students spend four weeks in San Diego preparing for their intensive research experience. They study ocean science concepts and develop skills in the classroom, lab and field. Following this intensive preparation, the students spend five weeks living and conducting marine science-focused research, alongside scientists from universities and government agencies, at a field research station located on the Sea of Cortez in Baja California, Mexico.

The students then return to San Diego where they present their research findings to the local community and at professional scientific conferences.

**MARI90014: The Science of Surfing - 1.00 Units**

Middle and High School students will explore engineering and physical oceanography concepts that explain why surfing works. Students will investigate how energy generated from storms over the poles is dispersed through ocean waves that eventually reach our shores. The evolution of surfboard shape and design will be discovered, starting with the original Hawaiian wooden planks culminating in today’s fiberglass short boards. The course will end with a beach clean-up and discussion that links the surfers’ love of the ocean, being a global citizen and an inspiration to give back to others, that can begin in one’s own community.

**MARI90015: Global Environmental Leadership and Sustainability - Biosphere 2 - 6.00 Units**

This exciting course is offered in partnership with Biosphere 2 and the University of Arizona. By being immersed in true scientific processes and learning to model the Social Change Model of Leadership, students will learn how to take the lead in helping sustain the earth and regain what has been lost. By applying what is learned in this course, students will be well on their way to becoming a “Leader in Caring for the Earth.”

**MARI90016: Global Environmental Leadership and Sustainability - Los Alamos - 6.00 Units**

This exciting course is offered in partnership with Los Alamos National Laboratories and the University of New Mexico. By being immersed in true scientific processes and learning to model the Social Change Model of Leadership, students will learn how to take the lead in helping sustain the earth and regain what has been lost. By applying what is learned in this course, students will be well on their way to becoming a “Leader in Caring for the Earth.”

**MARI90017: Global Environmental Leadership and Sustainability - San Diego and Washington, DC - 6.00 Units**

This course is designed to take high school students and give them an appreciation and understanding of marine biology. Students will learn about the diverse groups of marine organisms, variety of ecosystems and habitats, and current events in today’s oceans such as overfishing, ocean acidification, restoration and marine protected areas. Through lecture, readings, projects, field trips and discussions students will learn about the diversity of ocean environments and how the creatures that live there are adapted to best survive. Students will learn theories pertinent to ecology as a whole as well as the specifics to the ocean. Students will also have the opportunity to explore areas that interest them, to become experts on a topic and teach each other. The class will stress hands on learning with mini experiments, field trips and demonstrations.

**MARI90023: SIO: The Invisible Life in the Oceans: Introduction to Marine Microbiology - 6.00 Units**

This course explores an unfamiliar aspect of ocean life: the millions of microbes that can be found within a single drop of seawater. We will cover introductory topics such as proper sterile technique when dealing with microbes, the preparation of culture media, and using DNA sequencing to identify as many microbial species as possible within a marine environment. Students will investigate microbes, including bacteria and algae, from a variety of different marine samples. Studying the microbiology within their surrounding environments will engage students and expand their conceptual understanding of the important role of microbes in all environments. Students will learn laboratory techniques that marine scientists and microbiologists use on a daily basis to explore and characterize microbial diversity from field samples. This course will immerse students in the scientific process as they formulate questions, collect data, and write up their findings.

**MARI90024: Global Environmental Leadership and Sustainability - Arizona - 3.00 Units**

This course provides high achieving high school students the opportunity to work hand-in-hand with prominent faculty researchers and grad students in the biomes and labs of the Biosphere 2 complex, exploring causes and effects of climate change on earth’s systems. Throughout the program scientific research is connected with leadership training and personal growth, which students experience as the program unfolds. Students collaborate, reflect and engage in leadership activities from a value-based process resulting in positive social change, emphasizing the Social Change Model of Leadership. Students begin to understand the magnitude of the changes in their future world, and learn steps to becoming competent stewards. Students are given time to journal their daily experiences, and learn more about themselves as individuals and group members.

**MARI90025: Global Environmental Leadership and Sustainability - Hawai‘i - 3.00 Units**

This course provides high achieving high school students the opportunity to work hand-in-hand with prominent faculty researchers and grad students around the Big Island of Hawai‘i, exploring the causes and effects of climate change on earth’s systems. Throughout the program scientific research is connected with leadership training and personal growth, which students experience as the program unfolds. Students collaborate, reflect and engage in leadership activities from a value-based process resulting in positive social change, emphasizing the Social Change Model of Leadership. Students begin to understand the magnitude of the changes in their future world, and learn steps to becoming competent stewards. Students are given time to journal their daily experiences, and learn more about themselves as individuals and group members.

**MARI90026: Global Environmental Leadership and Sustainability Program - Catalina Island - 3.00 Units**

This course provides middle school students the opportunity to work with marine biologists in learning about marine fishes and invertebrates on
•Investigating logistics involving the transport of extremely large quantities
•Complex organization structures for corporate events
•Elevator efficiency models for skyscrapers

Some potential open problems include:

perspective to what mathematics is really about: Problem Solving.
real-life situations that require novel solutions. This course will shift their
relevance to solving real-world problems. Students will engage in the mathematical modeling of
This course presents mathematics as a dynamic and vibrant exploration of
procedures and formulas to answer questions that have no basis in reality.

Units

MATH40017: Introduction to Calculus - 3.00 Units
This course will enhance the content knowledge and teaching skills of mathematics teachers (grades 5, 6, 7 and 8), through professional development activities. Mathematics content in the 40 hour institute will address basic operations, specifically, fluency with whole numbers, fractions and decimals. This will include the understanding of fractions as measures, different representations of fractions, different operations of fractions, and fractions as ratios and percents as well as word problems. In addition the course will focus on the specific needs of English learners in mathematics classrooms and address the role of academic language in content knowledge learning and the role of graphic organizers, cooperative and communal learning and instructional conversations in supporting academic language development in mathematics classrooms.

MATH40016: Math for Management - 3.00 Units
This course will enhance the content knowledge and teaching skills of mathematics teachers (grades, 5, 6, 7 and 8), through professional development activities. The course will be taught in four sessions throughout the academic school year, allowing teachers to implement the skills they learn.

MATH90001: Elementary Algebra and Geometry (Math 46) - 3.00 Units
This course will focus on seven units of study: (1) develop conceptual understanding of rational and irrational numbers and use the laws of exponents for positive, negative, and zero exponents to simplify algebraic expressions (2) conceptuize functions (3) use linear functions to solve problems (4) solve linear equations and inequalities (5) solve systems of linear equations and linear inequalities (6) perform algebraic operations to factor and simplify polynomial and rational expressions (7) solve problems involving basic geometric properties of lines, angles, and triangles. Students learn basic procedural and computational skills as demonstrated on competency-based assessments. This course prepares students for successful completion of Math 096 Intermediate Algebra and Geometry.

MATH90002: Accelerated Dev. in Elementary Algebra and Geometry (Math 38) - 3.00 Units
This course will focus on four units of study: (1) develop understanding of and applying proportional relationships to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease and to solve problems involving scale drawings and slope (2) develop understanding of operations with number systems (3) develop understanding of algebraic expressions and linear equations and be procedurally fluent and accurate when simplifying expressions and solving linear equations (4) work with two-dimensional shapes to solve problems involving area. Students develop procedural and computational skills as demonstrated on competency-based assessments. This course prepares students for successful completion of Math 046 Elementary Algebra and Geometry.

MATH90005: College Algebra - 4.00 Units
Math 90005 is a highly adaptive course designed to build on students’ particular areas of strength while increasing their overall mathematical understanding and skill development. Students will receive blended instruction to include whole class discussion, collaborative tasks, small group focused instruction, and online learning. This multi-modality course will focus on four to six topics of study designed to develop conceptual understanding and mathematical relevance of: (1) linear relationships (2) exponents and polynomials (3) rational expressions and equations (4) models of quadratic and polynomial functions and radical equations (5) exponential and logarithmic functions to include geometric sequences and (6) geometry and trig. Students develop, practice, and demonstrate basic procedural and computational skills on ALEKS, a competency-based online learning and assessment program. The course includes application problems involving these topics. This course prepares students for successful completion of Math 3C Precalculus at UC San Diego.

MATHX10A: Calculus I - 4.00 Units
Differential calculus of functions of one variable, with applications. Functions, graphs, continuity, limits, derivatives, tangent lines, optimization problems. (No credit given if taken after or concurrent with Math 20A.)

MATHX18: Linear Algebra - 4.00 Units
Math 18 Matrix algebra, Gaussian elimination, determinants, Linear and affine subspaces, bases of Euclidean spaces. Eigenvalues and eigenvectors, quadratic forms, orthogonal matrices, diagonalization of symmetric matrices. Applications. Computing symbolic and graphical solutions using Matlab. Prerequisite: a C or better in any one of the following Math courses: Math 3C, Math 4C, Math 10A or Math 20A.

MATHX3C: Precalculus - 4.00 Units

Catalina Island and how scientists study the ocean. They are also exposed to Native American culture and language of the Kumeyaay nation, as well as how Native Americans who lived on Catalina used its land and resources.

MATH90007: - 6.00 Units

MATH#20C: Calculus for Science and Engineering - 4.00 Units
This course will cover vector geometry, vector functions and their derivatives along with partial differentiation, maxima and minima, and double integration.

MATH#20F: Linear Algebra - 4.00 Units
This is now Math 18
Matrix algebra, Gaussian elimination, determinants, Linear and affine subspaces, bases of Euclidean spaces. Eigenvalues and eigenvectors, quadratic forms, orthogonal matrices, diagonalization of symmetric matrices. Applications. Computing symbolic and graphical solutions using Matlab. Prerequisite - a C or better in any one of the following Math courses: Math 3C, Math 4C, Math 10A or Math 20A.

MATH31339: Project Prime Mathematics Content Institute Imperial County - 4.00 Units
This course will enhance the content knowledge and teaching skills of mathematics teachers (grades 5, 6, 7 and 8), through professional development activities. Mathematics content in the 40 hour institute will address basic operations, specifically, fluency with whole numbers, fractions and decimals. This will include the understanding of fractions as measures, different representations of fractions, different operations of fractions, and fractions as ratios and percents as well as word problems. In addition the course will focus on the specific needs of English learners in mathematics classrooms and address the role of academic language in content knowledge learning and the role of graphic organizers, cooperative and communal learning and instructional conversations in supporting academic language development in mathematics classrooms.

MATH40014: CaMSP Math Content Follow-up - 3.00 Units
This course will enhance the mathematics and language knowledge of mathematics teachers (gr. 5-8), as well as develop their teaching skills, through professional development activities. The course will be taught in four sessions throughout the academic school year, allowing teachers to implement the skills they learn.

MATH40016: Math for Management - 3.00 Units

MATH40017: Introduction to Calculus - 3.00 Units

MATH40018: Precalculus - 3.00 Units

MATH90000: The Real World: Mathematical Modeling in San Diego - 6.00 Units
Students tend to view mathematics as a static subject that requires procedures and formulas to answer questions that have no basis in reality. This course presents mathematics as a dynamic and vibrant exploration of relevant problems. Students will engage in the mathematical modeling of real-life situations that require novel solutions. This course will shift their perspective to what mathematics is really about: Problem Solving. Some potential open problems include:

• Elevator efficiency models for skyscrapers
• Scheduling league calendars for sporting events
• Complex organization structures for corporate events
• Investigating logistics involving the transport of extremely large quantities of items

• Optimization of placement of emergency response stations within cities.

MATH90001: Elementary Algebra and Geometry (Math 46) - 3.00 Units
This course will focus on seven units of study: (1) develop conceptual understanding of rational and irrational numbers and use the laws of exponents for positive, negative, and zero exponents to simplify algebraic expressions (2) conceptualize functions (3) use linear functions to solve problems (4) solve linear equations and inequalities (5) solve systems of linear equations and linear inequalities (6) perform algebraic operations to factor and simplify polynomial and rational expressions (7) solve problems involving basic geometric properties of lines, angles, and triangles. Students learn basic procedural and computational skills as demonstrated on competency-based assessments. This course prepares students for successful completion of Math 096 Intermediate Algebra and Geometry.

MATH90002: Accelerated Dev. in Elementary Algebra and Geometry (Math 38) - 3.00 Units
This course will focus on four units of study: (1) develop understanding of and applying proportional relationships to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease and to solve problems involving scale drawings and slope (2) develop understanding of operations with number systems (3) develop understanding of algebraic expressions and linear equations and be procedurally fluent and accurate when simplifying expressions and solving linear equations (4) work with two-dimensional shapes to solve problems involving area. Students develop procedural and computational skills as demonstrated on competency-based assessments. This course prepares students for successful completion of Math 046 Elementary Algebra and Geometry.

MATH90005: College Algebra - 4.00 Units
Math 90005 is a highly adaptive course designed to build on students’ particular areas of strength while increasing their overall mathematical understanding and skill development. Students will receive blended instruction to include whole class discussion, collaborative tasks, small group focused instruction, and online learning. This multi-modality course will focus on four to six topics of study designed to develop conceptual understanding and mathematical relevance of: (1) linear relationships (2) exponents and polynomials (3) rational expressions and equations (4) models of quadratic and polynomial functions and radical equations (5) exponential and logarithmic functions to include geometric sequences and (6) geometry and trig. Students develop, practice, and demonstrate basic procedural and computational skills on ALEKS, a competency-based online learning and assessment program. The course includes application problems involving these topics. This course prepares students for successful completion of Math 3C Precalculus at UC San Diego.

MATHX10A: Calculus I - 4.00 Units
Differential calculus of functions of one variable, with applications. Functions, graphs, continuity, limits, derivatives, tangent lines, optimization problems. (No credit given if taken after or concurrent with Math 20A.)

MATHX18: Linear Algebra - 4.00 Units
Math 18 Matrix algebra, Gaussian elimination, determinants, Linear and affine subspaces, bases of Euclidean spaces. Eigenvalues and eigenvectors, quadratic forms, orthogonal matrices, diagonalization of symmetric matrices. Applications. Computing symbolic and graphical solutions using Matlab. Prerequisite: a C or better in any one of the following Math courses: Math 3C, Math 4C, Math 10A or Math 20A.

MATHX3C: Precalculus - 4.00 Units
Functions and their graphs. Linear and polynomial functions, zeroes, inverse functions, exponential and logarithmic, trigonometric functions and their inverses. Emphasis on understanding algebraic, numerical and graphical approaches making use of graphing calculators. (no credit given if taken after Math 4C, 1A/10A, or 2A/20A.) three or more years of high school mathematics or equivalent recommended.

MATS90000: Intro to 3D Printing/Building a 3D Printer - 3.00 Units

MEDC40000: Coding III - 6.00 Units
Focus is on advanced coding principles including: the prospective payment system and decision-making leading to optimal DRG assignment, regulatory agency coding requirements at the state and national level, coding assessment by peer review organizations, coding quality assurance, CPT for inpatient and outpatient settings, physician-based CPT coding, and APC's. Concentration on application of disease management concepts to the medical record coding process, i.e., physician query with regard to documentation requirements.

MEDC40003: Coding II - 6.00 Units
Continues coding techniques by body system and disease process: genitourinary, neoplasms, mental disorders, skin and subcutaneous tissue, musculoskeletal, connective tissue, congenital anomalies, injuries, poisonings, and complications of pregnancy and childbirth. Pathology concepts will be emphasized as they relate to these body systems. Laboratory continues with an introduction to actual medical record examples. (ICD-10-PCS)

MEDC40005: Coding I - 6.00 Units
Principles and conventions for covering ICD-10-CM Coding techniques by body system and disease process including endocrine, nutritional, metabolic, blood, parasitic diseases, immunity disorders, respiratory, digestive, sense organs, nervous system, and infectious diseases. Pathology concepts will be emphasized as they relate to these body systems. Laboratory includes introduction to actual medical record examples.

MEDC40010: Outpatient Physician-Based Medical Coding - 3.00 Units
This program prepares candidates for the CCS-P (AHIMA) certification and gives others the opportunity to review, in depth, material covering billing guidelines with individual coding instruction for all six sections of the CPT, as well as the current ICD-9-CM, and HCPCS Level II codes, prior to applying for the certification examination. The curriculum is presented in a 10-week course, with sessions that include health information documentation, coding reimbursement methodologies, regulatory requirements, and case studies.

MEDC40015: ICD-10 CM & PCS Coding - 3.00 Units
This course provides ICD-10 CM & PCS coding exercises at the basic, intermediate and advanced level as well beginner, intermediate, and advanced coding exercises. These coding exercises emphasize all aspects of the coding classification system so students can apply their knowledge of coding principles and definitions.

This course is an ideal vehicle to expand educational opportunities for the individual currently employed in medicine who wishes to attain additional marketable skills or advancement within the current area of employment. Also, this includes the interested individual employed outside of Medicine who wishes to make a complete career change.

MEDC40018: ICD-10-CM - 4.00 Units
This comprehensive online course will train students in the ICD-10-CM coding system (International Classification of Disease, Version 10, Clinical Modification) for outpatient medical coding and reporting. Class participants will use the ICD-10-CM code book, coding guidelines and coding conventions to apply health care documentation policies and procedures that ensure the highest quality of healthcare delivery through diagnosis code assignment.

MEDC40019: ICD-10-PCS - 4.00 Units
The first offering of this new course will be Winter 2017. Please check back for the updated course description coming soon!

Upon completion of the course, students will be able to:
1. Find and accurately construct diagnosis codes using the Alphabetic Index to Diseases, the Tabular List, the Table of Drugs and Chemicals, and the Alphabetic Index of External Causes.
2. Implement the chapter-specific coding guidelines for chapters 11-19 of the ICD-10-CM codebook.
3. Accurately assign Present on Admission (POA) indicators to ICD-10-CM diagnosis codes reported in the inpatient setting.
4. Accurately construct and assign procedure codes by using the Alphabetic Index of Procedures and the Tabular List of Procedures.

MEDC40020: CPT/HCPCS Coding - 4.00 Units
This online course prepares students for the American Academy of Professional Coders (AAPC) coding accreditation examinations, as well as the American Health Information Management Associate (AHIMA) coding accreditation examinations. Students will learn how to read and interpret clinical documentation, apply coding guidelines and use their medical knowledge to assign CPT codes appropriately.

Note: This course is intended for individuals pursuing the Medical Coding Certificate Program and requires previous Coding knowledge in order to enroll.

Upon completion of the course, students will be able to:
- Navigate the CPT codebook and identify the uses of the conventions, index, numeric section, and appendices.
- Recognize modifiers that can be appended to CPT procedure codes, as well as identify when their use is appropriate.
- Calculate and assign CPT Evaluation and Management codes.
- Identify the meaning and purposes of procedural code audits and how to apply them.
- Apply the guidelines for the six main sections of the CPT.
- Assign codes from each of the six main sections of the CPT.
- Identify the uses of CPT Category II and Category III codes.
- Navigate the HCPCS Level II codebook and apply its contents, including the conventions, index, tabular list, levels of use, Table of Drugs and Biologicals, and appendices.
- Describe the use of coding guidelines and reporting requirements.
- Practice case studies and more complex code assignments using CPT and HCPCS Level II codes.
- Review examples of RBRVS, APCs, ASCs, and E/M services.

MEDC40021: Reimbursement Methodologies & Compliance - 2.00 Units
This course was developed to provide students with an in-depth understanding of the structure and function of the US Healthcare Reimbursement system, including the various types of payors, payment methodologies and compliance strategies. By the end of this course, students will be able to 1) define commercial, federal and managed care insurance plans, and describe the differences between the three types of payors, 2) describe payment methodologies associated with each type of payor, 3) describe each step in the insurance billing process, from claims submission to payment determination, 4) define the legislation created to regulate claims compliance and the agencies responsible that ensuring that these laws are followed.

MEDC40022: Legal & Ethical Issues in Coding - 2.00 Units
This is an online course where students will learn about legal and ethical issues in Coding, HIPAA, and Health Information privacy. Class participants will use the text HIPAA by Example, Case Studies, and Regulatory websites to prepare for this course which will prepare them for medical coding certification.

Upon completion of the course, students will be able to:
1. Explain the legislative and regulatory processes in the United States.
2. Describe the laws and regulations pertaining to health information.
3. Define Health Insurance Portability and Accountability Act (HIPAA).
4. Adhere to privacy and security policies.
5. Identify the components of the Code of Ethics and Standards of Ethical Coding.

MEDC40023: Coding Practicum - 3.00 Units
The first offering of this new course will be Summer 2017. Please check back for the updated course description coming soon!
As a result of the Coding Practicum, students will be able to:
1. Apply knowledge of coding to a variety of authentic coding scenarios to build speed and accuracy.
2. Demonstrate hands-on encoder use.
3. Assign diagnostic groupings.
4. Practice the use of official coding guidelines and reporting requirements.
5. Practice case mix analysis.
6. Apply codes to many types of records including inpatient, outpatient, physician, emergency room, long term care, and home health.

Test Prep
1. Identify the steps they need to take to be eligible for and effectively prepare for and access their final exam.
2. Identify the format, restrictions, and policies of final exams, including scoring, retakes, allowed resources, and time limits.

MEDC40024: Introduction to Medical Coding - 2.00 Units
This course is the introductory foundation of the coding industry. The fundamentals of coding will be communicated by building upon the knowledge, principals and guidelines required in order to be successful in the medical coding field. A series of web-based sessions will provide an overview of medical coding, medical billing, coding terminology/nomenclature, medical record documentation and review the different coding work environments.

MEDC40251: Medical Procedural Coding - 10.00 Units
Join the healthcare profession in a high-demand field. This course offers career opportunities in a medical office, hospital or insurance company. Learn current information relating to CPT and ICD-10-CM procedural and diagnostic coding. The curriculum includes: medical terminology section introductions, anatomy overviews, and CPT and ICD-10 CM coding issues utilizing the American Medical Association's Physician's Current Procedural Terminology.

MEDC80000: CCS Test Preparation - 0.00 Units
This test review course represents a renewed effort to provide test-taking strategies for AHIMA CCS students. Questions and cases have been selected to cover the broad topic categories necessary in sitting for the CCS Certification Examination. Researching the questions and cases will increase knowledge such that, when you encounter similar questions and cases, you will arrive at the correct answer.

MUS40006: Beginning Piano, Level I - 2.00 Units
Have you always wanted to learn to play the piano? This exciting and rewarding beginning piano course is designed for students with little or no keyboard experience. Develop basic keyboard skills and technique through the use of popular songs and appropriate-level piano literature. Gain a strong understanding of the rudimentary elements of music—melody, rhythm, harmony, and timbre—through electronic keyboard practice. Simple unison and part-singing are encouraged in this highly interactive course.

MUS40009: Beginning Piano, Level II - 2.00 Units
This second-level beginning piano course is designed for students who have had some piano experience. We'll build upon the five-finger patterns taught in Piano I, and you'll learn the keys of D, A and E and their relative minor keys. You will develop skills through the use of keyboard exercises, popular songs and appropriate-level piano literature of all genres, and will develop an understanding of melody, rhythm, harmony and timbre. Music notation, reading, scales, chords, transposition and sight-reading will be explored in more detail.

MUS40021: Singing I - 2.00 Units
Singing is one of the greatest expressions of joy human beings can share. Learn the fundamentals of good singing—including posture, breath control and voice production—in a friendly, supportive and fun environment. Develop basic skills in diction, reading music, projection, and stage presence alongside the more practical issues related to singing. Emphasis will be placed on the practical application of exercises and songs of various styles in both group and solo settings. Topics to be covered include posture, breathing, production and articulation of tone. As your confidence grows you will sing solos and ensemble pieces with your classmates, and will prepare a solo song for the final concert.

MUS40031: The Art of Flamenco - 1.00 Units
Although popularly known for its passion, drama, and soulfulness, over the centuries flamenco evolved from folk music and dance into a highly sophisticated art form. In this course, we will trace flamenco's history, from its origins in the 18th century cultural mix of southern Spain to its transformation in the 1980s in the Flamenco Nuevo movement. We will learn about the basic elements of flamenco singing, guitar, and dance as well as the complex structures of different flamenco genres. Students will be introduced to flamenco’s great performers and performances, and will learn about issues of tradition versus innovation, the increasingly technical complexity of the art form, and the debates regarding its origins. The course will be taught through lectures, readings, music and video samples, and live performances.

MUS40032: Guitar I - 2.00 Units
Have you ever wanted to play the guitar, but don’t know where to begin? Guitar class is a great way to learn and have fun at the same time. You don’t need any musical training, or even know how to read music, to begin learning to play the classical guitar with ease, control and musicality. In this easy step by step approach, designed for adult beginners but appropriate for students of all ages, you will acquire a basic, solid technique that will provide the foundation for your future progress and continued enjoyment in both acoustic and electric guitar. We focus on learning basic skills and techniques for playing the guitar, but you will also learn how to read music, guitar history, and styles and approaches to playing.

MUS40035: Singing II - 2.00 Units
In this course singers will explore more sophisticated technical issues while continuing to work on the fundamental aspects of good singing: posture, breath control, and expressive articulation. Continue to build musicianship skills such as note reading, rhythm, phrasing, harmony and dynamics and will focus more on developing the skills necessary to perform as a soloist. Emphasis will be placed on the practical application of exercises and songs of various styles in both group and solo settings. Topics to be covered include sight-reading, basic harmonizing, how to practice, and song and performance
analysis. Participants will work on solos, duets and small ensemble pieces, and will prepare a selection of these for the final concert.

MUS40036: Guitar II - 2.00 Units
Continue to develop your skills and build a firm technical and musical foundation on the guitar. Learn the relaxed right- and left-hand technique that can take your performance to the next level. Practice finger-gymnastic exercises for both hands to build hand strength and agility. Study an array of chords in every major and minor key, and learn note reading in the higher positions on the guitar neck, as well as some basic figurations and arpeggios. Take part in simple duets and ensemble pieces with your fellow classmates. Designed for students who already have guitar skills and can read simple music.

MUS40040: Jazz Camp - 3.00 Units
A five-day summer program for intermediate to advanced level musicians ages 14 to Adult UCSD Jazz Camp offers a diverse, one-of-a-kind journey into the world of jazz with group courses and workshops in Jazz History and Theory, Improvisation, Ensemble Performance, Composition and Arranging, and Instrumental Master classes, plus private lessons, jam sessions, and exciting faculty concerts. Our extraordinary faculty of leading jazz improvisers and educators breaks down the boundaries between “inside” and “outside,” sharpening your performance skills and enriching your experience of jazz as a broad spectrum of options for musical expression. See the Jazz Camp website for additional information on the program.

MUS40048: Intermediate Piano - 2.00 Units
Learn to play with a beautiful and warm tone across a range of styles and genres, including traditional classical literature, standard pop songs, blues, and light jazz. Focus on appropriate-level repertoire, scales, chord progressions, harmonization, modulation, and sight-reading in more complex key relationships, and on improvisation and transposition between keys. Receive individualized coaching on compositions chosen by you and the instructor within your own level and preferred style. Follows Piano I-III sequence: appropriate for players with some skill with musical notation, scales, transposition, and simple sight-reading.

MUS40054: Music Theory 101 - 2.00 Units
A basic knowledge of music theory is one of the most important tools a musician can have, whether you play an instrument or want to compose your own music. This class for beginners will provide an introduction to the fundamentals of music. Using a series of simple exercises, we’ll begin with how to read music, note values, pitch, melody, rhythm (simple and complex), and major and minor scales, and progress to more complex subjects, such as clefs, intervals, keys and key signatures, chords and chord progression, phrases, harmony, accompaniments, counterpoint, forms of composition, and ear-training.

MUS90000: Sonic Arts: Building Musical Instruments (Real and Imaginary) - 6.00 Units
This is a course that will focus on the creation of novel musical instruments, both hardware and software (real and imaginary). To this end, we will investigate the use of audio-oriented programming languages (notably Pure Data, developed here at UCSD) and the repurposing of familiar input devices to develop new modes of musical expression. Topics will range from the technical (sound synthesis and sampling, circuitbending, controllers) to the conceptual (design thinking, musical information, interaction design). A particular emphasis will be placed on the intersection of art and technology and the use of each to inform the other. Small daily projects will lead up to a larger final work and concert.

MUS90003: Creative Projects in Experimental Popular Music - 6.00 Units
Popular music of the last 50 years has been filled with experimentally-minded artists whose innovations have pushed against the boundaries of the art form, an art from that encourages diversity and plays a large role in the development of communities of listeners. From Jimi Hendrix to Mr. Bungle to Lady Gaga, this course will cover the output of important ground-breakers in the field of popular music since the 1960s. Through listening assignments, lectures, and discussions, the course will examine these musicians’ work, its influences, and its relationship to the historical, artistic, and cultural contexts within which it was created. Additionally, students will be guided through a set of creative exercises and assignments in preparation for the creation of their own experimental music projects. No prerequisite.

MUS90004: Perform Music, Talk Music: Communicate Art to your Audience - 3.00 Units
This course will give students hands-on experience in performing their musical pieces and in communicating musical meaning to their audience through writing and presenting. Students are required to have at least one year of private musical lessons prior to the course. They will participate in short in-class performances once or twice during the quarter. Short writing exercises each week will focus on applying analytical tools, such as musical gesture identification, historical contexts and harmony, to music. By integrating performance with analysis, students can enhance their understanding of musical pieces. At the end of the course, students will be able to critically evaluate which tools are applicable for messages they wish to express to themselves and their audiences.

MUS90005: Youth Theater Ensemble Mentorship Program - 3.00 Units
This course provides students with an opportunity to work directly with professional teaching artists to support an ensemble of 4th - 6th graders develop and produce their own play. Students will also have the opportunity to share their passion and knowledge of theatre with younger peers by taking responsibility with a production element of personal interest such as: stage managing, costumes, sets, props, lights, sound and marketing or directing. Mentors will meet once a month for a leadership and team-building skills workshop and to check the progress of the production elements.

MUS90006: Audiovisual: Music's Place in Film, Television and Art - 6.00 Units
How are we to make sense of a world that surrounds us with lights, images, sounds and music? From YouTube to electronic billboards, music and image are an increasingly important part of our lives. AUDIOVISUAL: Music’s Place in Film, Television and Art helps us make sense of that world by examining how music functions in significant films and artworks from the 20th Century. Across eight units, each with unique focuses such as Classical Music in Film and Music and Television, students will develop listening skills and be introduced to foundational musical concepts such as form, orchestration and texture. By considering how an increasingly visual world affects music, students will develop critical-thinking skills while practicing college-level writing via five writing assignments.

MUS90007: Waves: Rolling in the Deep - 6.00 Units
In San Diego, waves are everything. To the surfers, they’re a thrill to the beach-goers, they’re a peaceful sound, and to everyone else...well, they’re still everything. The fundamental physics underlying ocean waves are the same ideas that help build cell phones. The music you sing to in your car (when no one’s around), is the same form and structure as the light from galaxies millions of lightyears away. In Waves: Rolling in the Deep, we will be exploring waves and their intersectionality between the arts and sciences. Across 6 units, education in both creative and engineering elements will help students understand how and why audio arts, like sound design and music, work the way they do. The combination of group and individual assignments
This class is devoted to the hot political issues of the day. We cover the President, senators, members of Congress, governors, mayors, and state and local issues. We cover foreign policy, domestic policy, the media, and the gridlock in Washington. Please join this popular political discussion class. All opinions are welcome and encouraged.

Facilitators:
Al Korobkin is a retired California Assistant Attorney General. His practice focused on representing the Medical Board of California and other health-care licensing boards. At the time he retired, Korobkin was the chief medical prosecutor for the state of California. His hobbies are reading about and discussing politics, sports, and popular culture.

After working as a union electrician for 15 years, George Glickman opened his own real-estate company, then joined the U.S. Navy Civil Service as a Real Estate Broker in 1988. He retired as a Command Webmaster in 2012. Glickman currently serves on the Civil Rights Committee of the Anti-Defamation League and has been an active participant in the Inside Politics class for several years.

OSHR70002: Toward a Declaration of Interdependence - 0.00 Units
Professor Sanford Lakoff
The global human community faces challenges that could be catastrophic at worst but that also offer opportunities for enormous improvements. These prospects arise especially from the rapid pace of advances in science and technology. To meet them, what we need now is not a reversion to tribalism, nationalism, and authoritarianism, but cooperative forms of government and interchange based on our common humanity and our ability to think, learn, and communicate. This lecture will discuss how these generalizations apply to major issues such as climate change, democracy in America, and international conflicts.

OSHR70003: Shmoop - 0.00 Units
Deliberative Dialogue engages the class in discussion of intractable political problems using structured dialogue and deliberation methods. The intent is to have a dialogue where participants first gain an appreciation of other points of view, identifying and focusing on the values and emotions that are keys to individual attitudes about the issues, rather than debating contentious and uncertain facts and statistics. Then the participants work through the conflicting choices and tradeoffs. It is not about winning an argument, but about understanding and learning. Each class session will address one subject. The subjects will be announced by email.

OSHR70004: Hot Topics - 0.00 Units
Henry Williams and Kirk Cunningham
Lively group discussions of current issues in the news. Each session focuses on a single topic currently capturing public and media attention. As a group, we drill into the issues and values at stake and explore possible outcomes or policy choices. The discussions are not designed to guide participants to a singular or specific solution. Rather, they are intended to stir a lively discussion that will encourage exploration and thoughtful consideration of the issue. Specific topics will be announced by email prior to each discussion group.

OSHR70005: The People's Pardon: Jury Nullification in the American Legal System - 0.00 Units
Kirsten C. Tynan
Jury nullification commonly refers to jurors voting not guilty, as a matter of conscience, even though they may believe beyond a reasonable doubt that the defendant violated the law. Dating back at least as far as 1649, this “people’s pardon” power is still occasionally exercised in the United States and elsewhere. Yet, with well over 90 percent of criminal charges settled without trial by jury, the protective role of the jury, including jury...
nullification, is on the verge of extinction. This lecture will examine the intended role of juries and jury nullification and the role they actually play in our legal system today, including recent, local examples.

OSHR70006: The Supreme Court’s 2017-2018 Term: The Coming Attractions - 0.00 Units
Professor Glenn Smith
By early October, the Supreme Court will have set a significant portion of its agenda for its 2017-18 Term. And it will have done that with the participation of new Justice Gorsuch on a now nine-member Court. Professor Smith will provide an overview of the high-profile issues that will engage much of the Court’s — and the public’s — attention in the coming months.

OSHR70007: Law and the South China Sea - 0.00 Units
Professor David Glazier
Maritime events in the South China Sea have become a recurring news topic. Regional terrain features are the subject of competing national claims. Massive land reclamation has turned minor reefs into islands complete with deep-water harbors, runways, and air defenses. A growing regional military presence, coupled with forward deployments by U.S. and other outside forces, increases the risk of accidental (or deliberate) military escalation. This talk will examine the relevant international law and will provide us with the requisite knowledge to assess for ourselves the conduct of U.S. and foreign actors.

OSHR70008: Proposals for Science-Based Regulation of Genetically Engineered Food and Dietary Supplements - 0.00 Units
Professor Joanna K. Sax
This lecture will examine two distinct areas of food regulation by the Food and Drug Administration and will explore how regulatory policies affect our food supply. Genetically engineered foods, colloquially known as GMOs, are tightly regulated even though we understand a lot about their safety. Dietary supplements, on the other hand, are only loosely regulated even though we understand little about many of them. This lecture will provide a thoughtful basis for sensible regulatory reform.

OSHR70010: Luncheons - 0.00 Units

OSHR70011: Mission UC San Diego: Your Home Away from Home - 0.00 Units
What is your connection to UCSD? Just Osher and the Rubinger Center? There are 1200 acres out there, with over 30,000 brilliant students, outstanding faculty, helpful staff, talented conceptual artists whose sculptures are part of the growing Stuart Collection and so much more. It’s a whole new world, a wealth of fascinating and enlightening places to see and explore just east, north, and south of our home.
Come join us for a two-part session: First a bird’s eye view. Later a walking tour of parts the Campus.
Facilitators: Henrietta Farber has been a member of Osher (formerly the Institute for Continued Learning) since 1979. After first becoming a docent at UCSD, she decided to offer an orientation class to Osher members. The class has been a regular feature of the Osher curriculum ever since. Skip Spalding, a semi-retired dentist, has been an Osher member since 1990 and is happy to share what he has learned about UCSD’s current long-range planning and to guide the field trip around the campus.

OSHR70012: Tour of Marston House - 0.00 Units
Join us for a visit to Marston House and Gardens, a perfect example of Arts and Crafts Architecture designed by the renowned architect Irving Gill. A retrospective of his magnificent work is being celebrated during the month and we will tour the house and gardens with a docent to learn more about him. There is a limited capacity, so sign up today if you’re interested.

OSHR70013: The San Diego Museum of Man Tour - 0.00 Units
Saturday, October 14 at 9:30am
This field trip includes a tour of the Museum of Man in Balboa Park and a tour of the California Tower atop the California Building, which houses the museum. The California Building was constructed in 1915 for the California-Panama Exposition. The tour will be preceded by a lecture on October 10 by the Museum Deputy Director. There will be two groups for the tour: the first from 10:00 a.m. until 11:40 a.m., the second from 12:00 p.m. until 1:40 p.m. Each group will visit both attractions. Limited registration.
Time: Group 1 at 10am-11:40am Group 2 at noon-1:40pm
Fee: $20 fee per person
REGISTRATION Deadline October 10. No refunds

OSHR70015: Extraordinary Scientists: Looking Deeper, Seeing Further - 0.00 Units
Dana Levine, PhD
This presentation focuses on scientists’ research into how light interacts with matter. Their curiosity, insight, creativity, determination, and hard work have revealed the patterns and behavior of nature — in particular, the structure and function of biological materials. Beginning with Leeuwenhoek’s look into the light microscope to see bacteria for the first time, to Fleming’s discovery of penicillin, to the workings of the immune system, scientists have created a vast knowledge of biochemical systems. They have applied their findings to create new technologies in medicine to treat disease.

OSHR70016: The Importance of Blood-Vessel Growth in the Central Nervous System - 0.00 Units
Professor Richard Milner
This lecture will discuss the role of proteins found between cells in regulating blood-vessel growth in the central nervous system (CNS). During development, some cells switch from a cell-type involved with the development of blood vessels into a cell-type that is instead associated with changes in cell receptors in the adult. Studies showed that these new cells were strongly unregulated on blood vessels, suggesting that minimizing these changes may be important in driving blood-cell growth in the adult CNS. Current research is using specially bred mice to define the roles of various molecules at specific stages of blood-vessel development.

OSHR70017: Parlions Français! - 0.00 Units
Françoise Shah
Ce cours est une continuation des trimestres précédents qui correspond au niveau III d’un cours de conversation. Les élèves voulant continuer ce cours doivent pouvoir comprendre les textes présentés, avoir une bonne connaissance de la grammaire française ainsi que posséder un solide vocabulaire pour pouvoir converser en groupes de deux ou trois instantanément sur des sujets simples. L’etude du matériel distribue est indispensable pour pouvoir continuer ce cours. Une partie du cours refleter la culture.

OSHR70018: Parliamo Italiano - 0.00 Units
Il corso si terrà in italiano. I ’inglese sarà usato solamente per chiarire equivoci di carattere interpretativo. Una certa conoscenza dell’italiano sarà perciò necessaria. Il corso è di due ore ogni due settimane e comporterà partecipazione individuale al dialogo in italiano, lettura di soggetti d’interesse comune seguita da discussione, composizioni da fare come compito a casa da
OSHR70019: Fantasia: The Complete Works for Solo Violin by Georg Philipp Telemann - 0.00 Units
Victoria Martino
An esteemed friend of Handel, Bach, and many other composers of his generation, Georg Philipp Telemann was universally considered in his day to be more modern and innovative than any of his contemporaries. An autodidact, and yet one of the most prolific composers of all time, he produced more than 3000 works in every conceivable genre, from large-scale operas, passions, oratorios, cantatas, orchestral suites, and concerti, to intimate chamber works for a wide variety of instruments. Of these latter compositions, his 24 Fantasies for solo violin are among the richest and most imaginative.

In this two-part presentation, Victoria Martino will reveal the fascinating man behind the music and will discuss Telemann’s prodigious output and unparalleled professional success. She will share her insights as to the reasons behind the composer’s diminishing reputation over the past 200 years, and will explain the research that led her to restore 12 of Telemann’s Fantasies to the instrument for which they had been conceived. She will perform all 24 Fantasies on an original, unmodified Viennese Baroque violin from 1760, an instrument that the composer himself (an accomplished violinist) might have played.

April 9: Part I
April 12: Part II

OSHR70020: Star-Making During Hollywood’s Golden Age - 0.00 Units
Stuart Voytilla, MFA
This two-part lecture will examine the unique journeys of two beloved stars, Zero Mostel and Marilyn Monroe.
April 13: Zero Mostel: The Life and Many Arts of Zero
Zero Mostel dedicated everything for the performance and the arts. He ignited the stage and screen with an exuberance that enchanted and mesmerized. His imagination and arrogance were lightning in the bottle that epitomized comic genius but also could infuriate a director or fellow performer. Zero never bowed to adversity. Even when he was swept into McCarthyism and Hollywood blacklistig, Zero forged his creative path with an indomitable spirit needing expression through art wherever opportunity took him. We will take a fascinating journey through Zero’s world, from television variety to the big screen, from Broadway’s Tevye to Hollywood’s Max Bialystock, from painting in his studio to carousing with Muppets.

April 27: Marilyn Monroe: The Making and Mystique of the Hollywood Icon
Marilyn Monroe’s meteoric ascent to Hollywood star and icon is without parallel. But what and who made the Hollywood star? The studio mogul, the performer, her mentors and handlers, the press agents and gossip columnists, or the fans? Or was it a confluence of these forces that created Marilyn, one of the most identifiable, beloved, and tragic stars of motion pictures. We will celebrate Marilyn through her words and performances from supporting player (The Asphalt Jungle, All About Eve) to leading star (Niagara, Some Like It Hot). We will examine her love affair with the camera, her dedication to the craft of acting, and the tragedy and conspiracies surrounding her death. This lecture will chart the trajectory of a star’s ascent from innocent Norma Jean to iconic Marilyn, and will investigate the power of her star-comet’s glow that continues to captivate and inspire.

OSHR70021: The “Early Music” of Bach and Handel - 0.00 Units
Ruben Valenzuela, PhD
This presentation will compare these two famous contemporaries and Baroque masters. Bach and Handel were both German and both born in 1685. Bach followed the path of a church musician, Handel the theatre. Whereas Bach was the supreme Lutheran cantor, composer, and organist, Handel left his German roots in pursuit of a cosmopolitan career as a composer of operas and oratorios in Germany, Italy, and England. Examples from their music will illustrate how their locales influenced their compositions and, as a result, the remarkable differences between their music.

OSHR70022: Jazz Giants: How Did They Compose? - 0.00 Units
Professor Cecil Lytle
This appearance by Osher favorite Cecil Lytle will feature a discussion and performance of the composition techniques of celebrated jazz performer and composers Thelonious Monk, Herbie Hancock, Miles Davis, and John Coltrane.

OSHR70023: Behind the Curtain at La Jolla Playhouse: How a New Play Is Born - 0.00 Units
Gabriel Greene, MA
How do new plays and musicals go from an idea to a full production? La Jolla Playhouse Director of New Play Development Gabriel Greene pulls back the curtain on the new-play development process, breaking down the components of theatrical storytelling and sharing what great writers can teach us. In his presentation, he will give us an insider’s look at the workings of a regional theater’s literary department. Because he often serves as dramaturg for Playhouse productions, he will also shed light on the role and function of a dramaturg.

OSHR70024: The Tempest, by William Shakespeare - 0.00 Units
Judith Anderson, MFA
The last play attributed exclusively to Shakespeare, and one of his most popular works, The Tempest is a magical, mystical fantasy filled with Shakespearean villains, lovers, and fools. It has also served as an allegory for every imaginable political and psychological situation. The Tempest returns to the Old Globe Theatre this summer, and this seminar will enhance your appreciation of the production by exploring plot, characters, and issues through text, film, and discussion. This class will be conducted as a seminar. Please plan to read the play so that you can join the dialogue. We will be using the Folger Shakespeare Library edition, readily available in paperback in bookstores or through Amazon.

June 4: Acts I-III
June 8: Acts IV-V

OSHR70025: Inquiring Minds - 0.00 Units

OSHR70026: Business and Economic Empowerment: Stories from Women of Rwanda - 0.00 Units
Professor Paula Herring
This presentation will recount the results of interviews with 20 Rwandan businesswomen, the purpose of which was to gather their definitions of business, descriptions of their daily work practices, and their successes, challenges, and accomplishments, all as related to post-genocide culture. Through this qualitative research, seven themes emerged: (1) the meaning of business (2) optimism, passion, and fulfillment (3) the influence of President Paul Kagame (4) Rwandan government and national pride (5) safety and freedom from physical harm (6) unity, collaboration, and helping others and (7) empowerment in action. These themes clearly demonstrated that Rwanda’s women are creatively involved in a post-colonial, post-genocide Rwanda.
OSHR70027: The Untold Story of Athenia’s Last Voyage at the Beginning of World War II - 0.00 Units
Thomas C. Sanger
The first British victims of World War II died when their passenger ship Athenia was torpedoed on September 3, 1939, only a few hours after England declared war on Nazi Germany. Author Thomas C. Sanger explores the circumstances that led to this little-known incident and the life-and-death decisions passengers faced when unexpectedly thrust into a war they thought they had outrun. Sanger’s grandmother was a passenger on the ship and survived to write about her experiences. He will share some of her eyewitness accounts and discuss why, despite Athenia’s place in history, the ship’s sinking has faded from our collective memory.

OSHR70028: Theatrically Staged Oratorios - 0.00 Units
Bill Smith, JD
Unlike Messiah, most Handel oratorios tell a story with a beginning, middle, and end, often based on the Bible. Modern stage directors have started to stage these oratorios, the most famous case being Peter Sellars’s stunning and moving presentation of Handel’s oratorio Theodora in 1997 at the Glyndebourne Festival near London. Theatrically staging an oratorio, with sets, costumes, and movement adds another dimension to this sometimes static art form.

This lecture will discuss the origins of Handel’s oratorios and present excerpts from theatrically staged versions of three of them: Theodora, Semele, and Saul. Singers will include Cecilia Bartoli, the late Lorraine Hunt Lieberson, and David Daniels. Directors will include, of course, Peter Sellars as well as directorial bad-boy Barry Kosky.

OSHR70029: The Rise and Fall of Miranda v. Arizona - 0.00 Units
Professor Floralynn Einesman
In its landmark 1966 decision in Miranda v. Arizona, the Supreme Court recognized that police officers often use sophisticated and devious techniques to extract confessions from suspects. To safeguard a suspect’s Fifth Amendment privilege against self-incrimination and to dispel the compulsion in the inherently coercive environment of custodial interrogation, the Court ruled that police officers must warn every suspect, prior to custodial interrogation, that he or she has the right to remain silent and the right to an attorney. Since 1966, the Supreme Court has steadily circumscribed the scope of its Miranda ruling. This lecture will discuss the monumental Miranda decision and the many ways in which the Court has gradually chipped away at its impact.

OSHR70030: Inquiring Minds - 0.00 Units
This seminar welcomes all who wish to experience the richness of poetry. All participants are encouraged to share their interpretations. Members take turns presenting programs of poets and poetry of different genres and cultures and lead class discussions of the material. From Afghanistan to China, Europe, and the Americas, we are continually enriched by reading and discussing works that are often new to most of us. Materials are available in the Osher office the week of the class so that members can familiarize themselves with the poems.

Facilitator: Candace Gietzen has degrees from Pomona College and Stanford University. She taught history and comparative government at the Bishop’s School.

OSHR70031: How Secure is Your Car? Modern Automobile Software and Firmware Vulnerabilities - 0.00 Units
Professor Stefan Savage
Over the last six years, automobiles have transitioned from mechanical conveyances to complex microprocessor systems on wheels. The physical behavior of today’s car is mediated through distributive systems. As a result, software vulnerabilities allow an adversary to obtain control over the vehicle. This lecture will highlight the changes in automotive-security vulnerabilities and review how independent security research has played a key role in driving industry and government response.

OSHR70032: Drug-Discovery Innovation at UCSD: Connecting Scientists, Enabling Discovery - 0.00 Units
Professors Dionicio Siegel, Michael Gilson, and Haim Weizman
During this presentation, researchers at UC San Diego’s Center for Drug Discovery Innovation (CDDI) will discuss their search for new drugs to treat diseases including malaria, cancer, heart disease, and Alzheimer’s. They will discuss drug-discovery methods, which range from finding medicinal compounds in nature to computer-aided drug design. They will give an overview of the challenging pathway from a scientific discovery to a new therapy and will discuss how UCSD is collaborating with other UC campuses to make this happen.

OSHR70033: Rose Canyon Fault - 0.00 Units
Professor Thomas Rockwell
San Diego’s Rose Canyon fault produces powerful earthquakes more frequently than once believed, but a major temblor is not imminent, according to researchers at San Diego State University. SDSU scientists who studied the part of the fault located in the Old Town neighborhood determined that the system — which before 1990 was thought to be inactive — generates a magnitude 6.5 to 6.8 earthquake about once every 700 years. This lecture will discuss the seismological history of San Diego and the results of the recent study.

OSHR70034: 3D Printing Is Now for Everyone - 0.00 Units
Lane Hauck, MS
Not long ago, 3D printing required a refrigerator-size $20,000 machine. Today anyone who wants to learn this skill can produce 3D prints at home for about $200. Several factors have contributed to this revolution, most significantly the benefits of the open-source movement. This presentation begins with a brief history of 3D printing, highlighting the open-source components, then moves to the nuts and bolts of jumping into this exciting technology.

OSHR70035: Interpreting Ambiguous U.S. Constitutional Provisions - 0.00 Units
This presentation addresses the overarching principle Judge Justice used in two Texas cases, one involving juvenile delinquents in reform schools and the other the denial of education to undocumented immigrant children, both of which required the interpretation of ambiguous federal constitutional provisions.

OSHR70036: Royalties — A Better Way of Investing In Privately Owned Companies - 0.00 Units
Arthur Lipper
An investor is better advised to buy a piece of a growing company’s revenue flow than to become an owner of the business through purchase of its stock. As it turns out, owners of businesses are better advised to sell royalties and retain greater equity and control of the business. Successful business revenues will likely increase and benefit the royalty owner. The value of an ownership interest, however, is dependent on reported profits, which are
affected by tax, inventory-investment, and personnel-compensation decisions beyond the control of the investor. The royalty investor can know on a daily basis the cumulative revenues of the company and collect the agreed royalty payment. This lecture will explore this investment concept and a patent filed by Arthur Lipper to solidify the approach.

OSHR70037: Major Historical Trends: The Modern Middle East - 0.00 Units
Professor Neil Heyman
This quarter we will be reading Professor Michael Providence’s recently published book, The Last Ottoman Generation and the Making of the Modern Middle East. It focuses on the long era of western mandates following the Ottoman defeat in World War I. The book has been widely and favorably received as a key contribution to our understanding of this formative period in the history of the Middle East. Critics have called it “a wonderfully original book,” which is “deeply researched and written in clear, compelling prose.” Amazon offers this volume in paperback and Kindle formats.

April 9: Introduction, Chapters 1 and 2
April 23: Chapters 3 and 4
May 7: Chapters 5 and 6
May 21: Chapter 7
June 4: TBA

OSHR70038: War Crimes Trials in Popular Culture: The Afterlife of Nuremberg - 0.00 Units
Professor Valerie Hartouni
How do we account for the place that Nuremberg has come to occupy in popular memory, culture, and discourse? This lecture examines the original Military Tribunal at Nuremberg to discuss the prosecution’s use of visual texts, specifically concentration-camp-liberation footage. Two popular renderings of the postwar proceedings, Judgment at Nuremberg (1961) and Nuremberg (2000), will be described. Both films use the liberation footage as a dramatic hinge to explain, legitimize, and simplify the exercise of justice that each film depicts. And yet how each film ultimately depicts the stakes of the historic trial or the nature of Nazi criminality differs in important ways. The talk concludes with a discussion about why these differences matter.

OSHR70039: Live Music Fridays - 0.00 Units
April 6
Jasmine and Russell (Guitar, Violin, Vocals)
Live Music Friday introduces a program decidedly different from its normal run, with a look to a more contemporary sound. But hey — you’re old enough to appreciate it. Keep in mind that music performed well is music you can enjoy any time, any place.
Jasmine is a song writer, a guitarist, and a singer. She performs music from the 30s and 40s as well she performs contemporary pieces, many of which she writes herself. She just completed recording a full-length solo album in Galway, Ireland, consisting mostly of her own songs. Jasmine is a full time musician, playing guitar and singing at venues around San Diego, including exclusive locations such as the Park Hyatt Avari Resort.
Jasmine works off and on with Russell, a percussionist and violinist who was raised in a musical family and started playing bongo drums at the age of 7. He learned the piano when he was 10, started playing for money at 11, and picked up the guitar when he was 15. April 13
Broadway Favorites
Jay Berman and Doug Coblen
Doug Coblen, vocalist, and Jay Berman, pianist and vocalist, are back again to entertain the Osher community with a program of Broadway Favorites. The show will primarily feature the music of Stephen Sondheim and Jacques Brel, which is sure to resonate with sophisticated Broadway theatre followers. Doug and Jay performed the songs of John Kander and Fred Ebb last year at Osher, to great acclaim.
Jay Berman is a classically trained pianist who practiced ophthalmology and ocular surgery in San Diego to support his music habit before retiring in 2000 to concentrate strictly on musical pursuits. He is presently the pianist and vocalist with High Society Jazz Band, performing Dixieland, Swing, and Standards at local venues and jazz festivals throughout the country. One of his recent projects was founding a Carole King Beautiful tribute duo with his musical partner, vocalist Janet Hammer, which he recently performed at Osher.
Doug Coblen is an attorney and business consultant in the entertainment industry with film, television, and live-stage clients, including HGTV, Travel Channel, Food Network, Cooking Channel, DIY, and Vulcan Productions. Last year Doug, along with Jay Berman, performed his own show, A Morning of “Kander” with Fred Ebb. Doug saw his first musical when he was nine years old and has been hooked ever since. He has performed in regional theaters around the country.
Coordinator: Eileen Coblen

OSHR70040: April 27 - 0.00 Units
Mackenzie Leighton Duet (Piano and Bass)
Mackenzie Leighton and Ed Kornhauser will perform a selection of jazz standards, original compositions, and favorites from the Great American Songbook. Their repertoire draws from over 15 years of collaboration, playing together in many different bands and situations. The piano and bass duo is a classic jazz format. The absence of drums and horns allows the nuances of both instruments to be heard more clearly and allows for a delicacy not always found in a jazz context.
Mackenzie and Ed are alumni of the music programs at both Coronado School of the Arts and San Diego State University. They have also collaborated on a number of recording projects over the years, both in ensembles performing original music and as sidemen. Mackenzie works with local jazz heroes Peter Sprague and Gilbert Castellanos as well as leading his own projects. He is adjunct faculty at Palomar College and CSU San Marcos. Ed plays frequently behind vocalists Whitney Shay and Leonard Patton and is co-host of the local jazz podcast San Diego Sessions/.

May 11
Angela Yeung Classical Ensembles
We look forward to Angela each quarter, as we have for 12 years, as she brings with her a wonderful variety of duets, trios, quartets, and more, performing classical music from today and from the great masters of the eighteenth and nineteenth centuries. Angela uses her graduate and postgraduate students, peer musicians on the USD faculty, and talented community musicians to populate the ensembles, which perform a diverse repertoire providing enjoyment and education to Osher members.

May 25
The Life and Songs of Tom Lehrer
Jay Berman
Osher’s own honoree, Jay Berman, will share another aspect of his boundless talent in a program featuring the comic, satirical songs of Tom Lehrer. These hit songs produced the comic recording that sold more copies than any comedy recording in the 50s, large label or small. Jay performed this show at Osher six years ago, and thanks to many requests, we will feature an encore performance. If you enjoy humorous and somewhat sardonic, politically incorrect songs, this show is for you.
Jay Berman is a classically trained pianist who practiced ophthalmology and ocular surgery in San Diego to support his music habit before retiring in 2000 to concentrate strictly on musical pursuits. He is presently the pianist and vocalist with High Society Jazz Band, performing Dixieland, Swing, and Standards at local venues and jazz festivals throughout the country. One of his recent projects was founding a Carole King Beautiful tribute duo with his
musical partner, vocalist Janet Hammer, which he recently performed at Osher.

June 8

Villa Musica, Fiona Chatwin
Villa Musica inspires people of all ages and backgrounds to explore the joy and lifelong value of music through education, performance, and community engagement. Founded in 2005, Villa Musica is a vibrant gathering place where people can come together to take music lessons, play in an ensemble, or participate in a workshop. Villa Musica's goal is to create a focal point for community music education in San Diego, where students and teachers can meet to exchange ideas and experience the joy of making music. By creating a supportive and creative environment for the study of music, it aims to inspire many San Diegans to make music-making part of their lives. Because Villa Musica experiences turnover of both staff and students on a regular basis, we cannot determine in time for publication in our catalog precisely what program will be presented. But you can be certain, based on the musical talent that she attracts, Fiona Chatwin will provide a thoroughly enjoyable musical program each quarter.

Coordinator: Reed Sullivan

OSHR70041: Danny Green, Jazz Piano - 0.00 Units
May 6
Katie Pianist and composer Danny Green has gained a reputation in the jazz community as an emerging artist whose music sounds simultaneously seasoned and fresh. Green combines a blend of jazz, Brazilian, Latin, and classical elements, and engages listeners with his melodies and rhythms. He is one of the most prolific and talented jazz pianists in the San Diego area. His debut album release, With You in Mind, won “Best Jazz Album” at the 2009 San Diego Music Awards, and his most recent release, After the Calm, again won “Best Jazz Album” at the 2015 San Diego Music Awards. Green will perform a solo piano concert consisting of original compositions and jazz standards.

OSHR70042: James Beaton, Percussion - 0.00 Units
May 20
Although solo percussion playing has been tangential when compared to the traditions of other instruments, it has increasingly become a primary medium of expression in contemporary music. James Beaton won the 2012 Southern California International Marimba Competition, the Michigan State University Honors Competition, and many other performance and academic awards. He was recommended for our Live Music program by Steven Schick, which is testimony in itself. He will present works from such composers as John Cage and Steve Reich, and will share with us their placement in today’s rich history of contemporary and classical music.

OSHR70043: Best Short Stories - 0.00 Units
The following stories showcase the exceptional talents of award-winning authors. To quote Richard Ford, “They clean out the clutter, shove aside the impediments between readers and stories, treat us to gorgeous language, and stir our moral imaginations.” Our discussions are wonderfully rich and lively!

We will be using The Art of the Tale: An International Anthology of Short Stories, edited by Daniel Halpern, ISBN 978014007949, until the next-to-last class on May 22, when, for the second story, we will begin to use The Art of the Story, edited by Daniel Halpern, ISBN 978-0-14-029638-9.

April 10:
No Place for You, My Love, by Eudora Welty, p. 742
Five-Twenty, by Patrick White, p. 756
April 24:
Hunters in the Snow, by Tobias Wolff, p. 774
Big Black Good Man, by Richard Wright, p. 786
May 8:
The Best of Everything, by Richard Yates, p. 796

May 22:
The Keeper of the Virgins, by Hanan Al-Shaykh, p. 9
Amor Divino, by Julia Alvarez, p. 15
June 5:
The Immortals, by Martin Amis, p. 25
The Glass Tower, by Reinaldo Arenas, p. 33

OSHR70044: Writers Workshop - 0.00 Units
If you enjoy writing and would value feedback from others, please join our writers workshop. The workshop provides a venue for members who write poetry or prose (essays, memoirs, fiction) to share strategies, generate new ideas, and receive constructive feedback on works in progress.

Coordinator: Elaine Olds is a retired educator and a published poet.
Every Monday, 1:00-3:00 p.m.

OSHR70045: Modern and Contemporary Authors - 0.00 Units
The class will be reading and discussing East of Eden, by John Steinbeck. We will use Penguin’s John Steinbeck Centennial Edition 2002, ISBN 0-14-200423-5. Because of chapter headings it should be easy to use any edition or Kindle.

First published in 1952, East of Eden is a classic novel set in California in which the author “created his most mesmerizing characters and explored his most enduring themes: the mystery of identity, the inexplicability of love, and the murderous consequences of love’s absence.” Based on the Book of Genesis, it is also a modern and universal story. Steinbeck was awarded the Nobel Prize in Literature in 1962 “for his realistic and imaginative writings, combining as they do sympathetic humor and keen social perception.”

April 3: Pages 3-124 Part One, Chapters 1-11
April 17: Pages 125-270 Part Two, Chapters 12-22
May 1: Pages 270-366 Part Three, Chapters 23-29
May 15: Pages 366-489 Chapters 30-43
May 29: Pages 490-601 Chapters 44-55

Seminars Leader: Candace Gietzen has degrees from Pomona College and Stanford University. She taught history and comparative government at the Bishop’s School and often used novels to enrich the curriculum.

OSHR70046: “Tio” Sam in the Mirror: How Latin America Sees the U.S. - 0.00 Units
Ambassador Leslie Bassett
Latin America is an increasingly independent, assertive, and effective global player that has broadened its alliances, trade relationships, and allegiances. Recent research by the Pew Research Center shows that China is more popular than the U.S. in key Latin American nations like Mexico, Chile, Peru, and Argentina. Understanding how Latin America sees the U.S. is key to our security and economic well-being. This lecture offers a thoughtful look at “Tio” Sam from the Latin American perspective.

OSHR70047: Post-ISIS Iraq and the Sunni–Shia Geopolitical Rivalry - 0.00 Units
Professor Ibrahim Al-Marashi
As of the close of 2017, the Middle East has witnessed the civil war in Syria nearing a tenuous conclusion and ISIS being expelled from its main urban strongholds in Syria and Iraq. Yet conflicts that exploit the Shia-Sunni divide will persist in the region and tensions between Saudi Arabia and Iran over Lebanon and Yemen have only escalated. This lecture will examine how sectarian differences are mobilized in this geopolitical rivalry in the region and how they may evolve in 2018.

OSHR70048: International Issues: A View by UC San Diego International Graduate Students - 0.00 Units
The UC San Diego International Center hosts a large number of foreign scholars, ranging from undergraduates to graduate students, postdoctoral
fellows, Fulbright Scholars, and visiting faculty. They come from all over the world, bringing to UC San Diego their unique outlooks and experiences with respect to the issues facing their countries and the world.

Osher has been fortunate to arrange for one program per quarter to be presented by one or more members of the International Center on an important topic of the day. It is easy to read one account of an event in, say, Africa and believe that we have the straight scoop. If only life were so simple. These programs provide a broader perspective, one from those actually involved.

Coordinators: Dick Dahlberg and Jaqueline Soong

OSHR70049: Democracy Today in South Africa: 24 Years After Apartheid - 0.00 Units
Professor Mike Williams
Professor Mike Williams has been visiting and conducting research in South Africa since 1998. This lecture will discuss the state of democracy in South Africa in 2018 — 24 years after the end of apartheid — and address whether South Africa will ever be truly democratic. The lecture will range from an analysis of the broader factors that influence the decisions of political leaders to the efforts of individuals and organizations in rural South Africa to enhance democracy.

OSHR70050: Hope and Fear on the Nile: An Autopsy of the Revolution - 0.00 Units
Professor Dina Ibrahim
Egypt faces major political, economic, social, and environmental challenges as it navigates a post-revolution era under renewed military rule. But there is still potential for regime change, despite regional conflict. Islamist threats in the Sinai, migration from Syria and African countries, and declining tourism revenues since the 2011 revolution are putting tremendous pressure on the current regime. Elections are slated for June 2018, and change may be on the horizon once more. This lecture will provide an analysis of how Egyptians are struggling to avoid another popular uprising.

OSHR70051: The Philippines Under President Duterte: Nagging Questions and an Optimistic Outlook - 0.00 Units
Professor Nico Ravanilla
How is the Philippines doing economically and politically? Why is President Rodrigo Duterte’s war on drugs, which is taking a serious toll in human lives and social cohesion, still popularly supported? Is the Duterte administration pursuing a set of domestic and foreign policies that promote inclusive economic growth and a stable political environment? Are there reasons to be cautiously optimistic about the Philippines’ future? This lecture will frame these questions in the broader economic and political context of the Philippines, and will suggest ways to understand and draw insights from the country’s current affairs.
OUSR70052: U.S. Economic Sanctions: Legal Authority and Current and Future Use — Can They Really Work? - 0.00 Units
Serena Moe, MA, JD
The imposition of economic sanctions by U.S. Presidents as a means of achieving foreign-policy goals has a long history. In recent times it has become a common response to register disapproval of threatening actions by hostile governments as well as a means to punish organizations and individuals that support terrorism and the development of weapons of mass destruction. The evolution of this tool in the United States and in other countries and international organizations has made it the first response to any perceived threat. When is it an effective response? With a focus on the past and present use of sanctions against Iran and North Korea and others, this lecture will consider the effectiveness of economic sanctions as a tool of foreign policy.

OUSR70055: Master Class I: The Age of the Baroque - 0.00 Units
Linda Blair, MA
The story of the Age of the Baroque is a tale of today. To examine the seventeenth century is to reveal the twenty-first: two centuries united by tribalism, sectarianism, and acquiescence to unreasoning power. We shall explore this dynamic period through the lens of its greatest artists.

Art has always been the handmaiden of power, a truism magnified in an era that was all about power: the power of grand monarchs, whether Philip IV of Spain, or France's Sun King, Louis XIV the power of a monolithic Church confronting the existential threat of Martin Luther's Reformation the power of belief, and of ideas, and, ultimately, of great art.

April 4: Bernini and Caravaggio

Following an overview of the political dynamics of seventeenth-century Europe, especially the cataclysm caused by the Reformation, we introduce the first great Baroque artist, Gianlorenzo Bernini, who fashioned our dream images of Eternal Rome: fountains, piazzas, palaces, even St. Peter's. Bernini is so pious that he attends mass every morning, yet sculpts one of the most pornographic works in all European art.

Bernini will be followed by Caravaggio, a serial murderer who faithfully executes the dictates of the Church's Counter Reformation, darling of Roman prelates who paints, in the name of religion, blatant homoerotic subject matter. His art is tough to experience — its realism just a little too realistic, too gritty, too underworld-true — yet his impact on Western art is great. His death results in one of the oddest DNA investigations in Western art.

April 11: Velazquez

Week two brings Caravaggio to conclusion before turning to the many paradoxes that characterize Velazquez. Called one of the premier artists of the Baroque Age, Velazquez was not a Baroque painter. Though the only artist permitted to paint the king, Caravaggio's finest, most deeply-felt canvases portray the poor, the marginalized, the detritus of society. A Spaniard in the land of the Inquisition, he rarely paints religious subjects and, when pressed to do so, produces works that lack spiritual content and aesthetic value.

April 18: Rubens

Peter Paul Rubens, quintessential Baroque artist, was acknowledged as the greatest painter in Europe, his facility with brush and pigment unmatched. He was as glorious in life as he was in art: confidant of kings, diplomat, linguist, husband of a much younger, beautiful, woman. His brush caressed her body so intimately that he ordered her to destroy the canvases after his death. But one she couldn't part with.

April 25: Rembrandt and Vermeer

Had Rubens known of the ambitious Rembrandt 90 miles away in Amsterdam — a crass commercial center — would he have even cared? Surely not. But to Rembrandt, besting Rubens was everything, for he, Rembrandt, was certain that he was one of the greats of Western art. So he spends his first decade knocking out Rubens-like canvases until he finally realizes that what he really wants to paint is the soul. Ego suppressed, talent released.

Our final artist is sweet Vermeer, chronicler of domestic serenity, his solitary, contemplative women encased in cubes of silence. Despite recent research linking Vermeer to Velazquez, categories and comparisons become meaningless before such exquisite evocations. Unlike Rembrandt, Vermeer did not seek renown, yet he achieved greatness.

OSRHR70056: Master Class II: Presidential Power and the Constitution - 0.00 Units
Professor Glenn Smith
All modern presidents push the edge of the constitutional envelope, and President Trump has certainly been no exception. This five-session course will take a comprehensive look at how current constitutional doctrines limit — and, equally important, do not limit — assertions of presidential power over domestic and foreign affairs. Emphasizing recent controversies about actions by Presidents Trump, Obama, and George W. Bush, the course will place those disputes in a broader context. The lectures will be designed to make us more knowledgeable consumers of news and commentary on the constitutional fights that inevitably arise as modern presidents seek to influence events in an increasingly complex world.

May 2: Overall Context
Presidential power in its historical and constitutional context, with special emphasis on the “formalistic” and “pragmatic” approaches the Supreme Court used to invalidate President Truman’s Korean-war-era order seizing the nation’s steel mills.

May 9: Presidents and Appointment
Presidential power to appoint (and remove) high-ranking executive-branch officials and to appoint federal judges — and the role of the Congress in limiting presidential appointment prerogatives.

May 16: Presidents and Immigration
The legal controversies over President Obama’s Deferred Action for Parents of Americans (DAPA) program and President Trump’s travel ban as case studies in controlling presidential power at the intersection of foreign and domestic affairs.

May 23: Let’s Get Domestic
What modern court rulings tell us (and leave unclear) about presidential power over economic, environmental, and other domestic policies.

May 30: Going Abroad/Course Wrap-Up
What modern court rulings tell us (and leave unclear) about presidential power over foreign affairs, war, and diplomacy. What, if any, common themes emerge from the various course topics?

OSRHR70057: Memoirs - 0.00 Units

Every class at Osher is a promise of discovery. In this expanded writing class it might be the discovery of your own ability to write, to harness the expressive power of language. This class invites you to learn by putting words on paper and finding your own voice. Recollecting important moments of your life provides ready-made content and a great starting point for those taking their first plunge into writing for pleasure. For those who wish to venture further, other genres such as essays, scripts, even poetry may beckon. Writing is done at home then read in class to fellow writers and to

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This talk will focus on an integrated system for wildfire analysis, transformed by our ability to collect data in a systematic fashion and turn it into value. This talk will present examples from several disciplines, giving us better insight into their promise, limitations, and potential impact.

April 10: The Rise of the Ottomans and the Conquest of Byzantium
After a brief description of the Inner Asian origins of the Turks, this session looks at the rise of the Ottoman Dynasty in northwestern Anatolia, their entrance into southeastern Europe, and the seminal event of their conquest of Constantinople from the Byzantines in 1453. Attention will be paid especially to the complex and diverse religious environment of this era.

May 8: Decline or Something Else? The Ottomans from 1600 to 1792
This session will discuss the ongoing debate whether the Ottomans “declined” after 1600 or, more positively, engaged in “portfolio rearrangement” to ensure the continuing existence of the dynasty. Attention will be given to the role of the women of the Harem in these tumultuous years, as well as the continuing conflicts with Austria and the rising power of Russia down to 1792.

May 22: Reform in the Age of Imperialism
This session will look at the key era from 1785 to 1882 as the Ottomans struggled to contend with an increasingly aggressive and powerful imperialism coming from Europe. We will see the Ottomans as an early example of how a nation attempts to reform and modernize to meet the challenges of Western economic and military power, while still preserving its distinctive religious and cultural identity.

June 5: War, Tragedy, and Collapse
This last session will look at the events of the final decades of the Ottoman Empire leading up to its collapse in the wake of World War I. We will especially note how many of the political structures of the current Middle East, as well as many of its conflicts, are at least in part the legacy of the dissolution of this once great empire.

OSHR70058: History of the Ottoman Empire - 0.00 Units
Professor William A. Wood
This course provides an overview of the Ottoman Empire from its rise in the fourteenth century to its dissolution in World War I. This key but often overlooked civilization was a standard bearer in the Islamic World for centuries as well as a key player in European history. Its collapse at the end of World War I has continued to shape the modern Middle East down to the present.

OSHR70059: Data Science, Artificial Intelligence, and the Human Brain: At a Tipping Point? - 0.00 Units
Ilkay Altintas, PhD
Electronic computers have existed for about as long as most of us at Osher. Whereas a human’s intellectual abilities become fully realized in a decade or two, it is only recently that computers have achieved the ability to process huge amounts of data, look for complex patterns, and analyze them nearly instantaneously. We are at a tipping point in realizing the changes to our lives that will result. This series by researchers from UC San Diego will present examples from several disciplines, giving us better insight into their promise, limitations, and potential impact.

April 11: Fighting Wildfires with Data Science
Ilkay Altintas, PhD
The new era of data science is here. Our lives and society are continuously transformed by our ability to collect data in a systematic fashion and turn it into value. This talk will focus on an integrated system for wildfire analysis, called WIFIRE, funded by the National Science Foundation. The system integrates networked observations, such as heterogeneous satellite data and real-time remote-sensor data, with computational techniques in signal processing, machine learning, workflow automation, visualization, modeling, and data assimilation to provide a scalable method to monitor, predict, and visualize a wildfire’s rate of spread.

Presenters: Ilkay Altintas is the Chief Data Science Officer of the San Diego Supercomputer Center (SDSC) at UC San Diego, where she leads the strategic coordination of all computational data science activities at SDSC. Altintas received her PhD from the University of Amsterdam with an emphasis on workflow-driven collaborative science.

May 2: Artificial Intelligence in Support of Healthy Aging
Professors Laurel Riek, Tajana Šimunic? Rosing, and Virginia de Sa
Today people are living longer, active lives, reshaping how we think about aging. Even though a large majority of older adults wish to remain in their homes, over 70 percent end up needing long-term care at a cumulative cost of about $150 billion a year. Five out of the top seven reasons why people move to assisted-living facilities are related to cognitive changes. The best solution to this challenge is early detection of cognitive changes and interventions that can slow them down. The UCSD-IBM Artificial Intelligence for Healthy Living Center (AIHL) is starting a longitudinal five-year study of the effect that daily habits, the environment, genetics, and the microbiome have on the cognition of older adults. The study will model the subtle changes of aging and will deploy personalized health interventions using cognitive robots to support independent living.

Presenters: Tajana Šimunic Rosing is currently Professor, Fratamico Endowed Chair, and a director of the System Energy Efficiency Lab at UCSD, and co-director of the Artificial Intelligence for Healthy Living Center. Laurel Riek is Associate Professor of Computer Science and Engineering at UCSD, where she also holds an appointment in the Department of Emergency Medicine. She is a roboticist who focuses on building systems able to sense, respond, and adapt to people. She received her PhD in Computer Science from the University of Cambridge. Virginia de Sa is Associate Professor of Cognitive Science at UCSD. Riek and de Sa jointly lead the Healthy Aging research project for AIHL.

Coordinator: Jeanne Ferrante

OSHR70060: May 9: How Netflix Predicts My Movie Choices: Recommender Systems and Human Behavioral Modeling - 0.00 Units
Professor Julian McAuley
Recommender systems such as Netflix use large volumes of data to make personalized predictions that adapt to the needs, nuances, and preferences of individuals. The models may use complex data such as Facebook entries to predict simple responses: whether the individual will like, click on, or purchase an item. How do we get recommendations that are more complex? For example, rather than predicting whether a user will purchase an existing product, can we predict the characteristics or attributes of products that the user will prefer? This presentation will discuss possible extensions to personalized, predictive models of human behavior that will be capable of making such complex recommendations.

Presenters: Julian McAuley is Assistant Professor in the Department of Computer Science and Engineering at UCSD. Previously he was a postdoctoral scholar at Stanford University after receiving his PhD from the Australian National University. His research is concerned with developing predictive models of human behavior using large volumes of online activity data.

May 23: Interactive Machine Learning
Professor Sanjoy Dasgupta
As computers play a larger role in our lives and our work, it is vital for us to be able to interact effectively with them. We need methods for communicating our needs, our preferences, and our knowledge to these machines, and we need mechanisms by which they can explain their inferences to us. This lecture discusses some of the challenges in trying to
bridge the communication gap between humans and machines that stems from their very different internal representations.

Presenter: Sanjoy Dasgupta is Professor in the Department of Computer Science and Engineering at UCSD. He received his PhD from Berkeley and spent two years at AT&T Research Labs before joining UCSD. His area of research is algorithmic statistics, with a focus on interactive learning. He is the author of a textbook, Algorithms (with Christos Papadimitriou and Umesh Vaziran), published in 2006.

May 30: Discovering the Brain’s Internal Algorithms: Leveraging Neuroscience to Develop Machine Natural Intelligence

Professor Gabriel Silva

How does the brain represent, learn, and manipulate information differently than existing forms of artificial intelligence? What are the algorithms that achieve this? How does the neurobiology execute such algorithms? And how can we leverage what we learn to engineer forms of natural machine intelligence? As this lecture will explain, our goal is an understanding of the brain’s algorithms in the context of their biological implementation but based on mathematical descriptions independent of the biological details responsible for executing them.

OSHR70061: Astrophysics: Looking Ahead - 0.00 Units

“Space: The Final Frontier.” So starts Gene Roddenberry’s introduction to the original Star Trek television series in 1966. And so it is true today that the mysteries and the blossoming facts about the universe continue to overarch our daily lives. This Premier Class will highlight four distinctly unique innovations that continue our efforts to understand this amazing “Frontier.”

Astronomy in the Era of Mega-Telescopes

Professor Shelley Wright

By the next decade, construction will be completed on colossal optical telescopes, exceeding 30 meters in diameter, heralding a new era that will revolutionize our knowledge of the universe. This lecture will discuss the numerous challenges involving the massive cameras and spectrographs needed to take advantage of the revolutionary size and complexity of this construction project. Once the telescope and instruments are built, the discoveries will span the range of the cosmos, from the solar system, to extrasolar systems, to black holes, to distant galaxies, to the very first stars in the universe.

Presenter: Shelley Wright is Assistant Professor in the Department of Physics and the Center for Astrophysics and Space Sciences at UC San Diego. She has extensive experience working with cameras and spectrographs of the type being constructed. Her research focuses on galaxy and supermassive black-hole formation and evolution across cosmic time. Wright is currently Project Scientist for the Thirty Meter Telescope. She received her PhD from UCLA.

Th 10:00 a.m.-12:00 p.m., Apr 5
Classroom 129

Astrophysics: The Gravitational Wave Revolution

Professor Tom Murphy

Gravitational waves impose inconceivably small distortions in the fabric of spacetime that can now be detected by arguably the most sensitive and sophisticated detectors ever built. This talk will describe the fundamental nature of these ripples, the method of detection (and some of mind-boggling aspects of this capability), the types of sources we can see, and what we have learned so far from the first half-dozen events. The 2017 Nobel Prize in Physics was awarded for the LIGO (the Laser Interferometer Gravitational Observatory) to scientists at Caltech and MIT.

Presenter: Tom Murphy is Professor of Physics at UC San Diego. His research involves testing General Relativity using laser measurements of the distance to reflectors left on the Moon. He also has a business making detectors that observatories can use to avoid accidentally illuminating aircraft by lasers. Murphy also explores realistic schemes for renewably energizing our society in the years ahead, sponsoring a popular blog called Do the Math.

OSHR70062: Astrophysics: Dust Thou Art - 0.00 Units

Professor Brian Keating

Carl Sagan once poetically said “we are starstuff.” But what, exactly, did he mean by this quip? While exotic phenomena like black holes, anti-gravity, and hidden extra dimensions are delightful to consider, they remain inscrutable, far from definitively proven. Indeed, they may not even exist. Yet, while physicists and philosophers debate the properties of these cosmic sensations, the properties of the quintessential substance in the universe — dust — remain largely uncelebrated. Dust, that most humble of substances, litters the cosmos, forming the firmament on which we stand while simultaneously confounding attempts to reveal the cosmos’ earliest secrets.

We will take a deep dive into the astrophysics of dust and develop a dose of “cosmic humility,” for as another great mind, Mahatma Gandhi, once said: “The seeker after truth should be humbler than the dust.”

Presenter: Professor Brian Keating is an astrophysicist at UC San Diego’s Center for Astrophysics and Space Sciences and has lectured frequently at Osher. He received his PhD at Brown University and did postdoctoral work at Stanford and Caltech. Keating co-leads a team operating the Simons Observatory Telescope in the Atacama desert in Chile.

Th 10:00 a.m.-12:00 p.m., May 3, Classroom 129

Astrophysics: Understanding Saturn and Its Moons: Grand Finale of the Cassini-Huygens Spacecraft

Morgan Cable, PhD

The Cassini-Huygens spacecraft was launched in 1997 with two elements: the Cassini orbiter and the Huygens probe. The spacecraft reached Saturn and its moons in July 2004, beaming home valuable data that transformed our understanding of the Saturnian system. The Huygens probe descended onto the surface of Titan, the most distant spacecraft landing to date. This talk will review the Cassini mission, the instruments on board, and the discoveries that were made before the spacecraft dove into Saturn in October 2017, after 20 years in space.

OSHR70063: The Power and Legacy of Women Writers - 0.00 Units

Professor Bettina Pedersen

This series will highlight four women writers from the late eighteenth to the early twenty-first centuries. Brief biographical and historical context will be presented for each author to frame the discussion of specific texts and to inform an understanding of the cultural moments in which these women spoke, reflecting both the realities of women’s lives at the time and envisioning a more emancipatory future.

May 18: Mary Wollstonecraft: Polemical Prose and Gothic Fiction

This lecture will discuss two texts by Wollstonecraft: her 1792 Vindication of the Rights of Woman, a powerful foray into the political discourse dominated by men, and her novel fragment, Maria, or, The Wrongs of Woman (1798), a work of fiction that combines the realistic and gothic modes.

May 25: Christina Rossetti: Capitalist Greed and Male Sexual Lust

This lecture will discuss Rossetti’s 1864 extended narrative poem Goblin Market. We will explore the many options for critical readings of the poem, with special attention given to the poem’s depiction of the dangers of emerging capitalist values and the hope suggested by a feminist theology.

June 1: Virginia Woolf and Chimimande Ngozi Adichie: Women Speaking and Writing about Feminism

This lecture will discuss two nonfiction works by two different women writers, early twentieth-century Virginia Woolf’s A Room of One’s Own (1929) and early twenty-first-century Chimimande Ngozi Adichie’s We Should All Be Feminists (2014). Both writers gave lectures about feminism, later published in book form, that addressed the historical, literary, and political terrains of women’s lives.
OSHR70064: International Public Diplomacy and the San Diego Diplomacy
Council - 0.00 Units
Julie Moyses and Fabienne Perlov
In contrast to the military, the U.S. State Department plays a major role in building worldwide relationships, which lay the ground for the trust required to advance U.S. foreign-policy goals. This is sometimes referred to as “Soft Power.” Julie Moyses will introduce the soft-power tools that the State Department uses, the most impressive of which is the International Visitor Leadership Program (IVLP). Fabienne Perlov will focus on the work of the San Diego Diplomacy Council (SDDC), which implements the IVLP program, and numerous other forums to bring people of the world together with the people of San Diego.

OSHR70065: OSHA: The U.S. Department of Labor Occupational Safety and Health Administration - 0.00 Units
Alan Goldfarb
This lecture will discuss the environmental and employee safety benefits that have accrued from the enactment of the Occupational Safety and Health Act of 1970. The law established a professional framework and organizational infrastructure for both federal and state employee-safety regulations. The talk will include examples of how the Act has affected specific industries and companies.

OSHR70066: Using Common Water Plants for Treating Wastewater and Removing Arsenic from Drinking Water - 0.00 Units
Jeremiah D. Jackson, PhD, PE
Common aquatic plants such as cattails can be used in artificial wetlands to economically treat wastewater and remove pollutants, such as arsenic, from drinking water, a problem affecting over 20 nations and 100 million people. This presentation explains the general concept of using common aquatic plants to treat water and wastewater, including the various pollutant-removal mechanisms and typical applications and performance. Included will be the presenter’s own experience with designing and operating a 440-acre artificial marsh for treating industrial wastewater.

OSHR70067: Osher Member Debate - 0.00 Units
Resolved: The United States Should Adopt a Merit-Based Immigration System
For too long the United States has had an outdated immigration system that is a hodge-podge of good intentions piled on top of each other over many years. It is time to reform immigration laws in order to best serve the country’s interests in the modern world. Immigration should be based on merit. Many issues will be discussed during this debate including what other countries are doing, how to balance merit vs. compassion, and what criteria should govern immigration in a merit-based system.

On the other hand, the current U.S. system values the extended family as well as the technical, professional, and educational needs of the country. Our educational system has for a long time assured us ready access to the well-educated from around the world. Our country will not be well served if a strong smell of elitism undergirds our immigration policies. The issue is indeed what is best for the country.

These issues will be discussed in a formal debate centered on the resolution stated in the title.

This Osher debate is a popular program. Arguments and rebuttals will be followed by a question-and-answer period and a vote on the resolution. Join this stimulating discussion and share your points of view and opinions.

Moderator: Martha Kaplan, JD
Debate Leaders: Dick Dahlberg and Fred Parker will form two debating teams. Dick Dahlberg, PhD, is a retired nuclear physicist and scientist. He is a former President of Osher. Osher member Fred Parker is interested in American politics. He is the author of Cancer in American Democracy.

OSHR70070: Denial: Self-Deception, False Beliefs, and the Origins of the Human Mind - 0.00 Units
Professor Ajit Varki
Dr. Varki will discuss his “Mind over Reality” theory, a novel evolutionary explanation for two uniquely human characteristics: Full Theory of Mind (our ability to put ourselves in the mental shoes of others), and our remarkable capacity for Reality Denial (in the face of documented facts). He will also discuss some implications of the theory for the current human condition, as well as for the future of our species and of the planet we call home.

OSHR70071: April 18 and 21: Something in Preserve - 0.00 Units
This is a reprise of the original musical written and produced by a group of Osher Theater World members. The story is about a group of senior citizens who live in a retirement community, appropriately called The Preserve. To relieve the boredom that results from so much of the same every day, a small group decides to write a new original musical show to be produced in the community — a show within a show. The principal characters, a widow and widower, also develop a deeper relationship as time and their work together progress. Development of their relationship is conflicted by memories and loyalties of and to the past. While the storyline seems serious enough, the show has a great deal of fun dealing with some of the more humorous aspects of aging as well as honestly confronting some of the more serious. Something in Preserve is about all of us, and we are easily recognizable in it.

The show will be presented in workshop format, and feedback will be welcome — gentle feedback, the authors do not hesitate to add. Something in Preserve had its World Premiere at Osher last May and is being reprised for the benefit of new members and for the many old members who have expressed a desire to see it again.

Written By: Jeffery Earnest, Ilene Hubbs, Reed Sullivan, Elliott Tarson, and Robert Young
Director: Ilene Hubbs
April 25: Shirley Valentine, by Willy Russell
This play, first performed in 1988, was winner of the Laurence Olivier Award for Best New Comedy.

Shirley, a middle aged, put-upon mother and housewife, leaves the drudgery of her married life, packs her bags, and heads for the sun. Her note on the kitchen table reads “Gone to Greece, back in two weeks.” Shirley Valentine is a simple and brilliant comedy about the problem we had/have with the idea of a woman alone. Shirley combats these issues as she unravels her own sexual and social identity. The play is funny and poignant.

Director: Al Korobkin is a former coordinator of Theater World. He has also directed a number of plays and musicals, as well as appearing as an actor in Osher productions for many years.

May 16: Our Town, by Thornton Wilder
This American Classic was written during the Depression, when America had lost faith in itself. It opened on Broadway in 1938, winning a Pulitzer Prize for Best Play. Set in a 12-year period from 1901 to 1912, the play was a paean to hope. In a small New Hampshire village, “ordinary” people go about their “ordinary” lives. The play gives us, with a sense of warm nostalgia, a chance to stand back and see reflected the rhythm and arc of our own lives. But Our Town is much more than that it is a hauntingly beautiful play about these “ordinary” people who make “the human race seem worth preserving and represent the universality of human existence.” Not a bad idea at this time in our lives, and in these times in our nation.

Director: Bev Fremont studied at The Goodman School of Theatre, Chicago, which has had several distinguished graduates. [Director’s note: She is not one of them!] Bev has also studied with Francis Gercke of the Cygnet Theatre. She has enjoyed acting in various stage
As the first Mars-bred human, 16-year-old Gardner Eliot is now ready to venture to Earth to pursue an online romance. As he plots his journey, he uncovers more about his mother, who died in childbirth, and his father, who has never been identified.

Cast: Gary Oldman, Asa Butterfield, Carla Gugino

Romantic, Imaginative, Sci-Fi

April 11: Is That You?  1hr 21min

After losing his job, 60-year-old Israeli Ronnie flies to the United States to make contact with his long-lost love Rachel. During the search, he crosses paths with student filmmaker Myla, who joins Ronnie on his sentimental quest.

Cast: Alan Aboutboul, Narona De-Macedo Kaplan, Rani Bleier

Drama

May 2: Polina  1hr 48min

All Polina has ever wanted to do is dance. But her presumed path from being a student bound for the Bolshoi Ballet to star ballerina shifts when she meets a French dancer who introduces Polina to modern choreography and a more expressive dance form. This is more than a “dance movie.”

Cast: Anastasia Shevtsova, Juliette Binoche, Aleksey Gusakov

Drama

May 23: Norman: The Moderate Rise and Tragic Fall of a New York Fixer  1hr 58min

As a small time “fixer” whose business involves arranging quiet deals among politicians and other power brokers, opportunistic Oppenheimer makes a golden connection when a politician he once befriended later becomes Israel’s prime minister.

Cast: Richard Gere, Hank Azaria, Steve Buscemi, Charlotte Gainsbourg, Michael Sheen, Dan Stevens

Drama, Political Thrillers

June 6: A Dog’s Purpose  1hr 40 min

Unfolding through the prospect of a reincarnated dog, this affecting family take follows the faithful canine as he learns the purpose of his existence through the lives of his numerous owners.

Cast: Josh Gad, Dennis Quaid, Peggy Lipton

Drama, Emotional, Sentimental

Coordinator: Judi Miller, nine-year member of Osher, has been a longtime movie fan. Facilitating the movie class enables her to seek out movies that are rarely seen in San Diego and share them with Osher members. As an added bonus, there is always popcorn served at class. What’s a movie without popcorn?

OSHR70073: Modern Advances in Stroke Diagnosis and Rehabilitation -  0.00 Units

Professor Navaz Karanjia

Every year in the United States more than 795,000 people have a stroke. It is the fifth most common cause of death and the leading cause of disability in the United States. This lecture will explain how to recognize the signs and symptoms of stroke so that you can perhaps help save a life. The lecture will also summarize cutting-edge treatment options for acute and post-stroke care, including where they are available in San Diego, and will discuss how to prevent stroke.

OSHR70074: Outside-the-Box Thinking to Combat the Crisis of Antibiotic-Resistant Superbugs - 0.00 Units

Professor Victor Nizet

The steady and alarming rise in antibiotic resistance poses one of the greatest challenges to public health and modern medicine. Thousands of deaths and billions of dollars are spent around this problem. The antibiotic-resistance crisis is particularly devastating in hospitals and long-term care facilities. Overzealous use of antibiotics, the departure of major drug companies from antibiotic development, and simple Darwinian evolution of microbes have made this a major issue. This talk will discuss the immediate threats and long-term efforts to gain control over them.

OSHR70075: G/I Liver Issues Confronting Aging Adults - 0.00 Units

Professor Lori Daniels

The modern management of movement disorders such as Parkinson’s Disease and essential tremor includes both medical and surgical therapies. Surgical treatments such as Deep Brain Stimulation therapy utilize non-destructive neuromodulation to treat patients who are resistant to medical therapy. As this lecture will explain, our increasing understanding of the underlying pathogenesis of movement disorders as well as current and possible future surgical treatments offer the promise of significant therapeutic benefit.

OSHR70076: Interventional Radiology - 0.00 Units

Professor David Barba

Atrial fibrillation, or ”A-fib,” is the most common heart-rhythm issue, characterized by a problem with electrical signals that control the heartbeat. A-fib results in failure of the upper chambers of the heart (the atria) to beat in a rhythmic fashion. It can last from a few seconds to many years and can occur as the result of numerous concomitant illnesses or normal aging. A-fib may be highly symptomatic, with a racing heart, chest discomfort, shortness of breath, lightheadedness, and fatigue, or it may be totally asymptomatic. Regardless of whether it causes symptoms, A-fib can lead to stroke, heart failure, and other serious problems if it is untreated.

OSHR70077: Atrial Fibrillation - 0.00 Units

Professor David Barba

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OSHR70078: Surgical Treatment of Movement Disorders - 0.00 Units

Professor Anita Parsons

Many women suffer from hot flashes and painful vaginal dryness after menopause. Hormone-replacement therapy relieves these symptoms and aids in the prevention of osteoporosis, but it increases the risk of breast cancer, heart disease, and stroke. Hormone-replacement therapy comes in many forms, with many women favoring bioidentical compounds. This lecture will assess the risks and benefits of hormone-replacement therapy and will discuss which of the various options for treatment are preferred. Testosterone has also become popular for both aging men and aging women, and like estrogen it is a two-edged sword, with both salutary and undesirable effects.

OSHR70079: Hormone Replacement Therapy - 0.00 Units

Professor Anita Parsons

Many women suffer from hot flashes and painful vaginal dryness after menopause. Hormone-replacement therapy relieves these symptoms and aids in the prevention of osteoporosis, but it increases the risk of breast cancer, heart disease, and stroke. Hormone-replacement therapy comes in many forms, with many women favoring bioidentical compounds. This lecture will assess the risks and benefits of hormone-replacement therapy and will discuss which of the various options for treatment are preferred. Testosterone has also become popular for both aging men and aging women, and like estrogen it is a two-edged sword, with both salutary and undesirable effects.

OSHR70080: Prostate Cancer Diagnosis and Management - 0.00 Units

Professor Christopher Kane

This lecture will address the current best-practices for diagnosing and treating prostate cancer. Prostate cancer is the second most common cancer in men, often diagnosed following an elevated PSA level (though usually discovered only incidentally post-mortem in men who have died of unrelated causes). An elevated PSA level, however, may be caused by conditions other than cancer, such as prostatitis. Newer diagnostic techniques, such as MRI imaging with ultrasound-guided biopsy, have led to fewer and more-reliable
biopsies. Even after diagnosis, not all cases of prostate cancer require surgical or radiological intervention. As a rule, only cases of high-grade pathology require surgery or radiotherapy. Although those treatment techniques are appropriate when the cancer can be eliminated, once metastases are present, hormonal therapy is often the treatment of choice.

OSHR70081: Our Changing Ocean: The California Current Ecosystem - 0.00 Units
Professor Mark Ohman
The ocean off California is a coastal upwelling ecosystem and one of the most biologically productive regions in the world. This region is vitally important in supporting coastal fisheries, providing habitat for protected marine mammals and invertebrates, modifying California's weather patterns, providing recreational opportunities, and furnishing corridors for marine transportation. But what can we expect for the California Current Ecosystem in the future? Can a combination of shipboard studies, robotic ocean gliders, satellite measurements, and computer models provide the foundation needed to forecast the future state of our coastal ocean?

OSHR70082: Psychiatry’s Problematic History and Difficult Future - 0.00 Units
Professor David Lehman
This lecture will highlight key milestones in the history of psychiatry from the late eighteenth century. It will explore the impact of particular cultural movements on the perception and treatment of mental illness, including successes and horrific failures. After reflecting on the history, the lecture will examine the current state of psychiatry and challenges for future development.

OSHR70083: Benefits and Risks of Alcohol Use in Adults - 0.00 Units
Professor Allison Moore
Alcohol has benefits and risks depending on the pattern and the amount of use. Side factors include age, gender, co-morbidities, and the types and quantities of medication being used. This lecture will discuss recommended drinking limits and the evidence for alcohol's benefits and risks, with a focus on older adults.

OSHR70084: Sea Ice, Organisms, and Ecosystems Along the Western Antarctic Peninsula - 0.00 Units
Professor Jeff Bowman
The Palmer Long Term Ecological Research (LTER) Project has been documenting ecological changes along the western Antarctic Peninsula (WAP) since 1993. Located at the dynamic boundary between Antarctic and sub-Antarctic environments, the ecosystems of the WAP are particularly sensitive to variations in sea ice cover, storm patterns and intensity, and oceanographic conditions in the Southern Ocean resulting from changing climate. This lecture will present an overview of the WAP marine ecosystem and will describe ongoing work to understand the complex interplay between sea ice, nutrients, and the microbes at the base of the marine food web.

OSHR70085: Religious Revival, Regulation, and Repression in China Under Xi Jinping - 0.00 Units
Professor Richard Madsen
China is undergoing a remarkable religious renaissance, which includes not only revival and reinvention of many traditional forms of Chinese religion, but also the creation and creative adaptation of new forms. Millions of local deity temples have been built or rebuilt in the past 30 years, pilgrims flock to refurbished Buddhist temples and Daoist shrines, and multiple forms of Christianity have been undergoing explosive growth. This lecture will discuss this religious renaissance in China and the renewed efforts of the Chinese Communist Party to keep it under control.

OSHR70088: Campus Connection - 0.00 Units
This class will explore the exciting campus that surrounds our Osher Institute. The first meeting will be a lecture about the university, including its six colleges, academic programs, faculty, and students. We will discuss the university's drama and dance offerings, the Geisel Library, the Price Center, and the outdoor sculptures in the Stuart Collection. For the second session we will board the free campus loop bus for a tour of the campus, getting on and off at various stops.
Facilitators: Henrietta Farber has been a member of Osher (and its predecessor, the Institute for Continued Learning) since 1979, when she and her late husband retired to San Diego. After first becoming docents at UCSD, they decided to offer a Campus Connection class to Osher members. The class has been a regular feature of the Osher curriculum ever since.
Skip Spalding, a semi-retired dentist, has been an Osher member since 1990 and is happy to share what he as learned about UCSD's current long-range planning as well as guide the field trip around the campus.

OSHR70089: Luncheons - 0.00 Units

OSHR70090: The Broad Museum - Jasper Johns - 0.00 Units
Register*: ONLINE or call 858-534-3400 and reference section ID 131591
Transportation: 8:15am departure by bus from Osher Parking lot return to Osher by 5:30pm
*After registration, please send your meal selection to olli@ucsd.edu:
1. Pasta: Penne, tomato, basil, parmesan
2. Salad: Chicken Pallard, baby rucola, avocado, cherry tomatoes shaved parmesan
3. Panini: Homemade pastrami, ate cheddar, Cole slaw, lettuce, tomato

OSHR70091: Understanding Modern Art - 0.00 Units
Phillip Chan, MFA
This two-lecture series will discuss twentieth-century modern art on the philosophical, psychological, and formal level.
January 11: Toward Modernism: From Romanticism to Impressionism
Both Romanticism and Impressionism are considered part of the modern-art movement. This lecture actually begins with the Renaissance and moves quickly to the late eighteenth century then into the nineteenth century, focusing on a formal issue with Romanticism and an epistemological issue with Impressionism.
January 25: Formal Modernism
Formal Modernism is at the heart of developing the language of modern art. It focuses on the impact that Cubism had in redirecting twentieth-century art toward abstraction. It begins with Cezanne, then moves onto Analytic Cubism, Synthetic Cubism, Constructivism, and Geometric Abstraction. Understanding formal modernism is absolutely necessary for anyone to truly understand modern art.

OSHR70092: The Geisel Library Special Collections - 0.00 Units
Lynda Claassen, MLS
UCSD Special Collections at the Geisel Library preserves rare documents and books, personal papers of celebrities like Jonas Salk and Nobel Laureates, and the popular culinary “cookbook collection.” Librarian Lynda Claassen will explain how the collections are acquired, catalogued, and preserved under special climatic conditions, with a focus on one of the rarest collections.

OSHR70093: A Classic and a Premiere Come to the Opera Stage - 0.00 Units
Nicolas Reveles, PhD
Popular lecturer and UCSD-TV opera program host Nicolas Reveles returns to reveal insights into Puccini’s last opera, Turandot, to be presented by San Diego Opera in February. In March, the Opera will present a San Diego
premiere of Mexican composer Daniel Catán’s Florencia en el Amazonas. His Puccini-like score takes famous opera diva Florencia on a river journey into the jungle in search of her lost lover. Reveles will introduce Catán’s music and the opera’s narrative, in which the lines between reality and fantasy become blurred and in which nature merges with the supernatural.

OSHR70094: An Insider’s Scoop on the Academy Awards - 0.00 Units
Andy Friedenberg
As excitement builds with the Academy Awards ceremony approaching at the beginning of March, the Cinema Society’s Andy Friedenberg returns to Osher to handicap the upcoming Oscar race. He will explain how nominations are determined, will discuss the nominees, and will predict the winners.

OSHR70095: Great Twentieth-Century Patrons of Art and Their Artists:
From Impressionism to Abstract Expressionism - 0.00 Units
Karen Butler, PhD
This two-lecture series will explore five of the most important American patrons of nineteenth- and twentieth-century art: Dr. Albert C. Barnes, Katherine S. Dreier, Peggy Guggenheim, and Gertrude and Leo Stein. Between them, these collectors amassed some of the most significant collections of art in the twentieth century, including works by Paul Cézanne, Edgar Degas, Paul Gauguin, Auguste Renoir, Pablo Picasso, Henri Matisse, Robert Motherwell, Jackson Pollock, and Mark Rothko. The series will begin with Gertrude and Leo Stein, perhaps most famous for introducing Pablo Picasso and Henri Matisse to each other. We will then examine the unique collecting practices of Dr. Albert C. Barnes in Merion, Pennsylvania investigate Katherine S. Dreier, who with artists Marcel Duchamp and Man Ray founded the Société Anonyme, an organization designed to support and generate awareness of modernist art and ultimately conclude with Peggy Guggenheim and her gallery, the Art of This Century, which launched the careers of a number of America’s great Abstract Expressionist painters.
March 2: Gertrude and Leo Stein Dr. Albert C. Barnes
March 16: Katherine S. Dreier and Peggy Guggenheim

OSHR70096: Music of the British Isles - 0.00 Units
Professor Harry Powell
Classical music from the British Isles hasn’t enjoyed the same prestige as music from France, Germany, and Italy, yet the four countries that comprise the “isles” have strong musical traditions. The roots go back to robust English traditions of folk music and music composed for Anglican services in Britain’s famous cathedrals. Ethel Smith, a fierce champion of universal suffrage, composed an opera, The Wreckers, which is still performed. As the twentieth century approached, three great composers — Elgar, Holst, and Delius — represented English sensibility within the European mainstream. Vaughan Williams learned orchestration from Ravel, but his work is characteristically English. And there was the uniquely English composer Henry Purcell, whose ability to match text to music was unrivaled. We will talk about all this and more.

OSHR70097: Dances with Words - 0.00 Units
Richard Lederer, PhD, and Bill Shipper
Join us for a unique concert that combines the talents of best-selling language author Richard Lederer and folk-singing humorist Bill Shipper. These two sparring punsters will perform Lederer’s educational word-fun set to original music by composer, instrumentalist, and singer Shipper. Among the original songs will be ones about metaphors, homophones, heteronyms, and spoonerisms. Come prepared to be entertained and edified.

OSHR70098: Wednesday at the Movies - 0.00 Units
January 10: Coco Chanel & Igor Stravinsky 1hr 59min
Seven years after she was inspired by the bold debut of Igor Stravinsky’s The Rite of Spring, famed fashion designer Coco Chanel, reeling from the death of her beau, Boy Capel, meets and falls for the Russian composer in 1920s Paris. A forbidden romance ensues in this sumptuous period drama, the closing film of the 2009 Cannes Film Festival. We will hear several minutes of the famed The Rite of Spring performed.
Cast: Anna Mouglalis, Mads Mikkelsen, Elena Morozova
January 24: The Dinner 2 hr
During a tense meal at an elegant restaurant, two brothers and their wives discuss how far to go in order to prevent their sons from being identified and arrested for a violent crime they committed that was caught on a security camera.
Cast: Richard Gere, Laura Linney, Steve Coogan
February 7: The Women’s Balcony
As an Orthodox Jewish community in Jerusalem is celebrating the bar mitzvah of one of its members, the balcony that holds the women collapses. When an ultraconservative new rabbi takes charge of the repairs, he incites a gender war in the process.
Cast: Evelin Hagoel, Igal Naor, Oma Banay
March 7: Unfinished Song 1hr 33 min
Hired to pen scripts for films intended to boost Britain’s spirits during World War II’s London Blitz, Catrin Cole finds drama and comedy off screen as she contends with a chauvinistic fellow screenwriter and a self-important aging actor.
Cast: Gemma Arterton, Sam Claffin, Bill Nighy

OSHR70099: The Hello Girls - 0.00 Units
Professor Elizabeth Cobbs
In her most recent book, The Hello Girls, Elizabeth Cobbs tells how America’s first women soldiers helped win World War I. In 1918 the U.S. Army Signal Corps sent 223 women to France. They were masters of the latest technology — the telephone switchboard — and were demanded when the inexperienced “doughboys” were unable to keep General Pershing connected with troops under fire. These women found themselves under fire following Pershing to the battlefields. Yet the Army dismissed them without veterans’ benefits. After a 60-year battle, the U.S. Army finally recognized their service, granting full benefits in 1979.

OSHR70100: Globalization, Technology, and the Changing Nature of Work - 0.00 Units
Professor Marc-Andreas Muendler
As the global division of labor evolves in new ways through trade and the formation of international production networks, the nature of work changes. The types of tasks that workers in industrialized countries are required to perform, and shifts in the importance of those tasks, require changing skills in the workplace. Tasks get traded indirectly as intermediate components and consumer products that embody these tasks ship globally. What are the consequences of the evolving global division of labor for inequality in pay between workers at the same employers, between employers, and between countries?

OSHR70101: Major Historical Trends: The Modern Middle East - 0.00 Units
This quarter we will be reading Fiasco: America’s War in the Middle East 2003-2005 by Thomas Ricks. Ricks is one of our leading journalists writing about American military affairs, and this important book deals with America’s largest and most significant incursion into the Arab world. The book has
OSHR70102: Inquiring Minds - 0.00 Units
This winter, we will be reading Sean Carroll’s book The Big Picture: On the Origins of Life, Meaning, and the Universe Itself, published in May 2016 (ISBN: 9781101984245 paperback). This book was included in Brain Picking’s list of “The Greatest Science Books of 2016” and in NPR Science Friday’s list of “The Best Science Books of 2016.” It reveals how physicists’ quests to understand the fundamental laws of nature from the quantum level to the realm of cosmology have led to insights into fundamental human questions on life, death, and our place in the cosmos. It weaves together discoveries from astronomy, physics, chemistry, biology, and philosophy to inform us about where we stand in our understanding of the universe and how human purpose and meaning fit into the scientific worldview.

Sean Carroll is a cosmologist specializing in the fields of general relativity and dark energy. He is a research professor in the Physics Department at Cal Tech. He is also the author of From Eternity to Here: The Quest for the Ultimate Theory of Time and The Particle at the End of the Universe: How the Ultimate Theory of Time and The Particle at the End of the Universe: How the ultimate theory of time and the particle at the end of the universe. It is a lucid, tough-minded overview of this tragic enterprise.” Ricks himself described his work as “an attempt to write narrative history on the heels of the events it covers.” Amazon offers this volume in paperback and Kindle formats. The San Diego Public Library has over 20 copies.

January 29  Part I
February 12  Part II
February 26  Pages 301 to 389
March 12  Pages 390 to 451

OSHR70103: Almost Human? What Is a Corporation? - 0.00 Units
Professor Catherine Hardee
What is the nature of a corporation — what is it and what rights, if any, does it possess? These are questions that courts and scholars have grappled with for over a century. Two well-known recent Supreme Court decisions — Citizens United and Hobby Lobby — have reignited the debate. In these cases, the Court held that corporations are “persons” who can exercise both freedom of speech and freedom of religion. Professor Hardee will discuss these cases and will explore how they fit within the state laws that govern corporations.

OSHR70104: Type 2 Diabetes: An Overview from a Clinical Perspective - 0.00 Units
Schaefer Boeder, MD
Type 2 diabetes is a complex disease that is increasingly prevalent in the United States and abroad. It is associated with a multitude of complications ranging from eye, kidney, and nerve damage to increased risk of heart attack and death. Advances in pharmacotherapy have enhanced our medical toolbox, and there is a renewed focus on minimizing or preventing long-term sequelae. This lecture will review the pathophysiology of diabetes, potential complications of the disease, and goals of treatment. We will discuss diabetes therapies including newer classes of medications, some of which have shown cardiovascular benefits.

OSHR70105: National Preparedness for “All Hazards”: From Combat Casualty Care to Your Emergency Medical Systems - 0.00 Units
Vice Admiral (Ret.) Richard Carmona
The term “all hazards” is used to describe any and all threats that the U.S. may face. This includes naturally occurring challenges such as earthquakes and hurricanes and manmade threats such as terrorism, active shooters, and weapons of mass destruction. This lecture will discuss advances in combat casualty care and the spectrum of threats we face, as well as the local, regional, and national infrastructure that is in place to respond during any crisis.

OSHR70106: Play with Math and Logic Puzzles - 0.00 Units
Flossie Riesner
Give your mind a mathematical workout. Test, prod, and stretch your wits. Even if you are extra clever, you might get stumped, but you’ll enjoy every minute of it. Some problems have surprising answers but none involve advanced math. We’ll have fun solving puzzles together. It is even good for your brain!
Facilitator: Flossie Riesner has been an Osher member for over 10 years. She loves mathematics and enjoys teaching others. With her BA and MA degrees from Temple University, she taught high-school and college level mathematics for many years. Riesner founded a dental practice management consulting firm 18 years ago and currently works with dental offices throughout the U.S.

OSHR70107: The Three Great Lies of Home-Baked Bread - 0.00 Units
Gerald Kent, PhD
A resurgence of the popularity of artisan, European-style crusty breads has led many people to try their hand at baking at home. Some have had great success, others not so much. Part of the reason for failure to achieve anticipated results stems from instructions given in many books that may produce okay ordinary white bread but fail to achieve superior results in artisan breads. In this lecture, we will examine why these pitfalls occur and how to avoid them. Pain Traditionnel will be used as the bread example: we will examine its ingredients, processing tools, and results.

OSHR70108: My 35 Years in Saudi Arabia - 0.00 Units
Heidi Khalawi
In 1980, Saudi Arabia visa in hand, I entered that country sponsored by my Saudi husband. Being raised bilingually and living in several countries facilitated my ability to learn Arabic and adapt to another culture. This lecture provides a social and cultural comparison of “then” and “now.” Divisions within the apparently homogeneous citizenry became apparent about a year before my arrival in the Kingdom, when a group of Salafists attempted a revolt, resulting in a policy of appeasement. This affected almost every aspect of life, as segments of the population refused to embrace what many other citizens happily welcomed, such as TV, DVDs, the satellite dish, and banking. Today the ultra conservatives are gradually losing power. My children are witnessing and contributing to the inevitable process of change.

OSHR70109: SAN DIEGO NEIGHBORHOODS: When Tiki Invaded San Diego - 0.00 Units
Diane Kane, PhD
This will be a lighthearted romp through the immediate post-war period to explore how the allure of the South Seas became synonymous with San Diego. Discover how tourism and suburbanization exploited the indigenous architecture of Polynesia to create the Tiki Style. This themed architectural style was augmented by newly introduced tropical plants, readily available to the backyard gardener. Although Shelter Island and Mission Bay were ground zero for Tiki, Mission Valley and other suburbanizing communities were not
immune to its charms in transforming desert scrub into a palm-laden paradise. This lecture serves as a prelude to Osher’s San Diego Neighborhoods Tiki walking tour of Shelter Island on Saturday, March 3.

**OSHR70110: March 14 and 17: The Sound of His Music: Richard Rodgers Remembers** - 0.00 Units
Think of the great composers of the American and British musical theatre: George Gershwin, Irving Berlin, Jerome Kern, Cole Porter, Frank Loesser, Frederik Loewe, John Kander, Andrew Lloyd Webber, Stephen Sondheim. There have been so many, but remember that just the music does not a great song-writer make. We must not forget the lyricists who worked with them: Ira Gershwin, Berlin, Oscar Hammerstein II, Porter, Loesser, Alan Jay Lerner, Fred Ebb, Tim Rice, and Sondheim.

Perhaps the greatest composer of all was Richard Rodgers, a song writer so prolific and so productive over such a long period of time that he wore out his first lyricist, Lorenz Hart, and outlived his second, Oscar Hammerstein. With Jay Berman standing in as Rodgers, we will take you through the Rodgers and Hart years with songs such as *The Lady is a Tramp*, *Bewitched*, *Bothered*, and *Bewildered*, My *Funny Valentine*, and *Where or When* and into the years with Hammerstein and beloved songs such as *Hello Young Lovers*, *Honey Bun*, *It Might As Well Be Spring*, and *You'll Never Walk Alone*. Come and hear the supreme genius of Richard Rodgers reaffirmed.

Directors: Jay Berman, Ilene Hubbs, and Jeff Earnest. Jay is a regular actor in *Theater World* plays, has been music director for the bulk of *Theater World*'s musical productions, and is prominent on the San Diego music scene. Ilene has directed some of *Theater World*'s most well-received plays, including *Last Night of Ballyhoo* and *12 Angry Jurors*. Jeff has appeared in many *Theater World* musicals, including *Oklahoma*, *Broadway Memories*, *Guys and Dolls*, and *A Tale of Four Cities*, singing songs of such diverse characters as Professor Henry Higgins, *Nicely-Nicely Johnson*, and The Emcee in *Cabaret*.

Coordinators: Jeff Earnest and Marcia Wyrtzen

**OSHR70111: Technology Challenges in the Age of Megafires** - 0.00 Units
Professor Joaquin Ramirez

We are living at a time when extreme fires are the "new common." Although we are using better and more resources than ever, the net result is that we have bigger fires every year worldwide. Advanced modeling and applied geotechnologies can help us to better understand this natural hazard and how to live with it in a more sustainable way. This lecture will use examples of applied advanced technology — from San Diego to Portugal, and from Chile to Canada — to illustrate how new software tools are helping agencies and companies, including SDG&E, to better face this challenging scenario.

**OSHR70112: Adapting to Global Warming: Are We Saving the Planet?** - 0.00 Units
Michelle Boehm

The California High-Speed Rail Authority, the subject of this lecture, is responsible for planning, designing, building, and operating the first high-speed rail system in the nation. California high-speed rail will connect the mega-regions of the state, contribute to economic development and a cleaner environment, create jobs, and preserve agricultural and protected lands. By 2029, the system will run from San Francisco to the Los Angeles basin in under three hours at speeds of over 200 miles per hour. The system will eventually extend to Sacramento and San Diego, totaling 800 miles with up to 24 stations. In addition, the Authority is working with regional partners to implement a state-wide rail modernization plan that will invest billions of dollars in local and regional rail lines to meet the state’s twenty-first-century transportation needs.

**OSHR70114: The Future of Nuclear Power in the U.S.: A Twilight?** - 0.00 Units
Professor David Victor

The U.S. nuclear power industry is in trouble. Many reactors have closed promised new reactors have run into financial trouble. The biggest builder of new reactors has gone bankrupt. New reactor designs are intriguing, but they are still much too costly to be viable. This lecture will take stock of the situation and will focus on the practical implications for San Onofre, the largest U.S. commercial reactor complex to be shut down. It will also look at the emerging balance between public- and private-sector investment in new designs.

**OSHR70115: Louis Kahn and the Challenge of Architecture** - 0.00 Units
Leonard Zegarski, AIA

Louis Kahn, 1901-1974, represents the end of an era in architecture. He was the last truly great modernist architect, practicing as society transformed from a modernist to a post-modernist culture. He had a reverence for past practice grounded in the present and in an imagined world of possibilities. "What does the building want to be?" became the driving force in Kahn’s search for form and use of the institution itself. This lecture will examine a wide range of his projects, with special attention to use of geometry, materials structure, and imaginative daylight in his buildings.

**OSHR70116: Parlons Francais!** - 0.00 Units
Germaine Markowitz

Ce cours est une continuation des trimestres precedents qui correspond au niveau III d’un cours de conversation. Les eleves voulant continuer ce cours doivent pouvoir comprendre les textes presentes, avoir une bonne connaissance de la grammaire francaise ainsi que posseder un solide vocabulaire pour pouvoir converser en groupes de deux ou trois instantanement sur des sujets simples. L’etude du materiel distribue est indispensable pour pouvoir continuer ce cours. Une partie du cours reflete la culture. Ce cours est une continuation des trimestres precedents qui correspond au niveau III d’un cours de conversation.

**OSHR70118: The U-2 Dragon Lady: From Cold War Relic to Indispensable Intelligence Platform** - 0.00 Units
Chris McCann, Major, USAF (retired)

The U-2 reconnaissance aircraft was born out of fear and the necessity to understand Soviet atomic weapons development in the mid-1950s. For over 60 years, this highly specialized aircraft has been an unmatched source of strategic and tactical intelligence to our nation. But hasn’t its relevance faded with satellite and drone technology?Hardly! There are multiple U-2s airborne nearly every hour of every day, and the Air Force has cancelled plans to retire it anytime soon. This lecture will explain how this remarkable aircraft has maintained its status as the most valuable manned intelligence, surveillance, and reconnaissance aircraft the world has ever known.

**OSHR70119: Inside Camp David** - 0.00 Units
Rear Admiral Michael Giorgione, USN Retired

Michael Giorgione, commander at Camp David from 1999 to 2001, proudly served Presidents Bill Clinton and George W. Bush in the extremely exclusive
and iconic presidential retreat. Giorgione will share his inside views and lessons from living at the mountaintop retreat with his young family, as
eighbors to the presidents and First Families, and an impressive array of
family, friends, and U.S. government and international leaders. Giorgione
also weaves in the insightful and poignant stories of 15 other commanders,
covering the 75-year history of the camp from Roosevelt to Trump.

OSHR70120: International Issues: A View by UCSD International Graduate Students - 0.00 Units
The UCSD International Center hosts a large number of foreign scholars,
ranging from undergraduates to graduate students, post-doctoral fellows,
Fulbright Scholars, and visiting faculty. They come from all over the world,
bringing to UCSD their unique outlooks and experiences with respect to the
issues facing their countries and the world.
Osher has been fortunate to arrange for one program per quarter to be
presented by one or more members of the International Center on an
important topic of the day. It is easy to read one account of an event in, say,
Africa and believe that we have the straight scoop. Would that life were so
simple. These programs provide a broader perspective, one from those
actually involved.

OSHR70121: International Legitimacy Lost? Global Order in the Age of “America First” - 0.00 Units
Professor David Lake
The pillars of the Pax Americana are under assault. The United States led a
regional order spanning Western Europe and Northeast Asia after 1945,
leading to 70 years of peace and prosperity. Today, in its turn to transactional
bargaining, unilateralism, and the intentional breaking of international
norms, the United States is undermining its own hard-won international
legitimacy. This lecture explores the sources of international legitimacy and
how they have supported U.S. leadership over the last century. As its
legitimacy erodes, the United States will face not only opposition from old
competitors such as Russia, which is exploiting new tools to undermine
democracy, and rogue states, which deploy terrorists to attack U.S. interests
around the globe, but also new resistance from allies who have lost
confidence in its leadership and must now take their fates into their own
hands.

OSHR70122: Bosnia: Lessons Learned from 22 Years of Nation-Building - 0.00 Units
Ric Bainter, JD
The Dayton Peace Agreement, signed in 1995, ended the war in Bosnia.
Twenty-two years later, the country remains under a Chapter VII UN Security
Council mandate with a small, multi-national peacekeeping force and a
significant international presence. The Office of the High Representative
continues to oversee implementation of the Peace Agreement, and a
separate EU mission works to bring Bosnia within the European Union. NATO
and various UN agencies also maintain a presence in Bosnia. This lecture will
explore what lessons have been, or could be, learned from the Bosnia
experience.

OSHR70123: Turkey in Flux: The Domestic and International Scene - 0.00 Units
Professor Necla Tschirgi
Turkey is going through a major transformation, domestically and
internationally. This two-lecture series is designed to provide a framework
for understanding the origins and implications of the far-reaching changes in
Turkey’s domestic and foreign policies.
February 14: Turkish Domestic Politics
Starting with a brief history of the creation of the Turkish Republic in 1923,
this lecture will examine Turkey’s domestic politics under the current Justice
and Development Party government, which has been in power since 2002.

February 16: Turkish Foreign Policy
In light of the multi-faceted challenges confronting Turkey during a very
turbulent time in the Middle East, this lecture will explore Turkey’s foreign
policy on multiple fronts, including the Syrian conflict, ISIS, and relations with
the EU, NATO, and the United States.

OSHR70124: Inside Russia Today: The Impact of Sanctions - 0.00 Units
Professor Philip Roeder
Text to follow. Text to follow. Text to follow. Text to follow. Text to follow.
Text to follow. Text to follow. Text to follow. Text to follow. Text to follow.

OSHR70125: - 0.00 Units

OSHR70127: Like Pulling Teeth: Why You Should Go to Your Estate-Planning Lawyer Every Five Years - 0.00 Units
Professor Michael Yu
Most people have (or should have) an estate plan, including a revocable
living trust and pour-over will as well as financial and health-care powers of
attorney. If you have not had your estate plan reviewed in the past five
years, you should. This lecture will explain why and will discuss a range of
circumstances in which careful review of your estate plan is especially
important. Among those circumstances are those involving expanded
definitions of family — for example, if your child adopted someone, married
someone (including someone of the same sex), or has a relationship that,
though important to your child, is not legally recognized.

OSHR70128: Gender Sidelining and the Problem of Unactionable Discrimination - 0.00 Units
Professor Jessica Fink
Gender dynamics suffuse virtually every workplace. While the law has done
much to outlaw overt gender bias at work, there remains a subtle but
significant undercurrent of less obvious workplace bias. In a variety of
settings — from conventional boardrooms to less conventional workplaces
like the art studio or the athletic field — women experience a broad range of
adverse treatment that the law does not address. Professor Fink will discuss
how women in both traditional and nontraditional workplaces have found
themselves sidelined, upstaged, or marginalized in ways not reached by
traditional antidiscrimination laws. She will focus on the impact of this
treatment on both male and female workers and will propose some possible
solutions.

OSHR70129: Cop Killers: Why Do Police Kill So Often in Situations That Do Not Call for Deadly Force? - 0.00 Units
Professor Daniel Yeager
Why do presumptively normal, well-adjusted, well-intended professionals,
who genuinely want to help others, overreact to perceived physical threats
that they encounter on the street? Relying on a little-known paper by Freud
(“Draft H”), this talk will be a disquisition on fear — specifically, on how
paranoia, in its clinical rather than idiomatic sense, accounts for excessive
force by police. The focus will be on psychological concepts unburdened by
the crude stereotyping that often characterizes discussions about police.

OSHR70130: Free Trade Agreements and the Trump Administration - 0.00 Units
Professor Ralph Folsom
The Trump Administration has made headlines on international trade law
and policy. The Obama Administration’s 12-nation Trans-Pacific Partnership
(TPP) agreement has been ditched, NAFTA is being renegotiated, and the Trans-Atlantic Trade and Investment Partnership (TTIP) between the U.S. and EU is in doubt. This session will examine the why behind these headlines and will assess their global consequences.

OSHR70131: Modern and Contemporary Authors - 0.00 Units
The class will be reading and discussing The Plot Against America,a novel by Philip Roth, paperback published in 2005 by Vintage Books, ISBN 978-1400079490.

The novel is an alternative history in which FDR is defeated in the presidential election of 1940 by Charles Lindbergh. The fortunes of the Roth family are followed during the Lindbergh presidency as antisemitism and isolationism become more accepted in American life and Jewish-American families are persecuted on various levels. The narrator and central character is the young Philip, whose confusion and terror make the novel as much about the mysteries of growing up as about American politics. According to Publishers Weekly, Philip Roth’s writing has never been so direct and accessible.

January 9: Ch 1-2

January 23: Ch 3-4

February 6: Ch 5-6

February 20: Ch 7-8

March 6: Ch 9 and Postscript
Facilitator: Mary Thompson retired in 2005 as an executive at ViaSat and now promotes deliberative democracy with the League of Women Voters and the San Diego Deliberation Network.

OSHR70132: Best Short Stories - 0.00 Units
The following stories showcase the exceptional talents of award-winning authors. To quote Richard Ford, "They clean out the clutter, shove aside the impediments between readers and stories, treat us to gorgeous language, and stir our moral imaginations.” Our discussions are wonderfully rich and lively!

We will be using The Art of the Tale: An International Anthology of Short Stories, edited by Daniel Halpern, ISBN 9780140079499.

January 8: Talpa by Juan Rulfo, Mexico

February 5: Children are Bored on Sunday by Jean Stafford, United States

February 6: A Friend and Protector by Peter Taylor, United States

March 5: Death and the Maiden by Michel Tournier, France

Beyond the Pale by William Trevor, Ireland
Facilitator: Steve Gordon is a retired physician. He received his BA in Humanities from the University of Connecticut and his MD from NYU. He completed his residency at SUNY in Syracuse. Gordon spent 36 years at Kaiser Permanente and read only medical journals. He no longer diagnoses maladies but, along with his wife Civia, delights in dissecting literature.

OSHR70133: Writers Workshop - 0.00 Units
If you enjoy writing and would value feedback from others, please join us as we initiate a writers workshop. The workshop will provide a venue for members who write poetry or prose (essays, memoirs, fiction) to share strategies, generate new ideas, and receive constructive feedback on works in progress. The format of the workshop will be discussed and determined during the first meeting.

Coordinator: Elaine Olds

OSHR70134: Master Class I: The Perplexing World of Contemporary Art Photography - 0.00 Units
Amanda Dalgren, MFA
This series of five lectures will demystify contemporary art photography, such as that seen on museum and gallery walls and in art books. If you have ever scratched your head reading an artist’s statement or wondered whatever happened to craft and technical skill in photography, then this is the series for you. Topics will include the dramatic shift from modernism into postmodernism and contemporary strategies used by photographic artists, such as The Directorial Mode, The Deadpan Aesthetic, The Snapshot Aesthetic, and Appropriation.

January 10: How Did We Get Here?
This introductory lecture will cover the “classic” way of creating and judging photography — according to craftsmanship, composition, and content — which comes from a Modernist tradition. The lecture will discuss the historical reasons for the dramatic shift from Modernism to Postmodernism and will include an introduction to what Conceptual Art did to the practice of photography as an art form.

January 24: The Deadpan Aesthetic
This lecture will address the origins of the dispassionate and detached mode of photography that is so often seen on museum and gallery walls. From the work of early German photographers such as August Sander and Albert Renger-Patzsch in the 1920s to the New Topographics in the 1970s to contemporary photographers such as Andreas Gursky, Thomas Ruff, Rineke Dijkstra, and Joel Sternfeld, we will follow the common thread of objectivity, detachment, and sharpness.

February 7: Staged Photography/The Directorial Mode
This lecture will cover contemporary photographers who create elaborate scenes for the camera, challenging the idea that photography records the real. From the first staged photograph created by Hippolyte Bayard in 1840 to contemporary work by Sandy Skoglund, Cindy Sherman, Jeff Wall, Thomas Demand, and Gregory Crewdson, we will see meticulous attention to detail and a strong narrative quality that is often described as cinematic.

February 21: Intimate Life and the Snapshot Aesthetic
In this lecture we will discuss Robert Frank’s influence on a generation of street photographers, such as Garry Winogrand and Lee Friedlander. We will also discuss the ways in which contemporary art photographers use seemingly unskilled “snapshots” to signal an intimacy between them and their subjects, for example in the work of Nan Goldin, Larry Sultan, and Tierney Gearon. We will also look at artists like Martin Parr and Nikki S. Lee who use the Snapshot Aesthetic for other conceptual reasons.

March 7: Appropriation
The final lecture will cover the controversial use of appropriation by artists such as Martha Rosler beginning in the late 1960s Barbara Kruger, Sherrie Levine, and Richard Prince in the early 1980s and contemporary artists such as Doug Rickard, Eric William Carroll, and Penelope Umbrico. We will discuss why these artists tend to get away with what many see as copyright infringement.

OSHR70135: Master Class II: Research from the Scripps Institution of Oceanography - 0.00 Units
January 17: Quest for the Ruby Seadragon
Professor Greg Rouse
Until 2015 there were two species of seadragon known to science. The common (or weedy) seadragon and leafy seadragon are both native to southern Australia and are popular aquarium exhibits around the world. Professor Rouse and his colleagues have been studying their conservation genetics for the last 12 years, and he will discuss their findings in this lecture.

These include the serendipitous discovery of a third species, the ruby seadragon, which his team named in 2015. Since the new species was known
only from museum material, Rouse led a successful expedition in 2016 to find the ruby seadragon in the wild.

Presenter: Greg Rouse is a professor in the Marine Biology Research Division at Scripps Institution of Oceanography. Current research interests include the biology and evolution of seadragons and the diversity and evolution of invertebrate animals. He has discovered and named more than 100 species of animals and published two books and over 200 scientific papers. He received his BS and MS from the University of Queensland and his PhD from the University of Sydney.

January 31: Food, Biodiversity, and Climate Change: Lessons from the Past for the Future

Professor Jade d’Alpoim Guedes
As the mean state of the global climate changes and human populations increase at an unprecedented rate, agricultural sustainability has become a regular focus of government, commercial enterprise, academic research, and popular media. One of the most pressing questions centers on whether agriculture will be able to feed a global population of over nine billion people in 2050. Although humans have relied on thousands of different types of wild and domesticated plants in the course of their evolution, today our diet is based on only a few. Using the Tibetan Plateau as an example, this talk will describe how humans have adapted their subsistence strategies to changes following a major event of climate change on the Plateau. It will also examine how forgotten crops may provide important resources for farming today.

Presenter: Jade d’Alpoim Guedes is Assistant Professor in the UC San Diego Department of Anthropology and at the Scripps Institution of Oceanography. She is an environmental archaeologist and ethnobiologist who employs an interdisciplinary research program to understand how humans adapted their foraging practices and agricultural strategies to new environments and have developed resilience in the face of climatic and social change. She received her PhD in Anthropological Archaeology from Harvard University.

February 28: Permafrost and Climate Change
Dan Lubin, PhD
The Arctic permafrost is widely regarded as a "time bomb" for planetary climate warming. Approximately 90 gigatons of carbon, locked up in plants that died after the last ice age, could suddenly be released into the atmosphere if Arctic surface temperatures rise just two degrees to melt the permafrost. This would be accompanied by a large release of methane, another powerful greenhouse gas. Recent studies of the current state of Arctic permafrost support this dramatic scenario, while other paleoclimatic studies suggest a lesser immediate danger. Arctic permafrost is therefore an example of how the research community is working at the cutting edge of climate science. How do we weigh the contrasting findings? How do we assess risks? What are the potential impacts of such a dramatic change on local communities and on national security?

Presenter: Dan Lubin is a Research Physicist and Senior Lecturer at the Scripps Institution of Oceanography. He received his BA in Physics from Northwestern University, then a MS in Astronomy and Astrophysics and PhD in Geophysical Sciences from the University of Chicago. His research focuses on fieldwork and satellite remote sensing of the Earth’s polar regions.

March 14: TBD
Coordinator: Steve Jenner

OSHR70136: Memoirs - 0.00 Units
Every class at Osher is a promise of discovery. In this expanded writing class it might be the discovery of your own ability to write, to harness the expressive power of language. This class invites you to learn by putting words on paper and finding your own voice. Recollecting important moments of your life provides ready-made content and a great starting point for those taking their first plunge into writing for pleasure. For those who wish to venture further, other genres such as essays, scripts, even poetry may beckon. Writing is done at home, then read in class to fellow writers and to others who simply come to listen and enjoy. In this friendly setting readers may request feedback from others.

Facilitators: Germaine Markowitz is a retired high-school French and English teacher. Paul Markowitz is a retired dentist and dental-trauma consultant.

OSHR70137: January 12: Will Ramey and Julie Rogelstad: Firewater - 0.00 Units
Firewater is a San Diego–based country duo who play the latest Nashville hits, the ones country fans are most excited about. They also include a generous helping of the classics and a large number of exceptional songs composed and written by Will Ramey himself. Featuring Julie Rogelstad, San Diego’s 2014 Female Country Vocalist of the Year, and Will Ramey, singer and guitarist for many of San Diego’s top country bands, Firewater is a special blend of sound. They can be rough and rowdy, or smooth and laid-back — from Fire to Water!

January 19
The Genius of Billy Strayhorn and His Symbiotic Relationship with Duke Ellington
Joyce Lucia, Jazz Vocalist
Richard James, Pianist
Billy Strayhorn represents the epitome of creativity with his compositions that meld classical music and jazz. Songs will include Take the A-Train (written about trying to find Ellington’s residence in NYC) Lush Life (written when Billy was in high school) A Flower is a Loversome Thing (originally sung by Ella Fitzgerald) Daydream, Something to Live For, Chelsea Bridge, and Paris Blues. Duke Ellington’s Sound of Love, by Charles Mingus, makes a perfect ending as a complimentary parody of the chromatic jazz aura displayed in Strayhorn’s songs.

Joyce Lucia a few years ago moved to the San Diego area. She received bachelor’s and master’s degrees in music from the University of Massachusetts and the New England Conservatory of Music, respectively. She studied for two seasons at Tanglewood with the Boston Symphony. A soloist with the Symphony and at major churches in the Boston Area, she was a Professor at Berklee College of Music for 36 years and is now an internationally published author, teacher, and performer of church music and jazz.

Richard James has provided piano support to musicians in the San Diego area for years. He performs solo gigs on a regular basis.

February 2
Fiona Chatwin: Villa Musica
Villa Musica’s esteemed faculty present a lecture recital of music especially for Osher.

Villa Musica inspires people of all ages and backgrounds to explore the joy and lifelong value of music through education, performance, and community engagement. Founded as a 501(c)(3) non-profit corporation in November 2005, Villa Musica is a vibrant gathering place where people of all ages and backgrounds can come together to take music lessons, play in an ensemble, or participate in a workshop. Villa Musica’s goal is to create a focal point for community music education in San Diego, where students and teachers can meet to exchange ideas and experience the joy of making music. By creating a supportive and creative environment for the study of music, we aim to inspire many San Diegans to make music-making a part of their lives.

February 23
San Diego Clarinet Quintet
In their fourth visit to Osher Live Music Friday, five superbly talented clarinet players will present a diverse program of music arranged for quintet mostly by its own members. Songs include: Pulse – Stella Sung JR
Overture to The Marriage of Figaro – Mozart
Rhapsody in Blue – Gershwin
Stormy Weather – Harold Arlen
String Quintet in G minor, K. 516 – Mozart, First Movement - Allegro
Pine Apple Rag – Joplin
A Study in Contrasts – Nestico
Amazing Grace – arr. Lynne Crick Tico
Jon Crick Clarinet Quintet
March 9
*enter Angela Yeung...

OSHR70138: February 10: Colin McAllister, Classical Guitar - 0.00 Units
Colin McAllister will present a varied program of music for the classical guitar from the fourteenth century to the present. The compelling selection of music includes masters of medieval, Renaissance, and Baroque polyphony, the first “Golden Age” of the guitar, sensual rhythms from Latin America, and a new work by San Diego composer Christopher Adler.
Performer: For many years, Colin McAllister provided Live Music programs as a lecturer in the UC San Diego Music department. He now pursues a creative life as a guitarist, conductor, and historian, engaging deeply with cross-disciplinary ideas in the humanities, particularly the intersection between music and history, classics, and religion. He currently serves as Lecturer in Music and Humanities at the University of Colorado, Colorado Springs.
February 24: Angela Yeung, Classical Ensembles
Angela Yeung will provide yet another compelling sampling of superb classical string and piano ensembles comprising her USD graduate and post-graduate students, faculty, and peer musicians in the community. She has participated in Live Music Fridays faithfully for more than 10 years and is a mainstay every quarter.
Performer: Angela Yeung, PhD, is Associate Professor of Music at the University of San Diego and director of both the USD Chamber Music Ensembles and the Annual Chamber Music Festival held in February and July on the USD campus. Yeung served as director of the USD Symphony from 1996 to 2010 and continues to conduct orchestras and choirs nationally and internationally.
March 10: Naomi Hobbs and Yumiko Oya, Four Hands Piano
The program will consist of pieces written by composers from the United States, Argentina, Cuba, Denmark, Russia, and Japan:
3. Jalousie, arr. by Gregory Stone: Jacob Gade (1879-1963) Danish
7. Rhapsody in Blue, arr. by Henry Levine: George Gershwin (1898-1937) American

Performer: Naomi Hobbs earned her music degree in Tokyo. She won the Seattle International Piano Competition in 2015. Yumiko Oya received the first “Golden Age” of the guitar, sensual rhythms from Latin America, and a new work by San Diego composer Christopher Adler.

OSHR70139: Brendan Nguyen: Piano - 0.00 Units
February 12
Brendan Nguyen displays uncommon versatility as a performer, artist, and musical thinker. His bold programming style, infusion of technology, and extravagantly produced concert concepts aim to explore new musical territory while casting a contemporary eye on the established canon. His enthusiasm for contemporary music has led to a number of premieres and commissions with well-known local and national musicians and composers.
Brendan is a graduate of the Oberlin Conservatory of Music and UC San Diego. Brendan will be performing:
3. Jalousie, arr. by Gregory Stone: Jacob Gade (1879-1963) Danish
7. Rhapsody in Blue, arr. by Henry Levine: George Gershwin (1898-1937) American

OSHR70140: Angela Yeung - 0.00 Units
February 26
Angela will again bring with her, University of San Diego graduate, postgraduate and peer contemporary musical artists, not to mention her own superlative cello, to form a variety of classic ensembles and present music by the great master composers as well as some surprises by contemporary composers. Angela has been participating in the Osher Live Music program for over ten years, benefitting her young student musicians with live, intimate performing venues, and with the journeymen and Master musicians within in her sphere of influence. She is always a treat.

OSHR70141: What Was Your Vietnam War Experience? - 0.00 Units
Panel Discussion by Osher Members
The Vietnam War touched us all in this Osher generation, either personally or through our families, friends, and community. As a coda to the epic 18-hour documentary on the Vietnam War by Ken Burns and Lynn Novick, Osher invites you to share your personal experiences from the Vietnam War era in a panel discussion. We are particularly interested in hearing from those of you who served "in-country" Vietnam as U.S. Army, Marine Corps, or Navy ground forces or advisors from Air Force, Navy, or Marine Corps pilots who flew combat or rescue missions over Vietnam, Laos, or Cambodia and from nurses or members of the medical corps. We also hope to have other aspects of the Vietnam-era experience represented in the discussion, such as anti-war protestors, conscientious objectors, and sponsors of post-war Vietnamese refugees.
If you would like be a panel member for this discussion, please email Steve Clarey, Chair of the Curriculum Committee, at sclarey62@gmail.com, with a brief description of your Vietnam War experience.
Moderator: The panel discussion will be moderated by longtime Osher member Joan Fudala, a former U.S. Air Force Public Affairs Officer, widow of a Vietnam USAF F-4 pilot, and currently the community historian for Scottsdale, Arizona.

OSHR70142: Digital Printing Technologies: How They Work and When to Use Them - 0.00 Units
Michele Shepard, PhD
With the advent of the computer and internet, it seemed like doomsday for the print industry. Yet we still print books, magazines, legal papers, and, yes, a never-ending stream of junk mail. Print volume has indeed gone down, but printers and entrepreneurs have found ways to survive and even prosper by adopting the newer digital technologies. In this session we will contrast the traditional with the digital printing industry. We will also examine how the various digital technologies work, with a focus on inkjet, and why some diverse digital print businesses are successful and others are not.

OSHR70143: Hong Kong: Re-Integration into China - 0.00 Units
Y. Pang Tsui, EngScD
In 1842, China ceded Hong Kong Island "in perpetuity" to Great Britain after the First Opium War. Over the last century, tiny British Hong Kong, with an ethnic Chinese population next door to mainland China, has become a global economic powerhouse. Why did the UK return it to China in 1997? This presentation will discuss Hong Kong’s current 50-year transition from a British Crown Colony to its re-integration into "communist" China. We will consider historical, cultural, demographic, geopolitical, and economic factors to understand the perspectives of key stakeholders in this transition.

OSHR70144: Inside Politics - 0.00 Units
Al Korobkin and George Glickman
This class is devoted to the hot political issues of the day. We cover the President, senators, members of Congress, governors, mayors, and state and local issues. We cover foreign policy, domestic policy, the media, and the gridlock in Washington. Please join this popular political discussion class. All opinions are welcome and encouraged.

Facilitators: Al Korobkin is a retired California Assistant Attorney General. His practice focused on representing the Medical Board of California and other health-care licensing boards. At the time he retired, Korobkin was the chief medical prosecutor for the state of California. His hobbies are reading about and discussing politics, sports, and popular culture.

After working as a union electrician for 15 years, George Glickman opened his own real estate company, then joined the U.S. Navy Civil Service as a Real Estate Broker in 1988. He retired as a Command Webmaster in 2012. Glickman currently serves on the Civil Rights Committee of the Anti-Defamation League and has been an active participant in the Osher Inside Politics class for several years.

OSHR70145: Current Events - 0.00 Units
Drama, pathos, debate, frustration, humor — it's all there in your daily papers or periodicals. We bring the news to life as our members' panel selects noteworthy items and issues for audience review and discussion. In this class your views are welcome, whether you already have an opinion or are looking for one.

Facilitator: Burt Levine is a retired regulatory and corporate lawyer. He has been moderating the Current Events sessions for years.

OSHR70146: Gerrymandering and Partisan Polarization - 0.00 Units
Professor James Ingram
Gerrymandering has created safe districts for incumbents and partisans, rendering American politics less competitive. This has meant that the persons elected to represent us are less able to compromise and govern effectively when they reach the public offices for which they strive. In some states, gerrymandering has been used to ensure majority control by a minority party, putting in question the legitimacy of the institutions of our democratic republic. This lecture will examine gerrymandering and address the prospects for reform of this practice.

OSHR70147: - 0.00 Units

OSHR70149: Africa and the Making of the Modern World - 0.00 Units
Professor Jeremy Prestholdt
This series examines how African societies have both shaped and been shaped by broader global circumstances. It challenges misconceptions about Africa and develops alternative ways of understanding contemporary African realities by posing a series of questions: Why do we frequently misinterpret Africa’s past? How did colonialism and Apartheid affect African societies, and how did Africans bring them to an end? What did the Cold War and its demise mean for African states, and how do Africans imagine their future in a multipolar world? In answering these questions, the series illuminates the shared and divergent experiences that have affected people across the African continent, drawing them into larger spheres of relationships and shaping the modern world.

January 24: Africans and Perceptions of Africa

Much of what we hear about Africa is wrong. The continent is often portrayed as monolithic, historically isolated, and static, yet the study of Africa’s past reveals just the opposite. This lecture addresses how we have come to misunderstand Africa and highlights the dynamism of African economic, religious, and cultural engagements with the broader world. It focuses on Atlantic, Mediterranean, and Indian Ocean crosscurrents as well as long-distance connections across the African continent before 1900.

February 7: Africans and European Colonialism

Colonization by European imperial powers dramatically affected the economic, political, and social structures of African societies. Colonial governments developed systems of autocracy, exploitation, and brutality. This lecture asks why and how European states colonized African societies, how colonialism functioned over several decades, and how colonial domination by multiple imperial powers cemented political and economic practices that would prove difficult to transcend.

February 21: Africans and Freedom Dreams

Though European empires believed they would rule African societies for hundreds of years, Africans brought a swift and decisive end to colonial rule in the decades following the Second World War. This lecture asks why nationalism gained such strength over a relatively short period, and it explores how Africans dismantled foreign rule through both mass politics and martial resistance. The lecture also asks why one of the twentieth century’s most brutal forms of oppression — Apartheid — developed simultaneously in South Africa. Finally, the lecture explores how repression and determined resistance focused international attention on white minority regimes in southern Africa.

February 28: Africans and the Cold-War World

Independent African nations became central to Western and Soviet Cold-War strategic visions. The turbulent economic and political waters of the early postcolonial era contributed to political instability and authoritarianism on the African continent, but valuable natural resources and new alliances also created opportunities for independent states. This lecture asks how Africans navigated the Cold War era and how popular demands for a more equitable world order brought an end to minority rule in southern Africa but floundered on domestic power contests and the geopolitical interests of superpowers.

March 7: Africans and the Multipolar World

This lecture addresses the dramatic social, economic, and political changes that have affected the African continent since the 1990s. Conflicts, epidemics, and mass migration have attracted significant international attention, but African nations have also seen increased prosperity and democratization. African states have developed important relationships with powerful nations, such as China, that depart from earlier international alliances and promise new economic opportunity, while climate change poses a host of uncertainties.

OSHR70150: The History of U.S. Medicine as Seen Through the Lives of the Presidents - 0.00 Units

Eddie Goldberg, MD

This class will address medical progress since 1775 and its impact on the lives of the presidents while they were in the White House. The lectures will place medical events in the context of the political events at the time and will suggest how these events may have affected political history. Topics of interest will include secret surgeries, poisonings, malpractice, medical innovation, great personal courage, and even a murder mystery. The talks will address thorny topics of substandard care and presidential disability as well as presidential medical privacy versus the public’s right to know.

January 11: Early Days

We will explore the dramatic relationship between the timelines of political history and the history of medicine, moving simultaneously from the first presidencies to the present day. A major focus will be the impact of smallpox and yellow fever on the European settlements in America and the subsequent expansion of the American empire. George Washington and Thomas Jefferson would each play a critical role. Before 1775, 100,000 Americans had already crossed the Appalachian mountains, bringing modern eighteenth-century medicine with them. We will discuss some of the medical innovations that occurred on the American frontier. During this lecture we will also discuss the health of the first five presidents.

January 25: Roll Call of the Presidents Through Bush 41 and the Timeline of Medical Progress
This lecture will include brief accounts of many of the presidents’ lives during this period, with particular focus on those who were ill in office. There were 15 presidents who were very sick during their presidency. The lecture will continue to review the issue of presidential disability, which will be a continuing topic throughout this series.

February 8: Garfield and the Failure of Medicine
President Garfield was shot in 1881 but died literally at the hands of his doctors, who actually facilitated a fatal infection. Although many well thought-of doctors, including Pasteur, had published the threat years before, American doctors refused to accept the microbial basis of infectious disease.

February 22: Cover Ups: Wilson and FDR
Considering the Garfield fiasco, it would have been natural for succeeding Presidents to maintain privacy about their medical events — understandable in the case of Chester Arthur’s kidney disease, but unbelievable in the case of Grover Cleveland’s secret surgery. The major stories, however, are those of Woodrow Wilson and FDR. A very disabled Wilson did not resign, and disaster resulted. A very sick FDR traveled 14,000 miles to Yalta and clearly was not physically up to the task of challenging Stalin.

March 8: The Triumph of U.S. Medicine: Eisenhower and Reagan
The treatment of Eisenhower’s heart attack in 1955 was a turning point in the history of cardiology that would improve the lives of millions of Americans. Eisenhower’s letter to Nixon about Presidential disability was the prototype for the Twenty-Fifth Amendment. Ronald Reagan’s survival from a gunshot wound to the chest represents the triumph of the American emergency-care system. The impetus was the experience of World War II surgeons and the American physician Charles Drew.

OSHR70151: Reusing the Carbon in Carbon Dioxide - 0.00 Units
Professor Clifford Kubiak
Studies to utilize CO2, an abundant greenhouse gas, for the ultimate manufacture of energy-dense liquid fuels hold the promise of greatly reducing the CO2 footprint of modern societies. As this lecture will discuss, these efforts have concentrated on the activation and reduction of CO2 by chemical, photochemical, and electrochemical means, and the development of catalysts for transforming CO2 to organic products. Catalysts, which can help divert CO2 to form liquid fuels such as methanol, are being developed. The lecture will describe a method employing semiconductor devices with appropriate band energies to photochemically “split” CO2 into CO and O2.

OSHR70152: First Peoples of San Diego County - 0.00 Units
Richard L. Carrico, MA
Using archaeology and native oral traditions, this lecture will look through the mists of time to explore the rich culture, art, astronomy, economy, medicines, and more of San Diego’s first peoples. We will delve into more than 10,000 years of Kumeyaay and Luiseño history to become better acquainted with the people who are largely known today only for their casinos. This reawakening will leave us far better informed about San Diego’s First Peoples.

OSHR70153: Parenting Our Transgender Children - 0.00 Units
Hillary Whittington and Robert Gleason
Raising children who may not fit perfectly into today’s norms comes with challenges, but no one prepared our speakers for how their parenting journey would unfold. Both have unique stories of parenting their children through their journeys of discovery and transition to the transgender boys they are today, all while addressing personal and societal concerns along the way. This class will also discuss general concepts and terminology of gender identity and expression, with a particular focus on children and adolescents.

OSHR70154: Bob Dylan, Nobel Prize Laureate: 50 Years of Performance and Poetry - 0.00 Units
Professor Wm. Arctander O’Brien
New challenges, cultural values, and technologies are changing design?—the combining of people and technology to make the world a better place. Pervasive networked devices have freed design from the confines of the lab: design increasingly roams at large. Many of these designs meld the physical, digital, and social worlds. The successes are tremendously exciting, but the failure rate is high. Therein lies the challenge. Currently, many design practices are faith-based rather than research-based. Why is there a shortfall of principles for effective design?

OSHR70155: Understanding Daily Life in Wartime Japan, 1940-1945 - 0.00 Units
Professor Samuel Yamashita
The Alltagsgeschichte (histories of everyday life) that historians wrote about Germany during World War II in the 1970s and 1980s inspired Professor Yamashita to write about how ordinary Japanese coped with the Asia-Pacific War’s demands, hardships, and dangers. He collected more than 200 wartime Japanese diaries written by servicemen, home-front adults, mobilized teenagers, evacuated children, and Korean day laborers, plus 40 postwar memoirs. These sources allowed him to reconstruct daily life in his book, Daily Life in Wartime Japan, 1940-1945, published in 2015. This lecture will provide information drawn selectively from the book.

OSHR70156: Preventing and Treating Heart Failure - 0.00 Units
Professor Barry Greenberg
Heart failure is one of the most common chronic diseases in developed nations, and its prevalence is on the rise. Heart failure is associated with a substantial reduction in survival, an increased risk of hospitalization, and a quality of life that is among the lowest of all chronic diseases. Heart failure is known to develop in stages, beginning with the presence of recognized risk factors such as hypertension, coronary artery disease, and inactivity that lead to the development of structural abnormalities in the heart. This lecture will discuss effective therapies that can be used to prevent and treat heart failure and an aggressive therapeutic approach that has been shown to improve outcomes in heart failure at all stages of the disease.

OSHR70157: Dementia: Causes, Classification, Treatment - 0.00 Units
Ian Neel, MD
The purpose of this lecture is to provide a basic overview of the diagnostic criteria and treatment of Alzheimer’s dementia. It will include a discussion of the disease’s pathogenesis, providing a context for understanding the available treatment options. The discussion will examine the evidence supporting the available pharmacotherapy for the disease, including acetylcholinesterase inhibitors and NMDA-receptor antagonists. It will also identify future targets for both pharmacologic and non-pharmacologic treatment.

OSHR70158: The Microbiome: Its Role in Immunity and Inflammatory Disease - 0.00 Units
Mitchell Kronenberg, PhD
Our gut is home to trillions of microbes, and until recently we tended to think of them as separate from us. Now we know that our body is actively engaged in constant communication with the microbiome — an intimate conversation that helps shape our immune system and directly affects our health. Changes in the composition of the microbiome have been linked to obesity, type 2 diabetes, cancer, and inflammatory and autoimmune diseases. This lecture will explore the role of the microbiome in immune health.

OSHR70159: Musculoskeletal Loss and Exercise During Space Flight - 0.00 Units
Professor Alan R. Hargens
During space flight, astronauts experience musculoskeletal losses and moderate to severe back pain. There is also a significant incidence of
discuss the "predicament" of human existence
psychologists, spiritual leaders, and direct experience, Professor Dobkins will
OSHR70166: January 31: Whisper Into My Good Ear by William Hanley
actually try not to think
This lecture will explore how we as a culture and as individuals think —
lecture will explore what may have driven Rembrandt to create these rarities
as biblical paintings of saints and highly unusual Mughal drawings. This
Rembrandt produced some of the most remarkable works of his career, such
bankrupt in 1656 and left him in utter poverty, without students or assistants
OSHR70163: Rembrandt's Rarities: Shells, Saints, and Mughal Emperors - 0.00 Units
Professor Swerdlow
Migraine is one of the most common and disabling disorders, imposing an
economic burden. Although everyone thinks of a migraine as a headache, it is actually a complex neurological disorder in which headache is the most common presenting feature. There can also be mental and emotional changes, somnolence, fatigue, insomnia, and anxiety. The headache is the most recognized and debilitating phase of migraine. Pain is pulsating and usually starts on one side of the head or neck. After the headache, symptoms can include fatigue, irritability, loss of concentration, and periods of deep sleep. Treatment of migraines can be summarized by method — "abortive" for all patients with Triptan-based formulae and "preventive" for certain patients. This lecture will expand on this brief summary.
OSHR70161: The Neural Substrates of Sensorimotor Gating - 0.00 Units
Professor Dobkins will discuss the "predicament" of human existence, and what it means to die, all embedded in the context of what it means to really live.
OSHR70166: January 31: Whisper Into My Good Ear by William Hanley - 0.00 Units
Called by Howard Taubman "an uncommonly gifted writer," William Hanley had modest success on and off Broadway but achieved his greatest success as a screenwriter for television, being nominated for five Emmys and winning twice. In 1966, his teleplay Flesh and Blood sold to NBC for $112,000, at the time the most money paid by TV for a single work. Hanley's play Whisper Into My Good Ear is a study of two pensioners who find relief from their fleabag hotel and their loneliness by meeting in a park. This time they intend to carry out a suicide pact. Bitter and almost blind, Charlie is the kind of man who resents the tree behind him because it has been around 100 years and will outlast him. Max is a gentle, introverted soul. The two talk amiably but bitterly, revealing themselves and the sources of their unhappiness. They discover that just being alive from day-to-day is enough for the present, allowing them to find the values that even the most wretched can perceive. Director: Dawne Ellison. Since joining Theater World last October, Dawne has been in several plays and took on the major role of Gloria in the recent musical Something in Preserve. This is her first directorial effort for Theater World.
Coordinator: Jeff Earnest and Marcia Wyrtsen
OSHR70167: February 14 and 17: - 0.00 Units
oshr70167: the rape of the chambermaid and The Wedding Cake by Judge H. Lee Sarokin
Theater World presents two legal dramas by San Diego playwright and renowned judge H. Lee Sarokin. Judge Sarokin's plays take on some of the thorniest and most interesting legal subjects of the day, presenting them in a fluid dramatic style that piques interest in the characters even when they are not the most appealing of people. His dramas are topped off with skillfully constructed and delightfully surprising denouements.
The Wedding Cake is about two couples who quarrel over an incident that appears to be trivial at the moment but that develops into a bitter dispute, with each couple suffering consequences they never envisioned, over something they thought so small. The subject is very topical, involving whether or not a business has the right to refuse service to someone if providing that service would violate their the owner's principles. A case dealing with this issue will be heard by the Supreme Court in its current term. The Rape of the Chambermaid takes its initial inspiration from the Dominique Strauss-Kahn case. Strauss-Kahn was at the time the head of the International Monetary Fund and a leading candidate for the 2012 French Presidency. He was accused of sexual assault and attempted rape of a maid in a New York hotel. Questions about rape, consensual and non-consensual sex, the relationship between sex and power, and the seductive attraction that money has for the rich and poor alike are asked but only partially answered, with the audience left to decide what they thought they knew, what they think they have learned, what lies beneath the veneer of appearances that the public sees, and what the abstract concepts of truth and justice truly mean in society and in our lives.
About the Author: A graduate of Harvard Law School, Judge H. Lee Sarokin had a 25-year career as a trial lawyer before President Carter appointed him in 1979 to the U.S. District Court, where he served until 1994, when President Clinton elevated him to the U.S. Court of Appeals for the Third Circuit. Among his over 2000 written opinions, he was the first judge to order tobacco companies to reveal their secret research and to order clubs such as Kiwanis to admit women. He freed Rubin "Hurricane" Carter after 19 years in prison for a wrongful murder conviction (a case that was made into a movie (The Hurricane, starring Denzel Washington). Judge Sarokin is a regular contributor to the Huffington Post, has authored seven plays and numerous law review articles, and is a jazz drummer.
Directors: Marcia Wyrtsen and Jeff Earnest. Marcia has acted in numerous Theater World plays, including The Vagina Monologues and 12 Angry Jurors, and in musicals, most memorably as Snoopy in You're a Good Man Charlie Brown and Miss Mazzeppa in Gypsy. She has also directed several plays. Jeff has acted in plays such as Blithe Spirit, 12 Angry Jurors, and The Gate of Heaven and made his Theater World directing debut in the Osher member-written short play production of Fall 2017.
Coordinate: Jeff Earnest and Marcia Wyrtsen
OSHR70168: Generation Z and the Undergraduate Experience of Today - 0.00 Units
Rabbi David Singer
The current generation of undergraduates has grown up in an age of terror. They have never known a time without war. They have known the internet since birth and the smartphone since kindergarten. Daily they have met the whirl of social change: gay marches and transgender protests, same-sex marriage, drug use including legal marijuana, gun use including legally-allowed concealed weapons. On campus they have lobbied for trigger warnings and safe space. Who are these students? What do they hope for from UC San Diego?

PATH40003: Transfusion Medicine - 18.00 Units

PATH40009: Advanced Topics - 2.00 Units

PATH40010: Chemistry/Urinalysis - 10.00 Units

PATH40011: Hematology/Coagulation - 6.00 Units

PATH40012: Immunology/Serology - 2.00 Units

PATH40013: Laboratory Operations - 1.00 Units

PATH40014: Microbiology/Parasitology - 8.00 Units

PATH40015: Transfusion Medicine - 4.00 Units

PE40005: Legal Aspects and Risk Management Planning in Fitness - 1.00 Units
This workshop for all health professionals focuses on legal issues and standards of care and concern to physical fitness specialists, health educators, program administrators, and entrepreneurs involved in the delivery of services to clients in fitness centers. It is crucial that they deal with their own legal liability as well as that of the organization with which they are associated.

PE40007: Weight Control and Nutrition for Lifestyle Educators - 3.00 Units
As a fitness lifestyle educator, you have the opportunity to make a powerful impact on the nutritional status of your clients. However, it is important that your knowledge base is scientific and that your communication skills are effective. This course covers basic nutritional concepts, with an emphasis on weight loss. Topics include current fads and controversies in nutrition, practical aspects of meal planning and preparation, sports nutrition topics, such as energy utilization, supplements, and ergogenic aids body composition and the special needs of the athlete. Participants also review recent studies in sports nutrition and the exercise physiology of weight control. Requirement for Professional Certificate in Fitness Instruction/Exercise Science. Applicable to Supplementary Authorization in Physical Education.

PE40012: Teaching Adult Fitness: Principles and Practices - 3.00 Units
The fitness field is still growing in this country, and the demand for professionally trained instructors continues to increase. If you’ve ever thought about teaching in the field but lack the necessary training or are currently teaching and need a more substantial academic background, this comprehensive course covers every major area of contemporary knowledge relevant to teaching adult fitness programs. Topics include exercise physiology, kinesiology, program planning and design, and instructional and motivational techniques. Instruction emphasizes the translation of complex research into practical strategies that all fitness instructors can use to make their classes scientifically sound, while enjoyable and optimally beneficial to each participant. Students learn the core information to conduct adult fitness classes professionally. This course has been offered as a successful in-service training program by several fitness organizations. Requirement for Professional Certificate in Fitness Instruction/Exercise Science.

PE40014: Exercise Programs for Children - 1.00 Units
This course presents instructional strategies, motivational techniques, and age-appropriate activities required to plan an exercise program for children one will find enjoyable. Participants gain exposure to educational outcomes, standards established by the state of California, and the goals of the Physical Education Framework. These topics will be put to use by participating in such activities as step aerobics, weight room training, and fitness activities. Elective for Professional Certificate in Fitness Instruction/Exercise Science.

PE40015: Physical Education for the Physically Challenged - 1.00 Units
This course furnishes the knowledge and skills to put together a physical education program for the individual who has special needs. In addition to participation in adapted exercise programs, students explore medical considerations, contraindicative moves, and how to tailor activities and games to special needs. Plan on attending this workshop to learn alternative ways to exercise and play. Note: Wear comfortable clothes. Elective for Professional Certificate in Fitness Instruction/Exercise Science.

PE40016: The Fitness Instructor: Conditioning for the Aging Population - 1.00 Units
The educational backgrounds of most physical fitness educators and certified instructors lack specific information about correct exercise for the senior citizen. This course is designed to meet those needs and includes current information on the physical, physiological, social, and psychological conditions and requirements of this age group but focuses on the physical and physiological aspects. The workshop presents a variety of exercise programs and how they benefit the health of the senior citizen, including programs for the physically impaired and chronically ill, developing an understanding of client needs to facilitate a better relationship, becoming acquainted with the client’s family and physician when appropriate and adjusting to the client’s capacity for physical exercise. By the end of the course, participants will have acquired the information to design, conduct, and evaluate an exercise program that is appropriate for the elderly population. Recommended prerequisite: Basic knowledge of physiology and anatomy. Elective for Professional Certificate in Fitness Instruction/Exercise Science.

PE40018: Practicum in Mind-Body Exercise - 1.00 Units
This course exposes fitness instructors, personal trainers, and program directors and coordinators to the new trend of integrating mind-body fitness training into traditional exercise programs, which is physical exercise executed with an inwardly directed focus. Principles and practical applications covered in class include demonstrations of Yoga, Tai-Chi, Pilates, NIA, mindfulness, walking, and massage. By the end of the course, participants will walk away with an action plan to create a healthy balance—personally, professionally, and pragmatically—with the use of mind-body fitness techniques. NOTE: Elective for Specialized Certificate in Fitness Instruction and Exercise Science: Advanced Program.

PE40024: Teaching Adult Fitness: Principles and Practices - 3.00 Units
The fitness field is growing and the demand for professionally trained instructors continues to increase. This foundation course provides an overview of every major subject area in fitness. Topics include exercise physiology, kinesiology, behavior modification, exercise adherence, successful leadership and instructional qualities, and motivational techniques. Emphasis is placed on
individual program design, implementation, and progression. Instruction translates complex research into practical strategies that make classes scientifically sound, while enjoyable and optimally beneficial to each participant.

PE40027: Exercise for Special Populations - 1.00 Units
The likelihood of fitness instructors encountering individuals with special needs or limitations is greater than ever, as is the necessity for being able to meet these needs in a safe and effective manner. This course offers students an understanding of the benefits that exercise may hold for special groups, and focuses on prescribing appropriate exercise to achieve these benefits. Diabetes, cardiac disease, back pain, arthritis, pre- and postnatal, and older adults are addressed. The principles discussed are based on guidelines developed by such professional organizations as the American College of Sports Medicine, the American College of Obstetricians and Gynecologists, and the American Council on Exercise.

PE40033: Advanced Issues in Exercise Physiology and Nutrition - 3.00 Units
This course explores advanced concepts in exercise physiology and nutrition. The information assumes a solid understanding of the basic principles of exercise and nutrition science. Topics include: developments in exercise fat metabolism, the physiology of yoga-based exercise, hormonal adaptations to exercise, advanced concepts in the physiology of strength and anaerobic training exercise, fitness, and health: a consensus of current knowledge, exercise effects on the CNVs, food-mood responses, nutritive aids to boost performance cholesterol metabolism and diet and exercise, nutrition, and weight control.

PE40034: Tools for the Group Fitness Instructor: Balls, Bands, and Weights - 2.00 Units
This practical, hands-on workshop is designed to give the group fitness instructor the skills necessary to teach a variety of programming options effectively. Students will learn how to use rubberized tubes, steps, slides, stability balls and dumbbells. In addition, participants will learn to develop the basic components of a group exercise class, including the warm-up, cardiovascular and strength segments, and cool down and flexibility segments. Emphasis will be placed on learning to develop classes that offer multiple modifications, and are well-rounded and effective.

PE40040: Training the Specialized Client: Fitness Over 50 - 1.00 Units
Thanks to the Surgeon General’s recent report, baby boomers and older Americans alike are becoming increasingly aware that physical activity is an essential component of a healthy lifestyle, and it’s never too late to start. Today’s competent fitness professional must be aware of the wide array of needs and limitations encountered in clients over 40 and know how to meet them safely and effectively. This course covers specific programming techniques and health issues for the sedentary baby boomer to the master’s level athlete, the active older adult to the frail elderly, and various issues surrounding women’s health.

PE40042: Training the Specialized Client: Post Rehabilitation Training - 2.00 Units
Finding the right niche can often be the key to a successful career. Many fitness professionals today are finding that specialization in certain key areas can give them the edge they need to attract potential clients. Due to changes in our healthcare system, post-rehabilitation training is emerging as one of the newest areas of specialization in fitness. The increase in managed healthcare has brought a decrease in allowable physical therapy visits for most musculoskeletal injuries. Physical therapists and other healthcare providers are increasingly referring their discontinued patients to exercise specialists and personal trainers who are knowledgeable in diagnosis specific protocols and contraindications for these clients. This course will discuss requirements and professional standards for personal trainers desiring to work with these clients, the six most common musculoskeletal diagnoses, and administering proper exercise programs relative to client needs. Gross anatomy, joint movements, and biomechanical theory in classroom lectures will be carried over to practical experience in the lab portion of the class.

PE40045: Practicum in Flexibility and Postural Evaluation Techniques in Fitness - 1.00 Units
Poor posture and decreased flexibility are often associated with inactivity. At the same time, repetitive performance of a specific sport or activity may also cause imbalances in strength and range of motion, characteristic for that sport. Although often neglected by health and fitness professionals and their clients alike, good range of motion, flexibility, and postural habits should be an integral part of any fitness program and incorporated into every workout. This course covers the physiology and research behind various stretching techniques and identifies barriers that determine and limit range of motion throughout the body. Current research relating to the role of flexibility in sport and occupational performance, as well as injury prevention will be reviewed, along with practical recommendations for program implementation. Flexibility assessments for all the major joints and muscle groups will be demonstrated using standardized testing techniques, with an emphasis on reliability and validity. Participants will also learn postural assessment techniques that allow them to identify common postural problems in their clients along with recommendations for improving these conditions. Students will become familiar with a variety of stretching techniques and modalities in addition to their advantages and limitations. This course combines a lecture format with demonstration and participation.

PE40046: Training the Specialized Client: Fitness for Children - 1.00 Units
This course is designed to provide fitness instructors with strategies for teaching children the skills and concepts needed for a healthy, active lifestyle. Participants will learn how to plan and implement a well-rounded youth fitness program that can be adapted to a variety of settings. This one-day course alternates between theoretical discussions and sample activities. Topics include anatomical and physiological discussions, teaching and organizational strategies, and developmentally appropriate activities. NOTE: Requirement for Specialized Certificate in Fitness Instruction/Exercise Science: Advanced Program. Wear comfortable shoes and clothes and be ready to play.

PE40053: Cycle Reebok: Foundation Workshop - 0.50 Units
Cycle Reebok is an exciting athletic training program that integrates music and innovative sports psychology, guided imagery, visualization and other motivational techniques to prepare both mind and body for ultimate performance. You will learn cycling techniques, ride elements, and how to design and teach a successful class, as well as, the physiology, biomechanics and psychology of cycling. Prerequisite: Experience or education in exercise instruction or consent of instructor. NOTE: Bring lunch, water 2-3 changes of clothes. Cycling shorts recommended. Class size is limited. Early enrollment is
PHAR40000: Chinese Pharmacy Seminar - 6.00 Units

Effects and dosages. Keynote speakers, offering their recommendations into the field, products, commercially available product. The information will be presented by supplements, discussing the merits and controversies surrounding each focusing upon a specific area of sport nutrition and is intended to offer the PE40074: Sports & Fitness Supplements

SPARK (Sports, Play, and Active Recreation for Kids) K-2 is the most widely used physical education/activity program in San Diego County. The course will provide each participant with a practical, working knowledge of the SPARK Curricula as well as the skills and instructional techniques needed for successful implementation. The SPARK Physical Education for grades K-2 will be thoroughly dissected and discussed. The class is designed to be dynamic, fun and "hands-on."

PE400001: Cycle Reebok: Interval Training Workshop and 12-Week Performance Plus Program - 0.50 Units

Part I, Interval Training Workshop, of this hot new program will teach you how to maximize the benefits of interval training. Learn the science behind interval training, the benefits, and safe application for all levels of participants. Find out how to include the four key components of a well-rounded interval cycling program for your classes. Learn the benefits and limitations of heart rate monitors, and how to use them effectively. A simple yet accurate test for determining and prescribing interval heart rates will also be presented. You will leave this workshop with some new ideas to take home and put into action right away. Regardless of fitness level, interval training will help your clients burn calories, stay motivated, and become faster, stronger and leaner.

Part II, Performance Plus: The 12-Week Program, is designed to provide instructors with a progressive, systematic cycling program suitable to all fitness levels, from the novice to the competitor. Through three months of pre-planned workouts, the weekly progressions will take any participant to a significantly higher level of fitness. Research demonstrates that individuals who train with a goal in mind remain committed and consistent. Create that involvement and excitement with Performance Plus: The 12-Week Program. Prerequisite: Experience or education in exercise instruction or consent of instructor. NOTE: Bring lunch, water 2-3 changes of clothes. Cycling shorts recommended. Heart rate monitor optional. Class size is limited. Early enrollment is advised. UCSD is recognized by the American Council on Exercise as a continuing education specialist.

PE40067: Internship in Fitness - 2.00 Units

The internship offers students the opportunity for continued personal growth, the development of relevant skills complimenting their academic preparation, and preparation for employment in the fitness field. The program encompasses every aspect of fitness testing, programming and training, wellness and health education, and management and administration, exposing the student to the most current technology.

PE40074: Sports & Fitness Supplements - 1.00 Units

The sports supplement industry has experienced unprecedented growth over the past few years in the arena of ergogenic aids (products designed to enhance athletic performance). Where this industry was once considered useless or fraudulent, it now offers numerous effective products, many backed with credible scientific research, while others still remain controversial. This the first course in a seminar series of courses, each focusing upon a specific area of sport nutrition and is intended to offer the student, health-fitness provider and general consumer scientific insight into supplements, discussing the merits and controversies surrounding each commercially available product. The information will be presented by keynote speakers, offering their recommendations into the field, products, effects and dosages.

PHIL90000: Introduction to Philosophical Ethics - 6.00 Units

Ethics, at the most basic level, is the study of moral right and wrong. Since the modern period, there has been a push toward treating the concepts "morally right" and "morally wrong" as culturally relative, meaning that they are inapplicable outside of particular cultural contexts. Since "different cultures have different moral codes," it is often thought that there is therefore no universal truth in ethics. This course will focus on the question of moral relativism, so understood. The guiding questions of the course will be: Is morality relative, and if so, to what? When, if ever, is it appropriate to judge the cultural practices of others? What does our awareness of differences between cultures imply about our political institutions? Are some ways of forming moral beliefs better than others?

PHIL90001: Critical Thinking - 6.00 Units

"A course in critical thinking is a course in self-improvement. It is a chance to look inside yourself and examine your own ability to think. It is a place where you can learn about the difference between good thinking and bad thinking. It is an opportunity to acquire reasoning skills that should serve you well in whatever pursuit you engage in." (Michael O'Rourke) In this course we will study good thinking and bad thinking from the perspectives of both psychology and philosophy. We will learn about (1) our brains and the psychology of reasoning and decision making, (2) how identify, analyze, and evaluate arguments by other people (including politicians, used car salesmen, and teachers), and (3) how to construct arguments in order to decide what to believe or what to do. The instructional format will be exercise-centered, with interactive lectures, discussion, and group activities.

PHIL90002: The Philosophy of Addiction and Responsibility - 6.00 Units

This course will focus on addiction and its implications for moral and legal responsibility. Though this course is above all a course in philosophy, the topic lies at the intersection of science, bio-ethics, and the law, and students will get an understanding of all of these fields as they bear on questions about addiction. Students will first learn about current findings and methods in scientific research relevant to understanding addiction. Second, students will learn about current theories of moral and legal responsibility. Finally, drawing from the theories of addiction and responsibility, students will consider and assess current policies in place related to addiction. This course does not require students to have prior experience in any of the fields of study covered in the course.

PHIL90003: - 6.00 Units

PHIL90004: - 6.00 Units

PHIL90005: Great Blunders in the History of Science - 6.00 Units

PHILX10: Introduction to Logic - 4.00 Units

This course is intended to introduce students to logic. It is difficult to overemphasize the importance of logic. Everyone thinks. Everyone reasons. We are also all subjected to the thinking and reasoning of others from many sources: books, radio, speeches, TV, newspapers, employers, friends, and family. The study of logic is one of the best ways to refine one’s natural ability to reason and argue. Through the study of logic, one learns strategies for thinking well, common errors in reasoning to avoid, and effective techniques for evaluating arguments. In this course, we will introduce formal symbolic logic, focusing on argument structure, syllogisms, propositional logic, and elementary quantificational logic. From time to time, we will also use an educational computer program designed to teach students logic.

PHRM40000: Pharmaceutical Product Development - 6.00 Units
With a multi-year development cycle, it’s not enough to “begin with the end in mind” — one must understand all the steps along the way. This 12-week program addresses issues pertaining to development of novel pharmaceuticals. From preclinical safety studies to product labeling from market analysis to manufacturing from proof of concept to clinical trials — this course provides an overview of hurdles which candidate therapeutics must clear to achieve FDA approval and reach market. Discussions, exercises, and case studies focus on the balances among risk, quality, regulatory compliance, cost and economic value. Distinct concerns relating to traditional “small molecule” drugs and biopharmaceuticals will be discussed.

PHYS40001: Observational Astronomy 1: Observing Fundamentals, Telescopes and CCD Cameras, and Astrometry - 3.00 Units
This is the first in a series of practical observational astronomy courses that are designed to give students the fundamental knowledge and skills necessary to conduct basic astronomical research and imaging projects. The course begins with topics such as astronomical coordinate systems, measuring time and distance, and describing the principles of the operation of telescopes and CCD cameras. The course then teaches students how to plan and organize an observing run at the telescope, identifies typical resources that are used for observing run planning, and gives students an opportunity to create a realistic observing run. The course concludes with a short discussion of statistics and measurement errors relevant to astronomy, how to perform CCD calibrations, and immersion into how the conduct an astrometric project to measure the motion of an asteroid.

Course Highlights:
- Astronomical coordinate systems
- Astronomical time and distance
- Lunar phases and solar eclipses
- Telescope designs and characteristics
- Remote telescope control via ACP Observatory Control Software
- Introduction to writing ACP scripts for telescope and camera control
- Overview of solar system characteristics
- Overview of solar and stellar characteristics
- Review of different types of basic astronomical research projects
- Introduction to astrometry
- Astrometric software, data reduction, and MPC reports
- Student practice to perform astrometric data reduction and create MPC report

Course Benefits:
By the end of the quarter, students will have the skills to:
- Control and use a remote telescope
- Use a CCD camera to take astronomical and calibration images
- Understand the content of astronomical images
- Plan an astronomical observing run
- Independently conduct basic astrometric observations and data reduction.

For more information about this program, please contact the program manager at unex-techdata@ucsd.edu or 858-534-9352.

PHYS90000: How Things Work - 6.00 Units
This course provides an introductory look at physics through everyday objects and activities. Through studying how these objects work, students will be able to identify physics in the world around them.

PHYS90001: Space Out! - 0.00 Units
Buckle your seatbelts and get ready to blast off as you plan your own mission to space! Design and build a miniature spacecraft that will be presented and launched on the last day of class at a rocket-launch celebration. Explore our Earth and then move on to other planets, solar systems, and faraway galaxies. Join us to learn about past and current space missions, different kinds of stars, habitable planets, black holes, and even Einstein’s theory of relativity.

PHYS90002: Pirate Science (High School) - 0.00 Units
In this class, students will learn a fundamental suite of traditional nautical arts. These primitive skills will be taught within the context of modern physical theory. Students will learn the elements of celestial navigation, sword fighting, weather prediction, knot tying, ship construction, and sailing. This course will foster an appreciation and understanding for both the bravery and ingenuity of traditional sailors as well as the beauty and elegance of modern physical theory. This course is designed for high school students, who have little to no experience with the earth sciences.

PHYS90003: The Mathematics of Fidget Spinners - 0.00 Units
Ever wonder why your friends fidget spinner spins longer than yours? Why some spinners are louder than others? In this workshop, the physics of fidget spinners become tangible, unlocking a world of intuition! Join us to explore a fantastic phenomenon where energy is conserved, and entropy is increasing. Witness, first hand, the transitions from chemistry, to motion to heat. See the forces of tension and gravity. Learn how a fidget spinner is a ticket to exploring the laws that shape our universe. In this workshop class you can rest assured that the teacher will not confiscate your fidget spinner. NOTE: Fidget spinners will be provided for the students to use during the class. Alternatively, if they like, students can opt to bring and use their own fidget spinner. At the end of class a drawing will be held where one lucky student will win a free fidget spinner!

PHYS90004: - 6.00 Units

POLI40006: Great Secrets of Campaign Management - 3.00 Units
What’s the difference between a losing campaign and a winning one? How do some campaigns win against all the odds? This course will focus on delivering the basics of both political and public affairs campaigns, including developing a campaign message, managing a budget, understanding polling and research and developing a volunteer operation. Participants will craft their choice of a political or public affairs campaign plan throughout the course. Guest speakers will include key players in local, state and national races.

POLI90000: American and Chinese Future Leaders Summer Program - 1.00 Units
Chinese and American high school students will participate in a binational interactive cultural experience through a game based role-play simulation focused on global concerns that relate to science and technology. Through team negotiations they will produce an Action Plan for the way forward that emphasizes common ground partnerships that can develop between China and the United States to meet the challenges ahead. In their work, students will be supported by an education technology platform designed specifically for game play and speakers and institutes at the University of California San Diego.

PROF80000: Career Management - 0.00 Units
Join a small group of like-minded, motivated working professionals who will create a plan to successfully navigate their near and long-term career goals. Over this 9-week course, the cohort of students will work through individual and group exercises, utilize assessments and other tools in an online career portal, have the opportunity for individual coaching from the instructor, and offer feedback and support to each other. Specific topics covered include: successful negotiations and understanding the on-boarding process career management basics building a powerful network social media and your personal brand staying on top creating a successful career plan. At the end
of the course you will have created an action-oriented plan that encompasses your personal goals and establishes a clear path to achieving your career ambitions.

**PSY40005: Why Best Intentions Fail: Understanding the Motives That Drive Behavior - 1.00 Units**

This course, based on Elias Porter's Strength Deployment Inventory, combines didactic information with a series of small-group exercises to understand and recognize the motives that drive positive and negative behavior. Participants acquire the skills that enable them to more effectively sell themselves and their ideas to supervisors, understand situations that lead to pain or conflict with a spouse or family member, establish a logical framework or system to use in complex interpersonal relationships, and become a more capable team member. Elective for Professional Certificate in Counseling and Interpersonal Skills.

**PSY40012: Module V: Crisis Management, Critical Incident Debriefing - 1.00 Units**

This module covers the theory and management of anxiety, crisis intervention, care for the dangerous and disruptive client, suicidal phenomena, and stress management and relaxation techniques. NOTE: This is the last time this course will be offered.

**PSY40013: Module VI: Advocating for Selected Patient Populations, Networking in the Psychiatric Community - 1.00 Units**

This module reviews the current psychiatric and psychosocial issues facing everyone throughout their lives and considers the nursing challenges of working with children, adolescents, and the elderly. Participants explore the multiple roles of psychiatric nurses today, including rewarding employment opportunities that course participants are qualified for. A special feature of the course is a mini-job fair open to nurses and nursing directors for providing information about their psychiatric programs and discussing job opportunities. NOTE: This is the last time this course will be offered.

**PSY40015: Preceptorship for Psychiatric Mental Health Nurses - 1.00 Units**

Those who have completed requirements for the Specialized Certificate in Psychiatric-Mental Health Nursing, or who will complete the certificate this quarter, are eligible for this optional program. The preceptorship offers nurses an opportunity to observe and work in a local facility under the supervision of the coordinator/instructor and a preceptor from the host facility. Students may choose from the following areas: inpatient mental health nursing, partial hospitalization, day treatment programs, alcohol and drug addiction programs, and programs for children and adolescents. NOTE prerequisite: Completion of six modules of the Specialized Certificate in Psychiatric-Mental Health Nursing or consent of instructor. Candidates should contact the EdVantage Department at 534-0835 upon enrolling to set up an individual preceptorship. Early enrollment is advised, since space is limited. Recommended for Specialized Certificate in Psychiatric-Mental Health Nursing.

**PSY40016: Child Psychiatric-Mental Health - 1.00 Units**

This workshop covers the mental health problems that children face, presenting intervention strategies that work with at-risk children within a family context. Participants examine psychodynamics, assessment, family issues, and interventions. NOTE: Certificate candidates who complete this course and “Adolescent Psychiatric-Mental Health” (PSY-40017) will earn an emphasis in child and adolescent psychiatric-mental health to add to their certificate. Recommended for Specialized Certificate in Psychiatric-Mental Health Nursing.

**PSY40017: Adolescent Psychiatric-Mental Health - 1.00 Units**

This course, based on Elias Porter's Strength Deployment Inventory, combines didactic information with a series of small-group exercises to understand and recognize the motives that drive positive and negative behavior. Participants acquire the skills that enable them to more effectively sell themselves and their ideas to supervisors, understand situations that lead to pain or conflict with a spouse or family member, establish a logical framework or system to use in complex interpersonal relationships, and become a more capable team member. Elective for Professional Certificate in Counseling and Interpersonal Skills.

**PSY40022: Hyperactivity: A Symptom in Search of a Diagnosis - 1.00 Units**

Hyperactivity is a condition that continues to be mismanaged by treating it across the board with the drug Ritalin. This workshop provides professionals and the lay public with information that focuses on this problem and why it is categorically wrong to treat hyperactivity in this way. Topics for discussion include what hyperactivity is, how it is regarded as childhood¿s affliction, who becomes hyperactive, why general physicians are not equipped to diagnose or treat it, the search for its underlying causes, patient resources and the future of this condition, and other modes of treatment. Elective for the Professional Certificate in Counseling and Interpersonal Skills.

**PSY40023: An Introduction to the Narrative Therapy Ideas of Michael White - 1.00 Units**

Through lecture, video, and case consultations, this workshop will introduce the narrative therapy ideas of Michael White. Narrative therapy is rooted in ideas of postmodern thought, which suggest there is no universal truth, only socially-agreed-upon constructions called ¿truths¿. Narrative therapy ideas suggest that our past experiences are continually being recreated by the ¿truths¿ we believe in, and we are less affected by the past than by the current meanings we ascribe to our experiences. Therapeutic goals become ¿externalizing the problem¿ (to focus attention away from ¿internalizing¿ and pathologizing) and noticing and pointing out ¿unique outcomes¿ which offer possibilities that might be overlooked when one concentrates on ¿the problem¿. NOTE: No visitors permitted. Elective for Professional Certificate in Counseling and Interpersonal Skills.

**PSY40026: Up From Down: Brief Therapy Methods of Treating Depression - 1.00 Units**

This highly practical workshop enables participants to develop valuable skills for effective and rapid treatment of clinical depression. It is among the first ever offered that takes an Ericksonian approach to hypnosis and psychotherapy to adapt to clinical practice for a specific client population. It is not limited, however, to these approaches and integrates other effective models of intervention, such as cognitive and interpersonal. The primary emphasis is on developing skills for generating novel interventions based on the specific needs of individual clients. Demonstrations, didactic presentations, skill-building exercises, and case studies are the principal focal points, allowing ample time for question-and-answer sessions so that additional topics can be considered. Topics include identifying dissociative elements of a depressive lifestyle rigidity as the problem, flexibility as the solution primary depressive complaints and secondary treatments mobilizing the immobile building experiential frames of reference on resistant foundations times to support, times to direct attributional style and hope for hopelessness disturbances of temporal orientation when ¿getting in touch with your feelings¿ is bad therapeutic advice value frameworks that lead from bad to worse using caution in perceiving the therapist as an agent of reality and planning sequential stages of treatment. Note: No visitors permitted. Elective for Professional Certificate in Counseling and Interpersonal Skills.

**PSY40027: Integrating Marital Therapy With Family of Origin - 1.00 Units**
Focusing on the relationship between the intrapsychic and the relational, this course presents an object relations theoretical approach to marital and family therapy. Intrapsychic conflicts stemming from the family of origin are repeated, defended against, lived through, or mastered in relationships with spouses, children, or other current intimates. Marital partners in particular can have severely distorted transference reactions to each other, sometimes creating outwardly bizarre marital expectations and behaviors. The attempted interpersonal resolution of inner conflicts and internal objects is fundamental to the profound distress and misery that is seen clinically in couples and families. Marital and parenting difficulties, then, are perceived as extensions of relationship patterns from the family of origin. Elective for Professional Certificate in Counseling and Interpersonal Skills.

PSY40029: How to Be an Effective Therapist and Enjoy It - 1.00 Units
Therapists often feel overwhelmed by the emotional demands their practices make on them. Because of the diversity of available theories and intervention methods, they may experience confusion, inadequacy, or resentment that can lead to burnout until they can discover which approach is best suited to their own personalities. This one-day seminar introduces the principles of existential pattern therapy (EPT), a treatment approach that can help avoid burnout by bringing structure and clarity to a professional practice. ETP draws from the principles of psychoanalysis, transactional analysis, Gestalt therapy, hypnosis, psychosynthesis, and Jungian therapy to treat others to maintain one’s own internal emotional balance. Short lectures and small-group discussions help participants learn to identify their own optimal method for balancing work responsibilities with creativity in order to reduce the amount of stress in their lives. Elective for Professional Certificate in Counseling and Interpersonal Skills.

PSY40036: Module I: Assessing Clients in Primary Care, Emergency Room and Psychiatric Settings - 1.00 Units
This one-day meeting covers communication and interviewing skills, utilizing the nursing process of assessing, diagnosing, planning, intervening and evaluating. The mental status exam is reviewed and one to one therapeutic relationships are examined. NOTE: Requirement for Specialized Certificate in Psychiatric-Mental Health Nursing.

PSY40037: Module II: Therapeutic Modalities in a Managed Care Environment - 1.00 Units
This module covers group psychotherapy, general and special group work, family therapy, and marital counseling. NOTE: Requirement for Specialized Certificate in Psychiatric-Mental Health Nursing.

PSY40039: Module III: Counseling Specific Clients; Utilization Review - 1.00 Units
This module reviews the use of DSM III-R, diagnoses in psychiatry and the specific clinical issues related to affective, psychotic, and personality disorders. NOTE: No visitors permitted. Requirement for Specialized Certificate in Psychiatric-Mental Health Nursing.

PSY40040: DSM-IV for Novice Practitioners - 1.00 Units
This clinically and practically oriented course will help participants become comfortable with the DSM-IV and learn how to use diagnosis. The conceptual foundations of diagnosis will be briefly described. The overall contact and case formulation will be emphasized, and issues of diversity will be addressed. Issues relevant to insurance reimbursement and case formulation will also be explored. Videotapes and examples will demonstrate diagnoses and bring clinical material to life. This course is designed for mental health practitioners, student interns, and clinicians who want more experience in applying diagnostic concepts. NOTE: Please bring a copy of the DSM-IV to class. DSM-IV for the Experienced Practitioner will be offered in fall 1996. No visitors permitted.

PSY40041: DSM-IV for Experienced Practitioners - 0.50 Units
A workshop for practitioners who are familiar with the DSM-III-R, experienced in diagnosis, and in need of an update on what’s new and different in the DSM-IV. This clinically and practically oriented course reviews the foundations of diagnosis and how the DSM-IV is used in diagnosis. Differences and similarities to the DSM-III-R are noted, the overall context and case formulation of clients is emphasized, and issues of diversity are addressed. Video tapes and case examples demonstrate diagnoses and bring clinical material to life. Please bring a copy of the DSM-IV to class. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

PSY40042: Counseling for Relapse Prevention: A One-Day Skills Training Workshop with Terence T. Gorski - 0.50 Units
Although many relapse-prone patients do not respond to traditional treatment methods, there is hope. Terence Gorski presents his model of relapse prevention. This model, which is proving effective in reducing the frequency, duration, and severity of relapse in treated patients, focuses on the identification and management of relapse warning signs. Relapse prevention procedures are reviewed. Special emphasis is placed on the four basic components of relapse prevention therapy: assessment, warning sign identification, warning sign management, and recovery planning. This workshop provides both practical as well as no-nonsense techniques for effectively treating relapse-prone patients. Participants will have an opportunity to review and evaluate their overall approach to this crucial issue in recovery. Note: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

PSY40043: Innovations in Integrative/Brief Psychotherapy in the Era of Managed Care - 1.00 Units
Changes in today’s healthcare industry mean uncertainty and insecurity for many mental health care professionals and cause therapists to worry about their economic survival. Current challenges require a systemic response that recognizes the importance of developing effective and brief, yet substantial therapy strategies and healing the imbalances that helping professionals are experiencing in their personal and working lives. This workshop focuses on creative, innovative, and brief strategies that integrate proven methodologies, including psychodynamic, object relations, systems, humanistic, existential, and transpersonal schools of thinking. Participants learn how to synthesize individual and relationship mind-body interactions through meditation and guided imagery and quickly recognize therapeutic impasses and blocks. Special emphasis is placed on bridging ancient wisdom with contemporary therapeutic methods. Participants learn how to heal the wounds of the inner nuclear and intragenerational family and how to increase sacred moments of joy and connectedness for individuals, couples, and families. NOTE: Elective for Professional Certificate in Counseling and Interpersonal Skills.

PSY40045: The Use of the Myers-Briggs Type Indicator - 2.00 Units
The Myers-Briggs Type Indicator (MBTI) is the most widely used personality measurement tool in the U.S. Its ease of use and nonpathologizing terminology make it an extremely effective tool for private practice, clinics, and corporate settings. This class will teach MBCCs, LCSWs, psychologists, interns, and corporate training personnel how to administer, score, and interpret the MBTI. We will focus on its usefulness with individuals, couples, families, and groups and how to use the interpretations most effectively in therapy, counseling, or corporate settings. Participants will take the MBTI and receive a 10- to 15-page individualized interpretation. They will also have an opportunity to administer the MBTI to a family member or client. Information on how to apply to the publisher for permission to use the indicator will be provided. (A course in psychological testing, or its equivalent, is necessary to obtain the publisher’s permission to administer

PSY40056: Cognitive-Behavior Therapy: A Case Formulation Approach - 0.50 Units
Cognitive-behavior therapy offers a focused, active approach to psychological difficulties that is patient-care friendly. This day-long workshop teaches cognitive-behavioral conceptualization and intervention strategies used in the treatment of depression, anxiety, and related difficulties in adult outpatients. This is a hands-on workshop with formulation and intervention exercises and demonstrations. Dr. Persons will role play examples of cognitive-behavioral approaches to patients presented by participants. The workshop is intended for clinicians with no knowledge to a moderate amount of knowledge about cognitive-behavioral therapy who wish to integrate some cognitive-behavioral methods into their clinical practice. Participants learn to recognize the types of difficulties and patients that benefit from cognitive-behavioral interventions, to conceptualize a case from a cognitive-behavioral point of view, and cognitive and behavioral interventions. NOTE: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

PSY40058: The Clinical Use of Dreams in Psychotherapy - 1.00 Units
Dreams are still the royal road to the unconscious. Their richness, emotional intensity, symbolism, and archetypal motifs can provide great benefit to people in therapy if the therapist knows how to relate dream material to the therapy process. Although open to everyone, this workshop is designed primarily for psychotherapists who seek greater clarity and professional confidence in working with their clients’ dreams. Topics covered include the basic principles of dream work in therapy, motivating clients to present their dreams, working with dream dynamics and archetypal themes, transference dreams, dreams of trauma and childhood abuse, anxiety dreams and nightmares, and lucid dreaming and transpersonal dreams. Active class participation, experiential exercises, and a live demonstration is used to teach effective interventions and transformation through processing dream material. NOTE: No visitors permitted.

PSY40059: Short-Term Dynamic Psychotherapy in the Era of Managed Care - 1.00 Units
In the context of managed care, limited resources, and mounting pressure for efficiency, interest in brief therapy approaches has greatly increased. This workshop will offer you an overview of the principles and techniques of short-term dynamic psychotherapy (STDP). This approach is characterized by an active therapist stance, maintained treatment focus, early establishment of a strong therapeutic alliance, challenges of resistance, defense restructuring, and transference interpretation. STDP builds on the work of Davanloo, Sifnios, Malan and others. Special problems, limitations and managed care issues related to STDP are also addressed. Time is provided for participants to discuss cases from their own clinical experience. Extensive use of video case material is used to illustrate principles and techniques and to stimulate discussion. BOTE: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

PSY40061: Loss: The Hardest Experience: Therapeutic Approaches for Healing - 2.00 Units
Loss is the hardest experience for human beings to bear, and the defenses we develop to avoid feeling the pain of loss can create significant psychological problems. Through case studies, participants explore the ways in which losses by death, rejection, and disillusionment shape and skew normal development throughout the life cycle. They consider the forces—developmental, interpersonal, and social—that interfere with grieving and the resolution of loss in order to learn how therapists can mobilize these in favor of their patients’ growth. The course also examines pathological grief reactions, their causes, diagnostic indicators, and productive therapeutic approaches. The instructor will provide readings and case material and students will be encouraged to present their own work. NOTE: No visitors permitted.

PSY40062: Advanced MMPI-2 Workshop (MMPI-2-Minnesota Multiphasic Personality Inventory-2) - 1.00 Units
This workshop is designed for individuals who have experience using the MMPI. Attendees should, for example, be acquainted with information on the interpretation of MMPI code types. Dr. Greene begins by presenting an overview of the MMPI-2, including reliability and validity issues. Using clinical case examples, he discusses the scales, factor structure, structural summary, and code types. By the end of this workshop, participants will understand the implications of the revisions for interpreting the basic MMPI-2 profile, develop an understanding of the new validity scales, learn about the development and interpretation of the MMPI-2 supplementary scales recommended for routine use, learn the most useful approaches to MMPI-2 content, and put the foregoing elements together into a comprehensive, maximally useful MMPI-2 interpretation. NOTE: No visitors permitted. This course will be a prerequisite for Combining Rorschach and MMPI-2 in Clinical Practice, coming in Spring quarter. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

PSY40065: Understanding and Applying the New APA Ethics Code - 1.00 Units
This workshop focuses on the APA Ethical Principles of Psychologists and Code of Conduct, with an emphasis upon changes of the 1992 revision. It is for practitioners and academicians alike, and concentrates on how to maintain good ethical practices and avoid ethics complaints and lawsuits. Included is a brief review of the primary APA Guidelines, which are published periodically, and form the basis of the most current thinking about practitioners’ professional conduct in specific areas. Additional topics include informed consent, record keeping, coping with managed health care, technology/telephone/computer and the Internet, barter, teaching and supervision, research, publishing, and forensics. NOTE: No visitors permitted.

PSY40066: Rorschach Assessment of Personality Disorder - 1.00 Units
A substantial amount of current research and theory suggests that the Rorschach may be uniquely suited for assessing the enduring characterological difficulties that we call personality disorders. This workshop includes an extensive review of the Rorschach/personality disorder literature, presentation of new variables and a format for the assessment of personality organization, a case example, and discussion of the test’s use in planning and monitoring intervention. This workshop covers the following topics: new scoring variables for the assessment of personality organization, a format for the Rorschach assessment of personality disorder, treatment planning and treatment evaluation of personality disorder, a case example, and report writing and consulting with therapists and treatment programs. NOTE: Prerequisite: Participants should have a basic level of familiarity with the Rorschach Comprehensive System. This course will be a prerequisite for The Rorschach: An Update for Clinical Practice, coming Spring quarter. No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

PSY40067: Single Session Therapy: Maximizing the Effect of the First (and Often Only) Therapeutic Encounter - 1.00 Units
Studies show that while psychotherapy is often perceived as a long-term process, many clients seeking therapeutic help today attend for one session only, regardless of the therapist’s orientation or approach. In addition, because of changes in health care delivery, mental health professionals can expect more outside influences on providers’ decision. Single-session therapy offers a viable response to current trends by treating each therapeutic session as a potential opportunity to provide all the help a client needs at that time in that session. In this workshop, Dr. Talmon demonstrates how therapists can turn a single encounter into a positive therapeutic experience. Single-session therapy is not the practice of condensing five or twenty sessions into one but rather a practical approach to make the most of the patients’ innate ability to heal themselves, bolstering their existing strengths, restoring autonomy and confidence, and offering solutions that can be implemented immediately. In this workshop, Dr. Talmon gives step-by-step guidelines for using limited therapeutic time most efficiently. He illustrates tasks for all stages of the session from the opening moves to the middle and late phases, including the concluding message and follow-up. This approach can work with individuals, couples, and families with a wide range of problems. In addition, criteria for determining whether a client should be considered for single-session therapy is presented. Examples of failed single-therapeutic sessions will be shown and ways to guard against common mistakes are addressed. NOTE: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.

**PSY40069: Eliminating Self-Defeating Behavior - 1.00 Units**
Self-defeating behavior involves recurring actions that adversely affect an individual. These ineffective responses to life’s problems include shyness, depression, overeating, procrastination, temper outbursts, drinking to excess, or drug abuse. This course provides a method for working either with clients or with oneself. Topics include identifying the inner decisions that activate the self-defeating behavior, acknowledging the price paid for continuing the behavior, recognizing patterns that keep it going, facing fears about changing one’s responses, understanding feelings of vulnerability, becoming aware of behavior choices at each moment, changing one’s belief system, and contracting to maintain behavior change. The workshop format allows participants to practice professional techniques before returning to the workplace. NOTE: Elective for Professional Certificate in Counseling and Interpersonal Skills.

**PSY40070: Applied Skills for Group Dynamics and Facilitation - 3.00 Units**
Counseling is a relationship in which the counselor helps the client mobilize resources to resolve problems or modify attitudes and values. Group counseling is an integral part of that process. This course is presented as a comparative study of counseling theories and practices as applied to groups, introducing major approaches, strategies, and applied skills in group counseling and examining the purpose and function of different types of counseling groups. To gain experience students will participate in several group counseling sessions in the classroom setting. Students gain awareness of their own personal philosophy of the group process and which approaches are most appropriate to particular situations.

**PSY40071: Cognitive Therapy for Depression: Advanced Topics - 1.00 Units**
Depression is a disorder frequently seen in the outpatient therapist’s office. This workshop covers basic and advanced cognitive-behavioral strategies for assessing and treating depressed patients. The workshop will focus on basic strategies as well as common complications, including noncompliance, suicide risk, hopelessness, and substance abuse. This is a hands-on workshop, with several role-playing demonstrations. The workshop is intended for clinicians with a moderate amount of knowledge about cognitive-behavior therapy. Participants will learn how to conceptualize and intervene with depressed patients from a cognitive-behavioral point of view how to assess depression and monitor its progress and how cognitive-behavioral strategies make it easier for therapists to work with managed care. NOTE: No visitors permitted.

**PSY40072: The Rorschach: An Update for Clinical Practice - 1.00 Units**
The last few years have seen tremendous progress in both structural and content-derived approaches to the Rorschach. This workshop provides an update on these developments with emphasis on their use in clinical practice. Participants will learn how to use the new structural and content-derived variables and indices that have become part of the Rorschach in the last few years how to integrate structural and content data and how to integrate Rorschach findings into treatment planning recommendations in a variety of clinical settings with children, adolescents, and adults. NOTE prerequisite: participants should have basic training and clinical experience with the Rorschach Comprehensive System. No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.--CREDIT: 1 unit in Psychiatry. Social Workers: 8 hours of NASW credit.

**PSY40073: Combining Rorschach and MMPI-2 in Clinical Practice - 1.00 Units**
An increasing number of psychologists use the Rorschach Comprehensive System and the MMPI-2 in combination. This workshop presents a strategy for integrating the two in clinical use. Participants will learn how to interpret the new variables, indices, and scales that have become part of the Rorschach and MMPI-2 in the last few years. Emphasis will be placed on the assessment of test-taking attitude, affect, self-concept, interpersonal function, anger, depression, and thought disorder. Participants will also learn to integrate Rorschach and MMPI-2 data to develop extensive personality descriptions that can be used in treatment planning and evaluation. NOTE prerequisite: an MMPI-2 or Rorschach workshop or approval of faculty. No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.--CREDIT: 1 unit in Psychiatry. Social Workers: 8 hours of NASW credit.

**PSY40075: Working with the Map of Emotions: A Workshop for Therapists - 1.00 Units**
Noted family therapist David Berenson, M.D., has developed a unique tool to help clients and therapists move rapidly from chronic negative moods such as resentment, self-pity, and resignation through intense emotions such as anger, grief, and despair to unfolding empowering spaces such as love, joy, and compassion. Therapists who work with the Map of Emotional Recovery say it gives them a way to track their clients’ emotional process without getting bogged down in the content. It provides a way for both to collaborate on resolving and dissolving intense affect without the overlay of intense transference. This workshop provides an overview and demonstration of the components of the map of emotions, as well as hands-on experience that will lay a foundation for therapists to use with clients. Dr. Berenson demonstrates step by step how to introduce the map to clients, how to respond to resistance, and how to use the therapist’s resonance to shift the therapeutic context. Participants will have an opportunity to work in small practice groups, to observe, and to give feedback. NOTE: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills.--CREDIT: 1 unit in Psychiatry. Registered Nurses: 8 hours of relicensure credit. Social Workers: 8 hours of NASW credit.

**PSY40078: The Essentials of Brief Therapy - 4.00 Units**
Therapy that is time-limited and results-oriented has become the mandate in the field. Efficacy studies highlight the fact that brief therapy in an active, experiential style holds great potential. In this four-part workshop series, you will learn to think strategically, devise active interventions (such as solution-oriented task assignments), and evolve the skills necessary to conduct therapy briefly and effectively.—Module 1: Recognizing and Interrupting
Symptomatic Patterns (Aug. 3, 1996) – Module 2: Direct and Indirect Approaches to Treatment (Nov. 9, 1996) – Module 3: Generating and Utilizing Strategic Task Assignments (Jan. 18, 1997) – Module 4: Building Client Resources and Case Consultation (March 15, 1997)—Module 1, offered this quarter, covers: the philosophy and practice of brief therapy assessment in an experiential framework building skills and analyzing motivations core components of brief therapy patterns and issues in treatment exercise: observational skills in interviewing and assignment: case analysis. NOTE: The course is designed as a series of four modules, and participants are expected to attend each component. Those who wish to attend a specific component and not the entire series will be able to do so if they have prior experience with the philosophy and methods of brief therapy.

PSY40079: PostModern/Social Construction Theories¿A Guide for the Curious and the Confused - 1.00 Units
Several new psychotherapy theories are gaining international recognition and ascendancy in professional literature, conferences, training programs, and practices. Solution focused therapy, narrative therapy, and collaborative language systems are a few of these new theories. Their operating assumptions and underpinning philosophies follow the concepts of postmodern and social construction ideas, which are quite different (some would say radically different) from traditional theories. This workshop will help participants understand how and why these ideas are gaining such rapid momentum in the field. NOTE: No visitors permitted. Elective for Professional Certificate in Counseling and Interpersonal Skills.

PSY40081: Couples Therapy: A Psychodynamic, Systemic Approach - 1.00 Units
Most therapists are as prepared for couples therapy as most couples are for the complexities of the marriage relationship. Couples relationships involve an intricate interplay between the past and present, between the intrapsychic and the interactional. Effective couples therapy must encompass this interplay. This course will present major clinical concepts in marital dynamics from a psychodynamic-systemic point of view, as well as specific treatment techniques. Although psychotherapy is an art that cannot be taught, a repertoire of forms can be taught and integrated into each clinician’s style of therapy. Topics to be addressed include pursuer-distancer conflicts from expectations to alienation gender issues the therapeutic alliance the art of confrontation giving homework assignments and dealing with noncompliance integrating family-of-origin history and the resulting conflicts and the initial interview. Videotaped treatment examples will include two couples with problems involving a child, but which represent very different patterns of conflict: the pseudo-mutual couple, whose marital problems are hidden, and the escalating couple, whose hostility is open and out of control. NOTE: No visitors permitted.

PSY40082: Child Custody Evaluation Workshop - 1.00 Units
Psychologists are becoming increasingly involved in court-ordered evaluations to determine the best custody and visitation arrangements for postdivorce families. A thorough, competent, neutral, and helpful evaluation requires knowledge and skills from a wide number of areas. This workshop will cover how various custody and visitation plans affect children how to assess parenting skills how to assess and manage conflict between parents children¿s normal development needs California family law laws affecting custody evaluations how to investigate child abuse and substance abuse allegations and ethical issues. NOTE: Also of interest to health and social worker professionals. No visitors permitted.

PSY40083: The Lyrics of Song and Counseling - 1.00 Units
Students will learn how to use song lyrics (and often the accompanying music) to promote psychotherapeutic investigation and growth. Using words from artists such as Bob Dylan, Joni Mitchell, Eddie Vedder, and Adam Duritz, this class will examine how lyrics may be used in the counseling process to introduce new material investigate and express emotion enhance feelings of connection and reduce isolation expand the counseling relationship and lead to new phases of development. Students will be encouraged to share favorite lyrics that may be useful in the counseling process. NOTE: No visitors permitted. Elective for Professional Certificate in Counseling and Interpersonal Skills.

PSY40090: Positive Discipline - 1.00 Units
This workshop, designed for educators, parents, and clinicians will demonstrate how positive discipline not only helps to solve problem behavior in children but also helps them gain self-confidence and self-discipline, learn responsibility, and develop problem-solving skills. Participants will examine the effects of short-term and long-range discipline on children, from birth to the teen years, as well as gain an understanding of the importance of creating opportunities for children to gain a sense of belonging and feel they are important. They will also explore ways to create an atmosphere of mutual respect and cooperation by helping children feel listened to, taken seriously, needed, and appreciated for their contributions. Parents and professionals will learn to help children improve their motivation, self-esteem, and, as a result, their behavior through the use of firm and kind techniques in dealing with common areas of concern such as chores, homework, morning hassles, and kid’s fights.

PSY40103: Visualization and Hypnosis: A Powerful Combination for Change - 2.50 Units
Are you finally ready to stop wishing and begin taking action to change your life? If so, this course is your ticket to change. Taught by two highly-acclaimed and certified professionals in the field, this course combines two of the most powerful vehicles for lasting change: hypnosis and visualization (imagery). These methods transport your desires and goals to your subconscious mind instantly, the only place real change occurs. You will learn how to relax, even when the world seems to be crushing in on you. These superskills are the only natural way your mind and body can handle stress. You will also learn how to reduce anxiety and defeat depression, stop (smoking, overeating, and hostility), pain relief how to get what you want how to help control and heal diseases and how to become more creative. You will learn the secrets of high-level performers in all fields (arts, music, sports, business, teaching, medicine) and how hypnotic and imagery techniques can propel you to this state of achievement. The techniques are simple and easy to learn. This course, in part, has been previously offered at UCSD Extension only to healthcare professionals. Now redesigned for anyone interested in being all they can be, the only things you have to lose are mediocrity, pain, ill health, and failure to reach your goals.

PSY40104: Directive Therapy with Adolescents and Young Adults - 1.00 Units
Jay Haley, a leading authority in family therapy, will share his views on using directive therapy with adolescents and young adults. The focus is on a brief therapy with a practical emphasis. The course will cover formulating problems so they are solvable and lead to directives that bring about change. Topics will include how to motivate the adolescent and young adult, how to select directives for a particular strategy, and how to respond to the ways a client carries out the directive. Indirect and direct strategies will be discussed, as well as ethical issues. Videotape selections of actual therapy sessions will illustrate interviewing approaches. Participants will learn types of directives, different ways to empower parents, a variety of therapy techniques, a family oriented therapy approach, and different ways to think about symptoms in relation to the life cycle with emphasis on adolescents and young adults.
PSY40105: Theory and Treatment of Severe Child Abuse Trauma - 1.00 Units
During this one-day workshop with noted clinical psychologist John Briere, participants will gain a thorough understanding of the effects and treatment of child abuse-sexual, physical, psychological, and emotional. Topics include an overview of the incidence and social context of child abuse, how children react to abuse (posttraumatic stress disorder, depression, anxiety, impaired self-reference and personality disorders) and the philosophy of treatment as an overview of selected treatment techniques, including assessing history and psychological state, intervening in impaired self-reference, feedback, and cognitive interventions and issues involved in memory recovery (the "hidden observer"). Participants will have the opportunity to raise issues relevant to their own clinical practice. NOTE: Elective for Specialized Certificate for the Certified Trauma Specialist and Professional Certificate in Counseling and Interpersonal Skills. Of interest to students in the Specialized Certificate in Crisis Intervention Counselor.

PSY40108: What Therapists Need to Know About Attachment - 1.00 Units
A coalition of scientists and parents is beginning to agree on the conditions that foster warm, satisfying parent-child relations, and to assert that this relationship is the basis of empathy, dialogue, and humanity in the community at large. The key to this shared vision is the concept of attachment. In this one-day workshop we will explore current research in attachment theory (Bowlby and Ainsworth), bonding (Klaus, Kennell, and Klaus), the grass-roots attachment parenting movement (Liedloff, Sears, and Sears), and a ground breaking treatment for attachment problems (Welch). This course is intended for parents and for professionals whose work is influenced by attachment issues, including social workers, nurses, therapists, doctors, teachers, and those who make policy in the arenas of childbirth, education, and family support.

PSY40115: A New Perspective on Addictive Behavior - 1.00 Units
To be human is to be addictive. The source of this behavior is found not only in our family of origin, but in our biologic beginnings. As a young species, addictive behavior was essential for survival now, as we approach our adolescence, this unconscious behavior is a threat to ourselves and the society in which we live. This workshop features Dr. Paul Brenner, an obstetrician and gynecologist in La Jolla up until 15 years ago, when he shifted his emphasis to counseling individuals with life-threatening illness and learned that life is relationship and that relationships with oneself and others are pathways to health and illness. In this workshop, Dr. Brenner reveals the psychological and biological basis for the addictive behavior, which is the source of personal, marital, and physical illness. Participants learn two effective techniques for dealing with addictive behavior: Family Triangles©, a psychological process for enhancing family dialogue and unraveling the unconscious blocks that limit the individuals creativity, productivity, and zest for life, and silent communication, which helps individuals assist themselves (and their clients) in developing congruency between words and feelings. Personal, functional change can only occur when the source of what needs to be changed is identified. Dr. Brenner’s viewpoint provides insights for professional counselors as well as those who would like to improve their own understanding of relationship, creativity, and transformation.

PSY40116: Solving the Ten Most Common Behavior Problems in Childhood - 1.00 Units
Whenever parents seek help with their children’s behavior, the same problems seem to arise. This one-day course provides practical, concrete strategies for dealing with arguments over rules refusal to do chores problems at bedtime fighting or bickering with siblings failure to do homework misbehavior at school stealing lying playing with matches and addiction to the television, Nintendo, or the computer. The material covered is intended for anyone who professionally gives advice on parenting, including pediatric nurses, teachers, guidance counselors, health educators, pediatricians, and family physicians, as well as psychotherapists. Parents can also learn how to exercise appropriate authority and solve these behaviors without physical violence, yelling, or threats of punishment. Similarly, there is no need for complex reward schemes or fancy bribes for ordinary good behavior. Experience demonstrates the sensibility of beginning with simple, direct interventions before moving on to more complex psychotherapeutic or medical care. Many therapists will attest that when they implement these direct strategies, further treatment is often unnecessary. This workshop will be a busy, but entertaining day, combining lecture, group discussion, and video presentations. Participants will leave with a set of concrete tools to use the very next day when dealing with ten of the most common behavior problems of childhood. Although this workshop is geared toward the professional who works with parents and children, parents are invited to attend.

PSY40118: Play Therapy, Art Therapy, and Assessment of Traumatized Children and Adolescents - 2.00 Units
This is a course in the treatment of trauma, emphasizing child physical and sexual abuse, and including witnessing domestic violence and traumatic illness or injury to self and loved ones. A treatment model is provided, including a theoretical framework for the effects of trauma on children and adolescents, a review of specialized assessment tools, and adaptive resolutions of trauma. This model is applied to an array of treatment tools, including play therapy, art therapy, psychodrama, writing, story-telling, cognitive-behavioral interventions, and trauma-focused work.

PSY40120: Assessing and Treating the Traumatized Elderly - 1.00 Units
Experiencing trauma is a significant issue for elderly survivors. In addition to a wide-ranging exploration of the physical and emotional aftereffects of trauma, based on recent scientific studies, instruction focuses on the unique perspective of elderly people who have suffered physical, emotional, or financial abuse. Illustrated through role-play exercises, participants observe assessment, intervention, and treatment techniques from the standpoint of social service, mental health, and law enforcement agencies.

PSY40121: Dreamwork Through Art and Psychodrama - 1.00 Units
Dreams presented in therapy can offer a rich source of unconscious material, since words often fall short when exploring the depths of meaning with a client. Consequently, nonverbal approaches move closer to the essence of dreams, which frequently provide both the client and therapist with an opportunity to weave dream metaphors into conscious understanding. This class demonstrates nonverbal techniques and diverse theoretical approaches.

PSY40128: Managing Criticism: Practical Techniques - 1.00 Units
Dealing with criticism effectively is essential for every professional since almost every day we give and we receive it. By managing criticism well it can motivate an employee or function as a means for personal growth. This workshop is designed to help participants distinguish between constructive and destructive criticism in both professional and personal situations. The material covered in class includes guidelines for giving constructive criticism, because even when it is valid and offers helpful feedback, responding appropriately and nondefensively is difficult. Especially challenging is being able to respond to unjust, vague, or manipulative, and abusive criticism. Through lecture and practical exercises participants learn to call a halt to destructive criticism and to cope with criticism in an assertive way. A range of techniques are presented to make it easier to respond skillfully to different types of criticism, while preserving self-dignity and to offer productive criticism when necessary. NOTE: Elective for Professional Certificate in Counseling and Interpersonal Skills.
PSY40129: Competency-Based Interviewing: A Behavior-Based Selection System - 1.00 Units

Since identifying a potentially good employee is becoming more and more difficult, personality-based assessment is coming of age. Professionals are discovering that no matter how skilled a job candidate is, it is the less obvious behavioral competencies, such as working under pressure, that enable employees to grow with an organization. In today's competitive labor market, an increasing number of employers are realizing that personal characteristics or competencies are just as important as training and experience and are beginning to assess dependability, commitment, and professional qualifications. It is also important to consider the tremendous expense associated with firing an employee and potential litigation that may ensue. Therefore, recruiting someone with good character requires a different kind of process. For example, how do personality competencies differ from skills? How does a company identify a person with the right personality for the job? How do human resource personnel evaluate the appropriate quality for a particular position? This workshop provides information on a behavior-based, consistent methodology to sort through, evaluate, compare, and measure a candidate's technical as well as performance capabilities for any position within an organization, offering practical real-world techniques to use immediately. This effective system is based on many years of research relating to job-related competencies and how people function in their work environments.

PSY40139: How Biography Affects Biology: The View at the End of the Century - 1.50 Units

NEW This subscription series focuses on how biology and biography interact in the development and maintenance of selected DSM-IV Axis I and Axis II disorders. The overall goals of the series are: to expand and deepen the understanding of personality disorders to expand knowledge on how personality disorders amplify and exacerbate anxiety, depressive and substance abuse disorders and complicate treatment to explore integrative approaches to treatment within a managed care framework. Each session will include a presentation by the major speaker followed by an integrative discussion of treatment issues with the series coordinator. For more information, please call Education and Behavioral Science Department, (619) 534-3440 or (619) 534-5823.

SESSION 1
Topics to be covered: series overview, a developmental model of personality disorders DSM-IV personality clusters, current research, and treatment issues.

SESSION 2
Topics to be covered: anxiety as sign, symptom, and disorder disorder specific psychotherapeutic and psychopharmacological treatments excitability and fear: the anxious temperament and avoidant, dependent, histrionic, and obsessive-compulsive personality disorders.

SESSION 3
Topics to be covered: the role of cognitive dysfunction in personality disorders attention deficit disorder and learning disabilities eccentricity, schizotypy, and paranoia.

SESSION 4
Topics to be covered: nepenthe: substance abuse and addiction and personality disorders.

SESSION 5
Topics to be covered: the long-term course of depressive disorders, the interaction between depression and personality disorders.

PSY40146: Thought Field Therapy Training TFT Level II - 0.50 Units

A powerful new approach for professionals to help clients and patients relieve emotional problems has been developed that incorporates understandings of Eastern meridian therapies, Western cognitive concepts, and Quantum Physics. Health care professionals and students in the fields of psychotherapy, medicine, and other related disciplines will want to have this highly effective tool available in their repertoire of clinical skills. Thought Field Therapy (TFT) techniques were originally developed by psychologist, Roger Callahan, Ph.D. and further developed by others. This is not a Callahan affiliated training. This new, powerful therapy shows extraordinary results in clinical trials and in increasingly widespread clinical application. The objective of TFT is the nearly immediate relief of emotional distress from such lingering problems as anger and rage, guilt, grief, anxiety and fears, rejection, trauma, negativity, compulsive urges, and many other problems. Attendees will progress through a rapid learning curve to enable them to immediately begin using this tool in their clinical work. NOTE: Completion of both Levels is recommended for the most complete understanding and skills development.===Level II prepares Level I graduates to fully apply formulas with a wide variety of problems. Level II presents advanced problem-solving of complex emotional situations, resolving layered problems, the algorithms for numerous other emotional problems such as jealousy, regret, shame, embarrassment, depression, OCD, and all known specific reversals. Practicum time will focus on applying the advanced techniques with fellow attendees. NOTE prerequisite: Thought Field Therapy Level I.

PSY40147: Please Understand Me: Personality Types in Clinical Practice - 1.00 Units

This course examines the basic needs, values, interests, and typical behaviors of the four personality types identified by Keirsey and Bates in their book, Please Understand Me. Methods for using information about personality types in diagnosing and treating individuals, couples, and families are introduced. The most effective therapeutic approaches for working with each of the four personalities are presented. Clinicians also have an opportunity to sharpen their skills in identifying different personalities using observational clues.

PSY40148: Unfriendly Games Families Play - 1.00 Units

This one-day workshop provides practitioners in clinical settings with a unique map for understanding what is going on in a dysfunctional family system and for selecting appropriate interventions. Using the personality model of Dr. David Keirsey, the instructor will explain how and why each of the four personalities described in the best-selling book, Please Understand Me, is most likely to employ defensive tactics with other family members. Drawing from her extensive background in clinical practice, Dr. Delunas will describe some effective interventions for stopping these unfriendly games. We begin with a description of the four personalities. Then a discussion of the unfriendly games that each personality is most likely to play with other family members will be followed by an explanation of why they play those games. Using case examples from the literature and her own practice, the instructor will show how to select from and utilize the treatment methods of other therapists, such as Milton, Erickson, Haley, Adler and Madanes, in order to stop unfriendly game-playing.

PSY40151: The Dialogue of Intimacy - 0.50 Units

Couples who are able to experience growth and integrate change both as individuals and as couples have the greatest chance of achieving exciting, fulfilling, and lasting intimacy. The key lies in learning how to engage in a dialogue of intimacy¿the art and skill of talking and listening¿and substitute empathic understanding for the rage and anger that often accompany conflict. Appropriate for both couples and individuals, this course teaches the dialogue of intimacy in an orderly, step-by-step, and practical fashion. It features lectures, videos, demonstrations, and guided experiences using a "Couples Communication Guide."
PSY40155: Clinical Hypnosis in Psychotherapy - 4.00 Units

During the past 20 years, hypnosis has achieved wide recognition as a viable and valuable mode of treatment for many human ills, with training opportunities on the rise. Studies in psychoneuroimmunology and kindred fields have consistently revealed the powerful role of mental functioning, not just in psychological problems, but in many physiological problems as well. Hypnosis has become an efficient vehicle for treatment in many situations and a systematic process to ease human despair. Many individuals are aware of hypnosis only as a vehicle for giving symptomatic suggestions to the unconscious domain of the mind. While it seems true to some extent that individuals are more suggestible when experiencing hypnosis, it is also true that hypnosis can be employed in many other ways, including as a means of obtaining insight and self-understanding. Insight and self-understanding make desired change possible on a more permanent, symptom-free basis. In this course, participants are instructed in both these ways, and in other ways as well. Instruction includes some history and theory of hypnosis, but the emphasis is on technique and specific approaches to specific problems. Upon completion of the program, participants should be able to guide patients to experience the trance state of hypnosis, employ hypnosis as a suggestive vehicle in psychotherapy, and employ hypnosis as an analytical vehicle in psychotherapy. They will also qualify for membership in the American Society of Clinical Hypnosis, as well as in the San Diego Society of Clinical Hypnosis. NOTE: Attendance is limited to licensed professionals and graduate students pursuing licensure. Verification required.

PSY40156: Toys and Their Uses - 0.50 Units

This course will help the play therapist match play materials with treatment objectives. Imaginative play and art materials meet the child’s need for symbolic expression of his/her representational world, strengthening of sense of self, catharsis, resolution of internal conflicts, and mastery of external challenges. Structured play materials, tasks, and therapeutic games can be used to achieve specific goals, such as awareness of emotion, self-regulation, and increasing self-esteem and social skills. These principles are conveyed with didactic, case discussion, and experiential methods.

PSY40157: Play, Art, Stories, and Verbal Therapy: Which to Use When, with Whom, and Why - 1.00 Units

Expressive therapy modalities, such as art therapy, play therapy, therapeutic story telling, and journaling are being utilized with increasing frequency in psychotherapeutic settings. Through lecture, group discussion, and experiential learning opportunities, participants will gain a working knowledge of each modality and a basis for clinical decisions regarding which modalities to use to effectively facilitate a wide range of therapeutic goals, taking into consideration developmental issues, the capacities of the client, and the context of various therapeutic settings. Participants should be prepared to bring examples of their own cases for which to develop a treatment plan utilizing an integration of the above-described modalities.

PSY40158: Legal and Ethical Issues in Child Treatment with Emphasis on Play Therapy and Assessment - 0.50 Units

This class addresses how legal and ethical issues relate to child therapy, to the use of play in therapy and assessment, and to conflicts that exist between psychotherapy and legal processes. Topics include reducing the risk of contamination of evidence, use of open-ended and leading questions, forensic interviewing, child memory issues, preparing children for legal proceedings, court testimony, child abuse assessment and reporting, child custody evaluation and child placement, child client confidentiality, holder of privileged communication, informed consent, and legal rights and advocacy for children in the school setting.

PSY40159: Child-Centered Play Therapy - 1.00 Units

Child-Centered Play Therapy (CCPT) is a systematic treatment approach to child-generated play. This course is a combination of didactic presentations and experiential activities that detail the four major elements of CCPT technique: structuring, reflective listening, fantasy play, and limit setting. Also included are the history and theory of CCPT, selection of toys, types of play, assessment for termination, combining CCPT with other models of child therapy, and the benefits and limitations of the CCPT model.

PSY40162: Structured Play Therapy: Cognitive-Behavioral Play Therapy, Pre-Set Play, Introduction of Resolutions - 1.00 Units

This course teaches participants a wide-range of structured play therapy techniques and their theoretical underpinnings. Included are pre-set and prearranged play, therapist-staged dramas, facilitation of adaptive resolutions in child-generated play, contingency play, redirection, distancing, limit-setting, time-limited play therapy, and cognitive-behavioral play therapy techniques including the use of the Socratic method, modeling, correction of cognitive distortions, perspective-taking, and behavioral rehearsal.

PSY40165: Play Therapy with Dissociative Disorders - 0.50 Units

This course offers an in-depth look at dissociative disorders in children. Emphasis is on diagnosis and effective treatment techniques. Subjective and objective approaches to differential diagnosis are discussed through the use of diagnostic tools and case studies. Spontaneous trance states and other indications of dissociation are used both in diagnosis and treatment to facilitate spontaneous resolution, as well as therapist-facilitated resolution of dissociation during play.

PSY40167: Play Therapy with Attention Deficit and Disruptive Behavior Disorders - 0.50 Units

This course focuses on using play therapy with children who are diagnosed with Attention Deficit Hyperactivity Disorder and Disruptive Behavior Disorders such as Oppositional Defiant Disorder and Impulse Control Disorder NOS. Emphasis will be placed on learning play therapy techniques that target the primary symptoms of these diagnoses. In addition, differential diagnosis and comorbidity will also be addressed. Adjunctive resources and concrete methods for working with parents and school personnel in a manner that assists in the generalization of skills learned through play therapy will also be explored.

PSY40168: Uses of Play with Learning Disabilities and Developmental Delay - 0.50 Units

This course provides participants with a theoretical, conceptual, and practical understanding of the assessment and treatment of children with learning disabilities and developmental delays through play. An overview of specific learning disabilities and developmental delays are initially presented, along with case studies of each disorder. Included are an in-depth discussion of indications of developmental delay and learning disabilities in the play and drawing of these children. Adaptations of play techniques for use with developmentally delayed and learning disabled are presented.

PSY40171: Play Therapy Across Cultural and Ethnic Groups - 0.50 Units

This course challenges students to critically examine applications and barriers of predominant play therapy training models to effective treatment with youths of diverse cultural backgrounds. A broadened paradigm for assessment, treatment planning, and intervention is provided, integrating a multitude of socio-cultural variables impacting children.

PSY40186: Multicultural Counseling and Practical Considerations - 1.00 Units

This course will provide an overview of the influence of cultural values and beliefs on the mental and emotional health of our diverse older population.
and their families. Topics will include migration trauma, intergenerational distress, the impact of health beliefs on medical outcomes, culture-specific interviewing and assessment techniques, and counseling considerations. Role play will be used in order to provide practical experience with assessment and counseling approaches. Students will be encouraged to examine their own cultural values in order to determine their impact on the counseling relationship.

PSY40187: The Process of Communication with Interviewing, Counseling, and Client Appraisal Documentation - 1.00 Units
Effective and compassionate communication methods with older adults and family caregivers are the focus of this course. Students learn the importance of active listening, healing attitudes, use of questions and artful phrasing, nonverbal communication, and information gathering. Communication with the dying and their families is also addressed. Students have the opportunity to practice their skills in how to take a helping interview, document information, and share results.

PSY40188: Program Development in a Gerontological Practice - 2.00 Units
Skill building in program development for older adults, including needs assessment and program planning and implementation, is emphasized, along with ongoing and follow-up evaluation. Students have the opportunity to critique service and program needs and develop a complete program plan with budget plan. Roles and settings where these skills are important are discussed, along with grant funding programs. California's priorities for aging services are used as the bases for the development of a program plan.

PSY40191: Gerontological Pharmacology and Nutritional Support - 1.00 Units
Older adults are more likely to be taking multiple medications for a variety of medical conditions. This, along with poor nutrition management, can lead to severe side effects and complications unless closely monitored by family and a professional practitioner. This course addresses pharmacological interventions with the elderly, assessments for polypharmacy, drug reactions, and medication precautions. In addition, the use of herbs, vitamin supplements, and a proper diet are discussed along with drug-nutrient interactions and appropriate sources for complementary nutritional support for seniors.

PSY40193: Applied Principles and Strategies in Gerontological Counseling - 1.00 Units
Students learn to apply appropriate intervention techniques, in collaboration with other medical and care providers, in dealing with the physical, mental, psychosocial, and spiritual needs of older adults. Acute, chronic, and terminal illness and chronic pain issues, along with situational and developmental crisis concerns of seniors, are presented. Case examples are used for counseling intervention analysis.

PSY40196: Student Mental Health Issues and the Educator: How to Identify and How to Respond - 1.00 Units
At a time when student mental health issues such as depression, behavior problems, substance abuse, and violence are readily identified by educators and frequently reported by the media, the question of when and how to respond to student needs is of critical importance. This course provides educators with a general understanding of the mental health issues that commonly occur in students. Participants develop an understanding of common psychiatric disorders of childhood and adolescence, as well as a framework for identifying students requiring professional interventions. In addition, basic skills for speaking with students regarding potential problems are developed, with particular attention paid to classroom examples provided by participants. The ethical, legal, and personal issues relevant to educators' roles in student mental health are considered. The effective use of community resources and mental health professionals are also emphasized, along with "red flag" behaviors and relationships with parents.

PSY40213: Advanced Intervention - 2.00 Units
Professionals and volunteers who work in settings where drug-affected human behavior can be monitored for corrective healthcare should understand the advanced methods for intervention. This course builds upon the basic understanding of chemical dependency intervention through learning applied methods. Methods can then be put into practice by a professionally orchestrated intervention in order to assist the addict/alcoholic to accept treatment. Topics covered include the history, functions, and approaches of intervention the family as a system enabling behavior of all persons involved with the addict/alcoholic and various modalities of treatment.

PSY40214: Chemical Dependency I: Disease, Symptoms, Diagnosis, Pharmacology, Recovery - 3.00 Units
This course focuses on the disease of chemical dependency and corresponding symptoms. By the end of the course, students will be able to understand the disease concept of chemical dependency and drugs used to treat it identify symptoms of different types of chemical dependency classify and identify major drugs describe the development and use of psychoactive drugs throughout history recognize signs of cross-tolerant, addictive, and synergistic effects of drugs and identify signs of drug toxicity.

PSY40215: Chemical Dependency II: Intervention, Treatment, Management, Patient Health Promotion, and Recovery - 3.00 Units
In this course students learn to assess the physiological effects of alcohol and other drugs tailor withdrawal plans to each patient identify signs and symptoms of toxicity, withdrawal, and overdose identify principles of detoxification and withdrawal from each major drug group (including multiple dependencies) be made aware of ethical considerations and treat special populations (women, seniors, adolescents, and ethnic groups) and chemically dependent people and alcoholics.

PSY40218: Play Diagnosis and Assessment: Play Assessment of Ego Functions and Object Relations - 0.50 Units
Observation of a young child's play is a powerful projective tool for assessing a child's psychological functioning and progress in therapy. This course provides a model for play assessment of a child's ego functioning and object relations, including affect tolerance and modulation, conflict resolution, ego defenses, object relationships, self and object representations, identification processes, and superego development. Also covered are the development of adaptive vs. maladaptive play, posttraumatic play, and use of play assessment in diagnosis and treatment planning.

PSY40219: The Therapeutic Powers of Play - 0.50 Units
This course explores the many therapeutic elements of play, across the developmental stages from early toddlerhood through latency. Definitions of pathology—that is, what it is that play must address—will be discussed as a basis to understand the healing attributes of play. This is done both developmentally and through the prism of Piagetian and Psychoanalytic/Object Relations theories. Lecture material, case presentations, role playing, and a videotape of a play session are used to provide both a theoretical and pragmatic context by which to root and expand skills in working with children. The course is designed for mental health professionals who have a solid background in theories of development, psychopathology and psychotherapy, and are working directly with children.

PSY40220: Human Sexuality: Basic Training for Those Who Work with the Sexuality of Others - 1.00 Units
The course satisfies the human sexuality professional training requirement for psychologists, marriage and family therapists, and licensed clinical social workers, and includes the study of physiological-psychological and sociocultural variables associated with sexual identity, sexual behavior, and sexual disorders. Lectures and discussions of additional issues cover the history of sexual research and thinking, and processes for identifying sexual dysfunction or stress in oneself and others, drawing from the Diagnostic and Statistical Manual III-Revised (DSM III-R) and DSM IV as well as from modern scientific treatments.

**PSY40221: Dual Diagnosis: The Synergism of Chemical Dependency and Psychiatric Illness - 2.00 Units**
This course provides a basic differential diagnosis framework for counselors working with a chemically dependent population. It introduces the major psychiatric disorders and how they mirror/interact with substance abuse disorders. Through methods such as case histories and role-playing, participants learn about prevalence, symptoms, assessment, treatment planning, and interventions.

**PSY40222: Dealing with Life Transitions: for Counselors and Others in the Helping Profession - 1.00 Units**
How do people deal with change in their lives, and not only survive, but thrive? Can change be both a devastating loss as well as an opportunity for growth? Do we tend to have a common experience of change and transition? This class focuses on these and other related questions, using theoretical material and material taken from the lives of the participants. By dealing with their own transition processes, students will be better able to assist others in their transitions. Students are asked to write a two to four page paper on one of the following subjects (the paper is required for those taking the class for credit): - A reflection of something from the first class that grabbed their attention or, using the theoretical material presented in the class, a discussion of a life transition they are dealing with. The second class meeting is devoted to reading and discussion of papers written by the students. This will take place in a safe, supportive environment. Come to class with an open mind, prepared to work, to learn and to grow. If you would like your paper returned to you, please bring a self addressed stamped envelope to class.

**PSY40223: Multicultural Counseling: An Introduction - 3.00 Units**
This course will enhance the student’s awareness of the influence of cultural values on mental health treatment from the perspective of both client and counselor. Counselors will explore their own ethnic and cultural biases, and gain an appreciation of how these influence the therapeutic relationship. They will acquire a knowledge base that will increase their cultural sensitivity with Native Americans, African Americans, Hispanic Americans, Asian Americans, White Americans, Americans of Middle Eastern descent and the Gay, Lesbian, Bisexual and Transgendered culture.

**PSY40224: Anger Management - 0.50 Units**
Control your anger, so it doesn't control you. More effectively and confidently handle those who express anger toward you. Anger Management will teach you how to identify conscious and unconscious sources that ignite your anger and apply professional techniques to reduce the frequency and intensity of this volatile emotion.

**PSY40226: Families Fighting and Changing: Play Therapy with Children of Divorce and Remarriage - 0.50 Units**
A review of recent literature suggests that family violence and divorce have become widespread and increasingly evident in societal attitudes and value systems. Children experiencing divorce and adjusting to blended families have unique therapeutic issues. Participants increase their understanding of the issues and treatment implications, as well as learn specific techniques and conflict resolution skills and interventions. These can be applied in a family systems model of treatment, which is developmentally sensitive and allows for release and safe expression of emotions, processing of traumatic experiences and to adjusting and forming healthy relationships in the family system.

**PSY40227: Family Play Therapy - 0.50 Units**
Family therapists must develop familiarity with play therapy theories and techniques in order to facilitate greater cooperation/participation from young children in therapy. This workshop will provide a rationale for the integration of play and family therapy and will describe the added benefits of utilizing family play activities in assessment and treatment of families. Several family play therapy techniques will be demonstrated and practiced: Family Play Genograms, Family Puppet Sessions, and Family Aquariums. Participants will be encouraged to "think play," identify and mobilize metaphor language, and utilize metaphors to promote therapy goals. Experiential opportunities, bibliographies, clinical illustrations, and videotapes of clinical material will be provided.

**PSY40228: Supervision and Instruction of Play Therapy - 0.50 Units**
A seasoned play therapist, supervisor, and teacher will impart methods of play therapy supervision and instruction that effectively develop in others the capacity to think as play therapists, across play therapy models. This course uses modified Socratic methods, experiential exercises, and compassionate communication to teach participants to apply such methods to the supervision and instruction of others. Participants will learn how to help supervisees and students develop treatment goals, match therapy interventions to these goals, integrate ongoing assessment of play into treatment planning, and recognize and work with induced and personal countertransference reactions. Established models of supervision are incorporated.

**PSY40229: Hospice 101: Redefining Hope - 0.50 Units**
This course will introduce all aspects of hospice care to students. Students will learn how the physical, psycho-social and spiritual needs of patients and their families, of all ages, are addressed by an interdisciplinary team including the physician, nurse, social worker, chaplain, volunteer, home health aide, bereavement counselor and others. Practical issues such as who pays for hospice care, when is hospice appropriate, advanced directives, what outcomes to expect and other essentials will be covered. This course will also give a brief overview of the Grief, Loss and Bereavement Support certificate progra

**PSY40231: Grief, Loss and Bereavement: A Fundamental Understanding - 3.00 Units**
This course will provide an overview of the societal and individual norms and attitudes regarding the process of dying and the subsequent bereavement process. Major emphases will be placed on the normal expressions of grief and mourning, the manifestations of grief and experiential exercises to gain basic insight and understanding into the grief journey. Students will learn basic skills for supporting the bereaved and be introduced to available community resources.

**PSY40234: Play Therapy, Art Therapy, and Assessment of Abused Children and Adolescents - 1.00 Units**
This is a course in the treatment of abuse, emphasizing child physical and sexual abuse, and including witnessing domestic violence and traumatic illness or injury to self and loved ones. A treatment model is provided, including a theoretical framework for the effects of trauma on children and adolescents, a review of specialized assessment tools, and adaptive resolutions of trauma. This model is applied to an array of treatment tools, including play therapy, art therapy, psychodrama, writing, story-telling, cognitive-behavioral interventions, and trauma-focused work.
PSY40235: Child-Centered Play Therapy - 0.50 Units
Child-Centered Play Therapy (CCPT) is a systematic treatment approach to child-generated play. This course is a combination of didactic presentations and experiential activities that detail the four major elements of CCPT technique: structuring, reflective listening, fantasy play, and limit setting. Also included are the history and theory of CCPT, selection of toys, types of play, assessment for termination, combining CCPT with other models of child therapy, and the benefits and limitations of the CCPT model.

PSY40236: Child-Relationship Enhancement Family Therapy (Filial Therapy) - 0.50 Units
Filial Therapy is an effective intervention for children and families experiencing a wide range of social, emotional, and behavioral difficulties. This unique approach involves parents as the primary change agents and encourages a child’s healthy psychosocial development. Participants learn how to train and supervise parents—an approach that helps resolve present problems and strengthens the parent-child relationship. This workshop focuses on principles, goals, specific methods, and techniques used in Filial Therapy in the therapist’s office, as a home-based intervention, and/or in therapist-led parenting groups.

PSY40237: Psychoanalytic Play Therapy - 0.50 Units
This course provides an introduction to psychoanalytic play therapy, an ambitious treatment that helps alleviate troubling childhood behaviors and symptoms, and strives to address their underlying causes. Class participants will explore the following areas: 1) Current status of the field, 2) Key concepts, 3) Distinctive features, 4) Child development, 5) Theory of play, 6) Evaluation process, 7) Treatment recommendations, 8) The framework of treatment, 9) Children’s modes of communication, and 10) Phases of therapy, objectives, & psychoanalytic technique. Case presentation will be given with a special emphasis on clinical process.

PSY40238: Structured Play Therapy: Cognitive-Behavioral Play Therapy, Pre-Set Play, Introduction of Resolutions - 0.50 Units
A wide-range of structured play therapy techniques and their theoretical underpinnings are presented, including pre-set and prearranged play, therapist-staged dramas, facilitation of adaptive resolutions in child-generated play, contingency play, redirection, distancing, limit-setting, time-limited play therapy, and cognitive-behavioral play therapy techniques. They include the use of the Socratic method, modeling, correction of cognitive distortions, perspective-taking, and behavioral rehearsal.

PSY40239: Gestalt Play Therapy, Role-play, and Psychodrama - 0.50 Units
Building upon the theoretical foundations of Gestalt therapy, this course emphasizes the methods of Gestalt play therapy, role-play, and psychodrama by using puppet play, dramatic enactment, art, floor play, sand tray, and stories. The course also covers the Gestalt approach to assessment, limit-setting, goal-setting, the developing sense of self, and the therapeutic environment.

PSY40240: Sandplay: A Therapeutic Process - 0.50 Units
Sandplay is a nonverbal therapeutic process developed by Dora Kalff, a psychologist and close collaborator of C.G. Jung. Its powerful healing attributes help clients bring into consciousness that which was previously hidden. This course explores the practicalities of sandplay therapy as a treatment modality and demonstrates how it is used with children and adults. The historical development of this international technique in addition to its theoretical foundations and research documentation will also be included.

PSY40242: Play Therapy with Ritualy Abused Children - 0.50 Units
This course provides an understanding of ritual abuse practices and dissociative responses in victimized children assessment and recognition of ritual trauma and dissociation in behavior, art, and play structure and content special considerations in provision of play therapy, including internalization of safety, reduction of risk of harm to self and others uses of distancing mechanisms and metaphor work with dissociated personalities re-association of trauma, abduction, grief work use of protective parents as co-therapists and legal considerations.

PSY40243: Grief, Loss and Bereavement: In Context of the Whole Person - 3.00 Units
This course reviews the fundamentals of grief and provides an in-depth understanding of the grief journey and the variety of issues that frame how a person may mourn their loss. How secondary losses, contextual variables, spirituality, developmental aspects, and disenfranchised losses factor in the grief process and how they may combine to create higher risk for complications in the process, will all be discussed. Students will examine their own mortality as well as the variety of professional and peer support resources available to the bereaved. The merits of these resources will be explored through basic assessment of case studies in order to gauge which type of support is most helpful in given bereavement circumstances.

PSY40244: Supporting the Bereaved on Their Journey - 0.50 Units
What do I say? How can I help? Why is it so awkward? Am I really helping? This interactive course will enable those who want to support the bereaved to examine their own grief issues, discover and practice the usefulness of a variety of coping skills the bereaved can use and discover effective strategies for helping the bereaved heal. Case studies will be used to allow students to examine the characteristics of grief, reactions of others that cause the bereaved pain and how caregivers might help. Additionally, the student will make a plan for ethically reviewing the inevitable boundary dilemmas faced when in the care giving or helping professions.

PSY40246: No Time for Good-byes: Little Comfort Around-Traumatic, Ambiguous, and Disenfranchised Grief - 0.50 Units
This course examines the needs of those whose grief is complicated by the manner or circumstances of death. Those who mourn someone who was murdered, committed suicide, died in a tragic accident or had an unexpected or sudden death often have differing needs than those who had an opportunity to say goodbye. Some deaths, such as miscarriages, stillbirths, abortions, AIDS, the death of an extra-marital partner or that of a former spouse, are “disenfranchised,” i.e. not validated socially. Individuals suffering these losses have special needs in the grief process. Students will be given an understanding of these special grief processes and issues along with interventions that will support these needs.

PSY40248: Communicating with the Dying and the Seriously Ill - 0.50 Units
Supporting those faced with a life-threatening illness or those in the process of dying is usually difficult for most people. This class is designed to help students address their own issues that challenge being fully present with those who are dying and gives practical support for engaging in active and supportive listening: what helps and what clichés to avoid, even when you think they might help.

PSY40251: Bereavement Activities for the Elementary School Classroom - 2.00 Units
Teachers who have a grieving child in their classroom often have no idea how to approach the subject, let alone how to use it as an opportunity for teaching new skill, especially without singling out the bereaved child. Teachers and others who work with groups of children will learn how to take
the information that a child has suffered a loss, how to approach parents, the bereaved child and their classmates. Helpful curriculum activities for children to process their losses will be learned.

PSY40255: Anger Management - 1.00 Units
Learn powerful techniques to control your anger so it does not control you. Also learn to confidently and effectively handle others who are expressing their anger towards you. This course will teach you how to identify conscious and unconscious sources that ignite your anger and apply professional techniques to reduce the frequency and intensity of this volatile emotion. This course is useful for individuals who counsel clients on dealing with anger.

PSY40258: Eating Disorders-An Introduction - 0.50 Units
This course will provide the learner with an overview of eating disorders, including history, dynamics, prevalence, treatment approaches, as well as the history and background of attitudes toward eating disorders, and biological, psychoanalytic, behavioral and other theoretical perspectives.

PSY40262: Expressive Writing: Journaling, Poetry, and Life Narrative - 0.50 Units
C. G. Jung insisted, "The creative . . . and its authentic expression are in fact the basic problem of all psychotherapy." This workshop focuses on the creative process, using the tools nearest at hand: the language of everyday pushed into play, song, and personal meaning-making. Supplemented by exercises, models, and resources that can be utilized in a private practice, participants will explore the function of writing to fulfill the three proposals of Viktor Frankel, who suggested that life's meaning is found in one's immediate experience, in an attitude taken, and in the creative.

PSY40263: Principles and Practices of Art Therapy - 3.00 Units
This course provides students with the fundamental framework of the field of art therapy. Historical, theoretical and professional aspects are presented through experiential processes as well as slides, lectures, video and case presentations. The diversity of theoretical perspectives and practices, as shaped by art therapy's pioneers, is explored in a studio context. Students gain a fundamental understanding of the properties and psychological effects of a range of art media, learning how these materials interact with the psyche and shape behavior. An overview of development throughout the life cycle and with a variety of populations will be introduced.

PSY40266: Art Therapy: Range of Practice - 3.00 Units
This course covers the range of practice from an art psychotherapy to an art as therapy perspective. In the first part of the course, students will learn the practical application of three main theoretical orientations in private practice and inpatient and outpatient settings. Assessment tools that correspond to the various orientations will be identified. Practical problem solving will also be addressed to help the student make the most of space limitations at current or potential facilities. The second part of the course will emphasize the artist as therapist and how sublimation, gestalt art therapy, and phenomenology can be used with specific populations in inpatient, outpatient, and community settings. Materials fee of $20 due at first class meeting.

PSY40267: Child and Adolescent Art Therapy - 3.00 Units
This course will introduce the theory and practice of art therapy with children and adolescents (ages 3 to 18). Appropriate assessments and strategies will be explored through readings, lecture, class discussions, practical experiences and art experientials. Students will increase their awareness of personal styles of practice by building on a foundation of theories related to normal development, best practice for serving individuals with special needs, cultural and family influences in school and clinical settings.

PSY40268: Multicultural Issues in Art Therapy - 3.00 Units
Ethnic diversity and cultural traits are essential in the development of human behavior and in the formation of the character of the individual. Diversity includes not just different religions, races, nationalities, but also characterizes those with physical, mental, and emotional disabilities. How we address the definition of "multicultural" is influenced by the attitudes espoused by society, the environment, and the surrounding community. This course will cover historical, ethical, social, and cultural issues that shape the interaction of the therapist and the client, and provide a greater understanding and knowledge of optimal art therapy techniques in treatment. The effectiveness of art therapy in addressing the needs of diverse populations will be covered. Students will also have a chance to explore their own individual ethnic and cultural identities, and how any biases may influence their development as clinicians.

PSY40269: Art-Based Community Project, Part I - 3.00 Units
This course will teach students how to integrate their personal form of expression, knowledge of theory and practices of art therapy and art materials into community based art proposals. Using a lecture/slide format, group discussion, and experiential exercises, students will learn how to develop a realistic proposal, create a visual presentation for special projects, design a budget, locate funding sources and grants, and develop an understanding of the legal and ethical issues relevant to community based projects.

PSY40271: Art-Based Community Project, Pt II - 3.00 Units
This course will teach students how to integrate their personal form of expression, knowledge of theory and practices of art therapy and art materials into community based art proposals. Using a lecture/slide format, group discussion, and experiential exercises, students will learn how to develop a realistic proposal, create a visual presentation for special projects, design a budget, locate funding sources and grants, and develop an understanding of the legal and ethical issues relevant to community based projects.

PSY40272: Journaling as a Tool for Healing a Loss - 0.50 Units
Capturing the healing power of their stories of love, life, grief and personal growth can be beneficial to those who have suffered a loss. A thoughtful, personalized journaling process can open a world of understanding and growth that allows the bereaved to move forward. This class will explore the medium of journaling, in a variety of formats, as a healing tool in the bereavement process. Students will learn and experience many journaling techniques designed to motivate and facilitate individuals, families or groups to utilize this beneficial tool. Students are encouraged to bring their own journals to class.

PSY40273: Grief Support Groups - 1.00 Units
This course studies the benefit of support groups as venues for healing when impacted by a death. The value of and differences between peer and professionally led support groups will be discussed as will group dynamics, group leadership, group norms, confidentiality and ethical concerns, rituals in groups, and appropriateness for group participation. The basics of beginning and facilitating a support group will also be covered.

PSY40274: When a Child Dies - 0.50 Units
This course will address the multiple issues associated with the death of a child perinatally through adulthood. Particular emphasis will focus on the grief issues experienced within the family context including ways to support
parents, siblings and extended family members prior to death and the spiraling grief process that is experienced at critical periods that normally occur in the life of a child. Traumatic death and complicated grief will be also explored in terms of assessment and interventions. The course will be both didactic and experiential and will provide the student with both a broad-based and specific understanding of grief issues related to the loss of a child. Foundational courses in bereavement are preferred but not required. A bibliography and handouts will be provided.

PSY40275: Advanced Group Process and Facilitation - 3.00 Units
To continue the study of group dynamics and facilitation followed in the beginning group class, this course will present an active, multi-sensory approach to group leading and participation in a wide range of group settings. Students will experience leading and participating in group counseling sessions in the classroom setting. Students will have the opportunity to further develop their skills and personal philosophy of group process and the approaches they prefer in providing effective leadership in professional situations.

PSY40276: Anger Management - 1.50 Units
Learn powerful techniques to control your anger so it does not control you. Also learn to confidently and effectively handle others who are expressing their anger towards you. This course will teach you how to identify conscious and unconscious sources that ignite your anger and apply professional techniques to reduce the frequency and intensity of this volatile emotion.

PSY40277: Storytelling for Healers - 0.50 Units
How does a story and the space in which it is told become a vehicle for healing? How does the storyteller facilitate healing by using the story? This class will focus upon these and other related questions using demonstration and return demonstration by instructor and students. Students are encouraged to bring an instrument, piece of art, or comforting object to be used in the creation of a communal healing space. The material covered is based on the 45 years of healing experience of nurse, therapist, chaplain and storyteller Alyce Smith Cooper, R.N., M.A., and certified psychodramatist.

PSY40281: Psychotherapy with Ritual Abuse Survivors: Obstacles and Solutions - 0.50 Units
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PSY40285: The Art of Spirituality in Death, Dying, and Bereavement - 0.50 Units
Join Lisa Falls, ATR-BC, as she guides you in a creative exploration of your own beliefs and how they relate to working with those who have experienced loss. Using your innate creativity and a mixture of art forms, you will spend the day examining your beliefs and spirituality and finding new ways to integrate your insights and the day’s art experiences into your work with those who are grieving.

PSY40290: Healing the Hurting Child: The Necessary Dimensions of Child-Centered Play Therapy - 1.00 Units
This workshop will focus on the dynamic elements of the relationship that facilitate the play therapy process, structuring the relationship in the playroom, "reading" themes in children's play, the four healing messages needed by a child who is hurting, helping children develop self-control and self-responsibility, the psychological basis for limit setting in play therapy, the ACT model of therapeutic limit setting, the language of facilitating change in children, guidelines for selecting appropriate toys and materials, and determining progress in play therapy. Workshop activities will center around spontaneous demonstrations by Dr. Landreth dealing with specific problems in the play therapy experience, critique of video tapes of Dr. Landreth's play therapy sessions with a fearful child in play therapy and a highly anxious child in play therapy, and the use of art by a dying child Dr. Landreth worked with. Handouts will be provided.

PSY40291: Play Therapy with Bereaved Children and Families - 0.50 Units
Children grieve differently than adults. Developmental, psychological, physiological, social, and cultural factors influence grief reactions, as do family dynamics and the particular stressors involved in the loss. This workshop will share with students how to adapt play therapy interventions to the developmental stage.

PSY40292: Everyday Bereavement Interventions - 0.50 Units
This class is designed to provide a variety of helpful, healing interventions that can be done with those who are experiencing a normal grieving process. Ways to express the multitude of feelings that come along with grief will be explored. Students will experience first hand many different activities as well as learn their purpose and practical applications. Interventions learned in this class can be utilized with individuals (adults and children) families and groups.

PSY40298: Aspects of Addiction - 0.50 Units
This course introduces the concept of addiction in behavioral terms with the objective to provide insight and improvement in the treatment. A working definition of addiction is developed, comparing it to diagnostic criteria provided in DSM-IV R. A further development of the definition identifies four general behavioral characteristics of addiction. Details of these characteristics provide important insight into treatment. Discussion expands on these four characteristics, and examples taken from film clips are provided.

PSY40301: Successful Aging Throughout the Life Cycle - 0.50 Units
An exciting overview of the psychosocial challenges of aging from early adulthood through the oldest of old is presented. Successful strategies to navigate through each season of life are illuminated. Core issues that face adults in every life stage and critical psychological, social, and physical issues unique to specific age groups are illustrated. Beginning with early adulthood, middle adulthood, and through the later stages of midlife and on to the transition into later life, successful adjustments are discussed. Health issues, personality dynamics, and attitudes that contribute to the best adjustment throughout the years are explored. Successful aging is discussed as a strategic decision to make throughout life.

PSY40303: Experiential Play Therapy - 0.50 Units
This course introduces experiential play therapy, a developmentally based theoretical model that extends the basic principles of child-centered play therapy and relationship play therapy, reaching children through interactive play with depth and meaning. New and unique interactive play therapy techniques effective in treating childhood disorders, including child neglect and abuse trauma, are taught. Students learn to better understand play themes and to match therapeutic responses to the experiential and developmental level of the child. Evidence-based methods of guided interaction to integrate parents in play therapy are also introduced in lecture, experiential exercises, and video case studies.

PSY40309: Supervision/Practicum I - 3.00 Units
This course will focus on supervision of the practice and applications of art therapy in a variety of internship settings. Emphasis will be placed on the completion of 700 internship hours. Instructors will provide relevant readings and assignments based on client population and student internship sites. Students and instructors will collaborate in the process of the development and formation of an identity as an art therapist and continue to clarify theoretical orientations.
PSY40312: Level II Sandplay: Stages of Development - 0.50 Units
The stages of psychological development, from childhood through adulthood, are examined as they appear in sandplay cases. Attention is given to the power of symbolic language as an expression of the unconscious and a bridge into consciousness. The role of sandplay in facilitating the healing of traumas and conflicts is demonstrated with examples from relevant case material. Experiential exercises, slide presentations, and participants’ case material will be used for class discussion and lecture.

PSY40313: Supervision IV/Art Therapy Practicum - 3.00 Units
This course focuses on supervision of the practice and applications of art therapy in a variety of internship settings. Emphasis is on the completion of 700 internship hours. Instructors provide relevant readings and assignments based on the client populations and settings of student internship sites. Students and instructors collaborate in the process of development and formation of an identity as an art therapist and continue to clarify theoretical orientations. Group dynamics and processes are explored within the context of this course. Students begin to explore and research topics for the final project course and continue with the same instructor for that course.

PSY40315: Art Therapy and the Aging Process - 0.50 Units
Learn how to be more creative approaching your work with an aging population. This workshop introduces the use of art therapy with the elderly in long- and short-term care. Positive coping skills are crucial to successful aging. The use of art therapy assists adults in adjusting to life changes. It encourages creative expression of thoughts, ideas and feelings and adds new skills that had previously not been identified. Participants will view artwork created by individuals and groups in assisted living, as well as art by people with Alzheimer’s and dementia. An art therapy experience is included (no prior art experience necessary).

PSY40317: Media and Materials in Art Therapy - 3.00 Units
This course will introduce students to a broad range of art media and applications to different client populations. The instructor will introduce, demonstrate, and provide in-class art directives for students to experience a range of art materials. The instructor will show how these materials, presented with specific art directives, can build a dynamic and healing therapeutic relationship. One class will be held outdoors in order to experience fully the range of possible interventions.

PSY40319: Supervision Final Project/Art Therapy Practicum - 3.00 Units
This course will focus on supervision of the practice and applications of art therapy in a variety of internship settings. Emphasis will be placed on the completion of the 700 practicum hours. Instructors will provide relevant readings and assignments based on the client populations and settings of student practicum sites. Students and instructors will collaborate on the process of the development and formation of an identity as an art therapist and continue to clarify theoretical orientations. Group dynamics and processes will be explored within the context of this supervision class. Students will complete and present their final projects.

PSY40321: Practicum for the Alcohol and Drug Abuse Counselor - 5.00 Units
A field-based, practical experience for the counseling student, who has completed required coursework. Participants work with a chemical dependency or similar agency under the direct supervision of the practicum coordinator or approved supervisor. Students are responsible for obtaining a practicum site with the guidance of the practicum supervisor. Students gain experience and supervision in the core areas required by CCAPP.

PSY40322: Play Therapy for Attachment Disorders - 0.50 Units
In recent years, numerous advancements have been made in the treatment of children with attachment disorders. The limitations of the DSM-IV TR in the diagnosis of attachment disorders are well known in the research and treatment community. This course will cover research-based signs and symptoms of attachment disorders in order to facilitate the participants’ ability to conceptualize their cases. The close link between PTSD and disrupted attachment will be addressed. Uses of play therapy in treating these children and their families will be explored. A critical evaluation of the major schools of therapy for this population will be examined.

PSY40323: Anger Management--Beginning Level - 0.50 Units
Learn powerful techniques to control your anger so it does not control you. Also learn to confidently and effectively handle others who are expressing their anger towards you. This course will teach you how to identify conscious and unconscious sources that ignite your anger and apply professional techniques to reduce the frequency and intensity of this volatile emotion. This course is useful for individuals who counsel clients on dealing with anger.

PSY40324: Anger Management--Advanced Level - 4.50 Units
Follow-on to "Anger Management--Beginning Level," PSY-40323.

PSY40325: The Healing Power of Creativity - 0.50 Units
Powerful times require powerful tools. Creative people know that new ideas “pop in” while you are focused on something enjoyable. Most of us “wear ourselves out... trying to figure it out”. It doesn’t have to be so hard! The arts offer both relaxation and a vehicle for new ideas. The instructor uses Expressive arts to teach you how to use music, movement, shapes, and color to answer your questions through creative play of imagination. Join us for a beautiful exploration of practical creativity. Non-artists welcome!

PSY40328: Introduction to Parent-Child Interaction Therapy - 0.50 Units
Parent-Child Interaction Therapy (PCIT) is an intensive treatment program that relies heavily on play to improve the quality of the parent-child relationship and teaches parents the necessary skills for managing children’s behavioral problems. In PCIT, parents are taught and “coached” on how to decrease negative aspects of relationship patterns, utilize child-centered play therapy techniques, develop consistently positive and supportive communication, and apply effective discipline and child management skills. Parents receive live coaching until mastery is acquired and the child’s behavior is improved. These techniques can be applied to general practice with children and families.

PSY40334: Violent Death: The Challenge for Families and Caregivers - 0.50 Units
This workshop offers guidance in treating traumatic grief following violent death from homicide, suicide, family violence, drunk-driving and terror activities. Research indicates that following a violent death, family members are at risk for developing both mental and physical health-related problems. An overview of the current literature and recommendations of care from leading researchers and theorists will be presented along with survivor stories. Participants will also be provided with practical and necessary self-care strategies.

PSY40336: Developmental Play Therapy - 0.50 Units
Child-parent interactions are rich in sensory stimulation and essential in social-emotional development. Neurobiological research shows that these interactions are critical for the development of the central nervous system and brain. They promote sensory integration and self-regulation of affect and behavior and facilitate healing from earlier neglect and trauma. Developmental Play Therapy theory and application methods are taught that
provide children with developmental experiences essential to physical and social-emotional growth and secure attachment in the child-parent relationship. Guided Interaction, a play therapy model to instruct parents in the process, will be introduced, and methods to assist parents in shifting parenting responses and developing nurturing skills will be taught.

**PSY40337: Child-Parent Relationship Therapy-CPRT (Filial Therapy) - 0.50 Units**
Child and Parent Relationship Therapy (CPRT) is a model of filial therapy founded upon the child-centered play therapy philosophy. It is an evidence-based parent-training intervention for treating children experiencing a wide range of social, emotional, and behavioral difficulties. This unique approach involves parents by teaching them how to use play therapeutically so that the communication gap between parent and child can be diminished and their relationship enhanced. Therapists use both didactic and process oriented approaches in order to facilitate the creation of a relational conduit between the parent and child. This workshop focuses on principles, goals, specific methods, and skills utilized in CPRT. An existing knowledge of child-centered play therapy is highly recommended.

**PSY40338: Violent Death Bereavement: Interventions for an Emerging Field - 0.50 Units**
This course will provide an overview of the new field of violent death bereavement. Violent dying accounts for nearly 10 percent of annual deaths in the U.S. and is associated with prolonged bereavement in family members and friends. Interventions developed by leading specialists to treat such bereaved individuals will be described, as well as emerging approaches and resources. The need for community-based support for providing care will be discussed, as will the need for a consistent approach to intervention. Participants will learn about a preliminary, systematic model of intervention with a firm theoretical base, which, after a three-year pilot study, shows significant promise. Featured speaker: Dr. Ted Rynearson, author and internationally recognized leader in the field.

**PSY40341: Examining Cultural Influences in Death, Dying, and Bereavement Using Art Therapy - 0.50 Units**
Join Lisa Falls, ATR-BC, as she guides you in a creative exploration of your own beliefs and how they relate to working with those who have experienced loss. Using your innate creativity and a mixture of art forms, you will spend the day examining your beliefs and spirituality and finding new ways to integrate your insights and the day’s art experiences into your work with those who are grieving.

**PSY40345: Evidence-Based, Promising, and Clinically Informed Interventions with Older Adults - 5.00 Units**
Following an initial session providing a summary of evidence-based practice with older adults, sessions two-eight will consist of presentations of specific evidence-based and promising practices, including significant proportions of time spent in small groups with an experienced geriatric mental health clinician providing consultation to practice new skills. These specific evidence-based practices will be identified both by evidence base and by availability. These may include the IMPACT model and Problem Solving Therapy, Cognitive Behavioral Therapy, Reminiscence Therapy, Behavioral Activation, Interpersonal Therapy, Brief Psychodynamic Therapy, and insomnia treatments.

**PSY40346: Introduction to Counseling Models - 3.00 Units**
This introductory course covers the theory and philosophy of counseling, the distinction between counseling and psychotherapy, personality types and development, learning theory, and trait theory. Students become involved in the counseling experience and investigate the variables of client, counselor, setting, methods, and expectations, as well as basic theories of client-centered counseling, behavioral counseling, and counseling based on the theory of individual differences. Students learn to handle real-life situations with confidence.

**PSY40351: PTSD and Violent Death: Interventions for a New Field - 1.00 Units**
Violent dying accounts for nearly ten percent of annual deaths in the U.S. and twenty percent of our returning military. Ten to 12 family members or caregivers are significantly impacted as well. The risk for Post-Traumatic Stress Disorder (PTSD) and other complications is often under-diagnosed and under-treated. This course provides an overview of the new field of violent death bereavement and its clinical picture, including emerging approaches and resources and the need for community-based support. Participants learn about a preliminary, systematic model of intervention with a firm theoretical base, which, after a three-year pilot study, shows much promise.

**PSY40359: Sandplay and the Archetypal Path of the Feminine - 0.50 Units**
In this course the individuation process of adulthood is exemplified through sandplay case material. The relativization of the ego-Self axis is demonstrated, normal stages of adult development are identified, the working through of complexes is explained, and the challenges of the journey to wholeness are elucidated.

**PSY40362: Dreams and Symbolic Imagery - 0.50 Units**
The course examines the basic concepts of traditional analytical depth psychology based on the discoveries and concepts of C.G. Jung. Basic concepts of Jungian psychology are dreams, the structure of the psyche between the ego and the unconscious, the theory of a complex, archetypal images of the psyche, typology, the nature of the symbol, and thinking symbolically.

**PSY40368: Professional Research with Sandplay Therapy - 0.50 Units**

**PSY40369: Using and Teaching Simple Creative Problem-Solving in Your Practice - 0.50 Units**
If you don’t know the answer, it is “outside the box”. Diversify worry and interrupt the stress of ruminating with a simple 4-step process to get new ideas. Great as a behavioral intervention for anxious clients, creative problem-solving substitutes a more relaxing and productive focus. From a practical to conceptual tool, understanding the “creative process” in broader terms provides a cognitive framework for complexity and disruptive change. Applied to life challenges, these tools promote hardiness, sustaining your client’s motivation and vitality during tough times. In this workshop, we will use both lecture and arts-based exercises to learn about these two important components of creativity. Enjoy a day of personal and professional growth.

**PSY40373: Guided Visualization for Health and Well-being - 0.50 Units**
The power of the imagination to influence health and well-being is remarkable. Guided visualization, which harnesses the energy of the imagination, is a powerful process that can produce significant benefits, including relaxation and stress reduction, awareness, self-exploration, focus, personal growth, creativity, and peak physical performance. It can also help to reduce pain, lower blood pressure, and support physical and emotional healing. In this workshop for mental healthcare professionals and other interested individuals, background and techniques are presented and practiced, along with hands-on expressive activities to complement the process and demonstrate its potential for professional applications.

**PSY40374: Basic and Advanced Counseling Skills and Characteristics - 1.00 Units**
Use of effective counseling skills enables counselors to communicate with clients effectively, deal with client resistance, and develop enhanced therapeutic relationships. The focus of this three-day workshop is on building productive and results-oriented counseling skills. Participants gain an understanding of the terms associated with basic and advanced counseling characteristics and the components of each, the phases of a counseling session, the limits of confidentiality, and the types of feedback and application of each. In addition, participants have the opportunity to practice counseling at both levels.

PSY40375: Music Therapy in Hospice - 0.50 Units
Designed for caregivers and healthcare providers, this workshop introduces the basic principles of music therapy as applied to end-of-life care, including basic assessment of patient needs, determination of goals/objectives, and implementation of appropriate interventions. Participants are not expected to be musicians, but must be sensitive to the powerful effects of music and the potential for both positive and negative outcomes. This workshop will not prepare you to become a music therapist, but will improve your ability to use music therapeutically.

PSY40376: Dream and Symbolic Messages in Sandplay Therapy - 0.50 Units
This course examines how symbolic images coalesce in the sand to reveal unconscious patterns of healing, and how symbolic imagery contains important information that cannot be communicated verbally. Principles of alchemy are presented as a way to understand how representations of earth, air, fire, and water come together to indicate a process of psychological healing and emotional stabilization. How symbolic communication facilitates the understanding of dream-like and psychic experiences is explored, as well as how visual expressions contribute to an integrative experience of wholeness and behavioral change. Case material and sandplay presentations are included.

PSY40377: Case Management: Assessment, Orientation, and Treatment - 3.00 Units
Focusing on the chemically dependent person, this course covers initial intake, assessment of the problem, orientation of the patient to a specific program, treatment planning, reports and record keeping, recovery planning for the patient and family, and follow-up. By the end of the course, students will understand and be able to demonstrate case management skills from initial intake to continued recovery, as well as skills needed in any treatment setting, including inpatient or outpatient hospitalization, social model programs, and publicly funded treatment models.

PSY40382: Play Therapy to Help Children Cope with Grief and Loss - 0.50 Units
Children face many losses as they grow up, and cope with the resulting grief without the life experience, support systems, or strategies of adults. Many children experience the illness or death of a loved one. In recent years, more children are experiencing decreased life consistency and stability from parental unemployment, home loss/relocation, military parent deployments, and family separations. All of these losses involve a similar grief process and are influenced by development, family dynamics, and psychological, physiological, social, and cultural factors. This course will help therapists increase sensitivity to the phenomenon of loss and grief in children and develop effective play therapy treatment plans for grieving children.

PSY40386: Play Therapy for Children Affected by Illness and Injury - 0.50 Units
Illness, Injury, and medical procedures can be experienced as traumatic events by both children and adults. This course explores the impact of these types of events on children. Participants will gain theoretical basis for interventions that are developed from developmental needs and psychological/neurobiological perspectives. A brief overview of the Somatic Experiencing Model will be provided. Students will learn specific play therapy techniques for working with this population in the playroom. Additionally, students will learn how to support parents and teach children ways to deal with traumatic events. Lecture, discussion, and case examples will be used to illustrate the effective use of play therapy with children with acute and chronic illness, traumatic injuries, and hospitalization.

PSY40388: Supervision and Instruction of Play Therapy - 0.50 Units
This course imparts methods of supervision and instruction that develop in others the capacity to think as play therapists. Modified Socratic methods, exercises, and “compassionate communication” are used to teach participants to apply such methods to the supervision and instruction of others. Participants learn how to help supervisees and students develop treatment goals, match therapy interventions to these goals, integrate ongoing assessment of play into treatment planning, and recognize and work with induced and personal countertransference

PSY40391: History of Play Therapy - 0.50 Units
The first part of the course focuses on the evolution of the field of play therapy, from its origins in the early works of main figures in the psychoanalytic movement, including Hermine Hug-Hellmuth, Anna Freud, Melanie Klein, and D.W. Winnicott through the contributions of scholars from other orientations, including David Levy, Virginia Axline, Clark Moustakas, and others. Convergences and divergences in theory and practice are examined to understand the evolution of the modern practice of play therapy. In the second part, the chief controversies that remain today are discussed, such as directive vs. non-directive approaches, together with recent and anticipated future developments in the field associated with rapid changes in technology and social structure.

PSY40397: Play Therapy and Art Therapy with Adolescents - 0.50 Units
Working with adolescents in therapy presents unique challenges and rewards. Creative and playful approaches provide an avenue for engaging with teens in a meaningful way. This workshop will explore the use of play and art therapy interventions to address common issues impacting the adolescent client, including identity development and relationships with peers and family. Focus areas include strategies for tapping into the strengths of an individual teen’s mode of self-expression, such as electronic media and popular music and imagery. Participants will experience play and art therapy techniques first-hand and how to adapt them for work with teens in individual, family and group sessions. Case materials presented will emphasize adolescent self-expression in the treatment of mood disorders, eating disorders, trauma and substance abuse.

PSY40398: Play Therapy in Schools - 0.50 Units
This course focuses on providing play therapy services at school sites and examines the benefits as well as the many challenges in working in school settings. It will include: learning how to form collaborative relationships with school principals, developing agreements for protocols and referral procedures, and identifying a space/location to provide play therapy sessions and activities at school sites. Identification of students in need of mental health services and parent consent and confidentiality will be reviewed. Additionally, effective strategies for engaging teachers and parents in the play therapy process, play therapy methods to strengthen attachment in the teacher-child dyad, managing mandated reporting, crisis intervention, and working with school counselors and school psychologists will be taught.

PSY40399: Introduction to Theraplay - 0.50 Units
This course will introduce students to Theraplay, a short-term, therapist-guided dyadic psychotherapy that focuses on improving the child’s
This course examines emotions from a multidisciplinary perspective, making use of anthropology, sociology, psychology, gender studies, postcolonial studies, linguistics and philosophy.

Students will be introduced to key concepts of interculturality such as otherness, subjectivity and individualism, which they can then apply to a real case study. The course will highlight different psychosocial dynamics and processes of exclusion and inclusion and ways of accessing symbolic and economic capital in a society.

**PSYC40008: Update on Mind-Body Healing: An Integrative Approach to Working with Survivors of Stress, Trauma, and Add - 1.00 Units**

Norman Cousins said: “What we think and believe can profoundly affect our ability to deal with major challenges, whether with respect to disease or the way we function in our daily lives.” Memory and amnesia associated with many traumatically induced psychological disorders are now known to be encoded by stress hormones that modulate mind-body communication in some types of psychosomatic illnesses, mood disorders, and behavioral problems associated with childhood traumas. This workshop provides new multilevel approaches to facilitate mind-body healing and self-integration. During the two-day session, Dr. Ernest Rossi will review his current approaches to therapeutic hypnosis and discuss an original integrative model of mind-body healing, demonstrating the use of imagery and ideodynamic approaches to facilitate psychological growth and healing. This program is also designed to enhance the therapist’s skill and understanding in using permissive Ericksonian approaches that can be adapted by therapists of all persuasions. Topics include the psychobiology of mind-body healing psychoimmunology Ericksonian approaches to trance and healing optimizing performance and healing in everyday life converting symptoms into signals and psychological problems into creative resources and stress, addictions, and the aging process. This program is appropriate for psychologists, psychiatrists, graduate-level students in the counseling field, therapists, psychiatric nurses, clinical social workers, mental health workers, and pastoral counselors. NOTE: No visitors permitted. Elective for Specialized Certificate in Counseling and Interpersonal Skills. --CREDIT: 1 unit in Psychology. Registered Nurses: 8 hours of relicensure credit. Social Workers: 8 hours of NASW credit.

**PSYC40015: Applied Behavioral Skills for Health Professionals - 1.00 Units**

This course is aimed at health professionals who have recognized the need for integrating behavioral skills into medical or educational approaches and includes a review of the literature relating to behavioral medicine, learning theory, and the development of applied skills in healthcare settings. Topics include biopsychosocial assessment, social learning theory research and application, the philosophy of health and personal responsibility, barriers to behavioral change, treatment of acute and chronic stress syndromes, and practical techniques for applying a multidisciplinary approach to health care. Portions of the course are adapted to specific areas identified as most relevant.

**PSYC40017: The Addictive Brain - 2.00 Units**

Why are some people able to use drugs in moderation, for short-lived effects, whereas others become dependent on or addicted to these substances? Drug addiction in its various forms is currently an area of intense research investigation as well as a matter of practical importance to us all. Contemporary research in the neurosciences has revealed that most psychoactive drugs—those which affect perception, mood, thinking, memory, and other aspects of behavior—have direct and potent effects on brain structure and function. Most addictive drugs work primarily by affecting biochemical processes in the brain. Keys to successful withdrawal from and treatment for drug addiction may involve understanding the alterations addictive drugs cause in the brain. The first day of this team-taught seminar, basic information about how drugs affect brain structure and function is
explored. Topics include drugs and drug addiction, basic principles of pharmacology, nervous system structure and function, chemical neurotransmission and drug action, and nervous system receptors for drugs. The second day is devoted to in-depth discussions of what current research tells us about the underlying pharmacology and neurochemical mechanisms involved in the physiological and behavioral effects of various groups of addictive drugs, as well as about the consequences of withdrawal from and treatment for addictions to these agents. Participants can select among the following topics: alcohol or stimulant drug addiction, nicotine or designer drug addiction, natural and synthetic opiates, sedative/hypnotic drugs, and minor tranquilizer addiction. NOTE: No visitors permitted.

**PSYC40018: Clinical Hypnotherapy for Professionals - 3.00 Units**
This course furthers the academic and practical knowledge of clinical hypnosis and hone skills. The material covered in class focuses on specific topic areas, including analytic hypnotherapy Ericksonian hypnosis techniques metaphors and flexible suggestions ideomotor responses and inductions and hypnosis for treating pain, depression, sexual dysfunction, performance enhancement, PTSD, and anxiety disorders. Supplemented by lectures, guest speakers, discussion, audio and videotapes, demonstrations, group case consultation, and in-class exercises to practice techniques and skills, participants benefit from videotaped practice sessions and feedback.

**PSYC40019: Hypnosis for the Immigrant Client - 1.00 Units**
The demographics of the U.S., Canada, Europe, and Australia are changing quickly. As peoples move across national frontiers, by the year 2010 ethnic minorities such as Hispanics, Asians, Blacks, and Middle Easterners will become majority populations in cities like San Diego. At all levels of clinical training and among practicing mental health clinicians, it is vital to understand the cultural backgrounds, values, experiences, and emotional configurations of migrant populations. Using hypnosis in treating mental illnesses aggravated by migration and acculturation pressures is a relatively untapped area. This one-day workshop will examine the role that medical anthropology can play as a handmaid to clinical hypnosis in treating Axis I psychological dysfunctions (anxiety, phobias, posttraumatic stress disorder) pain control and wound healing (burns, cancer pain, autoimmune disease) and habit control (obesity, eating disorders, smoking), as well as culturally sensitive hypnotic preinduction/induction metaphors for specific migrant populations. Participants will learn specific induction metaphors for the migrant groups in which they have particular interest. NOTE: No visitors permitted.

**PSYC40025: Psychological, Social, and Biological Foundations of Behavior - 4.00 Units**
This course will introduce students to theories related to human behavior. Students will learn about the biological and psychological underpinnings of individual behavior as well as the social dynamics that are produced during human interactions and that are embedded in broader institutional relations. This course will place an emphasis upon philosophic notions of the 'self,' social psychology, and institution inequalities.

**PSYC40026: Next Mission: Stress, Resilience and Post-Traumatic Growth - 4.00 Units**
Next Mission: Stress, Resilience and Post-Traumatic Growth is an exploration of the neurophysiology, biology and narrative process of the military experience. We will use the narrative process and examine the neurophysiology of stress to help you tell your own stories and hopefully better understand your own journey into, through, and out of the military. Our course will utilize all types of historical and contemporary media to inform the narrative process.

**PSYC90002: - 3.00 Units**

**PSYCX1: Introduction to Psychology - 4.00 Units**
People often say psychology is a young science. Actually, psychology is not so much a young science (thinkers have pondered psychological issues for millennia) as it is a broad and often difficult science. Psychological investigation requires statistical analysis, careful experimentation, advanced technology, and most importantly, cleverness. This class will focus on a wide range of sub-fields in psychology, providing something like a "trailor" for each, in order to introduce students to the variety of topics included under the umbrella of psychology.

**PUBM40000: Certified Public Manager Program - 10.00 Units**
Note: This listing is to obtain credit only. Students must complete the course itself prior to enrolling.
Through a strategic alliance with THE CENTRE for Organization Effectiveness, UCSD Extension provides credit for the Certified Public Manager Program (CPM®), for public-sector managers who want to prepare themselves for leadership in California's best public institutions.
The CPM® Program is 200 hours of intensive, competency-based study, which builds on principles presented in the Public Manager Academy. Those who complete the program get a credential from the National Certified Public Manager Consortium. In addition, CPM® fulfills advanced managerial competency requirements of the State of CA Department of Personnel Administration.
Topics include: the commitment and distinction of public service, personal and organizational integrity, leadership in a variety of public contexts, systemic integration of ideas and processes, and managing work in the public sector.
To earn credit, follow these steps in order:
Enroll in the CPM Program at the CENTRE's website, TCFOE.com
Successfully complete the CPM Program
Enroll in this credit-only course

**PUBM40001: The Public Management Academy - 6.00 Units**
Note: This listing is to obtain credit only. Students must complete the course itself prior to enrolling.
Through a strategic alliance with THE CENTRE for Organization Effectiveness, UC San Diego Extension provides credit for the Public Management Academy (PMA), for public-sector managers who want to understand their responsibilities from an organization-wide perspective.
This executive-style learning experience features assessment instruments, application exercises, presentations by expert faculty, business and community leaders, and lunchtime interaction with peers. Completion of the PMA fulfills core managerial competency requirements identified by the State of California Department of Public Administration, and meets foundational requirements towards the Certified Public Manager® designation of the National Certified Public Manager Consortium.
Areas of study include accountability, strategic agility, ethics, political acumen, risk-taking and innovation, team orientation, and others.
To earn credit, follow these steps in order:
Enroll in the Academy at the CENTRE's website, TCFOE.com
Successfully complete the Academy
Enroll in this credit-only course
For more information contact rwittman@ucsd.edu.

**PUBM40002: Community Organizing Practicum - 1.00 Units**
Organizing is the art of helping groups of people ("communities") understand their power — whether at the national or local level, whether in their church, neighborhood, or place of work. Community organizing is at the forefront of new approaches to leadership in matters of public interest.
This course is a guided practical experience in applying the principles of community organizing at the local level. Participants in the practicum work...
in a community organizing effort for a period of up to four weeks. The effort is either of their design, or is part of a currently established group as approved by the instructor.

Additional Courses for the Public Sector:

**Opportunistic Planning**

**Using Social Media in Government**

**PUBM40014: Opportunistic Planning: Workable Strategy for Public Sector Management** - 2.00 Units

Strategic planning and management amid uncertainty and change is difficult for private companies, but nearly impossible for public sector organizations. This course introduces a new approach to thinking strategically about your organization’s future while recognizing the practical barriers and challenges in day-to-day management.

Topics covered include the opportunistic planning model, principles of strategic thinking, recognizing emerging opportunities and preparing for action, alternative methods of accepting and addressing risk, dealing with politics, resistance and unanticipated change, and sustaining new and vulnerable activities of strategic importance.

This course is appropriate for anyone in government, education, healthcare, or non-profit organizations, or anyone with an interest in strategic management.

Additional Courses for the Public Sector:

**Community Organizing**

**Using Social Media in Government**

**PUBM40015: Community Organizing: Making a Difference Where We Live, Learn, Work, Worship, or Vote** - 3.00 Units

Organizing is the art of helping groups of people (“communities”) understand their power — whether at the national or local level, whether in their church, neighborhood, or place of work. Community organizing is at the forefront of new approaches to leadership in matters of public interest. This course provides a practical introduction to community organizing. Participants in the class learn to identify their specific organizing goals and the groups they want to influence develop a committed community around shared beliefs develop effective strategies to obtain resources and achieve outcomes and measure progress and ongoing success.

**RELE40000: Phase I Environmental Site Assessments** - 3.00 Units

This course presents how environmental hazards affect real estate values, and how specific parties, including sellers, buyers, lenders, landlords, tenants, trustees, and environmental consultants face environmental risk.

Topics covered include the identification and management of environmental hazards commonly associated with business and real estate transactions specific components of Phase I site investigation developing standards for performing Phase I site assessments risk minimization techniques for environmental professionals and the use of aerial photographs, government environmental records and historical research methods. The course also includes a review of common toxic, chemical substances and where they can be found on particular properties. NOTE: Requirement for Professional Certificate in Site Assessment and Remediation.

**RELE40002: Urban Development Issues for San Diego** - 4.00 Units

This course explores significant regional planning and political issues, with particular emphasis on the San Diego area. Guest lecturers discuss growth management, regional transportation, air pollution, habitat conservation, solid waste management, and other significant issues of local concern. Additional emphasis is placed on the relationships among cities, the county, and special districts. Students are required to prepare and present a paper concerning a significant regional issue facing Southern California or the San Diego region. Lecture and group discussion are integrated into the coursework. NOTE: Requirement for Professional Certificate in Urban Planning and Development.

**RELE40004: Remedial Investigation/Feasibility Studies (RI/FS)** - 3.00 Units

This course reviews the elements involved in hazardous waste investigation and remediation with regard to state and federal regulations and statutes, as well as the differences and similarities between RCRA and CERCLA processes. Instruction focuses on actual and hypothetical situations involving site studies and remediation. Participants will examine the process from both the private- and public-sector viewpoints, beginning with initial site discovery and moving to engineering evaluation. Topics include preliminary assessment, site investigation, interim remedial plans and actions, feasibility study, selection and implementation of final remediation, and community interaction. NOTE: Requirement for Professional Certificate in Site Assessment and Remediation.

**RELE40005: Real Estate Appraisal** - 5.00 Units

Get an understanding of the appraisal factors that determine the value of real property. Explore a comprehensive overview of the valuation process that combines current appraisal theory with practical methods of problem solving. Learn what influences real estate value and the principles behind real estate economics. Explore legal considerations in appraisal and how to understand and prepare an appraisal report. Topics include marketability and feasibility, data sources, data collection, regional and neighborhood analysis, site and improvement description, cost analysis, advanced market comparison, and income analysis. Analyze single-family properties, and enjoy the opportunity to make a field inspection of a single family dwelling.

**RELE40006: Real Estate Property Management** - 5.00 Units

Property managers play an important role as liaisons between landlords and tenants. However, their jobs may include a much more diverse set of functions. Find out all about this incredible variety of responsibilities—from tenant law and contracts to repair and facilities management. Gain the practical tools and know-how to take on all types of management including apartment, condominium, office, industrial, retail and residential housing. Learn to prepare management documents, budgets, marketing, leasing, tenant administration, maintenance, and how to set up a management office. Also get expert tips on how to manage and maximize the potential of investment-oriented real estate.

**RELE40011: Landmark Projects in San Diego: A Celebration of Constructive Genius** - 1.50 Units

This exciting course is designed to update San Diego aficionados on recent urban development activities. Meet with the developers, architects, and
lending teams who make it happen and get an inside look at how megadeals really get done. Saturday's session features a tour of new downtown projects. The two evening sessions take place during the late afternoon to take advantage of the project views. NOTE: Elective for Professional Certificate in Urban Planning and Development.

RELE40013: Real Estate Law - 5.00 Units
Explore all the rudimentary and fine details of legal aspects of California real property law. Get an introduction to practical problems experienced when counseling clients in real estate transactions. Gain a thorough understanding of essential real estate contracts. Discussion topics include the nature of, interest in and co-ownership of real property agency law and contract law alternatives to litigation title & alienation escrow closing real estate financing land use controls civil rights and fair housing and landlord/tenant law. Learn the tools you need to succeed in the legal and social environments in which real estate transactions occur.

RELE40017: Real Estate Practice - 5.00 Units
Are you looking for applicable and proven strategies to help you in a successful real estate career? Develop essential real estate knowledge of contracts, listings, sales, and marketing principles designed to generate business across a wide range of customers. Discover the steps involved in practicing real estate, with an emphasis on sale and brokerage. Learn what goes into the complete real estate transaction for both the home and business, from property listing to close of escrow. Topics include the real estate market, professional real estate organizations, types of real property and ownership, the real estate agency and brokerage, the listing process and real estate liability.

RELE40018: Income Property Appraisal - 3.00 Units
In this course, income properties are treated as a special breed of real estate investment. Types of income properties will be addressed, including apartments, retail, industrial, office, warehouse, recreational, hotel/motel, and special interest. Topics will include an introduction and approaches to income property valuation with an emphasis on the cost depreciation and sales comparison methods best use appraisal analysis, investment forecasting, and the income capitalization approach.

RELE40020: Real Estate Economics and Market Analysis - 3.00 Units
Looking to get a grasp on the real estate market conditions in San Diego and the changing economy? Get an introduction from the experts and discover tools to analyze and take advantage of the market. Review valuation, feasibility and market analysis techniques in-depth. Learn how to approach the best development opportunity for a site, purchase a site, finance, and package the plan. Study mixed-use projects and other case studies and review actual due diligence checklists and entitlement processes. Get all the details that go into finding and planning an investment, so you know how to close the deal.

RELE40025: Lending Fundamentals & Negotiation - 2.00 Units
Leases and lending are an important part of the real estate transaction and vary according to type of property and management. This course will address general legal and financial aspects of leases, both from the buyer’s perspective, and from that of the seller. Topics covered will include: subletting, terms, options, fair market adjustment, and single and multi-tenant forms. Examples of several kinds of leases will also be provided for discussion.

RELE40033: California Economic Trends of Tomorrow: Sink or Swim? - 1.00 Units
Is the Golden State gold-plated or the real thing? How will we house the 500,000 new residents California gains each year? Is our population growth purely the result of in-migration? Such growth is creating an economic base that will impact the long term economic health of the state. Explore how demographics in California and the San Diego region are changing rapidly, and how they are expected to affect this economy. Learn about new business and entrepreneurial opportunities and how economic trends will impact your development projects and investment ventures. Alan Nevin, Director of Economic Research for MarketPointe Realty Advisors and Chief Economist for the California Building Industry Association (CBIA), will provide you with his insight into these and other major questions regarding the long-term stability and future of the state.

RELE40034: Advanced Real Estate Appraisal - 4.00 Units
Gain an in-depth understanding of the valuation of specialty properties, advanced residential appraisal issues, and the motivations of market participants. This intermediate course builds on the basic principles of real estate appraisal, providing more depth on the valuation processes and methods. Topics will include: Real Estate Market and Analysis Advanced Highest and Best Use Influences on Real Estate Value. Analyze market trends, complete highest and best use determinations, and utilize the 3 valuation approaches (Income, Cost & Sales) in order to develop supportable value conclusions. Participants will complete several advanced case studies using real market data.

RELE40036: Real Estate Fraud & Ethics - 2.00 Units
Get an overview of frauds involved in real estate. Real estate frauds can be brazen, sophisticated and involve significant losses. This course will introduce the principles of a real estate transaction and topics such as: illegal property flipping, fraudulent qualifications, mortgage fraud, elder financial fraud, fraudulent short sales, equity skimming, and fraudulent loan origination. When unraveled these scams have active and sometimes unwitting players such as buyers, sellers, loan officers, bookkeepers, investors, title companies, attorneys and real estate agent/brokers. Upon completing this course you will have a basic understanding of the various types of real estate frauds and be able to identify the participants and victims.

RELE40052: Real Estate Principles - 5.00 Units
Have you thought about becoming a licensed salesperson or broker? Or are you interested in investing in real estate? Get the understanding of the principles of real estate and business opportunity that you need to be successful. Learn the essentials of real estate principles including: economics, ownership, transferring real property, encumbrances, the law of agency, contracts, real estate finance, escrows, title insurance, real estate taxation, landlord and tenant law, appraising, and government control of land use. Explore the steps to obtain a California real estate license. Receive first-hand knowledge from experts including guest speakers in the field, and get the background you need to sell, invest, and/or manage properties.

RELI40005: Introduction to Asian Religions - 2.00 Units
This course introduces the basic beliefs of Buddhism, Hinduism, Confucianism, and Taoism, demonstrating how these 4 major Asian religions differ from western traditions in their views of the individual, society, and cosmos, and how their core philosophical beliefs affect every aspect of behavior. In an ever-shrinking global economy, where inter-religious tensions fuel political conflict, understanding different religions helps us analyze more clearly the personal, political, social, and economic issues that we face as individuals and societies. We will also examine literary and artistic expressions of Asian philosophical beliefs, and analyze in practical terms how these beliefs function within the critical world of cross-cultural business relations.

RMED40006: Lactation Educator Counselor Training Program - 4.00 Units
This program prepares health professionals and other interested individuals to become lactation educators. It furnishes the basic information necessary to promote breastfeeding and to interact in the breastfeeding situation by assisting and encouraging the breastfeeding triad of mother, baby, and support person. Topics include basic anatomy and physiology of lactation, early attachment of the baby, hospital care, support during the postpartum stage, common concerns and solutions, and appliances and apparatuses used in breastfeeding. At completion of the course students are &quot;Certified Lactation Educator Counselors&quot; The Certification is valid for 5 years from the date printed on the certificate. To renew your certificate you will need to complete the Refresher:Lactation Educator Counselor Training (Course# RMED-40026).

RMED40007: Lactation Consultant Training Program for the Advanced Healthcare Professional - 5.00 Units
This accelerated program is designed for licensed health professionals who have been practicing in the field of lactation and need consolidation of current knowledge and trends within the field. This is an intensive, one-week program for those who have a desire to teach breastfeeding and to act in a consultant role with respect to triaging breastfeeding problems. It promotes a broadened approach to breastfeeding and infant nutrition. The program has a clinical option that may be arranged by the individual student. NOTE prerequisites: At least 1000 hours of clinical experience with breastfeeding within the last five years and licensure as a health professional (at least RN degree). Students are encouraged, but not required, to pass the IBC exam for certification.

RMED40016: Lactation Consultant Specialized Certificate - 16.00 Units
With the increasing popularity of breastfeeding, a demand for knowledgeable professionals has emerged. Topics include anatomy and physiology of breastfeeding, breastfeeding perspectives, critical management, critical observations of an infant feed, management of infant suck and maternal attachment, management of special situations, identification administration of common concerns, working and breastfeeding, appliances, pharmacology, professional responsibilities, breastfeeding instruction, nutrition, business practices, legal concerns, and advocacy. the program meets from September to May and requires classroom, clinical, and homework. For a complete description of the program please visit Instructor's website at www.breastfeeding-education.com

RMED40019: Pathway 1: Lactation Consultant Education - 12.00 Units
An advanced and comprehensive educational course as mandated by the IBLCE for certification as a Lactation Consultant. This information will allow graduates to have the educational background necessary to practice the IBCLC profession to utilize research based clinical information and techniques to promote breastfeeding as the normal process of feeding infants to prepare lactation consultants to triage &amp formulate plans of care for difficult breastfeeding situation &amp to prepare students to pass the educational components of the IBLCE exam for certification as a IBCLC. Upon successful completion of this course, participants will be able to apply advanced knowledge to the triage &amp problem management of the breastfeeding situation to meet the needs of the newborn &amp the family. This course is entirely online. It consists of lectures by Gini Baker, RN, MPH, IBCLC &amp lectures by world renown experts. The course runs over 2 quarters &amp can be accessed 24/7 online. This program is by application only and candidates must meet the IBLCE pathway 1 requirements to be eligible to apply.

RMED40024: Pathway 2: Hybrid Lactation Consultant - 12.00 Units
An advanced and comprehensive educational and clinical course as mandated by the IBLCE for certification as a Lactation Consultant. This information will allow graduates to have the educational background necessary to practice the IBCLC profession to utilize research based clinical information and techniques to promote breastfeeding as the normal process of feeding infants to prepare lactation consultants to triage &amp formulate plans of care for difficult breastfeeding situation to give the clinical basics for the profession &amp to prepare students to pass the IBLCE exam for certification as a IBCLC. Upon successful completion of this course, participants will be able to apply advanced knowledge to the triage &amp problem management of the breastfeeding situation to meet the needs of the newborn &amp the family. This course is a Hybrid online course. It consists of online lectures by Gini Baker, RN, MPH, IBCLC and lectures by world renown experts homework submitted online clinical of 300 hours completed in person where you live &amp monthly live webinars with students and instructor. This program is by application only and candidates must meet the IBLCE pathway 2 college requirements plus the UCSD Extension requirements in order to apply.
RMED80003: LCERP: Essence of Being a Lactation Consultant - 0.00 Units
As described in "Case Studies in Breastfeeding" by Cadwell and Turner-Maffei, there are specific steps to progress thru a lactation consultation that will result in a comprehensive and time efficient consultation with the client. This course looks at these steps, links them together with examples, and discusses variations and alternative approaches. There are examples of different types of cases and how points of information change the plan of care and outcomes.

These courses are intended for existing International Board Certified Lactation Consultants (IBCLC’s) looking for Lactation Continuing Education Recognition Points (LCERP’s) towards re-certification by the International Board of Lactation Consultant Examiners (IBLCE).

RMED80004: LCERP: Common Concerns in Breastfeeding - 0.00 Units
This course looks at the different approaches to sore nipples, engorgement, plugged ducts, mastitis, abscesses, and other common concerns. It considers the physiologic base for each of these concerns and asks basic triage questions that lead from simple to complex. The lecture gives an organized approach to the often chaotic problem, allowing a logical plan of care that increases positive outcomes for the client.

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RMED80005: LCERP: Jaundice - 0.00 Units
This course takes the mystery and confusion out of the understanding and plan of care for the jaundice infant. First there is an organized and practical discussion about the types of jaundice with suggested protocols for practice. Then jaundice expert, Dr. Lawrence Gartner reviews the advanced physiology of jaundice and guidelines for management of neonatal jaundice. The charts and diagrams in the presentation help the practicing lactation consultant clearly understand and communicate to the client the reasons behind the jaundice and the treatment plan of care.

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RMED80006: LCERP: Newborn Instincts Relation to Breastfeeding - 0.00 Units
Normal instincts in a baby can and are highly influenced by their story of their delivery. This course looks at those instincts and the role of the birth journey in the newborns feeding behaviors. Understanding and appreciating this vital role of birth will help each of us have an empathy for the newborn that will influence and change our practice. With this understanding we can have a more case sensitive approach to our plan of care. When we as practitioners have the rationale for behaviors we can be more complementary in our own care approach.

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RMED80007: LCERP: Positioning and Latching - 0.00 Units
This course contains a series of lectures and video’s collected over a time period of 10 years. The course starts with an overview of Biological or "laid Back" breastfeeding with discussion of why this is physiologically correct for the infant. The balloon latching, is useful when teaching staff about the techniques for a deeper latch and prevention of sore nipples. Special considerations show problem management for the client with anatomical considerations. The Role Play Demonstrations are a walk thru of a case with correct and incorrect responses and are great for those new to the field. The video, Helping a Mother to Breastfeed lets us see an infant in shut down, placing a baby on its back, and lack of more current techniques.

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RMED80008: LCERP: Science of Suck - 0.00 Units
In this course the head and neck anatomy of the infant is discussed and compared to adult oral anatomy. Sucking patterns are investigated and related to the transfer of milk during a feeding session. Both normal and abnormal development are looked at and that information is applied to the lactation consultation and lactation concerns. This review of the structures of the newborn and their relationship to feeding patterns will increase the assessment and triage skills of the lactation consultant.

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RMED80009: LCERP: Tongue Tie Discussion - 0.00 Units
Dr. James Murphy is a pioneer in the refinement of the diagnosis of types of tongue tie or Ankyloglossia and the procedures to reduce the restriction of the tongue. In this course Dr. Murphy reviews the types of tongue tie and the approach to the resolution of the concern for the mother and nursing infant. The course includes visual assessment as well as intellectual triaging. The course of action for the practicing lactation consultant is discussed and mapped. At the end of the presentation there is a review and application of information for two case presentations.

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RMED80010: LCERP: Risks of Not Breastfeeding - 0.00 Units
Explore the categories of risk factors for not breastfeeding, the trend to "risk based education" and it’s impact, the definition of guilt, and the ever expanding evidence that supports the theory of Risks of Not Breastfeeding. Research is discussed and practical application to practice is offered. This course increases awareness of the impact of informed choice and decision making process.

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RMED80011: LCERP: Putting the Puzzle Together for Case Management - 0.00 Units
In this course we will investigate some approaches to case management that include the "perfect consultation" or how not to be the lactation consultant that adds to the "train wreck" that may be happening with the case. This course shows the integration of the maternal and infant feeding histories in the development of a plan of care. The presentation works off the precepts laid out by Cadwell and Maffei-Turner in Case Studies in Breastfeeding and complements the continuing education course entitled "Essence of Being a Lactation Consultant". There is a comparison of 2 cases and a discussion of knowing when "enough is enough" and when for the professional to "let go".

These courses are intended for existing International Board Certified Lactation Consultants (IBCLC’s) looking for Lactation Continuing Education
Recognition Points (LCERP’s) towards re-certification by the International Board of Lactation Consultant Examiners (IBLCE).

**SC190000: Introduction to Science and Technology in Society - 6.00 Units**

This class introduces students to practices of reading, writing, investigating, critiquing, and communicating about science and technology. Approaching science and technology from a social science and humanities perspective entails asking questions such as: How do scientists know what they know? What is objectivity? Do technologies have politics? Who benefits from particular technologies? What are the nature of scientific controversies?

We will engage topics such as solar energy, nanotechnology, biotechnology, DIY movements, and new media and privacy, and work together in small groups to produce multimedia presentations on the societal dimensions of our chosen topics. Additionally, we will take advantage of the UCSD campus to engage in field trips, such as a tour of the Salk Institute and a nanotechnology laboratory.

**SC190001: An Introduction to Evolutionary Ecology - 3.00 Units**

“An introduction to Evolutionary Ecology” is an interdisciplinary scientific course lying between ecology and evolutionary biology. It is a course that introduces students to both fields, and discusses various topics including life history evolution, interspecific interactions, Darwinian and neo-Darwinian evolution, cladistics and phylogenetic trees, animal mating systems, evolution of sex, speciation, temporal and spatial dynamics of populations, community structure and development, and biodiversity among other topics. Since the instructor heavily believes in hands-on learning, the class will include field-trips to La Jolla Shores, in-class exercises, video discussions, and class discussions in order for students to express their views on the topics being studied.

**SIO90000: Building Exhibits with Kinect - 1.00 Units**

The importance of scientific research is undeniable. Yet presenting scientific topics to the general public can be a challenge. How do you grab people’s attention? How do you engage people in something they would normally not be interested in? In this class, students will brainstorm in groups to determine innovative ways to present and explain scientific data to the general public. This course is intended for those interested in introductory computer programming who also want to explore their creative and artistic skills. Students will learn how to develop exhibits with the Microsoft Kinect by modifying existing programs using the C# programming language. The goal of the course is for each group to produce an exhibit style product that conveys some aspect of geo-science research. For inspiration, students will have the opportunity to visit the Birch Aquarium at Scripps Institution of Oceanography to interact with and explore the exhibits. Course evaluation will be determined by how original and fun the final exhibit is and how accurate it portrays the science topic.

**SIO90001: Presentation Skills Survival Kit - 1.00 Units**

It happens to the best of us, you are giving a scientific presentation and WHAM, just like that, you go blank. You’ve got zip-o, nada, you have no clue what to say next and you have completely forgotten your main points. The secret to overcoming these terrifying moments is to feel comfortable when you go blank. In this class students will participate in multiple exercises to help build confidence and improve their public speaking capabilities. These exercises include telling a joke, explaining a diagram they have never seen before, and presenting a scientific slide deck created by another student. Students are required to give constructive feedback to other students in the class through both verbal feedback and anonymously written feedback. As part of the course, scientists from Scripps Institution of Oceanography will be on site to answer student questions, in a roundtable discussion setting. No prior presentation experience is necessary.

**SIO90002: The Building and Use of Robotics in Geoscience - 1.00 Units**

Since the start of the 21st century, robotics has been used in numerous fields of study, from entertainment to science research. At Scripps Institution of Oceanography, scientists use robots to help them explore extreme environments, such as the deep ocean. In this class, students will learn basic concepts of robotics technology and build robots using the LEGO MINDSTORMS EV3 kit. In each lab, students will be tasked with designing and building simple robots that can accomplish tasks similar to what is done in current geo-science research. For example, building a remote control system to guide their robots to acquire rock samples and using basic robot programming to develop simple artificial intelligence to create autonomous robots. For the final project, working in groups, students will compete in a final research instrument deployment competition using their semi-automatic robots.

No prior experience with robotics is required.

**SIO90003: The Music of Earthquakes: Shake, Rattle and Roll - 0.00 Units**

Explore the interplay between music and earthquakes. Is a Taylor Swift song similar to the ping-ping-ping of an earthquake aftershock sequence? Are One Direction songs akin to earthquake tremors in terms of the tempo and dynamic range? Work in groups to compose a musical representation of a seismogram (a data recording of an earthquake) using musical instruments of your choice and whatever items there are to work with. This is an introductory class. No prior musical experience is required.

**SIO90004: Introduction to MATLAB: A Scientific Art Form - 6.00 Units**

MATLAB is a computing environment and programming language that is often used by scientists to process and visualize data. This course is designed to introduce students to the basics of MATLAB programming. Students will learn skills in MATLAB scripting, importing data and images, and visualizing data. Each assigned exercise will teach students how to program features such as loading point data and imagery, image placement and rotation, and incorporating randomization and scaling to generate images from raw data. Students will be using data collected and/or used by scientists at Scripps Institution of Oceanography. As a final project, the resulting images will be used to create a flipbook where when the pages are turned rapidly the pictures animate to tell a story, convey an idea, or promote a fact. No prior art or programming experience is required.

**SIO90005: Introduction to Digital 3D Modeling using Maya - 0.00 Units**

How do technicians create amazing digital movie environments, realistic looking objects in video games, and cool 3D graphics for TV commercials? The power of 3D visual effects surrounds us. Explore how this popular 3D art form touches our lives and how 3D modeling can be used beyond the entertainment industry. Explore 3D computer modeling, animation, texturing, character rigging, animation and rendering using Maya software. Create your own 3D models and include them in a course-compilation movie or import them into a videogame as a 3D asset. No prior programming experience is required.

**SIO90006: Intermediate Programming Geoscience Data Visualization - 6.00 Units**

Data visualization allows scientists to better understand their data, convey key concepts to their colleagues, and better test their hypotheses to form more robust conclusions. In this introductory programming class, students will learn the basics of computer programming while focusing on data visualization. This class will use the C# scripting language (or C++ programming language) and Unity (OpenGL) to render the 2D/3D data. Class topics include code structure and syntax, basic loops, functions, and simple computer scripts. Data used in the class will come from scientists at the Scripps Institution of Oceanography. Designed for students with little to no prior programming experience, students will simultaneously learn the basics
of programming while also learning about the importance of data visualization and how it is used in current science projects at Scripps Institution of Oceanography.

SIO90007: Marine Technology Robotics: Journey Beneath the Surface - 6.00 Units
Since the start of the 21st century, robotics has been used in numerous fields of study. In this class, students will learn basic concepts of marine robotics technology and how robotics is being used in research at Scripps Institution of Oceanography. Students will first be introduced to a LEGO MINDSTORMS EV3 robotics kit where students will work with basic motors and graphical based computer coding. Next, they will be introduced to Arduino kits to build more complex robots and acquire a solid understanding of electric circuits and engineering physics. Using an external circuit board students will also use a remote control to re-program commercial robotic toys. As a final project, students will be divided into groups and collaborate to build and design a remotely operated vehicle (ROV).
No prior experience with robotics is required.

SIO90009: Introduction to Robotics with LEGO MINDSTORMS EV3 - 0.00 Units
Learn basic concepts of robotics and then build robots using the LEGO MINDSTORMS EV3 kit. Use basic flowchart programming to allow your robot to operate autonomously. Working in groups, compete deploy science instruments using multiple sensors on the robots. No prior experience with robotics or programming is required.

SIO90010: Introduction to Robotics in Marine Science - 2.00 Units
Since the start of the 21st century, robotics has been used in numerous fields of study. In this class, students will learn basic concepts of marine robotics technology and how robotics is being used in research at Scripps Institution of Oceanography. Students will be introduced to the LEGO MINDSTORMS EV3 robotics kit where they will work with basic motors, sensors and a graphical based computer coding interface. Student will have the opportunity to participate in team competitions to practice their understand of class materials. As a final project, students will collaboratively work in groups to build a remotely operated vehicle (ROV) designed to explore the ocean floor.
No prior experience with robotics is required.
SIO90012: Messy Discoveries: Exploring our Planet on a Tabletop - 0.00 Units
Boom, crash, zip, slide! Participate in hands-on learning activities that let you design things, throw things, test things and stomp on things. Learn about the scientific processes behind volcanoes, earthquakes, tsunamis, landslides, permafrost, glaciers and sea-level rise while adding your own artistic flair to each design.

SIO90013: How to Make a disaster Movie Based on Real Science - 1.00 Units
The threats seen in most disaster films are silly, overblown and just plain wrong! We break new ground by developing a movie concept based on real science that is more riveting than fiction. Students choose their topic, then create and star in their own film trailer. The instructor is a marine scientist and documentary filmmaker who has sailed around the globe on research expeditions to film sharks, whales and coral reefs in trouble. Join us for light, cameras . . . science!

SIO90014: Scripps Institution of Oceanography: Ocean Acidification: Coping with Excess Carbon Dioxide - 6.00 Units
Ocean acidification (OA) is a global environmental issue caused by the continuing release of carbon dioxide into the atmosphere. In this course, students will learn the ocean’s role in the global carbon cycle, basic chemistry needed to understand the process of OA, causes of changes in oceanic carbon dioxide levels, response of marine animals and ecosystems to OA, and potential mitigation efforts. Students will also conduct their own short-term field study to apply the scientific process and current experimental methods to OA research. In addition, students will visit Scripps Pier, experimental aquaria and labs at the Scripps Institution of Oceanography, and Birch Aquarium for hands-on learning.

SIO90015: Being Nemo: A Fisheye-View of the Ocean - 0.00 Units
View the world from the perspective of an animal in the ocean&mdashclownfish exploring a reef, a leopard shark in shallow waters off La Jolla&rsquos coast, a sea star in a tide pool, a grey whale migrating in the Pacific Ocean, or a sea otter in a kelp forest. Experience what animals see and hear and explore how easy (or difficult) it is for them to live in different habitats. Students will create a multimedia masterpiece highlighting a marine animal and showing what it is like to be a part of that animal&rsquos world.

SIO90016: Slimy Sea Creatures - 0.00 Units
Learn about slimy sea creatures like octopuses, sea stars, sand dollars and moon snails, to name a few. Observe a squid dissection and write your name in squid-ink while learning about anatomical structures of sea creatures. Discover the secret of how octopus change color and what makes pears. Become a marine biologist and imagine what kind of invertebrate you would like to be. Create artwork to take home using different types of seashells and other materials from Mother Earth.

SIO90017: A Treasure Chest of Experiences: Deep Sea Exploration - 0.00 Units
This virtual exploration of the deep sea looks into the bizarre creatures that dwell in the abyss, from the dumbo octopus to the newly discovered ninja lanternshark. Explorers virtually pilot an underwater vehicle using the Scripps Institution of Oceanography DEEP Xbox game and learn firsthand about a recent expedition to the deepest ocean trench in the world&mdashthe Mariana Trench. From dive suits to landers and submarines, students learn about pressure/density relationships as they explore what makes research in these realms so challenging. Students create scientific journals to keep notes and drawings of creatures they encounter. Learning comes to life as students create treasure chest multimedia boxes to hold their handcrafted creatures from the deep.

SIO90018: Reel Disasters: How To Make a Disaster Movie Based on Real Science - 0.00 Units
The threats seen in most disaster films are silly, overblown and just plain wrong! We break new ground by developing a movie concept based on real science that is more riveting than fiction. Students choose their topic, then create and star in their own film trailer. The instructor is a marine scientist and documentary filmmaker who has sailed around the globe on research expeditions to film sharks, whales and coral reefs in trouble. Join us for light, cameras . . . science!

SIO90019: Arctic Mammals: Biology, Culture & Art - 0.00 Units
This course is a blend of marine biology, cultural anthropology, climate science and mixed media art - all rolled into one. The Arctic Ocean is home to many mammals that have fascinating adaptations to living in extreme conditions. Unusual marine species such as Narwhals, Belugas and walruses thrive in this harsh and ever-changing ecosystem. Students learn the unique biology and ecology of various marine mammals, and how they interact with one another. Humans have existed in this frigid Land of the Sea region for thousands of years. To survive, the Circumpolar peoples fostered kinship, lived in villages, created tools, and developed cultural knowledge and wisdom based on reading the elements and animal behaviors. Students get to glimpse a day in the life of teenage Arctic Dwellers from the past as well as the present.

SIO90020: Messy Science: Earth (NExT) - 0.00 Units
SIO90021: Oceans: Marine Ecology + Art (NExT) - 0.00 Units
SIO90022: Squid Dissection - 0.00 Units
In this workshop format class we explore and dive into the wonders of animals that live in our oceans! We will focus on "cephalopods", which are the most intelligent, most mobile, and the largest of all mollusks. We will discuss which marine organisms are members of the class Cephalopoda and discuss their types, species, ecology, habitat, and anatomy. This class will be largely focused on the science of dissection. The students gain hands on experience learning what it is like to study and prepare for a dissection, learn about performing a dissection, and understanding the anatomy of a squid, a model organism for the cephalopods. Using what we learn in the squid dissection exercise, we will discuss and grow our understanding of basic scientific research skills and apply what we learn to our overall understanding of the many critters that fill our oceans. Students will work in pairs to study first-hand the anatomy of a marine organism and practice teamwork and communication. Gaining a better understanding of the organisms that occupy our oceans, we can build a broader understanding of the oceans themselves and how to best take care of our world.

Promotional blurb to promote the class: Squid. It's not just what's for dinner. In this hands-on class each student will get to help dissect a squid and learn all about their insides. They may even get to write their name in squid ink! This class will improve the students understanding of how to build their basic scientific research skills and how to apply these skills to their overall understanding of the many critters that fill our oceans. By gaining a better understanding of the organisms that occupy our oceans, we can build a deeper understanding of the oceans themselves and how to best take care of our world.
Learn about slimy sea creatures like octopus, sea stars, sand dollars and moon snails, to name a few. Discover the secret of how octopus change color and how oysters make pearls. Become a marine biologist and investigate what kind of invertebrate you would like to be! Create artwork to take home using different types of materials from Mother Earth.

- 6.00 Units

This course is designed to take high school students and give them an appreciation and understanding of marine biology. Students will learn about the diverse groups of marine organisms, variety of ecosystems and habitats, and current events in today’s oceans such as overfishing, ocean acidification, restoration and protected areas. Through lecture, readings, projects, field trips and discussions students will learn about the diversity of ocean environments and how the creatures who live there are adapted to best survive. Students will learn theories pertinent to ecology as a whole as well as the specifics to the ocean. Students will also have the opportunity to explore areas that interest them, to become experts on a topic and teach each other.

SOC90000: Social Network Research - 3.00 Units

Social networks are everywhere, in more ways than one. Facebook is currently a hot media topic, but in fact, social networks are even more widespread and important than ever before. This course will take a critical analytical eye to studying social networks and empower students with tools and skills to generate and present original research on the subject. Students will be challenged with deep questions in social theory and empowered to use scientific evidence to weigh in on these debates, including how to communicate evidence in the style of an academic presentation. Time will be spent both in the classroom learning the important ideas and in the lab applying them to research questions of their own design.

SOC90001: Field Research: An Introduction to Qualitative Research Methods - 6.00 Units

Field research involves using scientific methods to understand social and cultural phenomena. Long the domain of the social sciences, field research methods are increasingly in demand in a variety of industry fields including marketing, product design, entertainment, journalism, etc. This course is designed to engage students’ natural curiosity about the social world and provide them with field research skills to explore that world. Each student will conduct original research using core methodologies learned in class: interviewing, participant observation, and non-participant observation. Students will have the opportunity to share their research triumphs, struggles, and questions in guided workshop sessions. These sessions will help students develop and refine not only their research projects, but also their broader understanding of field research.

SOC90002: Exploring Youth Subculture: A Sociological Perspective - 6.00 Units

This course explores the history of environmentalism with specific attention to Southern California’s urban sprawl, water dependency and biodiversity loss. Students will learn how to conduct academic research with a variety of methods and tools. The course will culminate in a group project, designed by the students, in which we turn our sociological lens to local environmental problem and answer the question: how did it get this way and what can we do? This course requires a basic knowledge of American history, and is designed to lure students into the exciting world of social research, while addressing a critical social problem.

SOC90006: Introduction to Sociology - 3.00 Units

This course is designed to introduce students to the sociological study of society. According to the American Sociological Association, "Sociology focuses on the the systematic study of social interaction, social organization, social institutions and social change." Throughout this course we will study the various aspects of social life by briefly touching upon the sociological perspective, research methodologies and other aspects of the discipline. By exploring social inequality, social change, race, gender and other controversies in the science, you will have a better understanding of how sociology affects each and everyone of us in our everyday lives.

SOC90007: Media Matters: Stereotypes and Social Change in Popular Media - 6.00 Units

We all consume popular media, yet we can often overlook how they depict a biased view of social reality. This course will introduce students to how popular media portray particular social groups. The course will familiarize students with these issues while providing the analytical tools to critically interpret media representations. We will investigate how television, films, music videos, and magazines depict and recreate stereotypes based on socioeconomic class, race, and gender. We will discuss why the media sells these kinds of representations, the effect these representations have on us, the role of the media in reinforcing inequality, and how the media can be used for positive social change. The course is designed for young learners with little to no experience in sociology or media studies.

SOC90009: The Metropolis and Me: A History of Immigration, Race and Space in Southern California - 6.00 Units

In this course we will think about the historical forces that have shaped cities in Southern California. We will pay special attention to the ways immigration, race, and urban space constitute each other by examining Spanish colonization of the Southwest in the 17th century. Settler-colonial ideologies and practices have influenced the organization of race and urban space immensely. We will trace settler-colonial legacies and their influence in the production of cities. Additionally, we will use this knowledge to think about the structures that organize our own life in the city. We will focus primarily on urban growth in Southern California upon Mexican Annexation in 1848. We look at official and unofficial state policies that have shaped urban racial divisions and inequities. By exploring how industry, real estate, and the state have consistently collaborated to displace and/or exclude non-white groups, we will come to see how this pattern continues into the twenty-first century. To illustrate the concepts learned in class, we will take field trips to visit sites in Balboa Park, North Park, Chicano Park, and the Borderlands State Park. This course draws primarily on material from history, critical race studies, and ethnic studies. This course will improve our analytical and writing skills. By engaging in critical analysis of the city, we will come to understand how race and immigration are fundamental to understanding the production of space.

SOC90010: - 6.00 Units

SOC90014: Social Problems, Critical Thinking and College Writing - 6.00 Units

SOCXL1: Introduction to Sociology - 4.00 Units

The class offers an Introduction to the basic nature of society and the relationship between society and the individual. This course focuses on how society functions and is organized, and how society impacts and influences individual motivation, understanding, action, and well-being. Basic sociological ideas regarding
social relations, social interaction, social structure, and social change are examined. Students are introduced to key issues addressed by contemporary sociologists class, race, gender, sexuality, religion, globalization, education, health care, crime, the media, and the environment. The knowledge gained in this course will aid students in future studies within a variety of fields and careers, and encourage the development of critical thinking about important issues.

THEA40006: La Jolla Playhouse Conservatory - 4.00 Units
This five-week summer program for students in high school offers intensive training in acting, speech, singing, improvisation, movement, and text analysis for actors. Students attend master classes with Playhouse artists and staff. Students also attend Playhouse rehearsals and performances. The program culminates in a final presentation of the Conservatory students work. The Conservatory is excellent preparation for students who are considering college theatre programs of careers in professional theatre.

THEA40007: Acting I: Introduction - 3.00 Units
Have you wondered if you might enjoy acting? Whether you want to start an acting career or just improve your communication skills, this fun and enjoyable class, in a uniquely supportive environment, will introduce you to the basic tricks and techniques of the craft, as well as giving you an appreciation for this complex and exciting art form. You'll learn techniques that will help you improve your memory, concentration, discipline, freedom of expression, risk-taking, and the building of an ensemble. You'll learn body motion, speaking skills, character development, and expressiveness, useful skills you can apply in many non-theatrical situations and that will enhance your abilities in personal expression and public communication.

THEA40013: Acting II: Intermediate - 3.00 Units
Continue to build your acting skills and develop your own unique creative process for interpreting and rehearsing scenes. Take the opportunity to explore the work of many different playwrights, such as Ibsen and Mamet, through script analysis, class discussion and scene work. Discover how to develop the moment-to-moment concentration so vital to the actor and how to create a supportive and satisfying ensemble. Learn basic approaches to realistic acting, including the Stanislavski "method" and the acting technique of Sanford Meisner. Learn techniques actors use to overcome stage fright, improve relaxation and focus, build trust and foster teamwork, all while finding your true voice as an actor.

THEA40029: Improv 101 - 2.00 Units
Ever watch Whose Line Is It Anyway? and want to learn how to be that clever, that funny? This class is a fun introduction to the joys and thrills of comedy-sports improvisation. Students are introduced to the basics of improvisation through a variety of fun games and exercises in a safe, friendly atmosphere. Learn to be more relaxed and spontaneous while also improving your skills at listening, storytelling and teamwork. This is a great playground in which to work on improving your public speaking skills and developing your auditioning skills, or just learning how to relax and let more fun into your life. You might even conquer your fears, learn to free up your creativity everywhere in your life, become more spontaneous and authentic, and meet some of the coolest people in San Diego! No prior experience is necessary.

THEA40039: Storytelling with Impact - 2.00 Units
This undergraduate level course is designed to help students explore their appreciation and understanding of theatre arts through the lens of their participation in the Festival Fringe. Students will develop a deeper understanding of their individual experience and a broader worldview through the dramatic process (creating, performing, analyzing). Assignments are designed to help students discover and reflect upon their contribution to their festival production and to the overall journey, both physical and figurative, of the student troupe.

Travel at the college level can be eye-opening and transformative. Alongside engaging with analysis of their art, students will interact with their awareness of the global community. They will be challenged to think in comparative ways about their everyday lifestyles and the differences they encountered while performing and traveling. Photos and videos taken during the program will be instrumental as evidence in responding to the course assignments.

In the final assessment, students are asked to create a self-designed project to capture and reflect upon the 'mark' they left on the festival and consider how the experience will inform future personal outlooks and endeavors. They explore ways in which their work supports the continued development of creative artistic thinking and cross-cultural experiences.

THEA90002: Theatre Performance and Reflection at Festival Fringe 3 - 4.50 Units
This undergraduate level course is designed to help students explore their appreciation and understanding of theatre arts through the lens of their participation in the Festival Fringe. Students will develop a deeper understanding of their individual experience and a broader worldview through the dramatic process (creating, performing, analyzing). Assignments are designed to help students discover and reflect upon their contribution to their festival production and to the overall journey, both physical and figurative, of the student troupe.

Travel at the college level can be eye-opening and transformative. Alongside engaging with analysis of their art, students will interact with their awareness of the global community. They will be challenged to think in comparative ways about their everyday lifestyles and the differences they encountered while performing and traveling. Photos and videos taken during the program will be instrumental as evidence in responding to the course assignments.

In the final assessment, students are asked to create a self-designed project to capture and reflect upon the 'mark' they left on the festival and consider how the experience will inform future personal outlooks and endeavors. They explore ways in which their work supports the continued development of creative artistic thinking and cross-cultural experiences.

VIS90000: Experiments in Video - 6.00 Units
Experiments in Video is centered around the exploration of non-linear video art, with an overview of how artists have used new media from the late 19th century until now. The class encourages making video from a cross-disciplinary perspective. Students taking this course will gain an understanding of the aesthetics, concepts and achievements in video art to date. This class will provide a solid base for anyone interested in pursuing new media art. Three genres in contemporary video art will be the main topics of this class Performance for the Camera, Remixed Video and Video Painting. There is no pre-requisite or minimal required knowledge. Use of your own camera is encouraged.

VIS90001: Documenting Junk Space: Creative Approaches to Media and Environmental Studies - 6.00 Units
How do we perceive ourselves in relation to the trash we produce? What is the lifespan of our trash after we part ways with it? In Trash Every Day, we will respond to these types of questions using expressive mediums, with a focus in video, writing, and drawing. This course will combine methods of empirical research and creative response to produce weekly videos. Each week, we will visit sites in San Diego that lend a broader perspective to waste management, such as the Tijuana Estuary, the Miramar Landfill, and Balboa Park. These sites will serve as the subjects for our documentary work.
Students will work collaboratively in small production teams to create weekly projects and a final video work. Trash Every Day will offer students a visual skill set to aid them to critically process their creative perspectives and awareness of their own environmental impact.

Students will:
- Learn basic camera operations and gain editing skills/technical knowledge using FinalCut Pro.
- Develop a sense of self in relation to their surrounding landscape through documentation and field research.
- Gain experience working collaboratively on creative team-based research projects.
- Experiment with an expressive medium of choice - writing, drawing, or sound- to give creative voice to their group projects.
- Visit various ecological sites around San Diego, meeting with specialists and community members who will guide us in explorations of the unseen ends of material production.
- Work to define a personal political (or apolitical) position around issues raised by instructors and specialists.

**VIS90002: Borderland Reporters: An Investigation & Book Publication with Actual Hot Air Balloon Instruction** - 6.00 Units
This course provides an introduction to the world of hot air balloon making, exploring the rich traditions of hot air balloon making in Mexico and the United States. Through interviews with Mexican hot air balloon makers and American hot air balloon enthusiasts, students will gain a deeper understanding of the cultural and historical significance of hot air balloon making. The course includes a hands-on experience with hot air balloon making, including the construction of a hot air balloon and its flight. This course is open to all students, regardless of prior experience with hot air balloon making.

**VIS90011: Photo Essay: Seeing San Diego Through Image and Text** - 6.00 Units
What defines our notion of ‘border’ and what dissolves it? How are borders acknowledged, ignored or understood? How does one negotiate and transcend national and territorial boundaries? How can spaces for dialogue be opened in the liminal spaces that comprise a ‘border’?
Informed by Mexican traditions of hot air balloon making, Studs Terkel’s interviews of ordinary Americans and a curated series of film and audio, visual artists of Collective Magpie will take students on a 3-week ethnographic journey through the U.S./Mexico border. The class will conduct a series of research informed conversations that will culminate in the collective publication of a book of interviews.

**WCWP40000: Academic Writing** - 3.00 Units
Are you an advanced international student, researcher, or ESL speaker who is proficient in English, but need to upgrade your academic writing skills?
This course will improve your accuracy in:
- writing mechanics
- all areas of grammar
- the essentials of effective writing style and organization
Lectures and workshops provide assistance in writing:
- summaries
- abstracts
- technical reports
- academic papers

**WCWP40045: Scientific and Technical Writing for Non-native English Speakers** - 3.00 Units
Designed for advanced ESL speakers, this course covers essential skills for writing well in English in scientific or technical settings.
The specific styles and usage conventions of various scientific fields will be covered.
Focus on:
- clarity and strength of expression
- idea development
- editing to eliminate problems with grammar and usage

**WCWP40048: Writing Short Fiction** - 3.00 Units
This course in writing the short story combines brief lectures on craft with skill-building exercises and supportive workshop critiques. Students will be encouraged to complete a short story during the class, plus various other writing assignments to build their skills. Discussion topics include narrative structure and technique, the time frame in short fiction, point-of-view, character-based plotting, character development, conflict and complication, thematic elements, and effective dialogue. Instruction emphasizes shaping and revising short fiction, achieving economy and focus, developing voice, and controlling tone and diction. There will be some discussion of how to build discipline as a writer, and about the basics of submitting short fiction for publication. Open to writers at all levels.

**WCWP40079: Voice and Craft in Writing Poetry** - 1.00 Units
This workshop focuses on the essential elements of writing poetry to enable you to find your own poetic voice. Learn to implement tools of the craft to arrive at poems that combine authenticity, passion, energy, and uniqueness—expressed in vivid imagery and unusual metaphors. Discover how to avoid poetic cliches how to apply your individual insights, awareness and experiences to poetry crafting and how to exercise your creativity to bring about these changes.

**WCWP40105: Science Writing I** - 3.00 Units
This course provides an introduction to most forms of science communication intended for non-scientific audiences, including print, online and broadcast journalism, university communications, industry public relations, science policy writing, and social media. We will introduce various careers and considerations in science communications, as well as provide the tools and techniques needed to accurately convey complicated subjects in an engaging way to a variety of audiences.
Note: This course is about communicating scientific topics to non-scientific audiences, not about writing scientific journal articles or grants.

**WCWP40107: The Art and Craft of Creative Writing** - 3.00 Units
Creative writing begins when the spark of an idea ignites the fuel of language. The writer picks up pen or presses fingers to keyboard and transforms the idea into a story or any of a dozen other shapes. For those who would travel the road of creative writing, this class offers a map for the journey. Through lively discussion, examples, in-class exercises, and assignments, participants learn the how and where of finding ideas, the elements of style, voice, and dramatic structure, and finally, rewriting, editing, and submitting the work for publication. Material produced through exercises and assignments will be workshopped in read and critique sessions.

**WCWP40110: Introduction to Screenwriting** - 3.00 Units
There is no single right way to write a screenplay, only an infinite number of wrong ways. This course addresses how to avoid them by ensuring your screenplay's ability to communicate the potential and clarity of your cinematic ideas to the reader (agent/producer/actor/etc.). Through weekly exercises and evaluation, we will troubleshoot the most problematic aspects of script execution to increase your chances of being regarded as a quality screenwriter, deserving of professional consideration. Whether you wish to sell your screenplays outright, secure other writing assignments, or hook needed talent that can enable you to produce your work independently, in this course you will learn the rules of writing for the screen and how to break them successfully.

**WCWP40123: The Writer's Art of Interviewing** - 2.00 Units
 Effective interviewing techniques translate to writing that is clear, lively, and engaging in a way that is both instructive and entertaining. This course will encompass all the integral components of the interviewing process, including preparation, one-on-one dynamics, and the ability to ask the right questions, coaxing interesting quotes from interviewees and using quotes effectively in a feature story. Students will participate in interviewing and writing exercises in class and complete a major interview/writing assignment out of class.

**WCWP40132: Write the Journey: Introduction to the Travel Narrative - 1.00 Units**
This writing course is dedicated to the voice of the traveler. Bring your memories, recollections, journals and notes from journeys you've taken. We'll use in-workshop exercises and writing in real time to explore story possibilities and promises. Short stories, poems, essays, personal narrative, creative non-fiction -- the style is as wide-open as the spaces we travel. Think Hemingway &quotParis,&quot &quotEgv and the essay of Pico Iyer, Jan Morris, Paul Theroux. Later sessions will include read and critique of manuscripts. This course is for all levels of writers and experiences of travelers, whether you desire to write toward publication or create keepsake memories to share with friends and family.

**WCWP40142: Finding Our Voices, Telling Our Stories - 3.00 Units**
Within you there dwells an innate sense of storytelling and a unique voice with which to tell your stories. In this course you will experiment with writing techniques to help you locate and refine the &quotnatural music&quot of your own voice. You will also explore writing genres that make good story vehicles: personal narrative, fiction, memoir, creative nonfiction, monologue, and poetry. Through in-class exercises you will learn how to unearth the stories that want to be told, how to go beyond the facts to the truth, and how to turn real life into fiction. Later sessions include read and critique. Expect to fill pages and pages in your writer's notebook with poetic uprisings, story seedlings, character sketches, monologues and dialogue, and the frames and foundations for personal narratives.

**WCWP40150: Information Design for Technical Communicators - 2.00 Units**
Professionals who produce technical communications—whether they are technical writers, web and graphic designers, trainers, or engineers—can benefit from knowledge of information design. In broad terms, information design is the integration of words and pictures to help readers meet their goals for using the communication piece. We will study how to use clear writing, analysis of the audience's needs, legibility of typography, design of spatial cues, and the interplay of words and pictures to create documents, printed or electronic, that readers understand and respond to aesthetically and emotionally.

**WCWP40151: Technical Communication I - 3.00 Units**
This is a practical, hands-on technical writing course for beginning to intermediate technical communicators. We will cover a broad range of topics, including audience analysis, usability considerations, electronic forms of communication, page layout, and ethical issues facing technical communicators. You will complete a final project, one that is worthy of showing current or prospective employers.

**WCWP40154: Technical Communication II - 3.00 Units**
This capstone course draws on the knowledge and skills you acquired in the core courses. You will work on one big project the entire quarter, which will involve project estimating and scheduling, project management, information gathering, audience analysis, writing, editing, and more. There will be lectures and assignments to deepen your understanding of critical concepts as well as discussions of workplace issues and portfolio review. Have an idea for a portfolio-worthy project for the first week.

**WCWP40158: Writing Online Documentation - 3.00 Units**
As more print publications and manuals go online, it's vital to understand the similarities and differences between writing for print and writing for online delivery. Explore theories and practices for creating online documentation and learn how to structure and write material to be viewed online. This includes information and project design, differences between print and online delivery, and selecting the appropriate format and media. You will have ample opportunity to practice writing for online delivery and to work with some of the tools used for this purpose. We will write a variety of online documentation, which may include HTML, PDF, and online help.

**WCWP40184: Screenwriting I - 3.00 Units**
Get an insider's understanding of the dynamics of screenwriting, exploring both the creative and business aspects. Learn how to write for your audience, engineer interesting plots, and develop believable characters. Work on a script in any genre you choose, identify the best market for your particular skills, and practice the art of pitching. Other topics to be explored include formats (for TV movies, half-hour episodes, one-hour episodes, and feature films), common pitfalls, and how to avoid the producer's trash can. Examples from new and classic films will be used. This course will also help writers in other media, including journalism, fiction, and nonfiction writing. More advanced screenwriters will also benefit from a lively workshop environment.

**WCWP40186: Writing for Children I: Introduction - 3.00 Units**
Have you ever told yourself that someday you will write a children's book? Now's your chance! Join us as we demystify the writing process and examine the wide variety of books offered to children: picture books, easy readers, early chapter books, middle grade novels, young adult novels, children's magazines, fiction and nonfiction. If you want to write for children but don't know where to start, this course is for you. It reveals the best way to choose an idea, how to benefit from critique to improve your revisions, and how to write a catchy query letter or intriguing cover letter to capture an editor's attention. Tips for marketing your work, when it's ready, will also be offered.

**WCWP40187: Novel Writing I - 3.00 Units**
The greatest challenge to writing a first novel may be deciding where to start. This course will help you write an engaging first paragraph and a draft of at least the first chapter. You may also work on an outline. You will also learn how to use the elements of fiction--characterization, setting, dialogue, perspective, and plot--to set up your story. There will be some lecture, but basically this is a seminar course, focusing on read-and-critique sessions. All students are expected to participate in discussion.

**WCWP40188: Playwriting - 3.00 Units**
From Death of a Salesman to Company to The Color Purple, the foundation of dramatic writing is characters in conflict. In this class you will learn about this and other basic dramatic principles in the only way you really can: by doing. You will write extensively, working with such concepts as character objectives and tactics, conflict, dramatic language and style in order to focus your dramatic vision and unlock that elusive &quotwriter's voice." You will have the opportunity to share your work and receive extensive critique in a safe and supportive workshop environment. The class will culminate in readings of the students' original work.

**WCWP40189: Forms of Fiction - 3.00 Units**
This class is for writers interested in exploring a variety of genres and approaches to the writing of fiction. From literary to science fiction, horror to historical, the short story to the novella, and the graphic novel to poetry, this
class will provide an overview of a variety of genres and forms for the fiction writer. The course is built around analytical readings and writing exercises with the ultimate goal of exposing the writer to a multitude of potential fictional forms. The class will also introduce and discuss the basic elements of fiction (plot, structure, dialogue, description, etc.) which are further explored in other classes.

**WCWP40197: Screenwriting II - 3.00 Units**
This course is designed for those who are serious about writing screenplays. In this fast track class you will rewrite your current script or start your next one. We will discuss the internal and external structure of screenplays character growth and plot development exciting second acts, and great movie endings. Learn how to get a point across without putting in everything but the kitchen sink, as well as other ways to keep the story flowing. We will discuss the current Hollywood market for screenplays. In addition to lecture and video presentations, participants will read and critique one another’s scripts.

**WCWP40200: Memoir Writing - 3.00 Units**
Many of us have had fascinating lives, whether lived inwardly or outwardly, during childhood long ago or in the past decade. But when it comes to writing a memoir, where do we begin? The day of our birth? The day we left home? The beginning or end of a marriage? Memoir is most successful when it is not the “story of a life” but a focused part of that life: a dozen summers spent working on a grandfather’s farm a long relationship with a dying relative the first year of law school. In this course, students will explore methods for planning and focusing on what their memoirs should be. Use of a plotting tool to create structure will be covered. In this course, students will complete the first 20-30 pages of a book-length memoir.

**WCWP40219: Business Writing for Non-Native English Speakers - 3.00 Units**
Do you need to develop and improve your ESL business writing skills to perform more effectively in the workplace? If so, this course is for you. You will learn:

- correct rules of writing

- how to choose the right word or expression

- formal and informal styles

- business language

- style

- tone

- presentation graphics

Learn effective techniques for:

- memos
- letters
- solicitations
- reports

Acquire writing competency for technical, managerial, and marketing purposes. On-the-job examples will be used to build your writing skills and professional abilities.

**WCWP40230: Science Writing II - 3.00 Units**
This is an advanced writing course designed to build upon and hone skills learned in Science Writing I, and is the capstone course for the Science Communication certificate. Students will work on a writing project of their choice while learning about the steps involved for publication or broadcast. Course involves extensive writing, peer critique, and in-depth reading and discussion. Topics include finding and pitching story ideas, research and reporting, outlining and structuring the story, fact checking, and how to go beyond news reporting to the larger context of science in society.

**WCWP40234: Grammar Lab - 3.00 Units**
In this course you will take a diagnostic test to determine basic strengths and weaknesses in your knowledge of grammar and usage. You will complete 10-20 exercises online each week which are electronically scored to give you immediate feedback. Also, you will complete several challenging assessments. Topics covered include parts of speech, clauses, phrases, verb tenses, punctuation, and mechanics. The instructor will provide structured lessons and feedback, but you will have the option to spend more time on topics you need to review and less on those already mastered. Copyediting I, II, III and Grammar Lab are offered every quarter. Please check the Enrollment Available Online date on the Extension Calendar to find out the next date that classes will publish to the web.

**WCWP40236: Copyediting I - 3.00 Units**
Turn your talents for recognizing and correcting grammatical errors into a full-time or freelance career as a copy editor. The first step is to learn light copyediting, which involves the correction of indisputable errors in spelling, grammar, punctuation, syntax, and usage. In this online course you will explore the tools and techniques the professionals use. You will practice editing with standard editing marks and with Microsoft Word, and you will learn to communicate with authors and editors via queries and to record changes via style sheets. Copyediting I, II, III and Grammar Lab are offered every quarter. Please check the Enrollment Available Online date on the Extension Calendar to find out the next date that classes will publish to the web.

**WCWP40237: Copyediting II - 3.00 Units**
To thrive as a copy editor you must practice judicious and defensible editing. In this course you will be continually challenged to maintain the author’s voice and meaning while correcting subjective errors that result in convoluted writing. You will tear apart and rebuild sentences, build a case for why your revision is the best one, and practice communicating with the author and editor through sensitive and appropriate queries. You will get additional practice with style sheets and electronic editing, delve deeper into Chicago, and continue to explore varying editorial practices.
Copyediting I, II, III and Grammar Lab are offered every quarter. Please check the Enrollment Available Online date on the Extension Calendar to find out the next date that classes will publish to the web.

**WCWP40238: Copyediting III - 3.00 Units**

Are you ready for your first editing assignment? In this course, you will work on deadline to perform a heavy edit on all elements of a long manuscript. Examine complex problems in English usage, review topics introduced in earlier classes, and explore new topics. Although this class builds on the material taught in the prerequisite courses, it is a significant step up from Copyediting II. You will immediately use what you’ve learned to complete the course project: an original manuscript that you can edit to perfection.

Copyediting I, II, III and Grammar Lab are offered every quarter. Please check the Enrollment Available Online date on the Extension Calendar to find out the next date that classes will publish to the web.

**WCWP40245: Developing Unforgettable Characters - 2.00 Units**

Whether you are writing short fiction, a novel, or memoir, characters are what draw your reader in and make them care enough to read on. This course offers methods for creating three-dimensional characters that your readers will react to, relate to and remember. You will acquire a toolkit of exercises to help you develop or more clearly define both primary and secondary characters. Exercises and assignments will help you fill a notebook with character sketches and scenes, and help you start a chapter or short story featuring your most unforgettable character.

**WCWP40252: Writers Workshop: Read and Critique - 3.00 Units**

Read and critique is a way – possibly the only way – for writers to hear how their writing sounds to others. The thoughtful, objective and constructive feedback you receive will tell you how your writing is being perceived, what is working and what needs additional work. Read and critique also enables writers to learn more about the craft through the careful reading of others’ work. In addition to the weekly review of manuscripts, mini-lessons inspired by the work at hand will be given by the instructor. Participants will be required to bring copies of manuscript pages of work-in-progress.

**WCWP40254: Novel Writing III - 3.00 Units**

This class will prepare you for the big picture review of your novel. With the use of contemporary and classic novels as examples, you will evaluate the progress on the plot arc and character development within your story. Other parts of craft will be reviewed as well, including point of view, conflict, and subplots to determine where the story as a whole is working or needs revision. For the workshop portion of the course we will focus on endings. This does not mean you have to have completed your novel, but we will begin the work to develop a last chapter, an essential way to determine what should really be in the middle. We’ll explore the world of publishing and create query letters and synopses that will help you focus the revision that will give rise to your second draft.

**WCWP40259: How to Start a Novel - 1.00 Units**

Do you have an idea for a novel swimming around in your head but can’t seem to put the first word down? Does procrastination keep you from starting, or do you have so many ideas you don’t know which one to choose? Maybe you want to write a novel but don’t have an idea of what it would be about. This class will teach you how to get past all these barricades. We will discuss how to get started on your writing project and will put pen to paper. By the end of the second class you will know how to keep going and what to expect along the way.

**WCWP40261: Writing Children’s Picture Books - 3.00 Units**

Let the wild rumpus begin! Do you dream of imaginary lands and mythical creatures? Learn how to inspire a child’s imagination by giving them the tools necessary to explore the world around them. The well-written picture book entertains the child while developing their reading skills. In this course you’ll learn about writing for children and you’ll be asked to write and revise five or six picture book manuscripts. There will be an opportunity to read your work in class and to discuss and critique the work of other students. We will discuss the needs of the illustrator, how to approach potential publishers and the adventure of the manuscript once it’s been accepted for publication.

**WCWP40264: Applied Design for Technical Communicators - 2.00 Units**

Gain the hands-on experience needed to visually communicate a wide range of technical information in print and digital media. The course moves beyond the basics of information architecture to study the strategies used in layout and design. You will learn how to integrate design into the technical document planning process, and create documents for readability and usability. You will determine the best artifacts (charts, graphs, images, animation, etc.) to visually express a variety of technical ideas. The course also explores the basics of online design.

**WCWP40265: Critical Thinking for Communicators - 3.00 Units**

This course explores how decisions made before the writing process begins can have unexpected ramifications. Students will examine their thinking processes--how they use reason to solve problems, form opinions, and make decisions--in order to improve them. They will practice identifying key questions and assumptions, assessing interpretations and conclusions, and applying criteria and standards to analysis. The course will be taught through lectures, discussions, and technical writing exercises and projects.

**WCWP40266: Tools for Technical Communicators - 3.00 Units**

Technical communicators use a variety of tools to create and present information. We will review and discuss such tools as word processors, text editors, HTML editors, desktop publishing software, and graphics programs. You will develop an analytical approach for selecting the right tools for various types of projects and will apply what you learn to a writing project.

**WCWP40269: Writing Narrative Non-Fiction - 3.00 Units**

Do you have a true story to tell but don’t know where to start? By "showing" rather than "telling" a story, your scenes will come alive with action and emotion, but good research is also needed to add the factual details that make the most compelling tales. Whether it be a biography, political expose or memoir, writing non-fiction using fiction techniques is harder than it looks, but this course will help break the craft into its basic elements. Through trigger exercises and read-and-critique workshop sessions, students will explore plot, point of view, voice, characters, setting, description and dialogue. We will also discuss research and interviewing techniques, and how to approach the overall narrative structure of a short or book-length work.

**WCWP40274: Writing for the Middle Grade/YA Reader - 3.00 Units**

Discover how successful middle grade and young adult books are crafted, and begin to plot out and write a tale of your own. In this course, we will consider how a plot works, what makes a compelling character, and what drives a reader forward. Students will participate in an online critique group and have an opportunity to get their first five pages reviewed.

**WCWP40276: Digital Journalism: News and Feature Writing - 3.00 Units**

Learn the fundamentals of news and feature writing, from developing story ideas to cultivating sources and crafting and structuring compelling news and feature stories. This course introduces students to the history, ethics and elements of journalism and feature writing. You will explore and begin to use emerging web tools used for writing and reporting online and will also explore principles relating to libel and journalistic ethics.
WCWP40278: The Business of Feature Writing - 1.00 Units
This course instructs students on the business of freelance writing, identifying target markets and submitting features to editors. After completing the course, students will be able to pinpoint their target market, submit their work according to submission guidelines, write effective query letters, and create a portfolio and website. In addition, students will discuss print and hard-copy resources for the freelance writer and legal considerations, rights and payments.

WCWP40282: Digital Skills for Editors - 2.00 Units
Learn to write and edit for the thriving medium of our time. As more and more print publications go online, it’s vital to understand the ins and outs of emerging media and technology. Learn how to edit for the particular needs of web development and design. Go beyond the basics to learn the relationship between text and search engine optimization, interactivity, meta tags and social media. Explore recent trends in Web 2.0, crowd sourcing and copyright. Your editing education is not complete until you have discovered the power of digital media.

WCWP40283: Webinar Skills for Technical Communicators - 2.00 Units
The success of a presentation depends on capturing and holding the attention of busy people. Learn effective techniques for planning and delivering oral presentations. Topics range from analyzing purpose and audience to delivering the message to facilitating productive discussions. Get the expertise you need to create a high quality presentation while you practice and implement key strategies and techniques.

WCWP40288: Writing Women’s Fiction - 3.00 Units
Contemporary women’s fiction dominates the bestseller lists and bookstore shelves. From romance to chick lit to stories that emphasize the challenges of women in their work and family lives, women’s fiction touches readers in a personal and relatable way. This course will examine the fundamentals of fiction writing and the specifics of writing the different subgenres of women’s fiction. We will discuss what makes an editor buy a manuscript and what makes readers connect with a book. Students will complete writing exercises and participate in group critiques as they build to writing chapters and completing a novel. NOTE: This course is designed for beginners but writers of all levels are welcome. Please read Lauren Fox’s Still Life With Husband and bring the book, along with your favorite women’s fiction novel, to class.

WCWP40295: Novel Writing II - 1.00 Units
Writing about food is actually quite dramatic — full of the senses, stories of the people involved, and full of “place” too. Everybody’s a food critic. However, becoming a good food writer demands a thorough understanding of the history, language and technique of cooking, and a true and individual voice, combined with the verbal skill to evoke memory and vivid sensuality from bare text. In a field this crowded, a mastery of subject and craft is essential to the writer’s success. In this workshop, students will explore an individual research topic on food, write a restaurant review, interview a restaurant owner or chef, and learn about new opportunities for expression.

WCWP40297: Novel Writing II - 3.00 Units
Are you ready to develop a significant portion of your novel? This workshop will bring you valuable feedback on your work, including suggestions for revision. Class discussion will focus on the structure of the novel in its entirety. Participants will submit portions of their novels to be read and discussed in class. They will explore issues of craft as they arise, drawing on their previous knowledge, experience, and suggested readings. The course may be repeated for credit.

WCWP40304: Social Media for Editors - 2.00 Units
Social media is great way to promote your editing business. Participating in online conversations about language can help readers see you as the professional you are. Learning strategies for using those conversations to build your reputation is vital to making social media marketing work. The key is to learn the basics of social media promotion specifically as an editor. Learn from the experts: marketing and editing professionals who’ve successfully used social media to create their brands. Discover the basic concepts of marketing, business writing, and social media marketing and how to apply it to your freelance business or job search. During this course, you will build a social media marketing plan that will guide your conversations from all over the web to your online marketing hub, where you can get clients interested in hiring you.

WCWP40305: The Art and Business of Blogging - 2.00 Units
Want to write a blog but you’re not sure where to start? Whether you want to become a blogger to build your platform as a writer, to earn additional income and blogging perks, or just to have fun — this class will teach you the skills you need. Learn the art of writing for an online audience, how to edit and insert blog photos, and how to use social media to draw readers to your blog. By the end of this course, participants will choose a blog niche and name, create a WordPress blog, and write four blog posts. Beginner and advanced writers are welcome. Participants should have basic computer software knowledge and Internet access. Bringing a laptop to class is helpful but not required.

WCWP40307: Basics of Technical Editing - 3.00 Units
Learn the tools and techniques of technical editing and practice marking indisputable errors in spelling, grammar, punctuation, syntax, and usage in technical documentation. Edit technical writing using MS Word and Adobe Acrobat (Reader or Professional), learn to communicate with authors and editors, and practice writing queries and creating style sheets. Get a perspective on the field. Whether new or seasoned, students completing this course are equipped to use and implement technical editing skills and tools in a variety of work situations.

WCWP40308: Forms of Poetry - 2.00 Units
Amy Lowell wrote, “No one expects a man to make a chair without first learning how, but there is a popular impression that the poet is born, not made, and that his verses burst from his overflowing heart of themselves. As a matter of fact, the poet must learn his trade in the same manner, and with the same painstaking care, as the cabinet-maker.” Let’s look at poetry from a designer’s perspective. As a designer of poetry, we are charged with creating works of beauty that sometimes fall within certain parameters such as: What does this “space” need? What do I want to “say” here? What are my materials? In this course, students will address the design qualities of a poem by experimenting with forms like the sonnet, ballad, ode, cento, chant, elegia, haiku, and villanelle.

WCWP40313: Digital Journalism: Self-Editing and Publishing for the Web - 3.00 Units
The ability to edit your own written work is a skill that’s highly valued by employers and publishers. Whether your job or hobby is to create blog content, feature articles, or marketing copy, it is essential that you be able to organize your thoughts in logical, clear, and engaging ways. Upon completion of this course, students will be able to recognize good writing, critique their own work, write clean copy, and edit content for optimal readability. Students will create a portfolio site as part of this course.

WCWP40315: Writing for Children II: Intermediate - 3.00 Units
Revision is the key to improving your work to reach the next level - publication. But often the hardest thing to figure out is which words to cut, which to leave in, and how to tighten up the rest. This writing workshop will concentrate on revision through sharing your work - picture books, easy readers, nonfiction books, and novels - for constructive feedback from classmates and the instructor. Tips on writing techniques, the submission process, and in-class exercises will also be offered.

**WCWP40317: Scientific and Technical Writing Lab for Non-native English Speakers - 1.00 Units**

Designed for advanced ESL speakers, this writing lab provides intensive practice in developing the essential skills taught in the course Scientific and Technical Writing for Non-native English Speakers. Major focus on:

- clarity and strength of expression and idea development
- editing to eliminate problems with grammar and usage

**WCWP40320: Editing as a Business: How to Succeed on Your Own - 0.00 Units**

What does it take to be a freelance editor? This course tells you how to start, run, and succeed in your own editing business. Topics include launching a business, keeping financial records, marketing your services, setting fees, writing contracts, dealing with clients, and more. We will have online discussions and live chats to share experiences, network, review assignments, and answer questions.

**WCWP40321: Building a Business around Writing - 1.00 Units**

There are many avenues to building a business around writing. In this short course we will briefly discuss various possibilities including becoming a book author, "freelance" writer for hire, or journalist/article writer. You will learn how to develop a business mindset, determine the best writing path for you, and create a sustainable business.

**WCWP40322: The Relationship between Editors and Writers - 1.00 Units**

This short course is designed for editors and authors alike. We will discuss the kinds of editors, if having a freelance editor before seeking publication is right for you, how to find a good editor, and how authors and editors work together. We will touch on tips for preparing your manuscript for an editor, self-editing, and even do some editing.

**WCWP40323: Options for Publishing - 1.00 Units**

There are many different options for publishing your work. In this short course we will touch on options such as writing contests, chap books, self-publishing, finding a publisher, and serial publishing.

**WCWP40324: Meet the Editors - 1.00 Units**

A successful full- or part-time career as a freelance writer of non-fiction articles for newspapers, magazines and other periodicals depends not only on the skill as a reporter and writer, but on the ability to market oneself and gain the interest of editors. This class will include a three-hour forum to bring together editors who will share what is sought in and expected from freelance writers. Tips will include how to write an effective query letter, how to determine what stories will interest editors, how to develop and nurture fruitful business relationships with editors, and what kinds of stories publications need and want.

**WCWP40325: Publishing Panel for Novels and Memoirs - 1.00 Units**

Are you interested in publishing your novel or memoir, but not sure where to start? Let experts in traditional and non-traditional publishing help you navigate the publishing maze. You will find out what a "platform" is, why it's absolutely necessary and how to build your own. How to get an agent and when to approach a publisher will be discussed and you'll discover the many types of publishing available to authors. Included in this class is a three-hour forum that brings together authors and publishing experts in a panel discussion.

**WCWP40326: Building your Screenwriting Career - 1.00 Units**

In this class we will briefly touch on the various aspects of building your screenwriting career and the business of film and production. We will explore the different types of careers the film industry offers and how best to get on track to get into those positions. Should you write and submit to agents, managers, or should you set out to co-produce your own writing? Do short films help your chances of getting the right attention from Hollywood? This class will answer these questions and give case studies of how other writers have gotten their scripts bought, developed and even made.

**WCWP40327: Writing Non-Fiction and Informational Books for Children - 3.00 Units**

The market for children's nonfiction and informational books and articles has never been better. In this course, which can be taken by those familiar with writing for children and those just beginning, students will learn about the many markets for nonfiction work for children – magazines, trade books, school-library publishers, and book packagers. Students will gain practice researching nonfiction topics and writing for the various markets, as well as examining the variety of writing styles that can be used to write about individual topics. Topics covered in the course include:

- Straight Nonfiction and the School-Library Market – subjects, elements and design,
- Easy Reader Nonfiction,
- Narrative Nonfiction,
- Lyrical Nonfiction,
- Biography,
- Fictional Informational Books – Fictional books that provide information and elements of nonfiction
- The children's magazine market, and
- Common Core State Standards and how these affect the nonfiction market.

**WCWP80031: Marketing for Copyeditors: How to Get the Word Out - 0.00 Units**

You've perfected your editing skills, taken out your business license, and printed business cards. Now what? You've got to get the word out! Learn how to identify your area of expertise, determine niche markets, and investigate ways to market your services through online and offline strategies. Develop your marketing message and create promotional materials and presentations that relay your message. At the end of the course, you will have a 3-month marketing plan and schedule to get you into action. Build in support, accountability, follow up, and monitoring to help stay on track. As you work through assignments, you will see results and soon be a marketing pro!
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ART40081: Nature Photography/Vision/Print – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Peattie, Peggy
Instructional Method: Standard
Start Date: 4/14/2018 | End Date: 6/16/2018
Section ID: 130511
Course Fees: $295
Status: Active

ART40166: Drawing: Focus on Perception – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Colletta, Michael
Instructional Method: Standard
Start Date: 4/16/2018 | End Date: 5/21/2018
Section ID: 130433
Course Fees: $295
Status: Active

ART40166: Drawing: Focus on Perception – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Hewitson, Jennifer
Instructional Method: Standard
Start Date: 4/9/2018 | End Date: 6/1/2018
Section ID: 130440
Course Fees: $295
Status: Active

ART40180: Introduction to Painting – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Stern, Pia
Instructional Method: Standard
Start Date: 4/11/2018 | End Date: 6/6/2018
Section ID: 130439
Course Fees: $295
Status: Active

ART40181: Creative Process II – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: HAEGER, FRANCE MARIE
Instructional Method: Standard
Start Date: 3/29/2018 | End Date: 5/17/2018
Section ID: 130434
Course Fees: $295
Status: Active

ART40239: Intermediate Watercolor – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Cottone-Kolthoff, Carol
Instructional Method: Standard
Start Date: 4/7/2018 | End Date: 6/9/2018
Section ID: 131563
Course Fees: $295
Status: Active

ART40245: Introduction to Book Arts – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: McCunney, Michelle
Instructional Method: Standard
Start Date: 4/9/2018 | End Date: 6/11/2018
Section ID: 130436
Course Fees: $295
Status: Active

ART40253: Drawing: Refining Technique – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Dunham, Ann
Instructional Method: Standard
Start Date: 4/10/2018 | End Date: 6/5/2018
Section ID: 130395
Course Fees: $595
Status: Active

ART40311: Adobe Photoshop I – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Lynch, Michael
Instructional Method: Online
Start Date: 4/17/2018 | End Date: 6/16/2018
Section ID: 130404
Course Fees: $495
Status: Active

ART40333: Web Design I (DAC) – 4.50 Units
Department: Arts, Humanities, Languages & Digital Arts
Start Date: 4/18/2018 | End Date: 6/13/2018
Section ID: 124172
Course Fees: $1208.33
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ART40610: Introduction to Digital Media – 4.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Bennett, Kelly J
Instructional Method: Online

ART40612: Business of Digital Media – 4.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Walpole, Andrew
Instructional Method: Online

ART40613: Digital Media Portfolio – 1.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Bennett, Kelly J
Instructional Method: Online

ART40625: Watercolor I – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: McCunney, Michelle
Instructional Method: Standard

ART40629: Photo I – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Norris, Ellyn
Instructional Method: Online

ART40632: Photo III – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Norris, Ellyn
Instructional Method: Standard

ART40635: Child Book Illustration II – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Thompson, Jeffrey Alan
Instructional Method: Online

ART40636: Getting Published: Child Book – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Porinchak, Eve
Instructional Method: Online

ART40638: Principles User Exp (UX) – 4.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Secor, Kristian
Instructional Method: Online

ART40639: User Exp (UX) Design I – 4.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Secor, Kristian
**ART40640: Resp Design and User Exp (UX) – 4.00 Units**
*Department:* Arts, Humanities, Languages & Digital Arts  
*Instructor:* Walpole, Andrew  
*Instructional Method:* Online  
*Start Date:* 4/10/2018 | *End Date:* 6/16/2018  
*Section ID:* 130405  
*Course Fees:* $ 795  
*Status:* Active

**ART40641: User Exp (UX) Portfolio – 4.00 Units**
*Department:* Arts, Humanities, Languages & Digital Arts  
*Instructor:* Sandsmark, Donna M  
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*Start Date:* 4/10/2018 | *End Date:* 6/16/2018  
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*Course Fees:* $ 795  
*Status:* Active

**ART40642: User Exp (UX) Design II – 4.00 Units**
*Department:* Arts, Humanities, Languages & Digital Arts  
*Instructor:* Sandsmark, Donna M  
*Instructional Method:* Online  
*Start Date:* 4/10/2018 | *End Date:* 6/16/2018  
*Section ID:* 130399  
*Course Fees:* $ 795  
*Status:* Active

**ART40649: Lightroom Workshop – 1.00 Units**
*Department:* Arts, Humanities, Languages & Digital Arts  
*Instructor:* Jackson, Theresa A  
*Instructional Method:* Standard  
*Start Date:* 4/2/2018 | *End Date:* 4/30/2018  
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**ART40651: Dig Illustration w/ Pen Tablet – 3.00 Units**
*Department:* Arts, Humanities, Languages & Digital Arts  
*Instructor:* Caballes, Carmina  
*Instructional Method:* Standard  
*Start Date:* 4/17/2018 | *End Date:* 6/16/2018  
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*Status:* Active

**ART40664: Scoring and Sound Design – 3.00 Units**
*Department:* Arts, Humanities, Languages & Digital Arts  
*Instructor:* Godfrey, Joseph  
*Instructional Method:* Online  
*Start Date:* 4/17/2018 | *End Date:* 6/16/2018  
*Section ID:* 130380  
*Course Fees:* $ 595  
*Status:* Active

**ART40667: Typography I – 3.00 Units**
*Department:* Arts, Humanities, Languages & Digital Arts  
*Instructor:* Ehrlich, Deny  
*Instructional Method:* Online  
*Start Date:* 4/19/2018 | *End Date:* 6/14/2018  
*Section ID:* 130394  
*Course Fees:* $ 195  
*Status:* Active

**ART40671: History of Communication Desig – 1.00 Units**
*Department:* Arts, Humanities, Languages & Digital Arts  
*Instructor:* Lynch, Michael  
*Instructional Method:* Standard  
*Start Date:* 4/17/2018 | *End Date:* 5/8/2018  
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Department: Science & Technology  
Instructor: Wade, Warren S.  
Instructional Method: Blended  
Status: Active  
Start Date: 4/12/2018 | End Date: 5/17/2018

Section ID: 130935  
Course Fees: $ 345

BIOL40170: Drug Metabolism – 3.00 Units
Department: Science & Technology  
Instructor: Cashman, John  
Instructional Method: Blended  
Status: Active  
Start Date: 4/10/2018 | End Date: 6/5/2018

Section ID: 130933  
Course Fees: $ 675

BIOL40167: Pharmacokinetics – 3.00 Units
Department: Science & Technology  
Instructor: Bozigian, Haig  
Instructional Method: Online  
Status: Active  
Start Date: 4/10/2018 | End Date: 6/4/2018

Section ID: 130934  
Course Fees: $ 675

BIOL40186: Stem Cell Biology – 3.00 Units
Department: Science & Technology  
Instructor: KAIDO, THOMAS  
Instructional Method: Online  
Status: Active  
Start Date: 4/2/2018 | End Date: 6/4/2018

Section ID: 130900  
Course Fees: $ 675

BIOL40189: Toxicology – 3.00 Units
Department: Science & Technology  
Instructor: Bozigian, Haig  
Instructional Method: Online  
Status: Active  
Start Date: 4/2/2018 | End Date: 6/4/2018

Section ID: 130931  
Course Fees: $ 675

BIOL40190: SAS Programming I – 3.00 Units
Department: Science & Technology  
Instructor: FLAVIN, JUSTINA MARY  
Instructional Method: Online  
Status: Active  
Start Date: 4/2/2018 | End Date: 6/4/2018

Section ID: 130657  
Course Fees: $ 725

BIOL40201: Good Documentation Practices – 3.00 Units
Department: Science & Technology  
Instructor: TABANI, SHAMAMA S  
Instructional Method: Online  
Status: Active  
Start Date: 4/2/2018 | End Date: 6/4/2018

Section ID: 130922  
Course Fees: $ 675

BIOL40225: In Vitro Diagnostics Prod Dev – 2.00 Units
Department: Science & Technology  
Instructor: Mimms, Larry  
Instructional Method: Standard  
Status: Active  
Start Date: 5/4/2018 | End Date: 5/5/2018

Section ID: 130942  
Course Fees: $ 795

BIOL40262: Gene & Physio Photosynth Micro – 3.00 Units
Department: Science & Technology  
Instructor: Paddock, Mark  
Instructional Method: Online  
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Start Date: 4/2/2018 | End Date: 6/4/2018

Section ID: 130865  
Course Fees: $ 185

BIOL40274: Cultural Foods – 3.00 Units
Department: Healthcare & Behavioral Sciences  
Instructor: Ferraro, Katie
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Instructor: Millsap, Patrick  
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Instructor:  
Instructional Method: Standard  

BUSA40410: Directed Study in Fundraising – 2.00 Units  
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Instructor: Brodie, Merle E  
Instructional Method: Blended  

BUSA40435: Financial Decision Making – 3.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: HALOULAKOS, GEORGE A  
Instructional Method: Hybrid  

BUSA40439: Financial Management – 4.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: Ershadi, Dariush N.  
Instructional Method: Blended  

BUSA40441: Business Decision Making – 3.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: RUDICK, DAN  
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BUSA40442: Practical Market Research – 4.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: WHITMAN, SASHIKALA  
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BUSA40451: Product Management Branding – 3.00 Units  
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Instructor:
Instructional Method: Blended

BUSA40477: Business Valuation – 3.00 Units
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Instructor: HALOULAKOS, GEORGE A
Instructional Method: Hybrid

BUSA40529: Taxation of the Business Entity – 4.00 Units
Department: Business, Professional & Legal Programs
Instructor: Chemello, Akore
Instructional Method: Online

BUSA40531: Workplace Ethics – 2.00 Units
Department: Business, Professional & Legal Programs
Instructor: Iste, Catherine
Instructional Method: Online

BUSA40537: Principles of Patents – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: Abumeri, Mark
Instructional Method: Online

BUSA40542: DirStdFolwon/HR IntrnatlPrfsnl – 2.00 Units
Department: Business, Professional & Legal Programs
Instructor: ZUMBERGE, CATHERINE L
Instructional Method: Blended

BUSA40645: EPSE M-3 Bldg New Value/lnvtn – 6.00 Units
Department: Executive Programs and Corporate Education
Instructor: Wright, Jerald M.
Instructional Method: Standard

BUSA40673: Managing f/Maximum Performance – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: GOATES, GREG B
Instructional Method: Online

BUSA40673: Managing f/Maximum Performance – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: Gunning, Barbara
Instructional Method: Blended

BUSA40681: Facil Operations&Maintenance – 3.00 Units
Department: Science & Technology
Instructor: Meng, Phyllis

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<td>4/9/2018</td>
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BUSA40878: The Customer Experience – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: Bean, Jeofrey S.
Instructional Method: Blended

BUSA40879: Digital Marketing – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: Chao, Caleb
Instructional Method: Blended

BUSA40879: Digital Marketing – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: Jones, Dwayne
Instructional Method: Online

BUSA40880: Content Marketing – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: Kimberling, Stephanie J.
Instructional Method: Online

BUSA40881: DS-Market Experience II – 2.00 Units
Department: Business, Professional & Legal Programs
Instructor: WHITMAN, SASHIKALA
Instructional Method: Blended

BUSA40882: Essentials of Bus Analysis – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: Frohnhoefer, Ray
Instructional Method: Online

BUSA40885: Sports Marketing – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: Bruton, Daniel J.
Instructional Method: Online

BUSA40888: DS - Global Commerce – 2.00 Units
Department: Business, Professional & Legal Programs
Instructor: Destro, Lawrence P
Instructional Method: Blended

BUSA40892: Business Process Modeling – 3.00 Units
Department: Business, Professional & Legal Programs
Instructor: HALOULAKOS, GEORGE A
Instructional Method: Online

BUSA40902: Employee Selection Tactics – 2.00 Units
Department: Business, Professional & Legal Programs
Instructor: De La Rosa, Gabriel M.
Instructional Method: Blended

BUSA40903: Effective Onboarding Practices – 2.00 Units
Department: Business, Professional & Legal Programs
Instructor: McGinnis, Michael J.
BUSA40907: Behavioral Finance – 3.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: Massrour, Bijan  
Instructional Method: Online

Start Date: 5/7/2018 | End Date: 6/15/2018
Section ID: 130616
Course Fees: $ 515
Status: Active

BUSA40908: Startup Essentials创业 – 3.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: Chen, Han  
Instructional Method: Blended

Start Date: 4/16/2018 | End Date: 6/7/2018
Section ID: 130618
Course Fees: $ 515
Status: Active

BUSA40909: Accounting Ethics – 4.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: Dennis, Suzan  
Instructional Method: Online

Start Date: 4/2/2018 | End Date: 6/15/2018
Section ID: 130342
Course Fees: $ 700
Status: Active

BUSA40909: Accounting Ethics – 4.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: Dennis, Suzan  
Instructional Method: Online

Start Date: 4/2/2018 | End Date: 6/15/2018
Section ID: 130344
Course Fees: $ 700
Status: Active

BUSA40909: Accounting Ethics – 4.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: Dennis, Suzan  
Instructional Method: Online

Start Date: 4/2/2018 | End Date: 6/15/2018
Section ID: 130345
Course Fees: $ 700
Status: Active

BUSA40910: FinModelingwithExcel – 2.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: HALOULAKOS, GEORGE A  
Instructional Method: Online

Start Date: 4/16/2018 | End Date: 5/26/2018
Section ID: 130617
Course Fees: $ 415
Status: Active

BUSA40916: Diversity Research in IR – 4.00 Units  
Department: Institutional Research  
Instructor: Hasson, Cathy L  
Instructional Method: Online

Start Date: 4/2/2018 | End Date: 6/8/2018
Section ID: 130303
Course Fees: $ 1596
Status: Active

BUSA40917: Advanced Digital Marketing – 3.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: WHITMAN, SASHIKALA  
Instructional Method: Blended

Start Date: 4/12/2018 | End Date: 6/7/2018
Section ID: 130264
Course Fees: $ 495
Status: Active

BUSA40919: Business Economics – 2.00 Units  
Department: Business, Professional & Legal Programs  
Instructor: Ershadi, Dariush N.  
Instructional Method: Blended

Start Date: 4/16/2018 | End Date: 5/21/2018
Section ID: 131238
Course Fees: $ 575

BUSA40922: Organizational Behavior – 3.00 Units  
Department: Business, Professional & Legal Programs

Start Date: 4/2/2018 | End Date: 6/15/2018
Section ID: 130616
Course Fees: $ 515
Status: Active
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<th>Instructional Method</th>
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<td>Planned Giving – 3.00 Units</td>
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COMM80002: Accent Modification Seminar – 0.00 Units
Department: International Programs - Bldg. E
Instructor: Valentino, Dominique
Instructional Method: Standard
Course Fees: $ 225
Status: Active
Start Date: 5/8/2018 | End Date: 6/5/2018

CSE40028: Intro to Programming – 3.00 Units
Department: Science & Technology
Instructor: Demuth, Donald E.
Instructional Method: Online
Course Fees: $ 675
Status: Active
Start Date: 3/29/2018 | End Date: 4/18/2018

CSE40475: C/C++ Progl:Fund Prog Concepts – 3.00 Units
Department: Science & Technology
Instructor: Mitchell, Raymond L.
Instructional Method: Online
Course Fees: $ 675
Status: Active
Start Date: 4/10/2018 | End Date: 6/9/2018

CSE40476: C/C++ Progl: Dynamic Memory – 3.00 Units
Department: Science & Technology
Instructor: Mitchell, Raymond L.
Instructional Method: Online
Course Fees: $ 675
Status: Active
Start Date: 4/10/2018 | End Date: 6/9/2018

CSE40477: C/C++ Progl: Prog W/Obj – 3.00 Units
Department: Science & Technology
Instructor: Mitchell III, Raymond
Instructional Method: Blended
Course Fees: $ 675
Status: Active
Start Date: 4/9/2018 | End Date: 6/11/2018

CSE40479: Java Prog I: Fund Java Concept – 3.00 Units
Department: Science & Technology
Instructor: Duke, Godfrey
Instructional Method: Online
Course Fees: $ 695
Status: Active
Start Date: 4/10/2018 | End Date: 6/9/2018

CSE40480: Java Prog II: Beg Java Prog – 3.00 Units
Department: Science & Technology
Instructor: Gappy, James
Instructional Method: Online
Course Fees: $ 695
Status: Active
Start Date: 4/17/2018 | End Date: 6/12/2018

CSE40481: Java Prog III: OOJP – 3.00 Units
Department: Science & Technology
Instructor: Wesley, Walter D
Instructional Method: Blended
Course Fees: $ 725
Status: Active
Start Date: 4/5/2018 | End Date: 5/31/2018

CSE40534: C# Programming I – 3.00 Units
Department: Science & Technology
Instructor: Schurter, Bruce E.
Instructional Method: Online
Course Fees: $ 725
Status: Active
Start Date: 4/3/2018 | End Date: 5/15/2018

CSE40691: Unit Tstng/Suprt Modrn SW Mthd – 3.00 Units
Department: Science & Technology
Instructor: Demuth, Donald E.
Instructional Method: Online
Course Fees: $ 650
Status: Active
Start Date: 4/17/2018 | End Date: 6/12/2018
CSE40706: C# Programming III – 3.00 Units
Department: Science & Technology
Instructor: Schurter, Bruce E.
Instructional Method: Online

CSE40798: Instructional Technology Tools – 2.00 Units
Department: Education
Instructor: MCCORMICK, LAURA J
Instructional Method: Online

CSE40798: Instructional Technology Tools – 2.00 Units
Department: Education
Instructor: MCCORMICK, LAURA J
Instructional Method: Online

CSE40798: Instructional Technology Tools – 2.00 Units
Department: Education
Instructor: MCCORMICK, LAURA J
Instructional Method: Online

CSE40799: Enhnc OL Crsse/Stremng&Mltimed – 2.00 Units
Department: Education
Instructor: GUPTILL, ANNE
Instructional Method: Online

CSE40834: LabVIEW Programming – 3.00 Units
Department: Science & Technology
Instructor: PAKETT, ALLAN G
Instructional Method: Online

CSE40848: Matlab Programming – 3.00 Units
Department: Science & Technology
Instructor: PAHWA, ASH
Instructional Method: Blended

CSE40849: Software Business Practices – 3.50 Units
Department: Science & Technology
Instructor: Blaine, J David
Instructional Method: Blended

CSE40851: Software Implement & Delivery – 3.50 Units
Department: Science & Technology
Instructor: Chap, Sokunthea
Instructional Method: Blended

CSE40933: Intro SQL Programming Concepts – 3.00 Units
Department: Science & Technology
Instructor: Williamson, Eric D
Instructional Method: Online

CSE40956: CISSP Academic Prep – 4.00 Units
Department: Science & Technology
Instructor: Anderson, Gene
Instructional Method: Hybrid
Start Date: 4/5/2018 | End Date: 5/31/2018
Section ID: 130336
Course Fees: $ 920
Status: Active

CSE40991: Intro to GIS – 3.00 Units
Department: Science & Technology
Instructor: Batchelor, Heidi
Instructional Method: Online
Start Date: 4/17/2018 | End Date: 6/11/2018
Section ID: 130327
Course Fees: $ 750
Status: Active

CSE41069: Introduction to Statistics – 3.00 Units
Department: Science & Technology
Instructor: SIFFERLEN, PETER
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 5/29/2018
Section ID: 130652
Course Fees: $ 650
Status: Active

CSE41097: Programming in "R" – 3.00 Units
Department: Science & Technology
Instructor: Li, Arthur
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 5/29/2018
Section ID: 130647
Course Fees: $ 695
Status: Active

CSE41146: Android Programming II – 3.00 Units
Department: Science & Technology
Instructor: Gappy, James
Instructional Method: Online
Start Date: 4/5/2018 | End Date: 5/31/2018
Section ID: 130880
Course Fees: $ 675
Status: Active

CSE41151: Text Mining – 2.00 Units
Department: Science & Technology
Instructor: Nemteanu, Ion
Instructional Method: Blended
Start Date: 5/1/2018 | End Date: 6/11/2018
Section ID: 130890
Course Fees: $ 675
Status: Active

CSE41157: Search Engine Optimztn & Mrkng – 3.00 Units
Department: Science & Technology
Instructor: Bugge, Steven P
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 5/29/2018
Section ID: 130649
Course Fees: $ 695
Status: Active

CSE41161: Adv Excel for Analysis & BI – 3.00 Units
Department: Science & Technology
Instructor: Mammadov, Riyad
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 5/29/2018
Section ID: 130885
Course Fees: $ 725
Status: Active

CSE41162: ASP.NET MVC Fundamentals – 3.00 Units
Department: Science & Technology
Instructor: Mammadov, Riyad
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 5/29/2018
Section ID: 130882
Course Fees: $ 495
Status: Active

CSE41189: Visual Studio – 2.00 Units
Department: Science & Technology
Instructor: Mammadov, Riyad
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 5/29/2018
Section ID: 130658
Course Fees: $ 575

CSE41190: SAS SQL Programming – 2.00 Units
Department: Science & Technology
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<th>Instructional Method</th>
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<th>CSE41191: SAS Macros Programming – 2.00 Units</th>
<th>Li, Arthur</th>
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<th>4/2/2018</th>
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| CSE41192: ODS & Data Vis. Ess. Using SAS – 2.00 Units | Instructor: Kirk Paul | Instructional Method: Online | Section ID: 130659 | Status: Active | Start Date: 4/16/2018 | End Date: 5/29/2018 | $ 575
| CSE41198: Intro to Statistics using R – 3.00 Units | Instructor: PAHWA, ASH | Instructional Method: Online | Section ID: 131204 | Status: Active | Start Date: 4/3/2018 | End Date: 5/29/2018 | $ 695
| CSE41207: HTML5 & CSS – 3.00 Units | Instructor: Walpole, Andrew | Instructional Method: Blended | Section ID: 130888 | Status: Active | Start Date: 4/10/2018 | End Date: 6/5/2018 | $ 675
| CSE41221: BI & Data Anlyss Overview – 3.00 Units | Instructor: Khan, Arshad | Instructional Method: Online | Section ID: 130317 | Status: Active | Start Date: 4/17/2018 | End Date: 6/15/2018 | $ 695
| CSE41225: Python for Informatics – 3.00 Units | Instructor: Wesley, Walter D | Instructional Method: Blended | Section ID: 130653 | Status: Active | Start Date: 4/5/2018 | End Date: 5/31/2018 | $ 675
| CSE41242: Intro to Prog using Java – 3.00 Units | Instructor: Eichberger, German | Instructional Method: Online | Section ID: 129563 | Status: Active | Start Date: 4/10/2018 | End Date: 6/9/2018 | $ 675

Instructor: Kirk Paul
Instructional Method: Online

CSE41191: SAS Macros Programming – 2.00 Units
Department: Science & Technology
Instructor: Li, Arthur
Instructional Method: Online

CSE41192: ODS & Data Vis. Ess. Using SAS – 2.00 Units
Department: Science & Technology
Instructor: Kirk Paul
Instructional Method: Online

CSE41198: Intro to Statistics using R – 3.00 Units
Department: Science & Technology
Instructor: PAHWA, ASH
Instructional Method: Online

CSE41201: Intro to Swift Programing – 3.00 Units
Department: Science & Technology
Instructor: Standard

CSE41207: HTML5 & CSS – 3.00 Units
Department: Science & Technology
Instructor: Walpole, Andrew
Instructional Method: Blended

CSE41209: HTML5 & jQuery – 3.00 Units
Department: Science & Technology
Instructor: Secor, Kristian
Instructional Method: Online

CSE41221: BI & Data Anlyss Overview – 3.00 Units
Department: Science & Technology
Instructor: Khan, Arshad
Instructional Method: Online

CSE41225: Python for Informatics – 3.00 Units
Department: Science & Technology
Instructor: Wesley, Walter D
Instructional Method: Blended

CSE41242: Intro to Prog using Java – 3.00 Units
Department: Science & Technology
Instructor: Eichberger, German
Instructional Method: Online

CSE41246: Android Java Fundamentals – 3.00 Units
Department: Science & Technology
Instructor: Wesley, Walter D
Instructional Method: Blended
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CSE41282: Storytling Cncpts for Data Viz – 3.00 Units
Department: Science & Technology
Instructor: Khan, Arshad
Instructional Method: Online
Start Date: 4/17/2018 | End Date: 6/15/2018

CSE41287: Linear Algebra for Mach Lrning – 3.00 Units
Department: Science & Technology
Instructor: Aleksic, Bilyana
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 6/5/2018

CSE41288: Intro to Predictive Analytics – 3.00 Units
Department: Science & Technology
Instructor: Hallett, Melodie
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 6/4/2018

CSE41294: Intro to Remote Sensing w/ GIS – 3.00 Units
Department: Science & Technology
Instructor: Kinzel, Michelle
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 6/4/2018

CSE41296: LEAN Thinking/BigData Analyts – 3.00 Units
Department: Science & Technology
Instructor: Meng, James C. S.
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 6/12/2018

CSE41297: Gttng Strtd wAppDev forApleiOS – 2.50 Units
Department: Science & Technology
Instructor:
Instructional Method: Standard
Start Date: 4/3/2018 | End Date: 4/19/2018

CSE41305: Probability & Stats Deep Learn – 3.00 Units
Department: Science & Technology
Instructor: Aleksic, Bilyana
Instructional Method: Online
Start Date: 4/2/2018 | End Date: 6/24/2018

CSE80009: Data Science & Visliztn Prt II – 0.00 Units
Department: Science & Technology
Instructor:
Instructional Method: Standard
Start Date: 3/26/2018 | End Date: 7/25/2018

ECE40039: Sys Engnerng Software Overview – 3.00 Units
Department: Science & Technology
Instructor: Baker, James D
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 6/9/2018

ECE40051: Signals & Systems – 3.00 Units
Department: Science & Technology
Instructor: Razavilar, Javad
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 6/9/2018

Section ID: 1300320
Course Fees: $ 695
Status: Active

Section ID: 130319
Course Fees: $ 695
Status: Active

Section ID: 130330
Course Fees: $ 725
Status: Active

Section ID: 131199
Course Fees: $ 725
Status: Active

Section ID: 130878
Course Fees: $ 495
Status: Active

Section ID: 130879
Course Fees: $ 675
Status: Active

Section ID: 128586
Course Fees: $ 0
Status: Active

Section ID: 129568
Course Fees: $ 775
Status: Active

Section ID: 130286
Course Fees: $ 775
Status: Active
ECE40084: Embedded Controller Programming – 2.00 Units
Department: Science & Technology
Instructor: Gorman, Rob
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 6/9/2018
Section ID: 130024
Course Fees: $ 650
Status: Active

ECE40089: Embedded RTOS – 2.00 Units
Department: Science & Technology
Instructor: McCoy, Benjamin R.
Instructional Method: Online
Start Date: 5/8/2018 | End Date: 6/12/2018
Section ID: 130026
Course Fees: $ 650
Status: Active

ECE40097: ECP III - Real-Time Programming – 3.00 Units
Department: Science & Technology
Instructor: Kolesnichenko, Victor
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 6/9/2018
Section ID: 130025
Course Fees: $ 775
Status: Active

ECE40098: Embedded Comp Hrdware Interfaces – 3.00 Units
Department: Science & Technology
Instructor: Thomas, Donald G
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 6/9/2018
Section ID: 130028
Course Fees: $ 775
Status: Active

ECE40105: Embedded Linux – 3.00 Units
Department: Science & Technology
Instructor: Abbott, Douglas L.
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 6/9/2018
Section ID: 130031
Course Fees: $ 775
Status: Active

ECE40170: GIS III: Geodatabase Design – 3.00 Units
Department: Science & Technology
Instructor: McWhorter, Jennifer K
Instructional Method: Online
Start Date: 4/17/2018 | End Date: 6/11/2018
Section ID: 130328
Course Fees: $ 775
Status: Active

ECE40247: GIS III: Geodatabase Design – 3.00 Units
Department: Science & Technology
Instructor: McWhorter, Jennifer K
Instructional Method: Blended
Start Date: 4/11/2018 | End Date: 5/30/2018
Section ID: 130329
Course Fees: $ 775
Status: Active

ECE40260: FPGA II – 3.00 Units
Department: Science & Technology
Instructor: Kinman, David
Instructional Method: Online
Start Date: 4/10/2018 | End Date: 6/9/2018
Section ID: 130027
Course Fees: $ 775
Status: Active

ECE40272: GIS Capstone Project – 3.00 Units
Department: Science & Technology
Instructor: Batchelor, Jason
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 5/29/2018
Section ID: 130287
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ECE40283: DSP for Wireless Comm. – 3.00 Units
Department: Science & Technology
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Department: Education
Instructor: Spencer, Sherry R
Instructional Method: Online
Start Date: 5/14/2018 | End Date: 5/25/2018
Section ID: 130839
Course Fees: $ 0
Status: Active

EDUC30797: SBM Training for Induction II – 3.00 Units
Department: Education
Instructor: Spencer, Sherry R
Instructional Method: Online
Start Date: 5/21/2018 | End Date: 6/8/2018
Section ID: 130840
Course Fees: $ 0
Status: Active

EDUC31217: Culture and Inclusion – 4.00 Units
Department: Education
Instructor: Bastian, Toni M
Instructional Method: Online
Start Date: 3/19/2018 | End Date: 4/13/2018
Section ID: 130718
Course Fees: $ 475
Status: Active

EDUC31217: Culture and Inclusion – 4.00 Units
Department: Education
Instructor: Pluciennik, Dale Z
Instructional Method: Online
Start Date: 4/2/2018 | End Date: 4/27/2018
Section ID: 130720
Course Fees: $ 475
Status: Active

EDUC31217: Culture and Inclusion – 4.00 Units
Department: Education
Instructor: Chell, Heather
Instructional Method: Online
Start Date: 4/16/2018 | End Date: 5/11/2018
Section ID: 130721
Course Fees: $ 475
Status: Active

EDUC31217: Culture and Inclusion – 4.00 Units
Department: Education
Instructor: Brown, Carrie A
Instructional Method: Online
Start Date: 5/14/2018 | End Date: 6/8/2018
Section ID: 130724
Course Fees: $ 475
Status: Active

EDUC31217: Culture and Inclusion – 4.00 Units
Department: Education
Instructor: Alderson, Sue
Instructional Method: Online
Start Date: 5/21/2018 | End Date: 6/15/2018
Section ID: 130725
Course Fees: $ 475
Status: Active

EDUC31218: Language/Language Development – 4.00 Units
Department: Education
Start Date: 6/4/2018 | End Date: 6/29/2018
Section ID: 130726
Course Fees: $ 475
Instructor: LAQUA, STEPHANIE M
Instructional Method: Online

EDUC31218: Language/Language Development – 4.00 Units
Department: Education
Instructor: Charbonneau, Lisa M
Instructional Method: Online
Status: Active
Start Date: 4/2/2018 | End Date: 4/27/2018
Section ID: 130727
Course Fees: $ 475

EDUC31218: Language/Language Development – 4.00 Units
Department: Education
Instructor: LAQUA, STEPHANIE M
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Start Date: 4/16/2018 | End Date: 5/11/2018
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EDUC31218: Language/Language Development – 4.00 Units
Department: Education
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EDUC31218: Language/Language Development – 4.00 Units
Department: Education
Instructor: OLER, DEBORAH S
Instructional Method: Online
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Section ID: 130730
Course Fees: $ 475

EDUC31219: Assessment of English Learners – 3.00 Units
Department: Education
Instructor: Engers, Debra
Instructional Method: Online
Status: Active
Start Date: 4/2/2018 | End Date: 4/20/2018
Section ID: 130731
Course Fees: $ 425

EDUC31219: Assessment of English Learners – 3.00 Units
Department: Education
Instructor: Lambert, Kristie
Instructional Method: Online
Status: Active
Start Date: 4/16/2018 | End Date: 5/4/2018
Section ID: 130732
Course Fees: $ 425

EDUC31219: Assessment of English Learners – 3.00 Units
Department: Education
Instructor: COLAPINTO, PERRY
Instructional Method: Online
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Start Date: 5/7/2018 | End Date: 5/25/2018
Section ID: 130733
Course Fees: $ 425

EDUC31219: Assessment of English Learners – 3.00 Units
Department: Education
Instructor: Lambert, Kristie
Instructional Method: Online
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Course Fees: $ 425

EDUC31219: Assessment of English Learners – 3.00 Units
Department: Education
Instructor: Engers, Debra
Instructional Method: Online
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Start Date: 5/28/2018 | End Date: 6/15/2018
Section ID: 130735
Course Fees: $ 425

EDUC31220: Foundations/Methods of Eng Dev – 6.00 Units
Department: Education
Instructor: LAQUA, STEPHANIE M
Instructional Method: Online
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Course Fees: $ 425

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Instructor: Miller, Peggy
Instructional Method: Online
Start Date: 4/9/2018 | End Date: 5/4/2018
Section ID: 130684
Course Fees: $ 525
Status: Active

EDUC31525: AcadMgmt_LeaningBehavioralDiff – 2.00 Units
Department: Education
Instructional Method: Online
Start Date: 4/16/2018 | End Date: 5/11/2018
Section ID: 131105
Course Fees: $ 110
Status: Active

EDUC31537: Teach Read, beginning readers – 4.50 Units
Department: Education
Instructor: Bastian, Toni M
Instructional Method: Online
Start Date: 7/17/2018 | End Date: 7/18/2018
Section ID: 130776
Course Fees: $ 480
Status: Active

EDUC31590: Understanding AutismSD – 4.50 Units
Department: Education
Instructor: Edwards, Kathleen M
Instructional Method: Online
Start Date: 4/2/2018 | End Date: 4/27/2018
Section ID: 130699
Course Fees: $ 495
Status: Active

EDUC31591: Instrctnl Strategies, w/ – 4.50 Units
Department: Education
Instructor: Edwards, Kathleen M
Instructional Method: Online
Start Date: 4/30/2018 | End Date: 5/25/2018
Section ID: 130700
Course Fees: $ 495
Status: Active

EDUC31592: P Behavior Spprt, w/ASD – 4.50 Units
Department: Education
Instructor: Edwards, Kathleen M
Instructional Method: Online
Start Date: 5/21/2018 | End Date: 6/15/2018
Section ID: 130701
Course Fees: $ 495
Status: Active

EDUC31613: SynchrnsInstrTrOnlineTchr – 2.00 Units
Department: Education
Instructor: Appel, Morgan
Instructional Method: Hybrid
Start Date: 2/19/2018 | End Date: 5/25/2018
Section ID: 131435
Course Fees: $ 110
Status: Active

EDUC31618: Differentiating Curr/Inst – 3.00 Units
Department: Education
Instructor: Appel, Morgan
Instructional Method: Hybrid
Start Date: 4/2/2018 | End Date: 6/1/2018
Section ID: 130509
Course Fees: $ 200
Status: Active

EDUC31619: Diff Curr/Inst Strategies – 3.00 Units
Department: Education
Instructor: Appel, Morgan
Instructional Method: Online
Start Date: 4/2/2018 | End Date: 4/27/2018
Section ID: 129460
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EDUC31619: Diff Curr/Inst Strategies – 3.00 Units
Department: Education
Instructor: Appel, Morgan
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Section ID: 129461
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Instructor: Appel, Morgan  
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Start Date: 4/2/2018 | End Date: 6/27/2018

EDUC31620: Special Topics Capstone – 1.50 Units  
Department: Education  
Instructor: Appel, Morgan  
Instructor Method: Online  
Start Date: 4/30/2018 | End Date: 5/11/2018

EDUC31620: Special Topics Capstone – 1.50 Units  
Department: Education  
Instructor: Appel, Morgan  
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Start Date: 4/30/2018 | End Date: 5/11/2018

EDUC31683: SUHSD TeacherInductionQ7 – 1.50 Units  
Department: Education  
Instructor: Czajkowski, Katrine G  
Instructor Method: Online  
Start Date: 4/2/2018 | End Date: 4/30/2018

EDUC31690: SBM Training Induction IIII – 3.00 Units  
Department: Education  
Instructor: Spencer, Sherry R  
Instructor Method: Online  
Start Date: 5/21/2018 | End Date: 6/8/2018

EDUC31694: Overview for Induction SBP – 1.50 Units  
Department: Education  
Instructor: Romo, Ylianna  
Instructor Method: Online  
Start Date: 5/7/2018 | End Date: 5/18/2018

EDUC31695: Develop ILP, T2 – 3.00 Units  
Department: Education  
Instructor: Levine, Harriet  
Instructor Method: Online  
Start Date: 5/21/2018 | End Date: 6/15/2018

EDUC31696: Continuum of TP for ILP I – 3.00 Units  
Department: Education  
Instructor: Levine, Harriet  
Instructor Method: Online  
Start Date: 5/21/2018 | End Date: 6/15/2018

EDUC31697: Continuum of TP for ILP II – 3.00 Units  
Department: Education  
Instructor: Levine, Harriet  
Instructor Method: Online  
Start Date: 5/21/2018 | End Date: 6/15/2018

EDUC40090: Tchg Gifted/Recog Indiv Diff – 3.00 Units  
Department: Education  
Instructor: Presby, Robert E.  
Instructor Method: Online  
Start Date: 4/23/2018 | End Date: 5/18/2018

EDUC40091: Current Issues in Adult Educ – 2.00 Units  
Department: Education  
Instructor: Levine, Harriet  
Instructor Method: Online  
Start Date: 4/23/2018 | End Date: 5/18/2018

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EDUC40132: College Counseling Practicum – 3.00 Units
Department: Education
Instructor: Dendy, Katherine (Kate)
Instructional Method: Online
Section ID: 130689
Course Fees: $ 385
Status: Active
Start Date: 4/2/2018 | End Date: 5/25/2018

EDUC40132: College Counseling Practicum – 3.00 Units
Department: Education
Instructor: MERCER, STEVEN L
Instructional Method: Online
Section ID: 130690
Course Fees: $ 385
Status: Active
Start Date: 4/23/2018 | End Date: 6/15/2018

EDUC40151: 1st Brightsce New Instr Trainin – 2.00 Units
Department: Education
Instructor:
Instructional Method: Standard
Section ID: 131436
Course Fees: $ 110
Status: Active
Start Date: 2/19/2018 | End Date: 5/25/2018

EDUC40152: 1st Pathways State Lead – 2.50 Units
Department: Education
Instructor:
Instructional Method: Standard
Section ID: 131437
Course Fees: $ 137.5
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Start Date: 2/19/2018 | End Date: 5/25/2018

EDUC40153: 1st Pathways Content Coach – 1.50 Units
Department: Education
Instructor:
Instructional Method: Standard
Section ID: 131439
Course Fees: $ 82.5
Status: Active
Start Date: 2/19/2018 | End Date: 5/25/2018

EDUC40408: Tchg/Testg ESL Listeng/Speakg – 3.00 Units
Department: Education
Instructor: Alca, Melanie
Instructional Method: Online
Section ID: 130679
Course Fees: $ 385
Status: Active
Start Date: 4/2/2018 | End Date: 4/27/2018

EDUC40556: Teaching Community College – 1.00 Units
Department: Education
Instructor: Kaufman, Amy
Instructional Method: Online
Section ID: 130666
Course Fees: $ 245
Status: Active
Start Date: 5/7/2018 | End Date: 5/25/2018

EDUC40989: Intro to Online Learning – 2.00 Units
Department: Education
Instructor: Engers, Debra
Instructional Method: Online
Section ID: 130667
Course Fees: $ 245
Status: Active
Start Date: 4/2/2018 | End Date: 4/27/2018

EDUC40990: Fdn Curic Dsgn Eval Adult Educ – 2.00 Units
Department: Education
Instructor: Kaufman, Amy
Instructional Method: Online
Section ID: 130668
Course Fees: $ 245
Status: Active
Start Date: 4/16/2018 | End Date: 5/11/2018

EDUC40990: Fdn Curic Dsgn Eval Adult Educ – 2.00 Units
Department: Education
Instructor: Miller, Peggy
Instructional Method: Online
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**EDUC41005: Project Based Learning – 1.00 Units**  
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**EDUC41231: Adv.CrclmDesignF/OnlineClsrm – 3.00 Units**  
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**EDUC41232: Teaching Online Practicum – 2.00 Units**  
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**EDUC41233: CC Capstone Portfolio – 1.00 Units**  
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**EDUC41429: DifferentiationSystemDesignIII – 3.00 Units**  
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**EDUC41431: Strategies Impltng Common Core – 4.50 Units**  
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**Instructor:** Charbonneau, Lisa M  
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**EDUC41508: Reading/Writing Common Core – 4.50 Units**  
**Department:** Education  
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**EDUC41526: Tech Tools & Common Core – 4.50 Units**  
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Department: OSHA Programs
Instructor: BEELER, JEFF
Instructional Method: Standard

Course Fees: $695
Status: Active
Start Date: 5/21/2018 | End Date: 5/23/2018

Course Fees: $450
Status: Active
Start Date: 5/24/2018 | End Date: 5/25/2018

Course Fees: $765
Status: Active
Start Date: 6/25/2018 | End Date: 6/28/2018

Course Fees: $795
Status: Active
Start Date: 4/30/2018 | End Date: 5/3/2018

Course Fees: $755
Status: Active
Start Date: 3/26/2018 | End Date: 3/29/2018

Course Fees: $765
Status: Active
Start Date: 4/16/2018 | End Date: 4/19/2018

Course Fees: $765
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Course Fees: $765
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**FPM40345: Crisis: Theory/Practical Skills – 2.00 Units**  
Department: Healthcare & Behavioral Sciences  
Instructor: Bork, Geoffrey P  
Instructional Method: Online  
Start Date: 4/9/2018 | End Date: 6/15/2018  
Section ID: 131045  
Course Fees: $ 290  
Status: Active

**FPM40349: Basic Rigging Trainer – 3.50 Units**  
Department: OSHA Programs  
Instructor: HARRELL, J ROBERT  
Instructional Method: Standard  
Start Date: 5/5/2018 | End Date: 5/19/2018  
Section ID: 126162  
Course Fees: $ 765  
Status: Active

**FPM40366: OSHA #511 OSHA Standards f/GI – 3.00 Units**  
Department: OSHA Programs  
Instructor: Marsden, John  
Instructional Method: Standard  
Start Date: 4/9/2018 | End Date: 4/12/2018  
Section ID: 126444  
Course Fees: $ 765  
Status: Active

**FPM40366: OSHA #511 OSHA Standards f/GI – 3.00 Units**  
Department: OSHA Programs  
Instructor: Geraci, Charles  
Instructional Method: Standard  
Start Date: 4/30/2018 | End Date: 5/3/2018  
Section ID: 126448  
Course Fees: $ 765  
Status: Active

**FPM40366: OSHA #511 OSHA Standards f/GI – 3.00 Units**  
Department: OSHA Programs  
Instructor: Fernandez, Robert  
Instructional Method: Standard  
Start Date: 6/11/2018 | End Date: 6/14/2018  
Section ID: 126916  
Course Fees: $ 250  
Status: Active

**FPM40378: OSHA #7200 Bloodborne Pathogen – 0.50 Units**  
Department: OSHA Programs  
Instructor: Breay, James E  
Instructional Method: Standard  
Start Date: 4/23/2018 | End Date: 4/23/2018  
Section ID: 126463  
Course Fees: $ 250  
Status: Active

**FPM40379: OSHA #7500 Intro Safety Mgmt – 0.50 Units**  
Department: OSHA Programs  
Instructor: Stefani, Thomas  
Instructional Method: Standard  
Start Date: 6/12/2018 | End Date: 6/12/2018  
Section ID: 130991  
Course Fees: $ 395
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FPM40499: Desarrollo de f rmacos – 1.50 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40500: Buenas Pr cticas Cl nicas – 1.50 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40501: Monitorizaci n – 2.00 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40502: Comit s de tica – 1.00 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40504: Prep. para un estudio cl nico – 2.00 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40505: Est ndares profesionales – 1.00 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40500: Buenas Pr cticas Cl nicas – 1.50 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40501: Monitorizaci n – 2.00 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40502: Comit s de tica – 1.00 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40504: Prep. para un estudio cl nico – 2.00 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

FPM40505: Est ndares profesionales – 1.00 Units  
**Department:** Healthcare & Behavioral Sciences  
**Instructor:** VILLA-CABALLERO, LEONEL  
**Instructional Method:** Online

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Status: Active  
Start Date: 4/2/2018 | End Date: 6/15/2018

Section ID: 130982  
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Status: Active  
Start Date: 4/2/2018 | End Date: 6/15/2018

Section ID: 130973  
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Start Date: 4/2/2018 | End Date: 6/15/2018

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Start Date: 4/2/2018 | End Date: 6/15/2018

Section ID: 130983  
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Start Date: 4/2/2018 | End Date: 6/15/2018

Section ID: 130974  
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Section ID: 130977  
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Start Date: 4/2/2018 | End Date: 6/15/2018

Section ID: 130985  
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Start Date: 4/2/2018 | End Date: 6/15/2018

Section ID: 130976  
Course Fees: $ 235  
Status: Active  
Start Date: 4/2/2018 | End Date: 6/15/2018
Instructional Method: Online

FPM40506: CROs – 1.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: VILLA-CABALLERO, LEONEL
Start Date: 4/2/2018 | End Date: 6/15/2018
Course Fees: $ 235
Status: Active

FPM40506: CROs – 1.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: VILLA-CABALLERO, LEONEL
Start Date: 4/2/2018 | End Date: 6/15/2018
Course Fees: $ 0
Status: Active

FPM40510: IntensiveClin Trials Latin Ame – 2.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: VILLA-CABALLERO, LEONEL
Start Date: 4/2/2018 | End Date: 6/15/2018
Course Fees: $ 695
Status: Active

FPM40511: #5109 OSHA Stndrds f/Cnstrtn – 3.00 Units
Department: OSHA Programs
Instructor: MARTINEZ, RYAN
Start Date: 4/9/2018 | End Date: 4/12/2018
Course Fees: $ 765
Status: Active

FPM40512: #5119 Standards f/Gen Industry – 3.00 Units
Department: OSHA Programs
Instructor: PISANI, MARK
Start Date: 6/4/2018 | End Date: 6/7/2018
Course Fees: $ 765
Status: Active

FPM40512: #5119 Standards f/Gen Industry – 3.00 Units
Department: OSHA Programs
Instructor: LEINER, DAN
Start Date: 4/30/2018 | End Date: 5/3/2018
Course Fees: $ 995
Status: Active

FPM40528: Fire and Life Safety – 4.00 Units
Department: OSHA Programs
Instructor: BEELER, JEFF
Start Date: 5/7/2018 | End Date: 5/11/2018
Course Fees: $ 525
Status: Active

FPM40537: Trainer Update-Construction – 0.00 Units
Department: OSHA Programs
Instructor: MARSDEN, JOHN
Start Date: 4/30/2018 | End Date: 5/2/2018
Course Fees: $ 525
Status: Active
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FPM40641: Safety Leadership I – 2.00 Units
Department: OSHA Programs
Instructor: Marsden, John
Instructional Method: Hybrid
Start Date: 4/23/2018 | End Date: 4/25/2018
Section ID: 128924
Course Fees: $ 695
Status: Active

FPM40643: Bone Densitometry Training – 1.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: Nichols, Jeanne
Instructional Method: Standard
Start Date: 4/13/2018 | End Date: 5/4/2018
Section ID: 131215
Course Fees: $ 2200
Status: Active

FPM40643: Bone Densitometry Training – 1.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: Nichols, Jeanne
Instructional Method: Standard
Start Date: 4/20/2018 | End Date: 4/22/2018
Section ID: 131508
Course Fees: $ 2200
Status: Active

FPM40643: Bone Densitometry Training – 1.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: Nichols, Jeanne
Instructional Method: Standard
Start Date: 5/18/2018 | End Date: 5/20/2018
Section ID: 131509
Course Fees: $ 2200
Status: Active

FPM40643: Bone Densitometry Training – 1.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: Nichols, Jeanne
Instructional Method: Standard
Start Date: 6/22/2018 | End Date: 6/24/2018
Section ID: 131011
Course Fees: $ 0
Status: Active

FPM80011: Nuts & Bolts of Mon Clin Trial – 0.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: Stern, Donna
Instructional Method: Online
Start Date: 4/21/2018 | End Date: 6/16/2018
Section ID: 131013
Course Fees: $ 0
Status: Active

FPM80012: Working with CROs CTA Cohort – 0.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: Stern, Donna
Instructional Method: Online
Start Date: 4/21/2018 | End Date: 6/16/2018
Section ID: 131012
Course Fees: $ 0
Status: Active

FPM80013: Setting Up New Clin Study Coho – 0.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: Stern, Donna
Instructional Method: Online
Start Date: 4/21/2018 | End Date: 6/16/2018
Section ID: 131012
Course Fees: $ 0
Status: Active

FPM80020: Infection Prevention – 0.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: DELAHANTY, KIM
Instructional Method: Online
Start Date: 4/2/2018 | End Date: 6/16/2018
Section ID: 130860
Course Fees: $ 129
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FPM80055: Reg. Ensayos Cl nicos Colombia – 3.00 Units
Department: Healthcare & Behavioral Sciences
Instructor: VILLA-CABALLERO, LEONEL
Instructional Method: Online
Start Date: 4/2/2018 | End Date: 6/15/2018
Section ID: 130979
Course Fees: $ 225
Status: Active

HIST40073: Introduction to Cinema – 2.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: de los Rios, Carlos
Instructional Method: Standard
Start Date: 4/3/2018 | End Date: 5/8/2018
Section ID: 130022
Course Fees: $ 245
Status: Active

LAAR40005: Arabic:ModernStandardArabic I – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Start Date: 4/3/2018 | End Date: 5/8/2018
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Course Fees: $ 295
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Department: Arts, Humanities, Languages & Digital Arts
Instructor: Alzas, Carmen
Instructional Method: Standard

LASP40004: Spanish f/Communication IV – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Ford, Andrea
Instructional Method: Standard

LASP40005: Spanish f/Communication V – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Gonzalez, Maria
Instructional Method: Standard

LASP40006: Spanish f/Communication VI – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Alzas, Carmen
Instructional Method: Standard
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**Course Fees:**
- $295
- $495

**Instructor:**
- Gomez-Vittori, Graciela
- PARK, DANIEL W
- Emison, Clifton O.
- Townsend, Jamie R.
- Dunlap, Julia M
- Wilkins, Kate
- Brock, Carolyn R
**LAW40018: Civil Litigation-I – 3.00 Units**
*Department: Business, Professional & Legal Programs*
*Instructor:*
*Instructional Method: Blended*
*Start Date: 4/10/2018 | End Date: 6/12/2018*
*Course Fees: $ 495*
*Status: Active*

**LAW40019: Contracts – 2.00 Units**
*Department: Business, Professional & Legal Programs*
*Instructor:*
*Instructional Method: Blended*
*Start Date: 4/30/2018 | End Date: 6/11/2018*
*Course Fees: $ 395*
*Status: Active*

**LAW40021: Civil Litigation II – 3.00 Units**
*Department: Business, Professional & Legal Programs*
*Instructor: Negrete, Vanessa R.*
*Instructional Method: Standard*
*Start Date: 4/11/2018 | End Date: 6/13/2018*
*Course Fees: $ 495*
*Status: Active*

**LAW40028: Professional Ethics for Legal Assistants – 1.00 Units**
*Department: Business, Professional & Legal Programs*
*Instructor: Wilkins, Kate*
*Instructional Method: Blended*
*Start Date: 3/27/2018 | End Date: 4/10/2018*
*Course Fees: $ 295*
*Status: Active*

**LAW40035: Evidence – 2.00 Units**
*Department: Business, Professional & Legal Programs*
*Instructor: Ramey, Christopher L.*
*Instructional Method: Standard*
*Start Date: 4/30/2018 | End Date: 6/11/2018*
*Course Fees: $ 395*
*Status: Active*

**LAW40037: Tort Law – 2.00 Units**
*Department: Business, Professional & Legal Programs*
*Instructor: Purcell, Teodora D.*
*Instructional Method: Blended*
*Start Date: 5/9/2018 | End Date: 6/13/2018*
*Course Fees: $ 395*
*Status: Active*

**LAW40049: Criminal Law and Procedure – 3.00 Units**
*Department: Business, Professional & Legal Programs*
*Instructor: Sachs, Richard J.*
*Instructional Method: Hybrid*
*Start Date: 4/5/2018 | End Date: 6/7/2018*
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LING40045: Adv. Sentence Structure I – 3.00 Units
Department: International Programs - Bldg. E
Instructor: Naylor, Lisa
Instructional Method: Standard
Start Date: 4/3/2018 | End Date: 5/29/2018
Course Fees: $ 395
Status: Active

LING40046: Theory/Methods Reading Instruct – 3.00 Units
Department: International Programs - Bldg. E
Instructor: TEAGUE, NICOLA
Instructional Method: Standard
Start Date: 4/3/2018 | End Date: 5/31/2018
Course Fees: $ 395
Status: Active

LING40046: Theory/Methods Reading Instruct – 3.00 Units
Department: International Programs - Bldg. E
Instructor: SMITH, KELLY
Instructional Method: Online
Start Date: 4/3/2018 | End Date: 5/29/2018
Course Fees: $ 395
Status: Active

LING40063: Games for the EFL Classroom – 1.00 Units
Department: International Programs - Bldg. E
Instructor: OWEN, TODD PAUL
Instructional Method: Standard
Start Date: 4/21/2018 | End Date: 4/21/2018
Course Fees: $ 145
Status: Active

LING40065: Advanced Grammar Seminar – 3.00 Units
Department: International Programs - Bldg. E
Instructor: Gonzalez, Kim L
Instructional Method: Standard
Start Date: 4/3/2018 | End Date: 6/7/2018
Course Fees: $ 375
Status: Active

LING40067: Music in the EFL Classroom – 1.00 Units
Department: International Programs - Bldg. E
Instructor: Nolan, David T
Instructional Method: Standard
Start Date: 4/28/2018 | End Date: 4/28/2018
Course Fees: $ 145
Status: Active

LING40076: Pronunciation & Fluency – 3.00 Units
Department: International Programs - Bldg. E
Instructor: Mann, Ellen
Instructional Method: Standard
Start Date: 4/4/2018 | End Date: 5/30/2018
Course Fees: $ 375
Status: Active

LING40081: Effective Oral Presentation – 3.00 Units
Department: International Programs - Bldg. E
Instructor: Palmer, Timothy Michael
Instructional Method: Standard
Start Date: 4/4/2018 | End Date: 5/30/2018
Course Fees: $ 375
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Instructor: SMITH, KELLY
Instructor: Bredeck, Elizabeth J
Instructor: Newman, Teresa
Instructor: Jenner, Judy
Instructor: Bredeck, Elizabeth J
Instructor: Jenner, Judy
Instructor: Newman, Teresa
Instructor: Jenner, Judy
Instructor: LOMBARDINO, RAFAELA
Instructor: Inada, Debbie
Instructor: LAQUA, STEPHANIE M
Instructor: TEAGUE, NICOLA

LING40100: TEYL Focus on the Classroom – 3.00 Units
Department: International Programs - Bldg. E
Instructor: SMITH, KELLY
Instructional Method: Blended
Status: Active
Start Date: 4/2/2018 | End Date: 6/4/2018
Section ID: 130534
Course Fees: $ 395

LING40101: Grammar & Editing II – 3.00 Units
Department: International Programs - Bldg. E
Instructor: Bredeck, Elizabeth J
Instructional Method: Standard
Status: Active
Start Date: 4/6/2018 | End Date: 6/1/2018
Section ID: 130576
Course Fees: $ 375

LING40104: Medical Interpretation – 3.00 Units
Department: International Programs - Bldg. E
Instructor: Newman, Teresa
Instructional Method: Online
Status: Active
Start Date: 4/3/2018 | End Date: 5/30/2018
Section ID: 130564
Course Fees: $ 475

LING40106: IntroductionToTranslation – 1.50 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Jenner, Judy
Instructional Method: Online
Status: Active
Start Date: 4/3/2018 | End Date: 6/11/2018
Section ID: 130554
Course Fees: $ 250

LING40107: Tools & Tech in Translation – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: LOMBARDINO, RAFAELA
Instructional Method: Online
Status: Active
Start Date: 4/3/2018 | End Date: 6/11/2018
Section ID: 130555
Course Fees: $ 475

LING40109: IntroductionToInterpretation – 1.50 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Jenner, Judy
Instructional Method: Online
Status: Active
Start Date: 4/3/2018 | End Date: 6/11/2018
Section ID: 130556
Course Fees: $ 250

LING40110: Theories&Meth of LangTch&Learn – 3.00 Units
Department: International Programs - Bldg. E
Instructor: Inada, Debbie
Instructional Method: Online
Status: Active
Start Date: 4/3/2018 | End Date: 5/22/2018
Section ID: 130541
Course Fees: $ 395

LING40111: TEFL Practicum – 3.00 Units
Department: International Programs - Bldg. E
Instructor: TEAGUE, NICOLA
Instructional Method: Standard
Status: Active
Start Date: 4/2/2018 | End Date: 6/4/2018
Section ID: 130532
Course Fees: $ 395

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LTIT40000: Italian f/Communication I – 3.00 Units
**Department:** Arts, Humanities, Languages & Digital Arts
**Instructor:** Baracco, Paola
**Instructional Method:** Standard

LTIT40002: Italian f/Communication II – 3.00 Units
**Department:** Arts, Humanities, Languages & Digital Arts
**Instructor:** Metzger, Silvia
**Instructional Method:** Standard

LTIT80000: Italian for Travelers – 0.00 Units
**Department:** Arts, Humanities, Languages & Digital Arts
**Instructor:** Metzger, Silvia
**Instructional Method:** Standard

MAE40004: Lean Six Sigma Black Belt – 9.00 Units
**Department:** Business, Professional & Legal Programs
**Instructor:** Van Der Linden, Richard M
**Instructional Method:** Standard

MAE40013: Lean Six-Sigma Green Belt – 4.00 Units
**Department:** Business, Professional & Legal Programs
**Instructor:** O'Rourke, Tracy
**Instructional Method:** Online

MAE40026: System Safety – 3.00 Units
**Department:** Science & Technology
**Instructor:** VOLLRATH, KRISTEN
**Instructional Method:** Online

MAE40028: Solid Works – 3.00 Units
**Department:** Science & Technology
**Instructor:**
**Instructional Method:** Standard

MAE40031: Geometric Dimensioning (GD&T) – 3.00 Units
**Department:** Science & Technology
**Instructor:** Wheeler, Raymond A.
**Instructional Method:** Blended

MAE40035: Air Traffic Control Training – 4.00 Units
**Department:** Science & Technology
**Instructor:** Anderson, Gene
**Instructional Method:** Blended

MAE80002: LSS LearnAbout Tour – 0.00 Units
**Department:** Business, Professional & Legal Programs
**Instructor:** Van Der Linden, Richard M
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Instructor: Wetzel, Robert

**MUS40032: Guitar I – 2.00 Units**
*Department: Arts, Humanities, Languages & Digital Arts
Instructor: Wetzel, Robert*

**Instructional Method:** Standard

**Start Date: 4/10/2018 | End Date: 5/29/2018**

**Status:** Active

**Course Fees:** $295

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Instructor: Nussman, Jonathan

**MUS40035: Singing II – 2.00 Units**
*Department: Arts, Humanities, Languages & Digital Arts
Instructor: Wetzel, Robert*

**Instructional Method:** Standard

**Start Date: 4/11/2018 | End Date: 5/30/2018**

**Status:** Active

**Course Fees:** $295

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Instructor: Wetzel, Robert

**MUS40036: Guitar II – 2.00 Units**
*Department: Arts, Humanities, Languages & Digital Arts
Instructor: Wetzel, Robert*

**Instructional Method:** Standard

**Start Date: 4/9/2018 | End Date: 6/4/2018**

**Status:** Active

**Course Fees:** $295

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Instructor: CRATTY, WILLIAM

**MUS40048: Intermediate Piano – 2.00 Units**
*Department: Arts, Humanities, Languages & Digital Arts
Instructor: CRATTY, WILLIAM*

**Instructional Method:** Standard

**Start Date: 4/12/2018 | End Date: 5/31/2018**

**Status:** Active

**Course Fees:** $275

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Instructor: MCJANNET, CATHY

**NURS40002: Emergency Deprtmnt Nursing II – 3.50 Units**
*Department: Healthcare & Behavioral Sciences
Instructor: MCJANNET, CATHY*

**Instructional Method:** Online

**Start Date: 4/2/2018 | End Date: 6/16/2018**

**Status:** Active

**Course Fees:** $395

---

Instructor: MCJANNET, CATHY

**NURS40003: Emerg.Dept.Nurse Preceptorship – 2.00 Units**
*Department: Healthcare & Behavioral Sciences
Instructor: MCJANNET, CATHY*

**Instructional Method:** Standard

**Start Date: 4/2/2018 | End Date: 6/16/2018**

**Status:** Active

**Course Fees:** $245

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Instructor:

**NURS40005: Emergency Department Nursing I – 3.50 Units**
*Department: Healthcare & Behavioral Sciences
Instructor: MCJANNET, CATHY*

**Instructional Method:** Online

**Start Date: 4/2/2018 | End Date: 6/16/2018**

**Status:** Active

**Course Fees:** $395

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Instructor:

**OSHR70001: Politics & Current Events 1 – 0.00 Units**
*Department: Osher LifeLong Learning Institute*

**Instructional Method:** Standard

**Start Date: 4/3/2018 | End Date: 4/3/2018**

**Status:** Active

**Course Fees:** $0

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Instructor:

**OSHR70002: Politics & Current Events 2 – 0.00 Units**
*Department: Osher LifeLong Learning Institute*

**Instructional Method:** Standard

**Start Date: 4/3/2018 | End Date: 4/3/2018**

**Status:** Active

**Course Fees:** $0

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Instructor:

**OSHR70003: Politics & Current Events 3 – 0.00 Units**
*Department: Osher LifeLong Learning Institute*

**Instructional Method:** Standard

**Start Date: 4/3/2018 | End Date: 4/3/2018**

**Status:** Active

**Course Fees:** $0
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Department: Osher LifeLong Learning Institute
Instructor:
Instructional Method: Standard
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Start Date: 4/12/2018 | End Date: 6/7/2018

OSHR70005: Law & Society 1 – 0.00 Units
Department: Osher LifeLong Learning Institute
Instructor:
Instructional Method: Standard
Course Fees: $ 0
Start Date: 4/10/2018 | End Date: 6/5/2018

OSHR70010: Activities & Events 1 – 0.00 Units
Department: Osher LifeLong Learning Institute
Instructor:
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OSHR70011: Activities & Events 2 – 0.00 Units
Department: Osher LifeLong Learning Institute
Instructor:
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OSHR70015: Technology 1 – 0.00 Units
Department: Osher LifeLong Learning Institute
Instructor:
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OSHR70016: Technology 2 – 0.00 Units
Department: Osher LifeLong Learning Institute
Instructor:
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Start Date: 4/2/2018 | End Date: 6/4/2018

OSHR70017: Foreign Language 1 – 0.00 Units
Department: Osher LifeLong Learning Institute
Instructor:
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OSHR70018: Foreign Language 2 – 0.00 Units
Department: Osher LifeLong Learning Institute
Instructor:
Instructional Method: Standard
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OSHR70019: Art & Humanities 1 – 0.00 Units
Department: Osher LifeLong Learning Institute
Instructor:
Instructional Method: Standard
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OSHR70020: Art & Humanities 2 – 0.00 Units
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Instructor:
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Instructor:

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WCWP40238: Copyediting III – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Coste, Jill
Instructional Method: Online
Course Fees: $425
Status: Active
Start Date: 4/2/2018 | End Date: 6/9/2018

WCWP40245: Developing Characters – 2.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Freedman, Marni
Instructional Method: Standard

WCWP40252: Read and Critque Workshop – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Bustance, Jennifer Lane
Instructional Method: Standard

WCWP40254: Novel Writing III – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Bustance, Jennifer Lane
Instructional Method: Standard

WCWP40259: How To Start a Novel – 1.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Bustance, Jennifer Lane
Instructional Method: Online

WCWP40261: Writing Childrens Picture Book – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Colleen, Marcie
Instructional Method: Standard

WCWP40269: Writing Narrative Non-Fiction – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Vizzo, Emily Christina
Instructional Method: Online

WCWP40313: Self-Publishing – 3.00 Units
Department: Arts, Humanities, Languages & Digital Arts
Instructor: Mendoza, Sylvia
Instructional Method: Online
WCWP80031: Marketing for Copyeditors – 0.00 Units

**Department:** Arts, Humanities, Languages & Digital Arts

**Instructor:** Glass, Andrea

**Instructional Method:** Online

**Course Fees:** $195

**Status:** Active

**Start Date:** 4/2/2018  |  **End Date:** 4/29/2018