STUDENT HANDBOOK
2019-2020

USC Leonard Davis
School of Gerontology
Greetings from the Dean:
Pinchas Cohen, M.D.

History of the Andrus Gerontology Center and USC Leonard Davis School of Gerontology

Degrees

Student Services
› A Letter From the Student Advisor
› Student Opportunities
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Faculty

Staff

Students

Course Requirements
› Minor in Individuals, Societies, and Aging
› Minor in Science, Health, and Aging
› Bachelor of Science in Human Development & Aging
   - Social Science Track
› Bachelor of Science in Human Development & Aging
   - Health Science Track
› Bachelor of Science in Lifespan Health
› Graduate Certificate in Gerontology
› Master of Arts in Long Term Care Administration
› Master of Arts in Aging Services Management Gerontology
› Master of Arts in Senior Living Hospitality
› Master of Arts in Medical Gerontology
› Master of Science in Nutrition, Healthspan, and Longevity
› Master of Arts in Gerontology
› Master of Science in Gerontology
› Master of Science in Gerontology and Master of Business Administration
› Master of Science in Gerontology and Juris Doctorate
› Master of Science in Gerontology and Doctor of Pharmacy
› Master of Science in Gerontology and Master of Health Administration
› Master of Science in Gerontology and Master of Public Administration
› Master of Science in Gerontology and Master of Social Work
Welcome!

Congratulations once again on your admission to the USC Leonard Davis School of Gerontology!

I hope this student handbook will answer many of the questions that arise as you begin your journey, and will help you to become more familiar with the amazing faculty, students and surroundings here.

Aging truly is the most universal of human experiences, and we are the very tip of the spear of the aging revolution here at the USC Leonard Davis School. As a small school within a large research university, we ensure that our students receive rigorous, highly personalized educational experiences studying with some of the world’s leading experts in fields such as biology, neuroscience, psychology, sociology and public policy.

Gerontology—the study of aging across the lifespan—is an exciting field that contains a wide range of opportunities for those who study it. We are proud to be the world’s oldest and largest school of gerontology, and hold ourselves to a lofty mission: to enhance healthy aging through research, service and education.

I encourage you to make the most of your experience here, both in and out of the classroom or laboratory. A great place to start would be to start making connections: with your fellow students, with our staff, with our faculty. I personally look forward to meeting each and every one of you in the coming semester, and to seeing the fantastic things that you will accomplish here, and beyond.

Sincerely,

Pinchas Cohen, M.D.
Dean, USC Leonard Davis School of Gerontology
Executive Director, Andrus Gerontology Center
Founded in 1975, the USC Leonard Davis School of Gerontology is the oldest and largest school of its type in the world. We offer the most comprehensive selection of gerontology degree programs found anywhere, a variety of outstanding research opportunities and a challenging yet supportive academic environment.

The USC Leonard Davis School of Gerontology and its research and services arm, the Ethel Percy Andrus Gerontology Center, are home to today’s leaders in the field, as well as to tomorrow’s.

We take our names in honor of two pioneers in the field of aging services, Ethel Percy Andrus, Ph.D., and Leonard Davis, who were also the co-founders of AARP.

Faculty at the USC Leonard Davis School conduct basic and applied research across multiple disciplines, which provides graduate and postgraduate training in the biological, social, policy and behavioral sciences.

In addition to the USC Leonard Davis School, the Andrus Center houses a wide array of research projects, centers and institutes, including the USC/UCLA Center in Biodemography and Population Health, the Los Angeles Caregivers Resource Center, the USC Longevity Institute, the Emotion & Cognition Lab and the Fall Prevention Center of Excellence, among many others.

There are also opportunities to take courses in other areas of the university including the medical campus; you may also attend lectures and seminars at UCLA and the RAND Corporation.

As you can see, the USC Leonard Davis School of Gerontology is a dynamic, exciting and highly respected institution…and we’re so glad to have you aboard!

Welcome to our community!
The USC Leonard Davis School of Gerontology offers:

Minors
• Individuals, Societies and Aging
• Science, Health and Aging

Bachelor’s Degrees
• B.S. in Human Development and Aging
• B.S. in Lifespan Health

Certificates
• Graduate Certificate in Gerontology

Master’s Degrees
• Master of Arts Aging Services Management (MAASM)
• Master of Arts in Long Term Care Administration (MALTCA)
• Master of Arts in Senior Living Hospitality (MASLH)
• Master of Arts in Medical Gerontology (MAMG)
• Master of Science in Nutrition, Healthspan & Longevity (MSNHL)
• Master of Arts in Gerontology (MAG)
• Master of Science in Gerontology (MSG)

Dual Degrees
In tandem with the MSG, you can also earn:
• Master of Business Administration (MS/MBA)
• Juris Doctor (MS/JD)
• Master of Public Administration (MS/MPA)
• Master of Health Administration (MS/MHA)
• Master of Social Work (MS/MSW)
• Doctor of Pharmacy (MS/PharmD)

Doctoral Degrees
• Ph.D. in Gerontology
• Ph.D. in Biology of Aging

Complete descriptions and requirements:
http://gero.usc.edu
I’m Jim deVera, the student advisor for the USC Leonard Davis School of Gerontology! My job is to help you successfully navigate your studies here.

I’ll do everything I can to assist you or to refer you to the proper individual or office, but when it comes to university guidelines and policies, ignorance is not an excuse. Communication is key! Just remember: while I’m here to help you with any questions or concerns you may have, it is ultimately your responsibility to complete all degree requirements.

I will frequently email students with announcements of upcoming events, scholarships, job openings, enrichment opportunities and additional USC and USC Leonard Davis School news. Please make sure that you check your USC email often.

I know being a student means you’re going to be busy, but I suggest that you consider staying in regular communication with me as well as with our faculty and staff.

The better we get to know you and your unique skills, passions and goals, the more likely we are to be able to help you reach them, suggest you for award nominations or to connect you with like-minded colleagues or professional opportunities.

The USC Leonard Davis School of Gerontology is full of people who share your wonderful dream of improving the quality of life for older adults, and it’s never too early to start building a vibrant, supportive academic, personal and professional network. We’re so glad you’re here, and we want to do all we can to help you succeed. I look forward to hearing from you!

Fight On!

Jim deVera, Student Advisor
(213) 740-1729
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Student Gerontology Association (SGA)

Undergrad and grad students come together to pursue educational, philanthropic and social activities throughout the year. Besides completing service projects, SGA helps students build strong bonds and have fun!

https://www.facebook.com/USCSGA

Fall Prevention Center of Excellence (FPCE)

One of the many successful Centers housed in our School, FPCE works to help raise awareness and increase fall prevention efforts locally and nationally alike. There are frequently opportunities for students to be a part of FPCE as work studies or volunteers.

http://stopfalls.org

Research Study Volunteers

Although many of Dr. Mather’s studies revolve around older volunteers, there are still many opportunities for students of all ages to participate in a variety of studies!

http://gero.usc.edu/labs/matherlab/

The Andrus Volunteers

A diverse group of active, engaged older adults who provide services and support to the USC Leonard Leonard Davis School, the Andrus Volunteers are happy to help students by providing interviews as well as friendship and help on additional projects and opportunities.

Linda Broder (lbroder@usc.edu)

Student Health Resources

Successfully balancing work, school and life responsibilities can be overwhelming. Some of the many services offered by USC’s Health Center include counseling, medical services and wellness/health promotion resources.

http://engemannshc.usc.edu/

Graduate Student Government

Students can enhance their graduate experience at USC with the many different opportunities through Graduate Student Government, such as research, faculty interactions, and advocacy initiatives.

https://gsg.usc.edu
HELPFUL HINTS

Advising
We recommend you meet with Jim deVera, (edevera@usc.edu) the student advisor, every semester. Advising is mandatory for undergrads in the third and fifth semesters.

Registration
New student registration typically occurs during orientation (June for undergraduates; July for graduate students). Registration for continuing students typically begins in mid-March for the fall semester and mid-October for spring semester.

Registration Instructions
1. Log on to the Web Registration website: http://www.usc.edu/myusc
   (The myUSC and USC Web Mail logins are the same.)

2. If you need to request a registration appointment time, call (213) 740-8500 or email register@usc.edu. Have your 10-digit USC ID number handy.

3. To request clearance for certain courses, email Linda Broder (lbroder@usc.edu). Include your name, 10-digit USC ID number, the course name/number and the 5-digit section number.

Registration Deadlines
Typically, for non-summer courses:
• The add/drop deadline is the end of the third week of classes
• The “drop with a W” deadline is the end of the twelfth week of classes

It is your responsibility to confirm these deadlines as well as additional important dates at the Schedule of Classes (http://classes.usc.edu/).

Important Web Resources
SCampus
https://scampus.usc.edu/

myUSC
http://my.usc.edu

Blackboard
https://blackboard.usc.edu/

STARS Report
A representation of your degree progress, this report contains completed courses and grades as well as credits to be completed.

USC Webmail
http://mail.google.com/a/usc.edu

USC Catalogue
http://catalogue.usc.edu/

This resource contains requirements for all programs available at the university and the rules governing them.

The USC Catalogue is the document of authority for all students. The program requirements listed in the USC Catalogue supersede any information which may be contained in any bulletin or viewbook of any school or department.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings and any other contents of this catalogue at any time.
TENURED / TENURE TRACK FACULTY

Dean

Pinchas Cohen, M.D.
Dean, USC Leonard Davis School of Gerontology
Executive Director, Ethel Percy Andrus Gerontology Center
William and Sylvia Kugel Dean’s Chair in Gerontology
Professor of Gerontology, Medicine and Biological Sciences

Tenured / Tenure Track Faculty

Jennifer Ailshire, Ph.D.
Assistant Professor of Gerontology and Sociology

Bérénice Benayoun, Ph.D.
Assistant Professor of Gerontology

Eileen Crimmins, Ph.D.
AARP Professor of Gerontology
University Professor
Sean Curran, Ph.D.
Associate Professor of Gerontology
Molecular and Computational Biology Associate Dean of Research

Kelvin J.A. Davies, Ph.D., D.Sc.
Vice Dean, USC Leonard Davis School of Gerontology
James E. Birren Professor of Gerontology
Director, Ethel Percy Andrus Gerontology Center
Director, USC-Buck Biology of Aging PhD Program
Professor of Molecular Biology and Biochemistry

Teal Eich, Ph.D.
Assistant Professor of Gerontology

Susan Enguídanos, Ph.D., MPH
Associate Professor of Gerontology
Assistant Dean of Diversity and Inclusion
Caleb Finch, Ph.D.
ARCO/William F. Keischnick Professor of the Neurobiology of Aging
University Professor

Jessica Ho Ph.D.
Assistant Professor of Gerontology

Andrei Irimia, Ph.D.
Assistant Professor of Gerontology

Mireille Jacobson, Ph.D.
Assistant Professor of Gerontology
Changhan David Lee, Ph.D.
Assistant Professor of Gerontology

Valter Longo, Ph.D.
Edna M. Jones Professor of Gerontology
Professor of Biological Science

Mara Mather, Ph.D.
Professor of Gerontology and Psychology
Assistant Dean of Faculty and Academic Affairs

Christian Pike, Ph.D.
Professor of Gerontology
Jon Pynoos, Ph.D.
UPS Foundation Professor of Gerontology, Policy, and Planning

Edward Schneider, M.D.
Dean Emeritus
Professor of Gerontology, Medicine, and Biology

Reginald Tucker-Seeley, Sc.D.
Edward L. Schneider Assistant Professor of Gerontology

Marc Vermust, Ph.D.
Assistant Professor of Gerontology
John Walsh, Ph.D.
Associate Professor of Gerontology
Assistant Dean of Education

Kathleen Wilber, Ph.D.
Mary Pickford Foundation Professor of Gerontology
Professor of Health Services Administration

Elizabeth Zelinski, Ph.D.
Rita and Edward Polusky Chair in Education and Aging
Professor of Gerontology and Psychology

To read the complete biographies of our tenured and tenure track faculty, as well as to see all additional members of our faculty, visit http://gero.usc.edu/faculty
Maria Henke, MA
Senior Associate Dean, USC Leonard Davis School of Gerontology

With many years of experience in higher education, Associate Dean Henke heads the educational programs at the USC Leonard Davis School and is one of its top administrators.

Jim Alejandre
Online Technical Support

Jim ensures all online courses run smoothly and provides technical assistance/support for smart classrooms and the auditorium.

Linda Broder
Student Services, Andrus Volunteers Coordinator

Linda provides students, faculty and staff with administrative support, including departmental clearances and directed research contracts.

Jim deVera, MMFT
Student Advisor

Jim is available for academic advising, course planning and registration as well as helping with any additional issues that students may have.
Jacqueline Harrison, MA
Admission Counselor

Jacqueline leads the marketing and development of recruiting future students. In addition, she can answer any questions about the USC Leonard Davis School programs or admission process.

Lisa Huynh
Admission Counselor

Lisa helps students navigate the admission process. She also spearheads many of our recruiting efforts. She is available to answer any questions students have.

Danella Jones
Admission Counselor

Danella processes and handles graduate applications. She is also the events coordinator for the events hosted by admissions and student services.

Gillian Miller
Lifespan Health Project Coordinator

Gillian assists Senior Associate Dean Henke with recruitment, student services, and coordinates events for Lifespan Health Initiatives.

May Ng
IT Director and International Student Initiatives Director

May oversees the School’s computing technology and services. She also engages with international students and associates with international delegates.
Anna Quyen Nguyen, MSG, OTD
Director of Internship Training

Anna coordinates the internship/practicum placements for gerontology students, enables professional networking, and nurtures confidence about their training to land that awesome job!

Sara Robinson, MS
Academic Advisor, Admission Counselor

Sara is available for undergraduate academic advising and facilitates the admissions process and recruiting future students. She also coordinates the gerontology summer study abroad programs.

Kurt Schelin
Systems Analyst

Highly knowledgeable about computers and networks, Kurt is available to help with any technical issues students may have.

Steven Stumph, MA
Admission Counselor

Steven facilitates the admissions process with applicants and is responsible for recruiting future students. He also provides the public with information about the USC Leonard Davis School programs.

Michael Zuletta
Webmaster, Poster Manager

Michael manages the USC Leonard Davis School's website as well as a majority of the lab and center websites. He is also responsible for printing conference posters for all gerontology students.
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</tr>
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</tr>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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<td>Fall 2019</td>
<td>Residential</td>
</tr>
<tr>
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</tr>
<tr>
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<td>Fall 2018</td>
<td>Residential</td>
</tr>
<tr>
<td>Jenny Nguyen</td>
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<td>MSG/MHA</td>
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<tr>
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<td>Online</td>
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</tbody>
</table>
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Fall 2019
Online
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Fall Year</th>
<th>Status</th>
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<tr>
<td>Melissa Gallardo</td>
<td><a href="mailto:mgallard@usc.edu">mgallard@usc.edu</a></td>
<td>2019</td>
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<tr>
<td>Marianna Gonzalez Chavez</td>
<td><a href="mailto:marianyg@usc.edu">marianyg@usc.edu</a></td>
<td>2018</td>
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<td>Sasha Gordon</td>
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<tr>
<td>Jillian Gore</td>
<td><a href="mailto:jgore@usc.edu">jgore@usc.edu</a></td>
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<td>Madison Gouza</td>
<td><a href="mailto:gouza@usc.edu">gouza@usc.edu</a></td>
<td>2018</td>
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<tr>
<td>Hannah Grenfell</td>
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<tr>
<td>Kathrine Patricia Hadley</td>
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<td>Frida-Sofie Hovik</td>
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<tr>
<td>Oscar Jan</td>
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<tr>
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<tr>
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MINOR IN INDIVIDUALS, SOCIETIES AND AGING

CORE CLASSES

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<td>GER 330 - Society and Adult Development</td>
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ELECTIVE CLASSES (choose two)

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<td>GER 380 - Diversity in Aging</td>
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<td>GER 416 - Health Issues in Adulthood</td>
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<td>GER 435 - Women and Aging: Psychological, Social and Political Implications</td>
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<td>GER 437 - Social and Psychological Aspects of Death and Dying</td>
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<td>GER 481 - Case Management for Older Adults</td>
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<td>GER 491 - Practicum</td>
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MINOR IN SCIENCE, HEALTH AND AGING

CORE CLASS (* Prerequisites Required)

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<td>GER 414 - Neurobiology of Aging*</td>
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<td>GER 496 - Introduction to Clinical Geriatrics</td>
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ELECTIVE CLASSES (choose two)

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<td>GER 475 - Ethical Issues in Geriatric Health Care</td>
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<td>GER 495 - Practicum in Geriatric Care</td>
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## GENERAL EDUCATION

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<td>General Education Seminar</td>
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### LANGUAGE (12 units of foreign language or ITP)

<table>
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<th>Course</th>
<th>Description</th>
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### CORE CLASSES - Honor's Program requires GERO 497ABC and GERO 593

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>GERO 200</td>
<td>Gerontology: The Science of Adult Development</td>
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<td>GERO 320</td>
<td>Psychology of Adult Development</td>
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<td>Sociology of Adult Development</td>
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<td>GERO 340</td>
<td>Policy, Values, and Power in an Aging Society</td>
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<td>GERO 416</td>
<td>Health Issues in Aging</td>
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<td>GERO 491</td>
<td>Gerontology Practicum (Fall Sr. year)</td>
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<td>GERO 492</td>
<td>Senior Seminar in Aging (Spring Sr. year)</td>
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<td>GERO ELECTIVES (20 UNITS-300/400)</td>
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Statistics: PSYC 274, PPD303, OR SOCI 314

### GENERAL ELECTIVES (8 upper division units)

<table>
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<th>Course</th>
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46
## GENERAL EDUCATION

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<tr>
<td>D Life Sciences</td>
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<td>E Physical Sciences</td>
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<tr>
<td>F Quantitative Reasoning</td>
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<tr>
<td>G Citizenship in a Global Era</td>
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<tr>
<td>H Traditions and Historical Foundations</td>
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<tr>
<td>General Education Seminar</td>
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### SCIENCE AND MATHEMATICS REQUIREMENTS

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<tbody>
<tr>
<td>BISC 120L-General Biology</td>
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<td>BISC 220L-General Biology</td>
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<tr>
<td>CHEM 105aL-General Chemistry I</td>
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<td>CHEM 105bL-General Chemistry II</td>
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<tr>
<td>CHEM 322aL-Organic Chemistry I</td>
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<td>CHEM 322bL-Organic Chemistry II</td>
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<td>PHYS 135aL-Physics for the Life Sciences I</td>
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<td>PHYS 135bL-Physics for the Life Sciences II</td>
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<td>ITP 101-Introduction to Business Information Technologies</td>
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<tr>
<td>MATH 125-Calculus I</td>
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</table>

### CORE CLASSES - Honor’s Program requires GERO 497 ABC and GERO 593 (* Prerequisites Required)

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GERO 310-Physiology of Aging*</td>
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<tr>
<td>GERO 320-Psychology of Adult Development OR</td>
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<tr>
<td>GERO 330-Sociology of Adult Development</td>
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<tr>
<td>GERO 340-Policy, Values, and Power in an Aging Society</td>
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<tr>
<td>GERO 414-Neurobiology of Aging*</td>
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<tr>
<td>GERO 495-Practicum in Geriatric Care</td>
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<tr>
<td>GERO ELECTIVES (12 UNITS-300/400)</td>
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### GENERAL ELECTIVES (8 upper division units)

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</table>
# Bachelor of Science in Lifespan Health

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<td>WRIT 340 (Junior or Senior Year)</td>
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<tr>
<td>A The Arts</td>
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<tr>
<td>B Humanistic Inquiry</td>
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<td>B Humanistic Inquiry</td>
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<tr>
<td>C Social Analysis</td>
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<tr>
<td>C Social Analysis</td>
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<tr>
<td>D Life Sciences</td>
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<tr>
<td>E Physical Sciences</td>
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<tr>
<td>F Quantitative Reasoning</td>
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<td>G Citizenship in a Global Era</td>
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<tr>
<td>General Education Seminar</td>
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## Language (12 units of foreign language or ITP)

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## Core Classes

- GER 200-Gerontology: The Science of Adult Development
- GER 310-Physiology of Aging
- GER 320-Psychology of Adult Development
- GER 416-Health Issues in Aging
- GER 483-Global Health and Aging
- GER 492-Senior Seminar in Aging
- GER 495-Practicum in Geriatric Care
- GER ELECTIVES (12 Units-300/400)

## Skills Courses (Choose 3 of the 4) * Prerequisites Required

- GER 414-Neurobiology of Aging*
- GER 437-Social and Psychological Aspects of Death and Dying
- GER 440-Biodemography of Aging
- GER 475-Ethical Issues in Geriatric Care

## General Electives (8 upper division units)

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</table>
## GRADUATE CERTIFICATE IN GERONTOLOGY - RESIDENTIAL TRACK

### CORE CLASSES (choose 3 of the 4)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>GERO 510 - Physiology of Development and Aging</td>
<td></td>
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<tr>
<td>GERO 520 - Life Span Developmental Psychology OR</td>
<td></td>
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<tr>
<td>GERO 522 - Counseling Older Adults and Their Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERO 530 - Life Span Developmental Sociology OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERO 585 - The Aging Family</td>
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<tr>
<td>GERO 540 - Social Policy and Aging</td>
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</table>

### GERONTOLOGY ELECTIVE

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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</table>

## GRADUATE CERTIFICATE IN GERONTOLOGY - ONLINE TRACK

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>GERO 500 - Perspectives on a Changing Society: An Introduction to Aging</td>
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<td>GERO Elective</td>
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### CORE CLASSES (choose 2 of the 4)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>GERO 508 - The Mind and Body Connection through the Lifespan OR</td>
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</tr>
<tr>
<td>GERO 510 - Physiology of Development and Aging</td>
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<tr>
<td>GERO 520 - Life Span Developmental Psychology OR</td>
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<tr>
<td>GERO 522 - Counseling Older Adults and Their Families</td>
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<td>GERO 530 - Life Span Developmental Sociology OR</td>
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<td>GERO 585 - The Aging Family</td>
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<tr>
<td>GERO 540 - Social Policy and Aging</td>
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</table>
CERTIFICATE IN GERONTOLOGY / DOCTOR OF PHARMACY
Only available for students who are concurrently enrolled in the USC Doctor of Pharmacy program.

**CORE CLASSES**

<table>
<thead>
<tr>
<th>24-28 UNITS TOTAL</th>
<th>SEMESTER</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>GER 510 - Physiology of Development and Aging OR</td>
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<tr>
<td>GER 508 - The Mind and Body Connection through the Lifespan</td>
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<tr>
<td>GER 520 - Life Span Developmental Psychology OR</td>
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<tr>
<td>GER 522 - Counseling Older Adults and Their Families</td>
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<tr>
<td>GER 530 - Life Span Developmental Sociology OR</td>
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<tr>
<td>GER 585 - The Aging Family</td>
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<tr>
<td>GER 540 - Social Policy and Aging</td>
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</table>

**ELECTIVES (8-12 units from the following)**

- GER 554 - Evaluation: Incorporating Evidence-Based Practices
- GER 555 - Integrating Gerontology
- PHRD 655 - Geriatric Pharmacy I
- PHRD 656 - Geriatric Pharmacy II
- PHRD 703 - Long Term Care Clerkship
- PHRD 706 - Geriatrics Clerkship
- PHRD 730 - Acute Care Geriatrics Clerkship
- PHRD 731 - Advanced Geriatrics Clerkship

**MASTER OF ARTS IN LONG TERM CARE ADMINISTRATION (MALTCA)**

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>28 UNITS TOTAL</th>
<th>SEMESTER</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>ACCT 509 - Concepts of Financial and Management Accounting</td>
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<tr>
<td>GER 500 - Perspectives on a Changing Society: An Introduction to Aging</td>
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<tr>
<td>GER 501 - Applied Legal and Regulatory Issues in Aging</td>
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<tr>
<td>GER 508 - The Mind and Body Connection through the Lifespan OR</td>
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<tr>
<td>GER 522 - Counseling Older Adults and Their Families</td>
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<tr>
<td>GER 550 - Administration &amp; System Management in Programs for Older Adults</td>
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<tr>
<td>PPD 601 - Management Strategies for LTC Administrators</td>
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**ELECTIVE COURSE (choose 1)**

- GER 520 - Life Span Developmental Psychology OR
- GER 530 - Life Span Developmental Sociology OR
- GER 540 - Social Policy and Aging OR
- GER 589 - Professional Issues in Gerontology
# MASTER OF ARTS IN AGING SERVICES MANAGEMENT (MAASM)

## REQUIRED COURSES (choose 3 of the 5)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Units Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 500 - Perspectives on a Changing Society: An Introduction to Aging</td>
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<tr>
<td>GERO 501 - Applied Legal and Regulatory Issues in Aging</td>
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<tr>
<td>GERO 502 - Marketing and Shifts in Consumer Decision Making</td>
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<tr>
<td>GERO 504 - Current Issues in Aging Services Management</td>
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<tr>
<td>GERO 589 - Case Studies in Leadership and Change Management</td>
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32 UNITS TOTAL

## ELECTIVE COURSES (choose 5)

Students must select five electives (for a total of 20 units) of Gerontology courses from the list below.

Core courses may not double count as electives, but core courses taken in excess of the 12 units required may be used toward the elective units. Students may take any elective courses below with a few limitations:

- GERO 599 may be taken in consultation with the academic adviser
- A maximum of two GERO 400 level courses from the list below
- A maximum of 4 units of GERO 590
- A maximum of 8 units of GERO 591

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Units Total</th>
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<tbody>
<tr>
<td>GERO 493 - Longevity &amp; Death among Ancient &amp; Modern European Populations</td>
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<tr>
<td>GERO 494 - Emotion-Cognition Interactions and Aging</td>
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<tr>
<td>GERO 498 - Nutrition, Genes, Longevity and Diseases</td>
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<tr>
<td>GERO 505 - Behavioral and Social Consequences of Design and Environment</td>
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<tr>
<td>GERO 506 - Technological Innovations in Aging (Gerontechnology)</td>
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<tr>
<td>GERO 507 - End of Life Care</td>
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<tr>
<td>GERO 508 - The Mind and Body Connection through the Lifespan</td>
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<tr>
<td>GERO 510 - Physiology of Development and Aging</td>
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<tr>
<td>GERO 520 - Life Span Developmental Psychology</td>
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<tr>
<td>GERO 522 - Counseling Older Adults and Their Families</td>
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<tr>
<td>GERO 530 - Life Span Developmental Sociology</td>
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<tr>
<td>GERO 540 - Social Policy and Aging</td>
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<tr>
<td>GERO 541 - Health Care Delivery Models: Comparative Approaches</td>
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<td>GERO 543 - Continuum of Care: Systems Perspective</td>
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<td>GERO 550 - Administration and Systems Management in Programs for Older Adults</td>
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<tr>
<td>GERO 551 - Applied Policy Skills in Aging</td>
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<tr>
<td>GERO 554 - Evaluation: Incorporating Evidence-Based Practices</td>
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<tr>
<td>GERO 585 - The Aging Family</td>
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<td>GERO 591 Field Practicum</td>
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<td>GERO 593 - Research Methods</td>
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<tr>
<td>GERO 599 - Special Topics</td>
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# MASTER OF ARTS IN SENIOR LIVING HOSPITALITY (MASLH)

## REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>GERO 500</td>
<td>Perspectives on a Changing Society: An Introduction to Aging</td>
<td>4</td>
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<tr>
<td>GERO 501</td>
<td>Applied Legal and Regulatory Issues in Aging</td>
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<tr>
<td>GERO 522</td>
<td>Counseling Older Adults and Their Families</td>
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<tr>
<td>GERO 574</td>
<td>Leadership and Management in Senior Living (3 units)</td>
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<td>GERO 575</td>
<td>Marketing Senior Living (3 units)</td>
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<tr>
<td>GERO 576</td>
<td>Finance and Senior Housing</td>
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<tr>
<td>GERO 577</td>
<td>Food Service and Senior Living</td>
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<tr>
<td>GERO 578</td>
<td>Revenue Management for Senior Living</td>
<td>2</td>
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<td>GERO 579</td>
<td>Branding Senior Living</td>
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<tr>
<td>GERO 589</td>
<td>Case Studies in Leadership and Change Management</td>
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</table>

## ELECTIVES (12 units)

Students must select three electives (for a total of 12 units). Core courses may not double count as electives. Students may take any elective courses below with a few limitations:
- GERO 599 may be taken in consultation with the academic adviser
- A maximum of two GERO 400 level courses from the list below
- A maximum of 8 units of GERO 591

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GERO 494</td>
<td>Emotion-Cognition Interactions and Aging</td>
</tr>
<tr>
<td>GERO 498</td>
<td>Nutrition, Genes, Longevity and Diseases</td>
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<tr>
<td>GERO 502</td>
<td>Marketing Shifts in Consumer Decision Making</td>
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<td>GERO 504</td>
<td>Current Issues in Aging Services Management</td>
</tr>
<tr>
<td>GERO 505</td>
<td>Behavioral and Social Consequences of Design and Environment</td>
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<td>Technological Innovations in Aging (Gerontechnology)</td>
</tr>
<tr>
<td>GERO 507</td>
<td>End of Life Care</td>
</tr>
<tr>
<td>GERO 508</td>
<td>The Mind and Body Connection through the Lifespan</td>
</tr>
<tr>
<td>GERO 510</td>
<td>Physiology of Development and Aging</td>
</tr>
<tr>
<td>GERO 520</td>
<td>Life Span Developmental Psychology</td>
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<tr>
<td>GERO 530</td>
<td>Life Span Developmental Sociology</td>
</tr>
<tr>
<td>GERO 540</td>
<td>Social Policy and Aging</td>
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<td>GERO 541</td>
<td>Health Care Delivery Models: Comparative Approaches</td>
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<td>GERO 550</td>
<td>Administration and Systems Management in Programs for Older Adults</td>
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<tr>
<td>GERO 551</td>
<td>Applied Policy Skills in Aging</td>
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<td>GERO 585</td>
<td>The Aging Family</td>
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<tr>
<td>GERO 591</td>
<td>Field Practicum</td>
</tr>
<tr>
<td>GERO 593</td>
<td>Research Methods</td>
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<tr>
<td>GERO 599</td>
<td>Special Topics</td>
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</table>
## MASTER OF ARTS IN MEDICAL GERONTOLOGY (MAMG)

### REQUIRED COURSES

<table>
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<th>33 UNITS TOTAL</th>
<th>SEMESTER</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>GER 561 - Introduction to Aging and Normal Changes with Aging</td>
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<tr>
<td>GER 562 - Diseases of Aging with Emphasis on Cardiovascular Disease and Diabetes</td>
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<tr>
<td>GER 563 - Geronropsychology</td>
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<tr>
<td>GER 564 - Treating Chronic Conditions and Older Adults</td>
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<tr>
<td>GER 566 - Cognitive Decline: Alzheimer’s Disease and Dementia and Advances in Imaging</td>
<td></td>
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<tr>
<td>GER 567 - Prevention of Chronic Diseases through Nutrition, Physical Activity and Lifestyle Changes</td>
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<tr>
<td>GER 569 (1 unit) - Healthcare Leadership and Administration</td>
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</table>

### ELECTIVE COURSES (8 units)

Students must select two electives. Core courses may not double count as electives. Courses taken outside of the list below are selected in consultation with the student advisor:

<table>
<thead>
<tr>
<th></th>
<th>SEMESTER</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>GER 565 - Novel Technologies in Aging and Assisted Living</td>
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<td>GER 568 - Adaptive Age-Friendly Environments and Injury Prevention</td>
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## MASTER OF SCIENCE IN NUTRITION, HEALTHSPAN AND LONGEVITY (MSNHL)

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>46 UNITS TOTAL</th>
<th>SEMESTER</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>GER 498 - Nutrition, Genes, Longevity and Diseases</td>
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<tr>
<td>GER 511 - Fundamentals of Clinical Nutrition Screening and Assessment</td>
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<tr>
<td>GER 512 (2 units) - Communicating Nutrition and Health</td>
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<tr>
<td>GER 513 (3 units) - Fundamentals of Nutrition: Macronutrients</td>
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<tr>
<td>GER 515L - Food Production and Food Service Management</td>
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<td>GER 517L - Advanced Therapeutic Nutrition</td>
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<tr>
<td>GER 518 - Current Topics in Clinical Nutrition</td>
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<tr>
<td>GER 560 (3 units) - Macronutrients, Health, and Longevity</td>
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<tr>
<td>GER 590 (2 units) - Directed Research</td>
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<tr>
<td>GER 591 (4 units) - Field Practicum</td>
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<td>GER 591 (4 units) - Field Practicum</td>
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<tr>
<td>GER 593 - Research Methods</td>
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# MASTER OF ARTS IN GERONTOLOGY (MAG)

## REQUIRED COURSES

<table>
<thead>
<tr>
<th>28 UNITS TOTAL</th>
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<tbody>
<tr>
<td>GER 500 - Perspectives on a Changing Society: An Introduction to Aging</td>
<td></td>
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<tr>
<td>GER 508 - The Mind and Body Connection through the Lifespan</td>
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<tr>
<td>GER 520 - Life Span Developmental Psychology</td>
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<tr>
<td>GER 530 - Life Span Developmental Sociology</td>
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<tr>
<td>GER 540 - Social Policy and Aging</td>
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## ELECTIVE COURSES (choose 2)

Students must select two electives (for a total of 8 units) of Gerontology courses from the list below. Students may take a maximum of one GER 400 level course from the list below. Students may also take GER 599 in consultation with the academic adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>GER 493</td>
<td>Longevity &amp; Death among Ancient &amp; Modern European Populations</td>
</tr>
<tr>
<td>GER 494</td>
<td>Emotion-Cognition Interactions and Aging</td>
</tr>
<tr>
<td>GER 498</td>
<td>Nutrition, Genes, Longevity and Diseases</td>
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<tr>
<td>GER 501</td>
<td>Applied Legal and Regulatory Issues in Aging</td>
</tr>
<tr>
<td>GER 502</td>
<td>Marketing and Shifts in Consumer Decision Making</td>
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<tr>
<td>GER 504</td>
<td>Marketing and Shifts in Aging Services Management</td>
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<tr>
<td>GER 505</td>
<td>Behavioral and Social Consequences of Design and Environment</td>
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<tr>
<td>GER 506</td>
<td>Technological Innovations in Aging (Gerontechnology)</td>
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<tr>
<td>GER 507</td>
<td>End of Life Care</td>
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<tr>
<td>GER 510</td>
<td>Physiology of Development and Aging</td>
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<tr>
<td>GER 520</td>
<td>Life Span Developmental Psychology</td>
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<tr>
<td>GER 522</td>
<td>Counseling Older Adults and Their Families</td>
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<tr>
<td>GER 541</td>
<td>Health Care Delivery Models: Comparative Approaches</td>
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<td>GER 543</td>
<td>Continuum of Care: Systems Perspective</td>
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<tr>
<td>GER 550</td>
<td>Administration and Systems Management in Programs for Older Adults</td>
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<td>GER 551</td>
<td>Applied Policy Skills in Aging</td>
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<td>GER 554</td>
<td>Evaluation: Incorporating Evidence-Based Practices</td>
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<td>GER 585</td>
<td>The Aging Family</td>
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<td>GER 589</td>
<td>Case Studies in Leadership and Change Management</td>
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<td>Research Methods</td>
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<tr>
<td>GER 599</td>
<td>Special Topics</td>
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## MASTER OF SCIENCE IN GERONTOLOGY (MSG)

### REQUIRED COURSES

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>GERO 510 - Physiology of Development and Aging</td>
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<td>GERO 520 - Life Span Developmental Psychology</td>
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<tr>
<td>GERO 530 - Life Span Developmental Sociology</td>
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<tr>
<td>GERO 540 - Social Policy and Aging</td>
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</tr>
<tr>
<td>GERO 589 - Case Studies in Leadership and Change Management</td>
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<tr>
<td>GERO 591 - Field Practicum (taken 2nd year)</td>
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<tr>
<td>GERO 593 - Research Methods</td>
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<tr>
<td>GERO 555 - Integrating Gerontology: A Multidisciplinary Approach (taken 2nd year)</td>
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### ELECTIVES (choose 3)

Students may choose most GERO 500 level courses with the exception of nutrition courses and GERO 592.

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<thead>
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<th>Course</th>
<th>Semester</th>
<th>Grade</th>
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## ACCELERATED MASTER OF SCIENCE IN GERONTOLOGY  (USC Leonard Davis undergrads only)

### REQUIRED COURSES

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<tr>
<th>Course</th>
<th>Semester</th>
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<tbody>
<tr>
<td>GERO 510 - Physiology of Development and Aging OR</td>
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<td>GERO 520 - Life Span Developmental Psychology OR</td>
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<td>GERO 530 - Life Span Developmental Sociology OR</td>
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<td>GERO 540 - Social Policy and Aging</td>
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<td>GERO 591 - Field Practicum</td>
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<tr>
<td>GERO 593 - Research Methods</td>
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<tr>
<td>GERO 555 - Gerontology: A Multidisciplinary Approach</td>
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### SKILL REQUIREMENTS (12 units)

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# DUAL DEGREE PROGRAMS

## MASTER OF SCIENCE IN GERONTOLOGY / MASTER OF BUSINESS ADMINISTRATION

**REQUIRED COURSES (GERONTOLOGY - 30 UNITS)**

<table>
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<tr>
<th>78 UNITS TOTAL</th>
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<td>GER 510 - Physiology of Development and Aging</td>
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<td>GER 530 - Life Span Developmental Sociology</td>
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<td>GER 540 - Social Policy and Aging</td>
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<td>GER 555 - Integrating Gerontology</td>
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<td>GER 591 - Field Practicum</td>
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**REQUIRED COURSES (BUSINESS - 48 UNITS)**

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<th>MOR 548 - Competitive Advantage Through People</th>
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<td>MKT 512 - Marketing and Consumer Research</td>
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<td>MKT 525 - Consumer Behavior</td>
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## MASTER OF SCIENCE IN GERONTOLOGY / JURIS DOCTORATE

### REQUIRED COURSES (GERONTOLOGY - 36 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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<tr>
<td>GERO 510</td>
<td>Physiology of Development and Aging</td>
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<td>GERO 540</td>
<td>Social Policy and Aging</td>
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<td>GERO 555</td>
<td>Integrating Gerontology</td>
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### REQUIRED COURSES (LAW - 74 UNITS)

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<td>LAW 504</td>
<td>Criminal Law</td>
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<td>LAW 505</td>
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<td>LAW 507</td>
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<td>LAW 508</td>
<td>Constitutional Law I</td>
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<td>Torts I</td>
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<td>LAW 512</td>
<td>Law, Language and Ethics</td>
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<td>LAW 515</td>
<td>Legal Research, Writing and Advocacy I</td>
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<td>LAW 516</td>
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108 UNITS TOTAL
# REQUIRED COURSES (GERONTOLOGY - 32 UNITS)

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<thead>
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<th>Course</th>
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<tbody>
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<td>GERO 555 - Integrating Gerontology: An Interdisciplinary Approach</td>
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## ELECTIVES - 16 units

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<td>GERO 496 - Introduction to Clinical Geriatrics</td>
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<td>GERO 508 - The Mind and Body Connection through the Lifespan</td>
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<td>GERO 519 - Recent Advances in Neurobiology and Endocrinology of Aging</td>
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<td>GERO 522 - Counseling Older Adults and Their Families</td>
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<td>GERO 543 - Continuum of Care: A Systems Perspective</td>
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<td>GERO 550 - Administration and System Management in Programs for Older Adults</td>
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<td>GERO 554 - Program Evaluation</td>
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# REQUIRED COURSES (PHARMACY - 133 UNITS)

## Year I (P1) Curriculum

<table>
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<th>Course</th>
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<tr>
<td>PHRD 501 Pharmaceutics I</td>
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### Fall

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<tbody>
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<td>PHRD 503 Biological Systems I</td>
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<tr>
<td>PHRD 511 Pharmacy Practice and Profesionalism 1</td>
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<tr>
<td>PHRD 515 Metabolism and Cell Biology</td>
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<tr>
<td>PHRD 517 Pharmacogenetics</td>
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<td>PHRD 521 Medicinal Chemistry</td>
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### Spring

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<td>PHRD 502 Pharmaceutics II</td>
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<td>PHRD 504 Biological Systems II</td>
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<tr>
<td>PHRD 512 Pharmacy Practice and Professionalism 2</td>
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<td>PHRD 514 Calculations and Compounding</td>
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<td>PHRD 516 Non-Prescription Therapies</td>
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<td>PHRD 520 Pharmacists' Patient Care Process Units</td>
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<td>PHRD 552 Pharmaceutics III</td>
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## Year II (P2) Curriculum

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<th>Course</th>
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<tr>
<td>PHRD 508 Pharmacy Literature Analysis and Drug Information</td>
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### Fall

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHRD 559 Therapeutics: Pharmacokinetics</td>
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<tr>
<td>PHRD 563 Case Conference 1</td>
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<tr>
<td>PHRD 567 Pharmacy Law</td>
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<tr>
<td>PHRD 572 Therapeutics: General Medicine and Inflammatory Disorders</td>
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### Spring

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<thead>
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<tr>
<td>PHRD 564 Case Conference 2</td>
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<tr>
<td>PHRD 570 Therapeutics: Central Nervous System</td>
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<tr>
<td>PHRD 603 Therapeutics: Endocrine System</td>
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<tr>
<td>PHRD 634 Scholarly Project 1</td>
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### Pharmacy Practice Experiences

**Must complete all three courses between P2 and P3**

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<th>Course</th>
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<tr>
<td>PHRD 624 Community Pharmacy Practice</td>
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<td>PHRD 625 Hospital Pharmacy Practice</td>
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<td>PHRD 627 Elective Pharmacy Practice Experience</td>
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## Year III (P3) Curriculum

### Fall

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<th>Course</th>
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<tr>
<td>PHRD 611 Therapeutics: Infectious Diseases</td>
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<tr>
<td>PHRD 619 Therapeutics: Cardiovascular System</td>
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<tr>
<td>PHRD 622 Case Conference 3</td>
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<tr>
<td>PHRD 635 Scholarly Project 2</td>
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</tbody>
</table>
Electives: 0-3 units*  

**Spring**  
PHRD 608 Therapeutics: Oncology Units: 2  
PHRD 610 Therapeutics: Special Populations Units: 3  
PHRD 623 Case Conference 4 Units: 1  
PHRD 633 Pharmacy Management and Economics Units: 2  
PHRD 636 Scholarly Project 3 Units: 1  
PHRD 650 APPE Gateway Units: 2  
Electives: 0-9 units** Units: 32-36

**Pharmacy Practice Experiences**  
**Must complete all three courses between P2 and P3 year**  
PHRD 624 Community Pharmacy Practice Units: 4  
PHRD 625 Hospital Pharmacy Practice Units: 3  
PHRD 627 Elective Pharmacy Practice Experience Units: 2

**Note:**  
*Elective courses: Students MUST complete a minimum of 3 units of elective courses for the degree. Students will be provided a list of courses approved each year.  
**APPE courses are described below. Students may begin their APPEs in late March or early April of their P3 year and may be assigned to any of APPEs listed below.

**Required APPE Courses**  
Students must complete all APPE courses below (24 units) and the Doctor of Pharmacy Capstone courses (0 units).  

PHRD 701 Acute Care Clinical APPE Units: 6  
PHRD 704 Primary Care APPE Units: 6  
PHRD 705 Community Pharmacy APPE Units: 6  
PHRD 718 Hospital Pharmacy Practice APPE Units: 6  
PHRD 796a Doctor of Pharmacy Capstone Units: 0  
PHRD 796b Doctor of Pharmacy Capstone Units: 0, 3

**Elective APPE Course**  
Students must complete 12 units from the list below.  

PHRD 714 Nuclear Pharmacy APPE Units: 6  
PHRD 725 International Pharmacy Practice Experience Units: 3, 6  
PHRD 731 Advanced Geriatrics APPE Units: 6  
PHRD 738 Pharmaceutical Industry APPE Units: 6  
PHRD 750 Advanced Pharmacy Practice Elective (APPE) Units: 6

PHRD 751 Non-traditional Advanced Pharmacy Elective (APPE) Units: 6
### REQUIRED COURSES (GERONTOLOGY 36 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SEMESTER</th>
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<tbody>
<tr>
<td>GER 510</td>
<td>Physiology of Development and Aging</td>
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<td>Social Policy and Aging</td>
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<td>Administration and System Management in Programs for Older Adults</td>
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<td>Integrating Gerontology</td>
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<td>GER 591</td>
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<tr>
<td>GER 593</td>
<td>Research Methods</td>
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### REQUIRED COURSES (POLICY, PLANNING, AND DEVELOPMENT - 42 UNITS)

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PPD 500</td>
<td>Intersectoral Leadership</td>
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<tr>
<td>PPD 501a</td>
<td>Economics for Policy, Planning and Development</td>
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<tr>
<td>PPD 509a</td>
<td>Problems and Issues in the Health Field</td>
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<td>PPD 510a</td>
<td>Financial Management of Health Services</td>
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<td>PPD 513</td>
<td>Legal Issues in Health Care Delivery</td>
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<td>Economic Concepts Applied to Health</td>
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<td>Strategic Management of Health Orgs.</td>
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<td>Concepts and Practices in Managing Health Care Organizations</td>
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<td>PPD 518</td>
<td>Quality of Care Concepts</td>
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<td>PPD 545</td>
<td>Human Behavior in Public Organizations</td>
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<td>PPD 558</td>
<td>Multivariate Statistical Analysis</td>
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<td>PPD 601</td>
<td>Management of Long-Term Care Organizations</td>
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MASTER OF SCIENCE IN GERONTOLOGY / MASTER OF PUBLIC ADMINISTRATION

REQUIRED COURSES (GERONTOLOGY - 40 UNITS)

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<td>Research Methods</td>
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68 UNITS TOTAL

REQUIRED COURSES (POLICY, PLANNING, AND DEVELOPMENT - 28 UNITS)

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<tr>
<td>PPD 501b</td>
<td>Economics for Policy, Planning and Development</td>
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<tr>
<td>PPD 540</td>
<td>Public Administration &amp; Society</td>
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<td>PPD 541</td>
<td>Public Financial Management and Budgeting OR</td>
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<tr>
<td>PPD 645</td>
<td>Financial Management of Nonprofit Organizations</td>
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<tr>
<td>PPD 542</td>
<td>Policy and Program Evaluation OR</td>
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<tr>
<td>PPD 557</td>
<td>Modeling and Operations Research OR</td>
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<tr>
<td>PPD 545</td>
<td>Human Behavior in Public Organizations</td>
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<tr>
<td>PPD 546</td>
<td>Professional Practice of Public Administration</td>
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<td>Elective (2 units)</td>
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# MASTER OF SCIENCE IN GERONTOLOGY / MASTER OF SOCIAL WORK

## REQUIRED COURSES (GERONTOLOGY - 32 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
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## REQUIRED COURSES (SOCIAL WORK - 41 UNITS)

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<tbody>
<tr>
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<td>Human Behavior and the Social Environment I</td>
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<tr>
<td>SOWK 505</td>
<td>Human Behavior and the Social Environment II</td>
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<tr>
<td>SOWK 534</td>
<td>Policy and Practice in Social Service Organizations</td>
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<tr>
<td>SOWK 543</td>
<td>Social Work Practice with Individuals and Families</td>
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<td>SOWK 545</td>
<td>Social Work Practice with Groups and Complex Cases</td>
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<td>SOWK 562</td>
<td>Social Work Research</td>
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<td>SOWK 586a</td>
<td>Field Practicum I</td>
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<td>SOWK 586b</td>
<td>Field Practicum I</td>
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<td>Field Education Seminar I</td>
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<td>SOWK 587b</td>
<td>Field Education Seminar I</td>
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<td>SOWK 611</td>
<td>Leadership in the Social Work Profession and Organizations:</td>
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<tr>
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<td>Theory and Practice</td>
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### SOCIAL WORK CONCENTRATION (CHOOSE ONE SET)

#### HEALTH CONCENTRATION
- SOWK 631 - Advanced Theories and Clinical Interventions in Health Care
- SOWK 632 - Program Planning and Evaluation in Health Care
- SOWK 636 - Social Policy: Health Care

### WORLD OF WORK CONCENTRATION
- SOWK 671 - Clinical Intervention and Advanced Theories in Work Settings
- SOWK 672 - Improving Work Life Through Social Policy and Managing Organizational Development and Change
- SOWK 673 - Program Development, Training, Grant Writing and Program Evaluation in Work Settings

### MENTAL HEALTH CONCENTRATION
- SOWK 605 - Human Development and Mental Health
- SOWK 625 - Evaluation of Research: Mental Health
- SOWK 645 - Clinical Practice in Mental Health Settings

### COMMUNITY ORGANIZATION, PLANNING, AND ADMINISTRATION (COPA) CONCENTRATION
- SOWK 629 - Evaluation of Research: Community Organization, Planning and Administration
- SOWK 639 - Social Policy for Managers, Planners and Community Organizers
- SOWK 648 - Management for Community and Social Services