STUDENT HANDBOOK
2023-2024

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
› Resources

Faculty

Staff

Students

Course Requirements
› Minor in Individuals, Societies, and Aging
› Minor in Science, Health, and Aging
› Geroscience Minor
› 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
› Master of Arts in Senior Living Hospitality
› Master of Science in Applied Technology and Aging
› Master of Arts in Medical Gerontology
› Master of Arts in Foodservice Management and Dietetics
› Master of Science in Lifespan, Nutrition and Dietetics
› Master of Science in Nutritional Science
› Master of Science in Nutrition, Healthspan, and Longevity
› Master of Arts in Gerontology
› Master of Science in Gerontology
› Master of Science in Gerontology & Master of Business Administration
› Master of Science in Gerontology & Juris Doctorate
› Master of Science in Gerontology & Doctor of Pharmacy
› Master of Science in Gerontology & Master of Health Administration
› Master of Science in Gerontology & Master of Public Administration
› Master of Science in Gerontology & 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
- Geroscience

**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 in Long Term Care Administration (MALTCA)
- Master of Arts Aging Services Management (MAASM)
- Master of Arts in Senior Living Hospitality (MASLH)
- Master of Arts in Medical Gerontology (MAMG)
- Master of Arts in Foodservice Management and Dietetics (MAFMD)
- Master of Arts in Gerontology (MAG)
- Master of Science in Gerontology (MSG)
- Master of Science in Applied Technology and Aging (MSATA)
- Master of Science in Lifespan, Nutrition, and Dietetics (MSLND)
- Master of Science in Nutritional Science (MSNS)
- Master of Science in Nutrition, Healthspan & Longevity (MSNHL)

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

**Doctoral Degrees**
- Doctorate in Longevity Arts and Sciences
- Ph.D. in Gerontology
- Ph.D. in Biology of Aging

Complete descriptions and requirements:
http://gero.usc.edu
We’re Jim deVera, Sara Robinson, Virali Bavadiya, and Stanlee Gardner, the student advisors for the USC Leonard Davis School of Gerontology! Our job is to help you successfully navigate your studies here.

We’ll do everything we can to assist you or to refer you to the proper individual or office, but when it comes to university guidelines and policies, communication is key! Ask if you have questions. Just remember: while we’re here to help you with any questions or concerns you may have, it is ultimately your responsibility to complete all degree requirements.

We 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.

We know being a student means you’re going to be busy, but we suggest that you consider staying in regular communication with us 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 likeminded 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. We look forward to hearing from you!

Fight On!

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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
The USC Leonard Davis School of Gerontology faculty and students are constantly pushing the boundaries of their various disciplines. There are also opportunities for students of all ages to participate in a variety of studies!

https://gero.usc.edu/research-service-initiatives/

The Andrus Volunteers
A diverse group of active, engaged older adults who provide services and support to the USC 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.

Leon Watts (leonwatt@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/
https://studenthealth.usc.edu/myshr/

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

GEMSTEM
The GEMSTEM program integrates research, education, and professionalization for aging curious undergraduate scholarships at USC from underrepresented minority backgrounds.

Bradford Barnes (blbarnes@usc.edu)
HELPFUL HINTS

Advising
We recommend you meet with Jim de-Vera, (edevera@usc.edu) or Sara Robinson (sararobi@usc.edu) the student advisors, every semester. Advising for undergrads is mandatory for undergrads in the third and fifth semesters. You may request an advising appointment by submitting the Wufoo form: https://uscdavis.wufoo.com/forms/m13tfa7a12uivfn/

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 d-clearance for certain courses, complete the Wufoo form: https://uscdavis.wufoo.com/forms/m1yqf2915plzzd/

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
USC Policies and Policy Governance
https://policy.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 Gmail
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.
Dean

Pinchas Cohen, M.D.
Dean, USC Leonard Davis School of Gerontology
William and Sylvia Kugel Dean’s Chair in Gerontology
Distinguished Professor of Gerontology, Medicine and Biological Sciences

Tenured / Tenure Track Faculty

Jennifer Ailshire, Ph.D.
Associate Professor of Gerontology and Sociology
Assistant Dean of Research
Assistant Dean of International Programs and Global Initiatives

Bérénice Benayoun, Ph.D.
Assistant Professor of Gerontology, Biological Sciences, Biochemistry and Molecular Medicine

Lauren Brown, Ph.D.
Assistant Professor of Gerontology
Constanza Cortes, Ph.D.
Assistant Professor of Gerontology

Eileen Crimmins, Ph.D.
AARP Professor of Gerontology
University Professor

Sean Curran, Ph.D.
Vice Dean and Professor of Gerontology, Molecular and Computational Biology
Vice Dean, Dean of Faculty and Research
James E. Birren Chair in Gerontology

Teal Eich, Ph.D.
Assistant Professor of Gerontology and Psychology

Susan Enguídanos, Ph.D., MPH
Associate Professor of Gerontology
Francesca Falzarano, Ph.D.
Assistant Professor of Gerontology

Caleb Finch, Ph.D.
ARCO/William F. Keischnick Professor of the Neurobiology of Aging
University Professor

Cristal M. Hill, Ph.D.
Assistant Professor of Gerontology

Andrei Irimia, Ph.D.
Associate Professor of Gerontology, Biomedical Engineering and Neuroscience

Mireille Jacobson, Ph.D.
Associate Professor of Gerontology
Assistant Dean of Faculty and Academic Affairs
Changhan David Lee, Ph.D.
Associate Professor of Gerontology

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

Mara Mather, Ph.D.
Professor of Gerontology, Psychology and Biomedical Engineering

Daniel Nation, Ph.D.
Visiting Professor of Gerontology and Keck School of Medicine

Christian Pike, Ph.D.
Professor of Gerontology
Assistant Dean of Research
Jon Pynoos, Ph.D.
Professor of Gerontology

Ryo Sanabria, Ph.D.
Assistant Professor of Gerontology

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

Marc Vermust, Ph.D.
Assistant Professor of Gerontology, Molecular and Computational Biology, Biological Sciences, Biochemistry and Molecular Medicine

John Walsh, Ph.D.
Associate Professor of Gerontology
Assistant Dean of Education
Kathleen Wilber, Ph.D.
Mary Pickford Foundation Professor of Gerontology

Elizabeth Zelinski, Ph.D.
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.

Vrali Bavadiya, M.Ed.  
Student Services Advisor

Vrali processes and handles graduate applications. She also assists in processing student records and advising students. She provides guidance to students registering for classes.

Jim deVerde, 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.

Jazmin Dizon  
Admission Counselor

Jazmin is a USC B.A. in English grad. As an Admission Counselor, she assists prospective students by guiding them through the admissions process and sharing more information about the school’s programs.
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.

Ingrid Escobedo, MS  
Administrative Assistant  
Ingrid provides administrative support and assistance to students and staff, record information, coordinate events, update and maintain documents as needed.

Angela Estrada  
Admission Counselor  
Angela recruits prospective students for the graduate and PhD programs. She can assist students with any questions about the admissions process.

Stanlee Gardner  
Student Services Advisor and GEMSTEM Coordinator  
Stanlee processes PhD student records and coordinates the GEMSTEM program which provides unique opportunities for students from underrepresented minority backgrounds to combine their passion for research with their academic interests and aspirations.

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.
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 amazing job!

Natasha Reyes, MA  
Executive Assistant to the Dean

Natasha assists Dean Cohen, Gerontology faculty, and manages the Multidisciplinary Research in Gerontology Colloquium series.

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.
STUDENTS

MINOR IN GERONTOLOGY

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<td>Fall 2022</td>
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<td>Dr. Sanabria</td>
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<td><a href="mailto:shifrazu@usc.edu">shifrazu@usc.edu</a></td>
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<tr>
<td>Jacqueline Dupont</td>
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<td>Biology of Aging</td>
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<td><a href="mailto:anderton@usc.edu">anderton@usc.edu</a></td>
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### DOCTORATE OF LONGEVITY ARTS AND SCIENCES

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<thead>
<tr>
<th>Student Name</th>
<th>Email</th>
<th>Year</th>
<th>Major</th>
<th>Advisor Name</th>
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<tr>
<td>Kristine Wong</td>
<td><a href="mailto:khwong@usc.edu">khwong@usc.edu</a></td>
<td>Fall 2022</td>
<td>Political Science</td>
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<td>Mengyuan Xia</td>
<td><a href="mailto:mxia439@usc.edu">mxia439@usc.edu</a></td>
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MINOR IN INDIVIDUALS, SOCIETIES AND AGING

CORE CLASSES

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ELECTIVE CLASSES (choose two)

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MINOR IN SCIENCE, HEALTH AND AGING

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MINOR IN GEROSCIENCE
CORE CLASSES (* Prerequisites Required)

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# BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT AND AGING - SOCIAL SCIENCE TRACK

## GENERAL EDUCATION

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<td>B Humanistic Inquiry</td>
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## LANGUAGE (12 units of foreign language or ITP)

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## CORE CLASSES - Honor’s Program requires GERO 497ABC and GERO 593

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- GERO 200-Gerontology: The Science of Adult Development
- GERO 320-Psychology of Adult Development
- GERO 330-Sociology of Adult Development
- GERO 340-Policy, Values, and Power in an Aging Society
- GERO 416-Health Issues in Aging
- GERO 491-Gerontology Practicum (Fall Sr. year)
- GERO 492-Senior Seminar in Aging (Spring Sr. year)
- GERO ELECTIVES (20 UNITS-300/400)

## GENERAL ELECTIVES (8 upper division units)

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Statistics: PSYC 274, PPD303, OR SOCI 314
### BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT AND AGING - HEALTH SCIENCE TRACK

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#### SCIENCE AND MATHEMATICS REQUIREMENTS

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<tr>
<td>CHEM 105aL-General Chemistry I</td>
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<tr>
<td>CHEM 105bL-General Chemistry II</td>
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<tr>
<td>CHEM 322aL-Organic Chemistry I</td>
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<tr>
<td>CHEM 322bL-Organic Chemistry II</td>
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<tr>
<td>PHYS 135aL-Physics for the Life Sciences I</td>
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<tr>
<td>PHYS 135bL-Physics for the Life Sciences II</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

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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>
<td></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>
<td></td>
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<tr>
<td>GERO 414-Neurobiology of Aging</td>
<td></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)

<p>| | | |</p>
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</table>
# BACHELOR OF SCIENCE IN LIFESPAN HEALTH

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<thead>
<tr>
<th>128 UNITS TOTAL</th>
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<tr>
<td>WRIT 150 (Spring Freshman Year)</td>
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<tr>
<td>WRIT 340 (Junior or Senior Year)</td>
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<tr>
<td>A The Arts</td>
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</tr>
<tr>
<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>
<td></td>
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</tr>
<tr>
<td>F Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Citizenship in a Global Era</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Traditions and Historical Foundations</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

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GER 200-Gerontology: The Science of Adult Development</td>
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<tr>
<td>GER 310-Physiology of Aging</td>
<td></td>
<td></td>
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<tr>
<td>GER 320-Psychology of Adult Development</td>
<td></td>
<td></td>
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<tr>
<td>GER 416-Health Issues in Aging</td>
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<tr>
<td>GER 483-Global Health and Aging</td>
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<tr>
<td>GER 492-Senior Seminar in Aging</td>
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<tr>
<td>GER 495-Practicum in Geriatric Care</td>
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## SKILLS COURSES (choose 3 of the 5) * Prerequisites Required

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GER 414-Neurobiology of Aging</td>
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<tr>
<td>GER 437-Social and Psychological Aspects of Death and Dying</td>
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<td>GER 440-Biodemography of Aging*</td>
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<td>GER 475-Ethical Issues in Geriatric Care</td>
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<td>GER 481-Case Management for Older Adults</td>
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## GENERAL ELECTIVES (8 upper division units)

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50
## GRADUATE CERTIFICATE IN GERONTOLOGY - RESIDENTIAL TRACK

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

<table>
<thead>
<tr>
<th>16 UNITS TOTAL</th>
<th>SEMESTER</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>GER 510 - Physiology of Development and Aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GER 520 - Life Span Developmental Psychology <strong>OR</strong></td>
<td></td>
<td></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 <strong>OR</strong></td>
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**GERONTOLOGY ELECTIVE (4 units)**

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## GRADUATE CERTIFICATE IN GERONTOLOGY - ONLINE TRACK

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>16 UNITS TOTAL</th>
<th>SEMESTER</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>GER 500 - Perspectives on a Changing Society: An Introduction to Aging</td>
<td></td>
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</tr>
<tr>
<td>GER Elective (4 units)</td>
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</table>

**CORE CLASSES (choose 2 of the 4)**

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</table>

| GER 508 - The Mind and Body Connection through the Lifespan **OR** | | |
| GER 510 - Physiology of Development and Aging | | |
| GER 520 - Life Span Developmental Psychology **OR** | | |
| GER 522 - Counseling Older Adults and Their Families | | |
| GER 530 - Life Span Developmental Sociology **OR** | | |
| GER 585 - The Aging Family | | |
| GER 540 - Social Policy and Aging | | |
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>GERO 508 - The Mind and Body Connection through the Lifespan <strong>OR</strong></td>
<td></td>
<td></td>
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<tr>
<td>GERO 510 - Physiology of Development and Aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERO 520 - Life Span Developmental Psychology <strong>OR</strong></td>
<td></td>
<td></td>
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<td>GERO 522 - Counseling Older Adults and Their Families</td>
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<tr>
<td>GERO 530 - Life Span Developmental Sociology <strong>OR</strong></td>
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<td></td>
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<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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</tbody>
</table>

ELECTIVES (8-10 units from the following)

| | | |
| GERO 554 - Evaluation: Incorporating Evidence-Based Practices | | |
| GERO 555 - Integrating Gerontology | | |
| PHRD 655 (3 units) - Geriatric Pharmacy I | | |
| PHRD 656 (3 units) - Geriatric Pharmacy II | | |
| PHRD 731 (6 units) - Advanced Geriatrics Clerkship | | |

MASTER OF ARTS IN LONG TERM CARE ADMINISTRATION (MALTCA)

REQUIRED COURSES

<table>
<thead>
<tr>
<th>28.5 UNITS TOTAL</th>
<th>SEMESTER</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>GERO 500 - Perspectives on a Changing Society: An Introduction to Aging</td>
<td></td>
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</tr>
<tr>
<td>GERO 501 - Applied Legal and Regulatory Issues in Aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERO 508 - The Mind and Body Connection through the Lifespan <strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERO 522 - Counseling Older Adults and Their Families</td>
<td></td>
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</tr>
<tr>
<td>GERO 550 - Administration &amp; System Management in Programs for Older Adults</td>
<td></td>
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<tr>
<td>GSBA 504a (1.5 units) - Operations Management</td>
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<tr>
<td>GSBA 509 (1.5 units) - Marketing Management</td>
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<tr>
<td>GSBA 510 (1.5 units) - Accounting Concepts and Financial Reporting</td>
<td></td>
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<tr>
<td>PPD 601 - Management of Long-Term Care Organizations</td>
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</table>

ELECTIVE COURSE (choose 1)

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

#### REQUIRED COURSES (choose 3 of the 5)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>GERO 500</td>
<td>Perspectives on a Changing Society: An Introduction to Aging</td>
</tr>
<tr>
<td>GERO 501</td>
<td>Applied Legal and Regulatory Issues in Aging</td>
</tr>
<tr>
<td>GERO 502</td>
<td>Marketing and Shifts in Consumer Decision Making</td>
</tr>
<tr>
<td>GERO 504</td>
<td>Current Issues in Aging Services Management</td>
</tr>
<tr>
<td>GERO 589</td>
<td>Case Studies in Leadership and Change Management</td>
</tr>
</tbody>
</table>

#### ELECTIVE COURSES (choose 5)

Students must select five electives (for a total of 20 units) of Gerontology courses from the list below. Core courses taken in excess of the 12 units required may be used toward the elective units.

GERO 499 and 599 may be taken in consultation with the academic advisor

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>DESCRIPTION</th>
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<tbody>
<tr>
<td>GERO 488</td>
<td>Food, Culture, Disease and Longevity in Italy and in the Mediterranean</td>
</tr>
<tr>
<td>GERO 489</td>
<td>Finding the Key to a Long, Happy Life in Nicoya, Costa Rica</td>
</tr>
<tr>
<td>GERO 493</td>
<td>Longevity and Death among Ancient and Modern European Populations</td>
</tr>
<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>
</tr>
<tr>
<td>GERO 499</td>
<td>Special Topics</td>
</tr>
<tr>
<td>GERO 505</td>
<td>Behavioral and Social Consequences of Design and Environment</td>
</tr>
<tr>
<td>GERO 506</td>
<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 509</td>
<td>Mindful Aging: Spirituality, Gratitude, and Resilience</td>
</tr>
<tr>
<td>GERO 510</td>
<td>Physiology of Development and Aging</td>
</tr>
<tr>
<td>GERO 514</td>
<td>The Art of Geriatric Symptom Management</td>
</tr>
<tr>
<td>GERO 520</td>
<td>Life Span Developmental Psychology</td>
</tr>
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<td>GERO 522</td>
<td>Counseling Older Adults and Their Families</td>
</tr>
<tr>
<td>GERO 530</td>
<td>Life Span Developmental Sociology</td>
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<tr>
<td>GERO 540</td>
<td>Social Policy and Aging</td>
</tr>
<tr>
<td>GERO 541</td>
<td>Health Care Delivery Models: Comparative Approaches</td>
</tr>
<tr>
<td>GERO 550</td>
<td>Administration and Systems Management in Programs for Older Adults</td>
</tr>
<tr>
<td>GERO 551</td>
<td>Applied Policy Skills in Aging</td>
</tr>
<tr>
<td>GERO 552</td>
<td>Human Resources and Aging</td>
</tr>
<tr>
<td>GERO 554</td>
<td>Evaluation: Incorporating Evidence-Based Practices</td>
</tr>
<tr>
<td>GERO 561</td>
<td>Introduction to Aging and Normal Changes with Aging</td>
</tr>
<tr>
<td>GERO 562</td>
<td>Diseases of Aging with Emphasis on Cardiovascular Diseases and Diabetes</td>
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<tr>
<td>GERO 563</td>
<td>Geropsychology</td>
</tr>
<tr>
<td>GERO 564</td>
<td>Multiple Chronic Conditions and Older Adults</td>
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<tr>
<td>GERO 565</td>
<td>Novel Technologies in Aging and Assisted Living</td>
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<tr>
<td>GERO 566</td>
<td>Cognitive Decline: Alzheimer’s Disease and Dementia and Advances in Imaging</td>
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<td>GERO 567</td>
<td>Prevention of Chronic Diseases through Nutrition, Physical Activity and Lifestyle Changes</td>
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<td>GERO 568</td>
<td>Adaptive Age-Friendly Environments and Injury Prevention</td>
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<td>GERO 585</td>
<td>The Aging Family</td>
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<tr>
<td>GERO 590</td>
<td>Directed Research</td>
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<tr>
<td>GERO 591</td>
<td>Field Practicum</td>
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<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 SENIOR LIVING HOSPITALITY (MASLH)

#### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GER 500</td>
<td>Perspectives on a Changing Society: An Introduction to Aging</td>
</tr>
<tr>
<td>GER 501</td>
<td>Applied Legal and Regulatory Issues in Aging</td>
</tr>
<tr>
<td>GER 552</td>
<td>Human Resources and Aging</td>
</tr>
<tr>
<td>GER 574 (3 units)</td>
<td>Leadership and Management in Senior Living</td>
</tr>
<tr>
<td>GER 575 (3 units)</td>
<td>Marketing Senior Living</td>
</tr>
<tr>
<td>GER 576 (3 units)</td>
<td>Finance and Senior Housing</td>
</tr>
<tr>
<td>GER 577 (2 units)</td>
<td>Food Service and Senior Living</td>
</tr>
<tr>
<td>GER 578 (2 units)</td>
<td>Revenue Management for Senior Living</td>
</tr>
<tr>
<td>GER 579 (2 units)</td>
<td>Branding Senior Living</td>
</tr>
<tr>
<td>GER 589</td>
<td>Case Studies in Leadership and Change Management</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>GER 502</td>
<td>Marketing Shifts in Consumer Decision Making</td>
</tr>
<tr>
<td>GER 504</td>
<td>Current Issues in Aging Services Management</td>
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<td>GER 505</td>
<td>Behavioral and Social Consequences of Design and Environment</td>
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<td>Social Policy and Aging</td>
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<tr>
<td>GER 599</td>
<td>Special Topics</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 499 and 599 may be taken in consultation with the academic advisor.

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

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<td>GER 590</td>
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<tr>
<td>GER 599</td>
<td>Special Topics</td>
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## REQUIRED COURSES

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<td>Human Resources and Aging</td>
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<td>GERO 589</td>
<td>Case Studies in Leadership and Change Management</td>
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### ELECTIVES (8 units)

Students must select two to four electives (for a total of 8 units minimum). Students may take any elective courses below with a few limitations:

**GERO 499 and 599 may be taken in consultation with the academic adviser / A maximum of 4 units of GERO 590**

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<tbody>
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<td>Introduction to Aging and Normal Changes with Aging</td>
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<td>Diseases of Aging with Emphasis on Cardiovascular Diseases and Diabetes</td>
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<td>GERO 567</td>
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<td>GERO 568</td>
<td>Adaptive Age-Friendly Environments and Injury Prevention</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 (3 units)</td>
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<td>GERO 577</td>
<td>Food Service and Senior Living (2 units)</td>
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<tr>
<td>GERO 578</td>
<td>Revenue Management for Senior Living (2 units)</td>
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<td>GERO 579</td>
<td>Branding Senior Living (2 units)</td>
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<td>GERO 585</td>
<td>The Aging Family</td>
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<tr>
<td>GERO 590</td>
<td>Directed Research</td>
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<tr>
<td>GERO 591</td>
<td>Field Practicum</td>
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<td>Research Methods</td>
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<tr>
<td>GERO 599</td>
<td>Special Topics</td>
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MASTER OF ARTS IN MEDICAL GERONTOLOGY (MAMG)

REQUIRED COURSES

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<th>Semester</th>
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<tr>
<td>GER 561</td>
<td>Introduction to Aging and Normal Changes with Aging</td>
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<tr>
<td>GER 562</td>
<td>Diseases of Aging with Emphasis on Cardiovascular Disease and Diabetes</td>
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<tr>
<td>GER 563</td>
<td>Geropsychology</td>
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<tr>
<td>GER 564</td>
<td>Treating Chronic Conditions and Older Adults</td>
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<tr>
<td>GER 566</td>
<td>Cognitive Decline: Alzheimer’s Disease and Dementia and Advances in Imaging</td>
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<td>GER 567</td>
<td>Prevention of Chronic Diseases through Nutrition, Physical Activity and Lifestyle Changes</td>
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<tr>
<td>GER 569</td>
<td>Healthcare Leadership and Administration</td>
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ELECTIVE COURSES (8 units)

Students must select two electives. Courses taken outside of the list below are selected in consultation with the student advisor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>GER 565</td>
<td>Novel Technologies in Aging and Assisted Living</td>
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<td>GER 568</td>
<td>Adaptive Age-Friendly Environments and Injury Prevention</td>
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MASTER OF ARTS IN FOODSERVICE MANAGEMENT AND DIETETICS (MAFMD)

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>GER 411</td>
<td>Physiology, Nutrition, and Aging</td>
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<tr>
<td>GER 488</td>
<td>Food, Culture, Disease and Longevity in Italy and the Mediterranean</td>
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<tr>
<td>GER 500</td>
<td>Perspectives on a Changing Society: An Introduction to Aging</td>
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<tr>
<td>GER 512</td>
<td>Communicating Nutrition and Health</td>
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<tr>
<td>GER 515L</td>
<td>Food Production and Food Service Management</td>
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<tr>
<td>GER 567</td>
<td>Prevention of Chronic Diseases through Nutrition, Physical Activity and Lifestyle Changes</td>
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<tr>
<td>GER 577</td>
<td>Food Service and Senior Living</td>
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<td>Revenue Management for Senior Living</td>
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<td>GER 591</td>
<td>Field Practicum</td>
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<tr>
<td>GER 592</td>
<td>Multidisciplinary Research Seminar in Aging</td>
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<tr>
<td>GER 593</td>
<td>Research Methods</td>
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# Required Courses

Required courses total 28 units and include the following:

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<tr>
<td>GERO 540</td>
<td>Social Policy and Aging</td>
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</table>

# Elective Courses

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 GERO 400 level course from the list below. Students may also take GERO 499 or 599 in consultation with the academic adviser.

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<td>Human Resources and Aging</td>
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<td>Evaluation: Incorporating Evidence-Based Practices</td>
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## MASTER OF SCIENCE IN GERONTOLOGY (MSG)

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<td>GER 591</td>
<td>Field Practicum (taken 2nd year)</td>
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<tr>
<td>GER 555</td>
<td>Integrating Gerontology: A Multidisciplinary Approach (taken 2nd year)</td>
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### ELECTIVES (12 units)

Students may choose most GER 500 level courses with some exceptions like nutrition courses and GER 592.

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## ACCELERATED MASTER OF SCIENCE IN GERONTOLOGY (USC Leonard Davis undergrads only)

### REQUIRED COURSES

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<td>Life Span Developmental Psychology OR</td>
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<td>GER 530</td>
<td>Life Span Developmental Sociology OR</td>
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<td>GER 540</td>
<td>Social Policy and Aging</td>
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<td>GER 555</td>
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Gerontology Elective (4 units)

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### SKILL REQUIREMENTS (12 units)

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# MASTER OF SCIENCE IN APPLIED TECHNOLOGY AND AGING (MSATA)

## REQUIRED COURSES

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<tr>
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<td>Perspectives on a Changing Society: An Introduction to Aging</td>
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<td>Marketing and Shifts in Consumer Decision Making</td>
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<td>Adaptive Age-Friendly Environments and Injury Prevention</td>
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<td>Field Practicum</td>
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## ELECTIVE COURSE (8 units)

Students may take up to 8 units of Directed Research

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<tr>
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<td>Applied Legal and Regulatory Issues in Aging</td>
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<td>Physiology of Development and Aging</td>
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<td>Evaluation: Incorporating Evidence-Based Practices</td>
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<td>Geropsychology</td>
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<td>Cognitive Decline: Alzheimer’s Disease and Dementia and Advances in Imaging</td>
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<td>Case Studies in Leadership and Change Management</td>
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# MASTER OF SCIENCE IN NUTRITION, HEALTHSPAN AND LONGEVITY (MSNHL)

## REQUIRED COURSES

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<td>GERO 511</td>
<td>Fundamentals of Clinical Nutrition Screening and Assessment</td>
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<td>Communicating Nutrition and Health</td>
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<td>GERO 513</td>
<td>Fundamentals of Nutrition: Macronutrients</td>
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<td>GERO 515L</td>
<td>Food Production and Food Service Management</td>
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<td>GERO 517L</td>
<td>Advanced Therapeutic Nutrition</td>
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<td>Current Topics in Clinical Nutrition</td>
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<td>Macronutrients, Health, and Longevity</td>
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### MASTER OF SCIENCE IN NUTRITIONAL SCIENCE (MSNS)

#### REQUIRED COURSES

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<td>GERO 500</td>
<td>Perspectives on a Changing Society: An Introduction to Aging</td>
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<td>GERO 518</td>
<td>Current Topics in Clinical Nutrition</td>
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<td>GERO 560</td>
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<td>Multiple Chronic Conditions and Older Adults</td>
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#### ELECTIVE COURSE (4 units minimum)

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<td>GERO 510</td>
<td>Physiology of Development and Aging</td>
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<tr>
<td>GERO 520</td>
<td>Life Span Developmental Psychology</td>
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<td>GERO 522</td>
<td>Counseling Older Adults and Their Families</td>
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<td>GERO 530</td>
<td>Life Span Developmental Sociology</td>
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<tr>
<td>GERO 540</td>
<td>Social Policy and Aging</td>
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<tr>
<td>GERO 550</td>
<td>Administration and Systems Management in Programs for Older Adults</td>
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<tr>
<td>GERO 554</td>
<td>Evaluation: Incorporating Evidence-Based Practices</td>
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<tr>
<td>GERO 561</td>
<td>Introduction to Aging and Normal Changes with Aging</td>
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<tr>
<td>GERO 562</td>
<td>Diseases of Aging with Emphasis on Cardiovascular Diseases and Diabetes</td>
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<td>Geropsychology</td>
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<td>GERO 567</td>
<td>Prevention of Chronic Diseases through Nutrition, Physical Activity and Lifestyle Changes</td>
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<td>GERO 577 (2 units)</td>
<td>Food Service and Senior Living</td>
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<td>GERO 585</td>
<td>The Aging Family</td>
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### MASTER OF SCIENCE IN LIFESPAN NUTRITION AND DIETETICS (MSLND)

#### REQUIRED COURSES

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<td>Nutrition, Genes, Longevity and Diseases</td>
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<td>Fundamentals of Clinical Nutrition Screening and Assessment</td>
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<td>Communicating Nutrition and Health</td>
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<td>GERO 513 (2 units)</td>
<td>Fundamentals of Nutrition: Macronutrients</td>
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<td>Food Production and Food Service Management</td>
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<td>Advanced Therapeutic Nutrition</td>
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<td>Macronutrients, Health, and Longevity</td>
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<td>GERO 591 (2 units)</td>
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<td>Research Methods</td>
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<tr>
<td>GERO 599 (4 units)</td>
<td>Special Topics</td>
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# DUAL DEGREE PROGRAMS

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

### REQUIRED COURSES (GERONTOLOGY - 30 UNITS)

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<td>Physiology of Development and Aging</td>
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<td>GERO 530</td>
<td>Life Span Developmental Sociology</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: A Multidisciplinary Approach</td>
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<td>Field Practicum</td>
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### REQUIRED COURSES (BUSINESS - 48 UNITS)

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<td>MOR 548</td>
<td>Competitive Advantage Through People</td>
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<td>MKT 512</td>
<td>Marketing and Consumer Research</td>
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<td>MKT 525</td>
<td>Consumer Behavior</td>
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<td>MKT 560</td>
<td>Marketing Strategy and Policy</td>
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# Master of Science in Gerontology / Master of Health Administration

## Required Courses (Gerontology 36 Units)

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<td>Life Span Developmental Psychology</td>
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<td>Life Span Developmental Sociology</td>
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<td>GER 540</td>
<td>Social Policy and Aging</td>
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<tr>
<td>GER 550</td>
<td>Administration and System Management in Programs for Older Adults</td>
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<tr>
<td>GER 555</td>
<td>Integrating Gerontology: A Multidisciplinary Approach</td>
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<td>Field Practicum</td>
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## Required Courses (Policy, Planning, and Development - 42 Units)

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<tr>
<td>PPD 506</td>
<td>Introduction to Microeconomics: Applications in Health</td>
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<td>PPD 509</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 512</td>
<td>Health Administration Residency Seminar</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>PPD 516</td>
<td>Financial Accounting for Health Care Organizations</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>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 / JURIS DOCTORATE

## REQUIRED COURSES (GERONTOLOGY - 36 UNITS)

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<td>GERO 555 - Integrating Gerontology: A Multidisciplinary Approach</td>
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## REQUIRED COURSES (LAW - 76 UNITS)

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<td>LAW 503 - Contracts</td>
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<td>LAW 504 - Criminal Law</td>
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<td>LAW 505 - Legal Profession</td>
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<td>LAW 507 - Property</td>
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<td>LAW 508 - Constitutional Law I</td>
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# APPENDIX

## MASTER OF SCIENCE IN GERONTOLOGY / DOCTOR OF PHARMACY

### REQUIRED COURSES (GERONTOLOGY - 32 UNITS)

<table>
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<th>Course Code</th>
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<td>Life Span Developmental Psychology</td>
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<td>Social Policy and Aging</td>
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<td>GERO 555</td>
<td>Integrating Gerontology: An Interdisciplinary Approach</td>
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### ELECTIVES - 16 units

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<td>Ethical Issues in Geriatric Health Care</td>
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<td>Introduction to Clinical Geriatrics</td>
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<td>GERO 508</td>
<td>The Mind and Body Connection through the Lifespan</td>
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<td>GERO 519</td>
<td>Recent Advances in Neurobiology and Endocrinology of Aging</td>
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<td>GERO 522</td>
<td>Counseling Older Adults and Their Families</td>
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<td>Administration and System Management in Programs for Older Adults</td>
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### REQUIRED COURSES (PHARMACY - 133 UNITS)

#### Year I (P1) Curriculum

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<td>PHRD 501</td>
<td>Pharmaceutics I Units: 3</td>
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<td>PHRD 503</td>
<td>Biological Systems I Units: 4</td>
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<td>PHRD 511</td>
<td>Pharmacy Practice and Professionalism 1 Units: 5</td>
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<td>PHRD 515</td>
<td>Metabolism and Cell Biology Units: 2</td>
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<td>PHRD 521</td>
<td>Medicinal Chemistry Units: 2</td>
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<td>Spring</td>
<td>PHRD 504</td>
<td>Biological Systems II Units: 4</td>
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<td>PHRD 512</td>
<td>Pharmacy Practice and Professionalism 2 Units: 2</td>
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<td>PHRD 514</td>
<td>Calculations and Compounding Units: 2</td>
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<td>PHRD 516</td>
<td>Non-Prescription Therapies Units: 3</td>
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<td>PHRD 520</td>
<td>Introduction to Therapeutics Units: 2</td>
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<td>PHRD 552</td>
<td>Pharmaceutics III Units: 3</td>
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<td>Pharmacy Practice IPPE (2 unit; CR/NC or IP)</td>
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#### Year II Curriculum

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Fall</td>
<td>PHRD 508</td>
<td>Pharmacy Literature Analysis and Drug Information Units: 3</td>
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<td>PHRD 559</td>
<td>Therapeutics: Pharmacokinetics Units: 3</td>
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<td>PHRD 563</td>
<td>Case Conference 1 Units: 2</td>
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<tr>
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<td>PHRD 572</td>
<td>Therapeutics: General Medicine Units: 5</td>
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<tr>
<td></td>
<td>PHRD 625</td>
<td>Hospital Pharmacy Practice Units: 1</td>
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<td>Pharmacy Practice IPPE (2 unit; CR/NC or IP)</td>
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<td>Electives: 1-3 units*</td>
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<tr>
<td>Spring</td>
<td>PHRD 517</td>
<td>Pharmacogenetics Units: 2</td>
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<td>PHRD 564</td>
<td>Case Conference 2 Units: 2</td>
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<td>PHRD 570</td>
<td>Therapeutics: Central Nervous System Units: 5</td>
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<td>PHRD 603</td>
<td>Therapeutics: Endocrine System Units: 5</td>
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<td>PHRD 624</td>
<td>Community Pharmacy Practice Units: 2</td>
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<td>PHRD 634</td>
<td>Scholarly Project 1 Units: 1</td>
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<td>Electives: 1-3 units*</td>
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#### Year III (P2) Curriculum

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<tr>
<td>Fall</td>
<td>PHRD 519</td>
<td>Recent Advances in Neurobiology and Endocrinology of Aging</td>
</tr>
<tr>
<td></td>
<td>GERO 522</td>
<td>Counseling Older Adults and Their Families</td>
</tr>
<tr>
<td></td>
<td>GERO 550</td>
<td>Administration and System Management in Programs for Older Adults</td>
</tr>
<tr>
<td></td>
<td>GERO 554</td>
<td>Program Evaluation</td>
</tr>
<tr>
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<td>GERO 591</td>
<td>Field Practicum</td>
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#### Electives: 1-3 units*

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GERO 475</td>
<td>Ethical Issues in Geriatric Health Care</td>
</tr>
<tr>
<td>GERO 496</td>
<td>Introduction to Clinical Geriatrics</td>
</tr>
<tr>
<td>GERO 508</td>
<td>The Mind and Body Connection through the Lifespan</td>
</tr>
<tr>
<td>GERO 519</td>
<td>Recent Advances in Neurobiology and Endocrinology of Aging</td>
</tr>
<tr>
<td>GERO 522</td>
<td>Counseling Older Adults and Their Families</td>
</tr>
<tr>
<td>GERO 550</td>
<td>Administration and System Management in Programs for Older Adults</td>
</tr>
<tr>
<td>GERO 554</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>GERO 591</td>
<td>Field Practicum</td>
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</tbody>
</table>

#### Electives: 1-3 units*

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<tbody>
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<td>GERO 475</td>
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<tr>
<td>GERO 496</td>
<td>Introduction to Clinical Geriatrics</td>
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<tr>
<td>GERO 519</td>
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<td>GERO 522</td>
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<td>GERO 550</td>
<td>Administration and System Management in Programs for Older Adults</td>
</tr>
<tr>
<td>GERO 554</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>GERO 591</td>
<td>Field Practicum</td>
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#### Year IV (P3) Curriculum

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<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PHRD 611</td>
<td>Therapeutics: Infectious Diseases Units: 5</td>
</tr>
<tr>
<td></td>
<td>PHRD 619</td>
<td>Therapeutics: Cardiovascular System Units: 5</td>
</tr>
</tbody>
</table>
**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.**

**Advanced Pharmacy Practice Experience (APPE)**

Students must enroll in a minimum of six 6-unit six-week APPEs for a total of 36 units. Some students will take their APPEs entirely in their P4 year. Some will take one 6-unit APPE starting in the spring of their P3 year (late March/early April). Students will return to campus the last six weeks of their P4 year.

**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 Introductory Pharmacy Practice Experiences (IPPE) Courses**

Students will be required to register for the following IPPE course sequences as indicated in the schedule above. Students will need to register for the second course of each sequence until they have completed the 80 hours of IPPE associated with the first course of each sequence. Students will be given a grade of Credit (CR) in the first course of each sequence once the 80 IPPE hours have been successfully completed.

- PHRD 622 Case Conference 3 Units: 2
- PHRD 633 Pharmacy Management and Economics Units: 2
- PHRD 635 Scholarly Project 2 Units: 1
- Pharmacy Practice IPPE (0 unit; CR/NC or IP) Electives: 1-3 units*

**Spring**

- PHRD 567 Pharmacy Law Units: 2
- PHRD 608 Therapeutics: Oncology and Immune Disorders Units: 5
- PHRD 623 Case Conference 4 Units: 1
- PHRD 636 Scholarly Project 3 Units: 1
- PHRD 650 APPE Gateway Units: 2
- Pharmacy Practice IPPE (0 unit; CR/NC or IP) Electives: 1-3 units*
- APPE Course (Optional): 6 units

**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.
### REQUIRED COURSES (GERONTOLOGY - 40 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GER 510</td>
<td>Physiology of Development and Aging</td>
</tr>
<tr>
<td>GER 520</td>
<td>Life Span Developmental Psychology</td>
</tr>
<tr>
<td>GER 530</td>
<td>Life Span Developmental Sociology</td>
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<tr>
<td>GER 540</td>
<td>Social Policy and Aging</td>
</tr>
<tr>
<td>GER 550</td>
<td>Administration and System Management in Programs for Older Adults</td>
</tr>
<tr>
<td>GER 555</td>
<td>Integrating Gerontology: A Multidisciplinary Approach</td>
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<td>GER 591</td>
<td>Field Practicum</td>
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<tr>
<td>GER 593</td>
<td>Research Methods</td>
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### REQUIRED COURSES (POLICY, PLANNING, AND DEVELOPMENT - 28 UNITS)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PPD 503</td>
<td>Economics for Public Policy</td>
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<td>PPD 504</td>
<td>Essential Statistics for Public Management</td>
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<tr>
<td>PPD 540</td>
<td>Public Administration &amp; Society</td>
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<td>PPD 545</td>
<td>Human Behavior in Public Organizations</td>
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<td>PPD 546</td>
<td>Professional Practice of Public Administration</td>
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<tr>
<td>PPDE 505</td>
<td>Professional workshop in Public Administration</td>
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<tr>
<td>PPD 541</td>
<td>Public Financial Management and Budgeting OR</td>
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<tr>
<td>PPDE 645</td>
<td>Financial Management of Nonprofit Organizations</td>
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MASTER OF SCIENCE IN GERONTOLOGY / MASTER OF SOCIAL WORK

REQUIRED COURSES (GERONTOLOGY - 32 UNITS)

<table>
<thead>
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<th>Course Title</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>GER 510</td>
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<tr>
<td>GER 520</td>
<td>Life Span Developmental Psychology</td>
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<td>GER 530</td>
<td>Life Span Developmental Sociology</td>
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<td>GER 540</td>
<td>Social Policy and Aging</td>
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<td>GER 591</td>
<td>Field Practicum</td>
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<td>Gerontology Elective</td>
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REQUIRED COURSES (SOCIAL WORK - 41 UNITS)

<table>
<thead>
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<tbody>
<tr>
<td>SOW 506</td>
<td>Human Behavior and the Social Environment</td>
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<tr>
<td>SOW 536</td>
<td>Policy and Advocacy in Professional Social Work</td>
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<tr>
<td>SOW 544</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
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<tr>
<td>SOW 546</td>
<td>Science of Social Work</td>
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<td>SOW 588</td>
<td>Integrative Learning for Social Work Practice</td>
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<td>SOW 589A</td>
<td>Applied Learning in Field Education</td>
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<td>SOW 589B</td>
<td>Applied Learning in Field Education</td>
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<td>SOW 630</td>
<td>Diversity, Social Issues, and Culturally Competent Social Work Practice</td>
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SOCIAL WORK CONCENTRATION (CHOOSE ONE SET)

ADULT MENTAL HEALTH AND WELLNESS

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<tr>
<td>SOW 635</td>
<td>Research and Evaluation for Social Work with Adults</td>
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<td>SOW 637</td>
<td>Wellness, Recovery, and Integrated Care</td>
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<td>SOW 638</td>
<td>Policy in Integrated Care</td>
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<td>SOW 643</td>
<td>Social Work Practice in Integrated Care</td>
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<td>SOW 644</td>
<td>Explanatory Theories of Health and Mental Health</td>
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<tr>
<td>SOW 647</td>
<td>Advanced Practice with Complex Social Work Cases</td>
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SOCIAL CHANGE AND INNOVATION

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<tr>
<td>SOW 629</td>
<td>Research and Evaluation for Community</td>
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<tr>
<td>SOW 639</td>
<td>Policy Advocacy and Social Change</td>
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<td>SOW 648</td>
<td>Management and Organizational Development</td>
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<td>SOW 672</td>
<td>Social Work and Business Settings</td>
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<td>SOW 684</td>
<td>Community Practice for Social Change</td>
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