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Mount St. Mary's College Catalog 2008-2010

This catalog is published to aid the student in making decisions leading to the accomplishment of academic goals. Each student is responsible for becoming acquainted with academic requirements. The rules and regulations stated herein are for information only and in no way constitute a contract between the student and Mount St. Mary's College. The College reserves the right to make program changes, policy revisions, and fee adjustments at any time and without prior notice. Every effort has been made to ensure the accuracy of the information contained in this catalog. The student should consult the appropriate departments, offices or the published Schedule of Classes for current information.

Accreditation Agencies

Chartered by the State of California in 1925, Mount St. Mary's College is accredited by:

The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Ave., Suite 100, Alameda, California, 94501, (510)748-9001

California Commission on Teacher Credentialing

The Commission on Collegiate Nursing Education (CCNE)

The National Association of Schools of Music

Commission on Accreditation in Physical Therapy Education (CAPTE)
Information regarding these accreditation

agencies is located in the Office of the President, 12001 Chalon Road, Los Angeles, California, 90049

Nondiscrimination Policy

Mount St. Mary's College does not discriminate on the basis of race, color, creed, national origin, age or handicap in the administration of its admission policies, scholarship and loan programs, or in its educational programs. The College offers equal opportunity to all members of its faculty and staff and to applicants for employment without discrimination as to race, color, creed, sex, age, handicap or national origin.

The older facilities of Mount St. Mary's College provide limited wheelchair access.

Mount St. Mary's College complies with the provisions of the Family Educational Rights and Privacy Act of 1974.

In conformance with college policy, Mount St. Mary's College is an Affirmative Action/ Equal Opportunity Employer.

Inquiries regarding the College's equal opportunity policies may be directed to the Director of Human Resources, Affirmative Action Coordinator at (310) 954-4035.

Academic Calendar

2008-2009 Academic Year

Fall Semester, 2008

Chalon Orientation	June 28 - 29
Doheny Orientation	July 19 - 20
Transfer Orientation	August 1
Graduate Orientation	August 23
Fall Semester begins	August 25
Labor Day Holiday	September 1
Mid-Semester Break	October 16 - 17
Thanksgiving Holiday	November 27 - 28
Finals	December 8 - 11

Spring Semester, 2009

Chalon Orientation	January 9
Doheny Orientation	January 9
Spring Semester begins	January 12
Presidents Day Holiday	February 16
Spring Break	March 2 - 6
Good Friday, no classes	April 10
Easter Monday (Academic Holiday)	April 13
Finals	May 4 - 7
Graduation	May 11

2009-2010 Academic Year

Fall Semester, 2009

Chalon Orientation	June 27 & 28
Doheny Orientation	July 18 & 19
Transfer Orientation	To be announced
Graduate Orientation	August 22
Fall Semester begins	August 24
Labor Day Holiday	September 7
Mid-Semester Break	October 15 & 16
Thanksgiving Holiday	November 26 & 27
Finals	December 7 - 10

Spring Semester, 2010

Chalon Orientation	January 9
Doheny Orientation	January 9
Spring Semester begins	January 11
Presidents Day Holiday	February 15
Spring Break	March 1 - 5
Good Friday, no classes	April 2

Easter Monday (Academic Holiday)	April 5
Finals	May 3 - 6
Graduation	To be announced

Summer Session Calendars

Consult the Registrar's Office or the specific program office for more information regarding the summer calendars for the Weekend College, AND, Accelerated Nursing, and Graduate programs offered during summer sessions.

The College

History of Mount St. Mary's College

Mount St. Mary's College offers a values-based liberal arts education for women, as well as innovative programs for professional men and women on two historical Los Angeles campuses.

Founded in 1925 by the Sisters of St. Joseph of Carondelet, the original campus was housed at St. Mary's Academy, at Slauson and Crenshaw Boulevards in Los Angeles. Property was purchased in the Santa Monica Mountains in 1927 and that site in Brentwood became the Chalon Campus which is home to the baccalaureate degree programs.

The Doheny Campus near Downtown Los Angeles, once the historic Doheny estate, opened in 1962. It offers graduate, educational credential, physical therapy, nursing, and associate degree programs, many in an evening and weekend format. Since its inception, the College has granted more than 20,000 degrees. In Fall 2006 a Weekend College, that gives working men and women an opportunity to earn a bachelor's degree by attending classes every third weekend, moved from the Chalon to the Doheny Campus.

While tradition remains a key component of the Mount St. Mary's College experience, educating new generations of women for the new millennium is a major College priority.

The Sister Magdalen Coughlin Learning Complex on the Doheny Campus serves as one example of the efforts the College is taking to provide facilities to meet the growing needs of its students. Named for the prominent Los Angeles leader who served as Mount St. Mary's College president from 1976-1989 and chancellor from 1989 until her death in 1994, the

complex houses a library, the Cultural Fluency Center, an academic building, and a learning resource center.

Mission Statement

Mount St. Mary's College offers a dynamic learning experience in the liberal arts and sciences to a diverse student body. As a Catholic college primarily for women, we are dedicated to providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. Our measure of success is graduates who are committed to using their knowledge and skills to better themselves, their environments, and the world.

The Religious Commitment

The Catholic commitment of the College manifests itself in many ways. It is found in opportunities for worship. It is found in academic programs. It is found in the way the College functions. Above all, it is found in the whole environment in which inquiry and learning take place. Thus, the College embodies Christian convictions supportive of lives of commitment and Christian concern in a secular society.

Student Affairs

The Division of Student Affairs is dedicated to educating and developing students so that they may embrace a life-long commitment to learning and self-reflection and enjoy satisfying and relevant lives of leadership and service. Students on both campuses are invited to participate in a wide variety of religious, social and leadership programs and avail themselves of services in career counseling, on-campus living, fitness, and learning support. Details of these services and activities are contained within the Student Affairs section of the baccalaureate program and the Student Affairs section of

the associate program.

The Alumnae Association

The Alumnae Association supports the mission and goals of the College by strengthening the bond of loyalty between the College and its former students. This relationship is maintained by communications, continuing education, social events, and fundraising.

The Alumnae Association is a member of the Council for Advancement and Support of Education. Its members qualify for membership in the American Association of University Women; the International Federation of Catholic Alumnae; Kappa Gamma Pi, the honor society for outstanding graduates from Catholic colleges; and Delta Epsilon Sigma, honor society for graduates of Catholic universities and colleges.

Undergraduate Degree Programs

MSMC Undergraduate Learning Goals

Our Undergraduate Learning Goals are a unified statement of the outcomes of a Mount St. Mary's College education. This education is guided by the Catholic Intellectual Tradition, which embraces the liberal arts, sciences, and humanities to educate the whole person – mind, body, and spirit. The outcomes represent the College's commitment to helping our students become reflective individuals who use their knowledge, skills, and imagination to serve their communities and our world.

A Mount St. Mary's graduate will demonstrate depth of learning through being **proficient in the content and methods of her/his discipline or field.**

The graduate will demonstrate breadth of learning through mastery of the liberal arts and sciences as appropriate to the degree.

In particular, a graduating student will be a:

Complex Thinker who applies investigation, critical thinking, and analytic and decision-making skills to identify and solve problems effectively.

Clear communicator who effectively conveys ideas, opinions, and facts in written and oral form.

Informed and participatory citizen with a commitment to service and an appreciation for the environment in which she/he lives.

Effective Leader and Contributor who takes initiative, functions as a team member, makes sound moral judgments, and works in a global context.

Life-Long Learner who appreciates and is curious about the world in which she/he lives.

Undergraduate Degree Program Descriptions

Associate Degree Program

Through the Associate in Arts Program on the Doheny Campus students have the opportunity to develop academic competencies and enhance their self-development through involvement on and off campus. Faculty and staff offer excellence in their specialized fields and show concern for the individual student.

Courses of study are offered which lead to degrees in Business Administration, Early Childhood Education, Graphic Design, Health and Human Services, Liberal Arts, Media Communication, Nursing, or Pre-Health Sciences.

All students entering the Associate Degree program are required to complete placement tests in reading, writing, and math prior to registering for classes. Four semesters are usually required to complete the AA. degree; students with deficiencies

in mathematics or English skills may need one or two additional semesters.

This program is designed to prepare students for transfer to a baccalaureate program on the Chalon Campus or another institution or direct entry into a career after graduation.

Associate Degree Nursing Program

The Associate Degree Nursing Program, located on the Doheny Campus, offers an afternoon and evening program for working adult women and men leading to an Associate in Arts degree in Nursing.

Baccalaureate Degree Programs

Mount St. Mary's College offers courses of study leading to the degrees of Bachelor of Arts and Bachelor of Science. Primarily these are offered at the Chalon Campus.

Within the liberal arts tradition, the curriculum provides the student with a broad and liberating background in the arts and sciences, and aims at developing his/her ability to communicate knowledge and to apply appropriate principles and techniques to particular problems. During the junior and senior years, the students pursue deeper study in their major areas of concentration and take related elective courses.

Baccalaureate Weekend College

The Weekend College on the Doheny Campus of Mount St. Mary's College is an innovative approach to learning that provides working adults with the opportunity to earn the Bachelor of Arts degree with majors in Liberal Arts, Sociology, Gerontology, English and Business Administration and the Bachelor of Science degree with a major in Business Administration. In four years, students can earn their degrees while continuing to fulfill their full-time obligations to their careers and families.

The Weekend College is not an accelerated program. Instead, it is a complete college

experience, based on traditional curricula whose content has been organized in new ways and then redistributed so that classes, which would traditionally be spread out evenly over a fifteen-week semester, are concentrated into six intensive weekends. These weekends are non-consecutive and are scheduled in such a way that there is a space of at least two weeks, and usually three weeks, between each class weekend. Adult students, even if they work full-time during the week and have, in addition, family and personal obligations, are nevertheless able to perform comfortably and successfully if they have developed a reasonable degree of maturity and motivation. Those who take the full-time load of three courses per semester spend the whole day in classes on both Saturday and Sunday on each of the six weekend sessions.

The program is designed for both men and women, part-time or full-time students, and for those who bring with them transfer credits from other colleges as well as students who are just beginning their college education. The same teachers who exemplify Mount St. Mary's academic excellence teach small classes. Students who receive a four-year bachelor's degree from the Weekend College spend comparable hours in the classroom, receive the same outstanding quality of instruction, and are certified as possessing the same high level of knowledge and skills as the graduates of Mount St. Mary's renowned weekday college.

Graduate Degree Programs

Graduate Learning Goals

A Mount St. Mary's graduate student will...

Demonstrate competence in techniques, concepts and knowledge specific to each area of study.

Demonstrate the ability to access, analyze, synthesize and evaluate information effectively.

Demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret and evaluate information.

Disseminate and communicate information effectively in oral and written form.

Demonstrate knowledge of the implications of a diverse society to the profession and demonstrates the skills to address the moral and ethical challenges within the profession.*

* For graduate professional programs

Graduate Degree Program Descriptions

Masters Degree Programs/Teacher Credential Programs

Since 1931, the graduate division of Mount St. Mary's College has extended and deepened the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain professional preparation.

Students may earn the degrees of Master of Arts in Humanities, Master of Arts in Religious Studies, Master of Business Administration, Master of Science in Counseling Psychology, Master of Science in Education, and Master of Science in Nursing.

The graduate division also offers courses and fieldwork experiences that prepare the student for a California Teaching Credential in Elementary Education, Secondary Education, or Special Education (Mild/Moderate Disabilities). These programs may be completed in conjunction with a Master of Science degree in

Education. An advanced program in Instructional Leadership is offered for experienced teachers.

Doctoral Degree Program

Doctor in Physical Therapy

The Doctor of Physical Therapy (DPT) degree is an entry level professional program. It is a three-year program requiring full-time study. The curriculum integrates clinical and classroom experiences to maximize development of clinical reasoning skills.

Certificate Programs

Gerontology

Gerontology is the scientific study of aging. The aging processes are studied mainly from the aspects of biology, psychology and sociology, but there are added ethical, religious, and humanistic dimensions as well.

The Certificate Program in Gerontology at Mount St. Mary's College is designed for students to learn about the aging process, the elders in our society, and ways of adapting to the changes that we all go through. This is a multidisciplinary approach which offers a solid base for those who work with the elderly in service, health, church, or political organizations - or who are interested in their own successful aging.

Requirements for the Certificate are listed in the Gerontology section of this catalog.

Advanced Studies in Youth and Young Adult Ministry

Designed as a 12 unit program conducted in cooperation with the Center for Youth Ministry Development as preparation for those in youth ministry, this program is presently conducted in as many as five dioceses in California. Entrance into the program is dependent on acceptance by both the diocesan office and Mount St. Mary's College. Further information about

these certificate programs can be found under the graduate religious studies section of this catalog.

Library Facilities

The Charles Willard Coe Memorial Library, located on the Chalon Campus, is the principal library of Mount St. Mary's College. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses and also houses the Instructional Media Center, an Office of Institutional Technology (OIT), administered repository for non-print media, and the hardware necessary to non-print media use. The facility is intended primarily for individual and small group use but also circulates its sound and image collections for use in the classroom. There is an OIT administered Computer Lab on the 4th floor.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex.

The libraries serving the two campuses currently hold over 130,000 volumes and carry subscriptions to over 800 periodicals. Moreover, the libraries contain over 5500 titles of non-print media material. Print and non-print materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. The libraries hold subscriptions to a number of bibliographic and full-text online databases in a wide variety of academic subject areas. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Center for Cultural Fluency

The Center for Cultural Fluency is housed within the J. Thomas McCarthy Library on the Doheny Campus. Established by the Education Department in 1995, the Center

provides education students and teachers in Los Angeles with instructional materials for K-12 classrooms that portray the experiences and perspectives of the diverse cultures of Los Angeles. In addition to fiction and nonfiction books, the instructional materials collection includes videos, audiocassettes, pictures, posters, and software. Through the use of these materials, teachers expand their cultural fluency and provide more inclusive classroom environments and curricula.

Archives

The Archives Office holds college records, both administrative and academic, and other types of evidences, written and pictorial, associated with the history of the College. The Special Collections comprise notable holdings of the works of Cardinal Newman and western writer Frank Spearman. These are complemented by rare books and early editions of the Bible, St. Augustine, missals, theology, lives of the saints, devotional treatises as well as the classics, European and American history and literature. The Archives and Special Collections, located on the first floor of the Coe Library, are open Tuesday through Thursday mornings and by appointment.

Academic Calendar

Mount St. Mary's College operates on a semester calendar with Fall classes beginning at the end of August and ending before Christmas. Spring semester begins in mid January and ends in mid-May. The College offers courses, workshops, and seminars during the summer. A separate schedule of summer offerings is published during the Spring.

Family Education Rights and Privacy Act (FERPA)

In order to safeguard student educational records, Congress passed the Buckley

Amendment in 1976. The Buckley Amendment is the basis of the Family Educational Rights and Privacy Act in which schools are charged with upholding the safety of student information. The primary focus of FERPA is to ensure that a student has reasonable access to his/her educational records and along with this openness must come the assurance of the privacy of the record. All information belongs to the student and cannot be released without written permission. The only exception to this written permission clause pertains to what the institution defines as directory information. Directory information is information the institution may publish and distribute without written consent. Mount St. Mary's College considers the following items directory information:

Name
 Address
 Phone Number
 Class
 Major
 Campus of Attendance
 Degree Program
 Degree(s) and Awards Received
 Enrollment Status/Dates of Attendance

Students have the right to withhold all information, directory and non-directory, and can do this by filing an Information Hold Request with the Registrar's Office. Requests to withhold information are granted for one semester. See current Student Handbook for more information.

Sexual Harassment

Mount St. Mary's College recognizes and values the inherent human dignity of every individual. MSMC is committed to creating and maintaining a collegial environment which does not allow sexual harassment within or connected to the operation of this institution. Sexual harassment, in all its forms, will not be tolerated and MSMC is committed to

ensuring that all faculty, staff, and students are given a safe and comfortable environment in which to develop and work to their full capacity. MSMC will take all reasonable steps to prevent harassment: to educate members of the college community about the issue; to promptly respond to allegations of harassment; and to discipline those who do not comply with the MSMC policy. Faculty, staff, and students have a legal right to raise the issue of sexual harassment without fear of retaliation. Supervisors shall take every complaint of sexual harassment seriously and all complaints will be appropriately investigated. Procedures for administration of this policy are described in the appropriate section of the Faculty Handbook, the Employee Handbook, and the Student Handbook.

For a complete description of the procedures for administration of the MSMC Sexual Harassment Policy, see the Student Handbook or request a copy of the document from the Office of Student Affairs.

Disability Policy

Mount St. Mary's College, in compliance with the state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities. We have an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the appropriate campus disability services coordinator for resolution. Mount St. Mary's ADA/Section 504 Grievance

Procedure is located in the Student Handbook and copies can be obtained upon request in the Campus Learning Centers or the Offices of Student Affairs. The policy may also be viewed on the college web site at www.msmc.la.edu (key word "disability").

Technology Policy

This policy encompasses the use of the computer network and non-networked campus computers, e-mail, voice-mail, phone systems, Internet, Intranet, and the World Wide Web.

In support of its mission of preparing students for leadership in society and encouraging them to develop the intellectual competence and receptivity to new ideas necessary for concerned citizenship, the College maintains technology systems that allow students, faculty, administrators, and staff to pursue academic excellence and innovation through technology. The intent of this policy is to set down guidelines for all users of technology at Mount St. Mary's College. This policy will be included in the Student Handbook, the Faculty Handbook, and the Employee Policies and Procedures Handbook. Violations by students will be evaluated by Student Affairs; violations by staff will be evaluated by the department head or Human Resources; and violations by faculty will be evaluated by the Academic Vice President. Cases potentially involving constitutionally protected free speech will be reviewed by the Academic Freedom Committee.

In keeping with the Catholic tradition of the College, all technology users are expected to uphold high ethical standards and adhere to the policy guidelines set out in the policy. Those violating the Technology policy may face penalties that may include restrictions on their use of technology or more severe sanctions, if

circumstances warrant. All users of Mount St. Mary's College computer technology must sign a User Agreement which states that they understand and agree to abide by the policy. For a complete document of the policy, please contact the Office of Student Affairs.

Legal Responsibility of the College

The College endeavors to safeguard students in the use of physical facilities, laboratories, and athletic equipment. It is clearly understood that students who use college facilities do so entirely at their own risk. The College has no legal responsibility for injury or other damages suffered by students on or off campus, or in travel to and from such activities, or for any expenses in connection therewith.

The Campuses

The Chalon Campus

The Chalon Campus is an impressive multi-level complex of buildings and gardens on a thousand-foot ridge overlooking the Pacific Ocean, the Getty Center and close to cultural enrichment and recreation. The architecture is white Spanish colonial, with arched walkways connecting many of the buildings. Mary Chapel occupies the central position on campus with wide stone stairways approaching it on two sides.

In the Charles Willard Coe Library, students have free access to library stacks and to special collections of art, music, and literature. The rare book treasury contains, among other rare editions, a fine collection of documents and manuscripts relating to the Oxford Movement and to John Henry Newman. Also housed in the library is the Instructional Media Center.

The Administration Building accommodates the offices of the President,

Academic Vice President/Provost, Registrar, Chief Financial Officer, and science classrooms and laboratories.

The five-story Humanities Building contains classrooms, conference rooms, a computer lab, the Admissions Office, the Office of Student Financing, the Academic Advisement Center, special facilities for the Music Department, faculty, student, and administrative offices, the Women's Leadership Office, the Learning Center, and the Health Services Center. The Campus Center which comprises nearly the entire first floor of the Humanities Building is used for social and academic functions.

Jose Drudis-Biada Hall, the art building, contains the college bookstore, art galleries, faculty offices, classrooms, studios, and Human Resources.

The three residence halls, Brady, Carondelet, and Rossiter, provide living accommodations and dining facilities for 400 students. There is also student housing in the Aldworth and Yates Buildings (formerly faculty housing). Students may choose singles, doubles, triples and private rooms. Lounge areas, kitchenettes and laundry facilities are conveniently arranged.

An outdoor swimming pool, tennis courts, and a fitness center are located at the north end of the campus. A residence for the Sisters of St. Joseph is located north of the swimming pool and tennis courts. Parking is available in various areas on campus and in the parking structure which is located south of the Drudis-Biada Hall.

The Doheny Campus

The College expanded to a second campus in 1962. The Doheny Campus at Chester Place, near the intersection of the Harbor and Santa Monica Freeways, is located on property formerly owned by Edward L.

Doheny and his wife, the Countess Estelle Doheny for whom the campus has been named. The two city blocks of Victorian residences in their setting of exotic trees and flowers have been converted to educational purposes. The Doheny Campus extends the educational opportunities which Mount St. Mary's College offers.

The northern part of the campus has been designated as the **faculty area**. Two of the Victorian residences, Buildings 1 and 2, have been converted to house most of the faculty offices, the office of the Weekend College, the Spiritual Development Program and the information technology offices. The Education Department is in Building 20 and the Psychology Department in Building 11.

The **classroom and learning area** of the campus is contained mainly in four buildings. Built in 1965 and renovated in 2006, the Ahmanson/Weingart Hall (Building 4) is a classroom building containing The Rose Hills Auditorium, smart technology classrooms, and science laboratories. In 1996 the Sr. Magdalen Coughlin Learning Complex was built (Buildings 3, 5, and 6) which house the McCarthy Library, the Cultural Fluency Center, the Learning Resource Center, an IBM computer lab, student health center, nursing and physical therapy labs, and classrooms.

The **student activities and affairs** sector of the campus is contained in two buildings. The Carriage House for the Mansion (Building 8.5) has been renovated to contain the fitness center with access to the pool and tennis courts, the commuter lounge, and the physical plant offices. Building 7 contains the offices for campus ministry, student activities and student affairs.

Two of the Victorian homes house most of the **Administrative Support Services**. Building 10 contains the offices for the

Graduate Dean, the AA Assistant Dean, the Assistant Provost, and the Business, Student Financing, Registrar, and Admissions offices. The historic Doheny mansion (Building 8) houses institutional advancement, public relations, and alumnae relations offices. Building 10.5 houses a mail room, copy center, and art classroom.

The **residential sector** of the campus is contained mainly in two buildings. In 1984, McIntyre Hall was built and contains student housing, the Donohue Conference Center and Our Lady of Mercy Chapel. In 2007, Hannon Hall was built and contains student housing and the residence life offices. Building 20 houses some student residents. Ahmanson Commons (Building 11) houses the Bon Appetit food service and dining areas.

Parking areas are on the Chester Place Mall, in campus lots, and in the newly erected Ken Skinner Parking Pavilion.

Building 17 houses the Child Development Center and the W. M. Keck Toddler Center, state-funded child care centers for young children. These centers serve students of diverse ethnic, linguistic, and social backgrounds from the surrounding area. Students in the Early Childhood and other programs fulfill assignments in child observation and participation at the Centers. Da Camera and faculty offices are also housed in this building.

General Information

Admission/Financial Aid/Tuition and Fees

Admission

Admission to the Undergraduate Degree Programs

Admission to the Associate in Arts Degree Program

The Associate in Arts Degree Program at Mount St. Mary's College is offered on the Doheny Campus. Students may seek a traditional Associate in Arts (A.A.) degree or a specialized A.A. degree in a professional program. All programs are open to women; men are admitted only to the Nursing Program.

The Nursing Program specialization within the Associate Degree program has specific requirements for admission. Please refer to the appropriate section of the catalog for these requirements. In all cases students must be admitted to Mount St. Mary's College prior to admission to any specialized program. A student may be admitted to the associate degree program and begin to take the prerequisites required for this specialization.

Candidates for admission to the Associate Degree Program are evaluated on the basis of their high school coursework and record (or either GED or High School Proficiency Exam), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Admission to the Baccalaureate Degree Programs

The Bachelor of Arts and the Bachelor of Science degree programs are offered on the Chalon campus. All undergraduate majors are open to women; men may be admitted only to the Music and Nursing programs. Transfer students interested in the nursing program must meet additional requirements for admission to that program. Please see the appropriate section of this catalog for those requirements.

Candidates for admission to the Baccalaureate programs are evaluated on the basis of their high school coursework and record (or either GED or High School Proficiency Exam), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Undergraduate Admission Procedures

All documents should be sent to the Admissions Office, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, CA 90049.

Freshman Admission Procedures to the Associate or Baccalaureate Degree Programs

Candidates' files for admission will be evaluated when the following documents have been received. Please note: the priority date for freshman admission for the Fall semester is February 15, for Spring admission is November 1.

1. **Applications and all supporting documents** should be received in the Admission Office by the priority date. Applicants completing files after the priority date will be considered if space in the class remains. A completed and signed Mount St. Mary's College application form and

\$40 application fee or fee waiver (from the high school counselor) is required. Information on awards, honors, employment, etc., should be included in the proper places on the application. The application fee is not refundable, nor is it applicable toward tuition.

2. **Official transcripts** of high school work should be sent directly to the Admission Office from the high school and any colleges attended. Transcripts should show coursework through the junior year in high school. Senior year grades may be required of some candidates. Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution. A final high school transcript showing evidence of graduation is required of enrolling students. A student may replace the high school transcript with an official record of the GED or High School Proficiency Exam.
3. **Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT)** are required. These may be sent directly from the testing service or may be included on the official transcript from the high school.
4. **A complete essay** of 200 words or more responding to one of the three questions listed in the application for admission is required.
5. **An academic reference** from a high school teacher, counselor, principal or school head is required. This may be sent from the reference to the Admission Office on the form provided with the application, or it may be sent on school letterhead.
6. **A personal statement** describing a special situation may be included with

the application if the statement includes information supporting the applicant that would help the Admission Committee reach a decision.

7. **The record of a personal interview** will be included in the application file. Serious candidates are encouraged to schedule an interview with an admission counselor to discuss goals, the high school record, and other matters that will assist the Admission Committee.

Once the documents have been received, the file will be evaluated and a decision made by the Admission Committee. The student will be notified within two weeks of the Committee's decision. Several decisions may be made:

1. The student is admitted, and if she is applying for financial aid, the Office of Student Financing is notified.
2. The student applied for admission to the Baccalaureate Program at Chalon and the Committee believes that her record shows the need for further preparation; the student may be admitted under the Alternative Access Program to the Doheny Associate in Arts Degree Program.
3. The student may be denied and directed to another college to fulfill requirements before reapplying for admission to Mount St. Mary's College.

Admitted students will be required to submit a \$100 tuition deposit to hold their places in the entering classes. For students entering the Fall semester, this tuition deposit is due by May 1. For Spring semester, this deposit is due in early January. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account in the Business Office.

Transfer Admission Procedures to the Associate or Baccalaureate Degree Programs Candidates' files for admission will be evaluated when the following documents have been received. Please note the following dates:

The transfer admission applicants for the Bachelor of Science degree in Nursing are due by **February 1**.

The transfer admission applicants to the Associate of Arts degree in Nursing follow the deadlines provided by the program.

The transfer admission applicants to all other Associate and Baccalaureate Degree Programs are due by the **March 15 priority date**.

Applications and all supporting documents should be received in the Admission Office by the priority date or deadline. Programs with deadlines will adhere to these dates, and applications received after these dates will not be considered. Applicants completing files after the priority date will be considered on a space-available basis.

The documents required for application as a transfer are the following:

1. A completed and signed Mount St. Mary's College application form and \$40 application fee or fee waiver. The application fee is \$20 if submitted online. Information on awards, honors, employment, etc., should be included in the proper places on the application. The application fee is not refundable nor is it applicable toward tuition.
2. Official transcripts of all college work attempted from each college attended. Students who have been academically disqualified from the most recent college or university attended are not eligible for admission to Mount St. Mary's College. Transcripts must be sent directly from the college(s) to the Admission Office at Mount St. Mary's

College. Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.

3. Students who have completed more than 24 units at another college must have a cumulative GPA of 2.4. If the GPA is below 2.4, the student may submit a letter of explanation so that consideration be given for admittance.
4. Official high school transcripts (or the GED) and official SAT or ACT scores will be required if the student:
 - is applying for admission to the Baccalaureate program and has completed fewer than 24 transferable units at the time of application, or
 - is applying for admission to the Associate program and has completed fewer than 24 transferable units at the time of application.

Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.

5. If the student is 25 years or older, the requirement for SAT or ACT scores does not apply. However, the student must furnish proof of high school graduation via an official transcript, the GED, or the High School Proficiency Exam.
6. A complete essay of 200 words or more responding to one of the three questions listed on the back page of the application for admission is required.
7. An academic reference from a professor or counselor. This may be sent from the reference to the Admission Office on the form provided with the application, or it

may be sent on school letterhead.

8. A personal statement describing a special situation may be included with the application if the statement includes information supporting the applicant that would help the Admission Committee reach a decision.

Once the documents have been received, the file will be evaluated and a decision made by the Admission Committee. The student will be notified within two weeks of the Committee's decision if applying for a program other than nursing. In those cases, the faculty of the programs will reach a decision based on the special requirements and prerequisites necessary for the program, notifying the students according to the stated timelines. Several decisions may be made:

1. The student is admitted and, if she is applying for financial aid, the Office of Student Financing is notified.
2. The student has applied for nursing and is not admitted directly to the program. The student may take prerequisite courses for those programs and reapply for the appropriate term.
3. The student may be denied and directed to another college to fulfill requirements before reapplying for admission to Mount St. Mary's College.

Admitted students will be required to submit a \$100 (\$300 for BS Nursing) tuition deposit to hold their places in the entering classes, according to the deadlines included in the letter of admission. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account in the Business Office.

Admission to the Weekend College

Adults interested in the Weekend College may apply at any time during the year for admission to any one of the trimesters (Summer, Fall, or Spring). Information on application deadlines and starting dates can be obtained from the Weekend College Office.

Applicants to the Weekend College should complete the admission application and submit it to the Weekend College Office with the \$30.00 application fee.

Acceptance into the Weekend College is based upon the following:

- Receipt of a completed admissions application and fee.
- Receipt and evaluation of transcripts for any previous college courses attempted.
- An official high school transcript if the applicant has completed fewer than 24 units of transferable college courses.
- A personal interview.
- An evaluation of all admission information by the Weekend College Admissions Committee.

In selecting potential candidates for the Weekend College, Mount St. Mary's College is principally interested in those adults who are committed to completing their degree, who have the requisite time-management skills and motivation to function successfully within the unusual weekend format, and who are comfortable with the level of maturity required of the student body at the Weekend College.

International Students Admission Procedures

Students applying for admission who are not permanent residents or U.S. citizens should refer to the freshman or transfer sections for general instructions. In addition to the requirements stated in those sections, the following are required:

1. Certified original copies of all transcripts must be submitted accompanied by official translations.
2. English as a Second Language (TOEFL) is required of all applicants for whom English was not the language spoken in the schools they attended. An official score must be sent directly from the testing agency or the school to the Admission Office. Note: the score required for admission to the Associate and Baccalaureate programs is 550 if paper based and 213 if computer based.
3. A financial statement describing the resources available to the student must accompany the application for admission. Official verification of bank funds must also be submitted along with an English translation.
4. Students transferring from an ESL program or another US college or university must comply with all immigration regulations necessary for transfer.

If the student is admitted to Mount St. Mary's College, she will be required to submit a US \$300 non-refundable tuition deposit by May 1. If the student has coursework on the college level completed in another country, she will also have to submit a \$175 fee which will cover the official evaluation of the student's record. A copy of the evaluation will be sent to the student. The I-20 form will be sent to the student upon receipt of the tuition deposit, and it is the student's responsibility to obtain the proper student visa to enter the United States.

Advanced Placement

Students who earn scores of 3, 4, or 5 on Advanced Placement Examinations, or pass the higher level International Baccalaureate Exams with scores of 5, 6, or 7, receive college credits provided they

are accepted and enrolled at Mount St. Mary's College.

Credit award for the AP exam is as follows:

- Students who earn scores of 3 receive 3 units of elective credit.
- Students who earn scores of 4 or 5 receive credit as currently awarded in the discipline tested.
- There is no limit placed on the number of AP units awarded to a student.

For students attending the Chalon campus, test results should be sent directly to the Baccalaureate Dean. Students attending the Doheny Campus should send test results to the Dean of the Associate in Arts Program.

Financial Aid

Mount St. Mary's College is committed to making a college education accessible to as many qualified students as possible, regardless of their financial means. Students and their parents are encouraged first to consider all possible resources when planning to meet the expenses of a college education. Through various financial aid programs, the Student Financing Office will help in the best possible way to provide students with the difference between the family contribution and the cost of education.

Mount St. Mary's College administers financial aid in accordance with Federal Government guidelines. These guidelines are based on the principle that students and their parents have the primary responsibility in meeting educational expenses to the extent they are able. Financial aid funds are then used to fill the gap between what the family is expected to contribute (including the student's own earnings) and the annual cost of education.

To apply for Financial Aid, all students must follow the instructions and requirements sent to them by the Admission Office or Office of Student Financing. Financial Aid brochures giving complete application and program information may be obtained by writing to or calling the Office of Student Financing on the Chalon or Doheny campuses.

Types of Financial Aid

Grants and Scholarships

Grants and Scholarships are gift monies that do not require repayment. They are based on financial need and/or academic merit. Grants and scholarships are provided to students from one or more of the following sources: the Federal Government; the State of California; outside organizations; and Mount St. Mary's College. Below is a listing of institutional talent and achievement scholarships.

Alumnae Legacy Grant

Children of alumnae who are registered as full time students at Mount St. Mary's College are eligible to receive an annual grant toward their education. To take advantage of this privilege, contact the Alumnae Relations Office for authorization.

Dean's Transfer Scholarship

The Dean's Transfer scholarships are merit based and are available to full time transfer students with minimum of 24 transferable units. This award ranges from \$4000 to \$6000 per year depending on the quality of the course work undertaken.

Music Scholarship

Awards are made to full-time students who are enrolled as Music majors and who demonstrate exceptional talent in music. Award amounts vary and are based on financial need and merit. Contact the chairperson of the Music Department for further details.

First Year Merit Awards

First Year Merit Awards are awarded to incoming full-time freshmen and are based upon academic preparation, as well as, SAT or ACT test results. The award is renewable for up to four years and ranges from \$4000 to \$12,000 per year.

Intercampus Transfer Scholarship

This award is valued at \$1000 and is made to students who begin their academic career on the Doheny Campus and transfer to the Chalon Campus to complete their Baccalaureate degrees. Awards are based on academic achievement. The number of awards are limited. Students transferring must contact the Intercampus Transfer Office.

Tuition Discounts for MSMC Graduate Students

A tuition discount of an amount specified by the College each year (2006-2007 is 35%) may be awarded to those graduate students who fulfill one of the following requirements:

- Members of religious communities, diocesan priests and deacons in good standing, upon verification from the appropriate religious authority.
- Laypersons enrolled in graduate programs who are full-time (40 hours per week) employees of a Roman Catholic diocese or parish as listed in the current diocesan directory or in "The Official Catholic Directory" (P.J. Kennedy & Sons, pub.), upon written verification of employment. This employment must be the major source of income for the student.
- Laypersons who are chaplains in hospitals or prisons and who are full-time employees of a Roman Catholic diocese or a Roman Catholic institution (according to "The Official Catholic Directory"); written verification of employment required.

The student must maintain a 3.0 cumulative grade point average in order to qualify for the waiver.

Workshops and Continuing Education courses are not included in this waiver.

It is the student's responsibility to complete and file a *Tuition Discount Application* form with the Business Office prior to registration. At each subsequent registration period, the student may verify eligible employment by submitting a copy of the most current paycheck stub to the Business Office.

Scholarships through the Independent Colleges of Southern California

The Independent Colleges of Southern California (ICSC) is a nonprofit organization which provides, through a unified annual appeal, financial contributions from corporations, foundations and other friends to help Southern California's smaller private colleges and universities meet the rising costs of quality higher education.

Loans

Loans are money that must be repaid, usually with interest. The interest rates and terms of the loan vary by program. Some of the loan programs require a separate application in addition to the free application for federal student aid. The Office of Student Financing is unable to replace loan funds with grant funds, but students may replace loan funds with private scholarships received from outside organizations not affiliated with MSMC.

Federal Stafford Loan

All students are eligible to receive Federal Stafford Loans. Need-based Federal Stafford Loans are called "subsidized" because the federal government pays the interest while in school and during deferment periods. Unsubsidized Federal Stafford Loans are not based on financial need, and students are responsible for paying the interest while in school and

during deferment periods. A student may have a Federal Stafford Loan partly based on financial need and partly not on need up to the annual maximum. The maximum loan is \$2,625 per year for freshmen; \$3,500 per year for sophomores; \$5,500 per year for juniors and seniors and \$8,500 per year for graduate students. Independent students and dependent students whose parents do not qualify for FPLUS loans (see below) may also apply for additional unsubsidized Stafford Loans in the following amounts: \$4,000.00 for Freshmen/Sophomores; \$5,000.00 for Juniors/Seniors; and \$10,000.00 for graduate students. Repayment begins six (6) months after graduating or ceasing to maintain at least half-time enrollment. The interest rate varies depending on when the first loan was borrowed, but does not exceed 8.25%.

Federal Parent Loans for Undergraduate Students (FPLUS)

Federal PLUS Loans are not based on financial need, but must be coordinated with other financial aid where need is established. Federal PLUS loans are available for parents of dependent undergraduate students who are enrolled at least half-time. Parents may borrow up to their student's cost of education. The interest rate is variable, not to exceed 9.00%. Interest and repayment begin within 60 days.

Federal Nursing Loans

There may be federal nursing loans available for the Associate Degree in Nursing program. Contact a student financing counselor, 213-477-2562.

Institutional Loans

Through the generosity of several foundations, Mount St. Mary's College has several institutional loan programs with varying interest rates; interest rates for these loans vary between zero and seven percent. In addition, eligibility requirements vary by program. Contact the

Office of Student Financing for more information regarding these loans.

Short-term Loans

One short-term loan is available to full-time, traditional undergraduate students. Please see details below.

Academic Emergency Loan: This loan is available during the first two weeks of each semester to current, full time, traditional undergraduate students holding 12 units or more to assist them with academic expenses.

Students may borrow up to \$150 per semester through this loan for academic expenses only (such as books). Applications are available at the Student Affairs Office, Building 7. Applications will be reviewed by a loan officer and a meeting may be required. Applications may take up to 2 business days to be processed.

Student Employment

On-Campus Student Employment

Work study money is earned from employment on campus. Students who qualify receive a paycheck every two weeks for the hours worked and may use the earnings to make tuition payments, pay for books and supplies, or pay for personal expenses.

Both Federal College Work Study and Mount Work Study (institutionally funded) provide excellent opportunities outside the classroom. Students who participate in either program may choose to work in a variety of on-campus sites. These include: the Office of Student Financing, the Admission Office, Campus Ministry, the Library, departmental offices and laboratories. Through "hands on" experiences in these offices, students develop valuable skills which may later translate to professional settings.

Off-Campus Student Employment

The Student Placement Office at Chalon and the Career Center at Doheny have job boards which list a wide variety of off-campus employment opportunities.

Satisfactory Academic Progress Requirements

All financial aid recipients must be regularly admitted students with degree, or in some cases credential or certificate, objectives. While receiving financial aid, students must be advancing toward their educational objectives at a reasonable rate and must maintain a minimum 2.0 grade point average.

Expenses for 2008/2009 Academic Year

All tuition and fees are subject to change without notice.

Tuition, fees and room & board are payable to the Business Office on or before the Financial Clearance Deadline set for each term.

Tuition

Undergraduate

Full-time (*With 12-18 units/semester*)

Traditional	\$26,280.00/year or \$13,140.00/semester
Accelerated BSN	\$26,620.00/year or \$13,310.00/semester

Full-time (In excess of 18 units/semester)

Part-time (Less than 12 units/semester)

Traditional & Accelerated BSN	\$945.00/unit
Associate Degree in Nursing (ADN)	\$658.00/unit
Weekend College Undergraduate	\$575.00/unit

Graduate

Graduate Extension	\$35.00/unit
Graduate Certificate Program	\$371.00/unit
Master's Degree Programs	\$708.00/unit

Master of Business Administration (MBA)	\$6,118.00/sem.
Doctor of Physical Therapy (DPT)	\$657.00/unit
ADN to MSN	
Pre-requisites & General Studies	\$30.00/unit
Bridge Courses	\$575.00/unit
Graduate Courses	\$708.00/unit

Auditing Courses
(Recorded on Transcript)
A student registered for auditing classes will pay the above fees in the same manner as a student registered for credit.

Tuition & Housing Deposits

Tuition Deposit
Not refundable; applied against Tuition; forfeited after two (2) calendar years.

Undergraduate	\$100.00
Accelerated BSN	\$300.00
International & Baccalaureate Nursing Transfer	\$300.00

(Required of all new incoming Full-time Undergraduate students as stipulated in student's acceptance packet.)

Doctor of Physical Therapy (DPT)	\$500.00
Master of Business Administration (MBA)	\$300.00

Housing Deposit

Housing Deposit \$100.00
Required of all incoming Full-time Undergraduate students who are requesting on-campus College housing.

Housing Deposit is honored only when the required Tuition Deposit has also been received (Total required Deposit \$200.00/\$400.00).

College Services Fee

Per Semester; Not Refundable	
Undergraduate (With 7 or more units/ semester)	\$410.00
<i>This fee includes the Associated Student Body Fee for full-time students, health services (not health insurance), and expenses inherent to orientation and graduation, among others.</i>	
Undergraduate (With 6 or less units/semester)	\$105.00
Associate Degree in Nursing (ADN)	\$210.00
<i>This fee includes health services, among others.</i>	
Weekend College	
(Undergraduate)	\$105.00
Graduate	\$105.00
Master's Degree	
<i>(Excluding Certificate Students)</i>	
Master of Business Administration (MBA)	\$1,374.50
<i>This includes all fees plus the cost of travel/study</i>	
Doctor of Physical Therapy (DPT)	\$410.00
ADN to MSN	\$105.00

Nursing Fee

Per Semester; Not Refundable	
<i>This Fee includes Background & Testing Fees</i>	
Accelerated BSN, Baccalaureate Nursing (Sophomores, Juniors & Seniors) & ADN	\$260.00

Course Fees

EDU 33 The Visual and Performing Arts for the *Young Child (Lab Fee for Materials)* \$20.00/course

Supervised Teaching Courses	
EDU 116A, 316A, 164A, 364A, 378A (6-unit)	\$150.00/course
EDU 116B, 316B, 364B, 164B, 378B (6-unit)	\$150.00/course

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EDU 316L, 364L For Master Teacher	\$150.00/course
MSN 200 MSN Nursing Lab Fee	\$80.00/class
Art Lab Fee	\$50.00/class

Enrichment Courses	
For 1 unit course	\$125.00
For 2 unit course	\$200.00
For 3 unit course	\$300.00

Applied Music
See Music Department for further information.

Part Time Student	\$125.00/unit & Instructor Fee
Full Time Student	Instructor Fee Only

Course Challenge by Examination
Course Challenge Fee \$100.00
(If successfully passed, the cost of the units awarded will be one-half the unit cost of the course as stated in the current MSMC Catalog.)

General Fee

Application for Admission Fees

Undergraduate & ADN	
Paper Application	\$40.00
On-line Application	\$20.00
Weekend College	\$40.00
Graduate	
Master's	\$50.00
DPT	\$75.00
Course Drop Fee-	\$10.00
Per Transaction	

(After published deadline)

Graduation Fee	\$100.00
For Graduate, Weekend College & ADN Students	

Late Registration Fee

For Graduate & Weekend College <i>(After published dates and time of registration)</i>	\$100.00
Late Graduation Application Fee	\$100.00
Transcript Fee, Per Copy	\$10.00

Diploma Fee, Per	\$25.00
Duplicate Copy	
Residence Hall Activities Fee, Per Year	\$30.00
Study Abroad Fee, For Study Abroad Students Only	\$155.00

Late Clearance Fee

Undergraduate & DPT	\$200.00
Graduate, ADN & Weekend College	\$100.00

*(After published Financial Clearance
Deadline)*

Returned Check Fee- Per NSF Check	\$100.00
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Parking Permit

(Including LA City Tax)

Undergraduate, & DPT	\$335.00/year
ADN, Graduate & Weekend College	\$170.00/year
Parking, Monthly	\$56.00/month
Parking, Daily	\$5.00/day

Student Health & Accident Insurance

Mount St. Mary's College does not determine student Health and Accident Insurance Premiums. Insurance premiums are based on prevailing insurance market conditions/rates.

Health and Accident Insurance is required of all Undergraduate, ABSN, ADN & DPT students enrolled in *nine (9)* or more units. The coverage/annual insurance premium of \$1,264.00 effective from 08/25/08 to 08/25/09, will be automatically charged to the Student's Statement of Account in the Fall 2008 Semester. Students enrolling for the first time in the Spring 2009 Semester will be charged the premium of \$793.00 effective from 01/09/09 to 08/25/09.

Students who have personal insurance may elect not to participate in this plan. As such, an Insurance Waiver Form, together with the proof of coverage, must be submitted to the Business Office no later than the published *Financial Clearance Deadline* set for each term for this charge

to be removed from the Student's Statement of Account. The Insurance Waiver must be renewed in the Fall Semester of each new academic year.

International students are required by law to carry a minimum of \$75,000.00 in Health and Accident Insurance. Proof of adequate insurance must be provided prior to admission.

Room & Board

Residence	Per Year	Per Semester
(Chalon & Doheny)		
Board and quadruple room	\$8,810.00	\$4,405.00
Board and triple room	\$9,330.00	\$4,665.00
Board and small double room	\$9,580.00	\$4,790.00
Board and large double room	\$9,830.00	\$4,915.00
Board and single room	\$10,400.00	\$5,200.00
Board, single room, and half-bath	\$10,840.00	\$5,420.00
Board, single room with full bath	\$11,860.00	\$5,930.00

Housing

A Housing Deposit of \$100.00 is required to activate the housing application. New students should send the Housing Deposit to the Admission Office. Currently enrolled students should pay the deposit at the Business Office upon notification from the Residence Life Office.

A Housing Deposit may be refunded upon permanent termination of the Residence Living License Agreement subject to deductions for any loss, damage, excessive room cleaning, or failure to meet the deadlines described below:

Residents must be full-time students (12 units or more) for the entire time that they are living in the Residence Halls.

Prior to Fall Occupancy

\$100 deposit will be refunded if the Residence Life Office has been notified **in writing** by May 1st that the student opted not to live in the residence halls for that semester.

\$50 will be refunded if the Residence Life Office is notified by May 15th. After May 15th, no deposit will be refunded.

Prior to Spring Occupancy

\$100 deposit will be refunded if the Residence Life Office has been notified **in writing** by November 1st that the student opted not to live in the residence halls for that semester.

After November 1st, no deposits will be refunded. This policy is applicable to students currently in residence and new applicants to residence for the Spring semester.

Housing Termination Forms - These forms are available at the Residence Life Office.

Residence Hall Activities Fee - This non-refundable fee, to be used for hall programming and events, will be charged to all Residents who are housed at Chalon or Doheny.

1. If housed at any time during the Fall semester, the fee of \$30.00 is payable at the beginning of each academic year.
2. If housed at any time during the Spring semester, the fee is \$15.00.

Residence Living License Agreement -

Each resident is required to sign this agreement, which begins two (2) days prior to the first day of classes for the Fall semester and extends through the day immediately following the last day of Final exams for the Spring semester.

The Residence Halls are closed for the Winter Break but open during

Thanksgiving and Spring Break. The Dining Hall is closed when the Residence Halls are closed, and meals are not provided.

Meal Plans

Residents have three (3) *Meal Plan options* to choose from:

- **Platinum Plan:** A weekly rate of \$85.00 to use in the dining room. No Flex funds.
- **Gold Plan:** A weekly rate of \$80.00 to use in the dining room along with \$50.00 in Flex funds per semester.
- **Silver Plan:** A weekly rate of \$75.00 to use in the dining room along with \$75.00 in Flex funds per semester.

Flex Funds - Flex funds can be used to purchase additional meals if you desire more than the allotted weekly rate to purchase coffee blends at the Café Bar or to purchase meals for friends and family. Flex funds can be used at both campuses dining rooms.

There will be no refund of any unused Flex funds and funds do not carry over to the next semester.

Commuter Meal Plan - Commuter students can save money and enjoy the convenience of a flexible dining plan by purchasing a Mount St. Mary's Commuter Meal Plan. By purchasing a meal plan, Mount dining dollars are programmed onto your ID card. Only Mount dining dollars offer non-resident students the opportunity to get 10% back when loading their card and save an additional 8.25% (*sales tax*) at all on-campus dining locations. Mount dollars are not refundable, however, any unspent Mount dollars remain valid in a separate account available to use as long as you are enrolled.

Statement of Account

A Statement of Account (the "Statement") is a summary of expenses (tuition, fees/charges, and room & board), payments, waivers, financial aid credits and tuition deposits. The Statement shows the Net Amount Due to MSMC or a credit balance due to the student (Refunds). A Pending Financial Aid section is also provided in the Statement to assist students in planning their education expenses. The Statement, which is generated for all registered students on a regular basis or at any time upon request, is mailed through (a) the campus mail system for a student-in-residence, and (b) the U.S. Postal system for the commuting student to the designated preferred address. The student is responsible for making payment in accordance with the commitment the student made when completing the Financial Obligation Agreement Form, Payment Form or the Clearance Form.

Financial Obligation

Failure to make payments of tuition, fees, room & board or other amounts due to MSMC, or failure to set-up payment arrangement before the due dates is considered sufficient cause

1. to bar/prevent the student from registering for classes,
2. to drop the student from registered classes and housing assignment,
3. to withhold diploma, scholastic certificate, or official transcript of record, and/or
4. to suspend the student.

Payment Options

Methods of payment for tuition, fees and room & board to MSMC are as follows:

1. Payment in Full by mail, by phone or in person at the Business Office no

later than the Financial Clearance Deadline as indicated in the Financial Obligation Agreement Form, Payment Form or the Clearance Form. Types of payments are check, cash, money order, and some major credit cards.

2. Payment Plan is available through Tuition Management Systems (TMS), a partner of MSMC in providing an education expense payment plan. It allows interest-free monthly payments at a varying number of months for a minimal fee. For more information, please call the Business Office.
3. One-time Payment On-line is available through our TMS website. Students may make a payment by going to www.afford.com.

Financial Clearance

Students must clear their financial obligations with the Business Office prior to registering for classes and receiving services at MSMC.

Financial Clearance means:

1. Payment in Full is made or letting the Business Office know which Method/s of Payment (via TMS Set-up, Financial Aid Credits, Direct Application of Work Study Earnings and/or Waivers) will be used to settle/clear the student's account no later than the published Financial Clearance Deadline.
2. Return to the Business Office of the completed Financial Obligation Agreement Form, a Payment Form or Clearance Form and Health Insurance Waiver Form, together with Proof of Insurance (if applicable), among others, for the current academic year, on or before the published deadline whether or not the student has an amount due.

3. Student, who avails of the TMS Payment Plan, must have remitted to TMS all payments due prior to the start of semester. Throughout the year, the student must maintain current payments status with TMS.

Financial Clearance Deadlines

These are published deadlines established to ensure that the students clear their financial obligations with the Business Office. They are established;

1. prior to start of the semester, and the dates are contained in the Financial Obligation Agreement Form, Payment Form or Clearance Form; and
2. prior to end of the semester, and the dates are given to the students via e-mail, messages on the Statement of Account or posted on Business Office bulletin board.

Financial Restrictions

Financial Restrictions or Holds are placed on a student's account when the:

1. student has not met the financial obligations to MSMC by the published deadline.
2. student has an amount due at the end of each semester.
3. student with an amount due is not allowed to register or to make room reservation for the following semester and the grade reports, official transcript and/or diploma will not be released.

Refund Policy

The following formulas will calculate the tuition/room & board refund amount and will credit the Student's Account accordingly. The Refund Table, with specific refund dates, will be published in the student newspaper, distributed to

student services departments and posted on the Business Office Website/bulletin board during the academic year. Refunds will be issued **ONLY** when there is a Negative Amount Due, without Pending Financial Aid, on the Student's Account.

Tuition Refund

Enrollment Period	% of Refund
Withdrawal/drop on or before the last day of the published add/drop date	100%
After add/drop date and through 10% of enrollment period	90%
Between 11% and 25% of enrollment period	50%
Between 26% and 50% of enrollment period	25%
After 50% of enrollment period	0%

Tuition Refund: The last date of attendance indicated on the Withdrawal/Leave of Absence (LOA) Form that is filed with the Registrar's Office will be used to calculate reduction of charges for Tuition.

Room & Board Refund

Room Occupancy Period	% of Refund
Withdrawal/drop on or before first day of class or first day	100%
After first day, through first 10% of occupancy period	90%
Between 11% and 25% of occupancy period	50%
Between 26% and 50 of occupancy period	25%
After 50% of occupancy period	0%

Room & Board Refund: The date on which residents remove all belongings from their residence hall rooms and return the keys is used to calculate reduction of charges for room and board.

Reductions will first be credited against a student's financial aid, if any, before a balance accrues to the student. Refunds will not be made in case of suspension or dismissal.

Tuition for all students becomes an obligation in accordance with the

provisions of the reduced charges. When all grants, scholarships or loans do not cover the withdrawal or change of tuition charge, the student will be responsible for the Amount Due.

Academic Information

Academic Policies

UNDERGRADUATE PROGRAMS

Grades

At the end of each term, the student receives a grade in every course of enrollment. All grades, with the exception of I, IP, and RD are final when reported to the registrar at the end of the term. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course, and becomes a part of the student's permanent college record. Once submitted, grades may not be changed unless the result of clerical or procedural error. **A student must request a review/change of grade within 30 days after the end of a semester, or within 30 days following the distribution of the grade report containing the grade that the student wishes to challenge.** (See procedure in the Student Handbook)

The student's grade point average is computed according to this scale:

A	4.0	Student performance is clearly outstanding.
A-	3.7	Performance indicates sharp insights and an ability to integrate and generalize material beyond the context of the course.
B+	3.3	
B	3.0	Student performance is above average, demonstrating a knowledge of facts and an ability to integrate and apply material within the context of the course.
B-	2.7	
C+	2.3	
C	2.0	Student performance is average, demonstrating knowledge of course content and exhibiting an ability to apply basic concepts within the context of the course.
C-	1.7	

D	1.0	Student performance is below average, partially fulfilling minimum course requirements. This level of performance may not prepare the student to progress to a more advanced level of study within the subject content or the major. (A grade of D does not satisfy General Education requirements.)
F	0.0	Student performance is unacceptable and does not meet minimum course requirements.

The following are not computed in the GPA:

AU	Audit
CR	Credit given; work C - or better. For field experience and supervised teaching offered by the Education and Psychology Departments, CR signifies B or better in quality.
I	Incomplete
IP	In Progress; deferred grading for graduate thesis, senior project, or undergraduate research work in progress
NC	No Credit given; work of D or F in quality
NG	No Grade received; issued by the Registrar pending receipt of the final grade
*	Course was repeated at a later date
U	Unauthorized withdrawal
W	Withdrawn
X	Courses taken for Associate degree credit only; not computed in the Baccalaureate degree

Grading Policies

All lower division courses required by the major or minor must be completed with no grade lower than a C- and an overall departmental GPA of 2.0 or above. An exception to this college policy occurs when a grade of C (2.0) for departmental prerequisites/requirements is mandated by an outside licensing board, e.g., California Board of Registered Nursing.

All upper division courses required by the major or minor must be completed with a grade of C (2.0) or above.

All courses being used to fulfill General Studies requirements must be passed with a grade of C- or better. Courses passed with a grade of D can still count as elective units

toward graduation.

Academic Standing

As of Spring 2004, academic standing appears on official transcript of Mount St. Mary's College.

Audit

The grading selection of Audit should be requested when a student wishes to preview a course for which he/she will be enrolled at a later date for a grade or to review a course that has already been successfully completed as preparation for further study, or for intellectual curiosity and enrichment. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited. **Tuition is charged for courses taken as audit.**

Procedures/Requirements for an Audit:

Students must register for an Audit by the end of the first week of the semester on a space-available basis.

Once requested, the Audit status cannot be reversed.

Students must attend a reasonable number of classes in order to receive an AU on their transcript.

Faculty have the option of requesting other requirements in addition to reasonable attendance such as class participation of students requesting to audit. A space will be provided on the Audit Request Form where faculty can stipulate the conditions agreed upon for the Audit.

If the conditions of the Audit are not met, the instructor may use the grading option of U (Unauthorized Withdrawal).

Credit/No Credit

To encourage a wider choice of courses by lessening the student's concern for the grade point average, selected courses may be taken for CR/NC. The following regulations apply to this option:

Courses used to fulfill General Studies requirements may not be taken CR/NC.

No more than six (6) elective units taken on a CR/NC basis can be applied to the 124 units required for the baccalaureate degree.

Courses which are only offered on a CR/NC basis are not counted as part of the six units.

The deadline for changing the grading in a course to CR/NC is the tenth (10th) week of the semester. Consult the academic calendar or the Registrar's Office for the specific date.

Courses taken on a CR/NC basis may not be applied to requirements for the student's major except at the discretion of the major department.

Once requested and approved the request for CR/NC cannot be reversed.

Incomplete

An Incomplete in a course can be granted **only** when a student:

- has fulfilled the majority of the course requirements,
- has a passing grade in course work,
- is prevented from completing the assigned work for serious medical/personal reasons,
- can, in the opinion of the instructor, complete the work within one semester.

Procedures/Requirements for Requesting an Incomplete:

A student requesting an incomplete must obtain the signature and consent of the instructor and the department chairperson before the last day of class and prior to the day of the final exam.

Faculty must assign a default grade when approving an incomplete. This default grade will be recorded on the student's transcript when a completed grade is not

assigned by the instructor within one semester and/or an extension of the incomplete is not processed. If a default grade is not provided by the instructor and the work is not completed, the *I* will revert to an F.

An *incomplete* may only be extended for one additional semester with the approval of the instructor, the department chairperson, and the appropriate academic dean.

Repetition of Courses with C-/D/F/NC Grades

Only courses for which C-, D, F, and NC were assigned may be repeated for a higher grade or CR. Courses that are required for a student's major/minor may only be repeated one time, either at MSMC or at another institution if approved by the department chairperson. In cases of repeated courses, the units are counted once, and the higher grade is computed in the GPA if the course is repeated at MSMC.

Unauthorized Withdrawal

The designation of Unauthorized Withdrawal or "U" may, at the discretion of the instructor, be assigned in lieu of a grade of F, when a student does not attend a course but fails to officially withdraw, or does not attend a sufficient number of class meetings.

Withdrawal from Courses

The grade of W indicates withdrawal from a course. Students wishing to withdraw from a class must meet the following requirements:

- The deadline for withdrawing from a class with a grade of W is the end of the tenth (10th) week of the semester.
- The withdrawal deadline for the Weekend College is the end of the fourth weekend.
- In cases where a class is offered on a split-semester basis, the deadline for

withdrawing is one week after the midpoint of the course.

- Consult the academic calendar or the Registrar's Office for the specific date.

After the deadline for withdrawal, a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting an Academic Petition to the appropriate Academic Dean.

The W designation carries no connotation of quality of student performance and is not calculated in the grade point average.

Summer School

Matriculated MSMC students may enroll for a maximum of nine (9) units each summer at another accredited institution until their last year at MSMC. Courses must be approved by the Academic Advisement Center and a Transfer of Credit Form must be completed and approved by the student's advisor before the student enrolls. The College's residency requirement which requires that 30 of the last 39 units prior to graduation need to be taken at Mount St. Mary's College must be honored. **Grades received by Mount students for summer school courses are not included in a student's MSMC grade point average.** The units for courses passed with a grade of C- or above are accepted and the units are counted toward units required for graduation.

Honor Societies

Alpha Mu Gamma
National Foreign Language Honor Society
Alpha Tau Delta
National Honor Fraternity in Nursing
Delta Epsilon Sigma
National Scholastic Honor Society
Kappa Gamma Pi
National Catholic College Graduate Honor Society
Lambda Iota Tau

National Literature Honor Society
Phi Alpha Theta
International History Honor Society
Pi Delta Phi
National French Honor Society
Pi Theta Mu
Service Honor Society
Psi Chi
National Honor Society in Psychology
Sigma Delta Pi
National Spanish Honor Society

Dean's List

To give public recognition to academic achievement, the Deans of undergraduate programs post a list each term with the names of full-time students who have obtained a grade point average of 3.5 or higher for the preceding semester. To qualify for the Dean's List, a student must have completed at least 12 letter-graded units in the preceding semester or 9 units per semester for Weekend College. Students who have Incompletes (I), Report Delayed (RD), and/or No Grade (NG) on their semester grade reports will not be eligible for the Dean's List until grade(s) are awarded.

Commencement

In order to participate in commencement exercises, a student must be registered for all the courses required to complete degree requirements for graduation. If a student is granted permission to enroll in a course prior to graduation, at an institution other than Mount St. Mary's College, the transcript must be received by June 30 in order to have the degree posted for Spring.

Attendance

Attendance and punctuality are important for successful study. Therefore, the number of a student's absences may be taken into account in determining academic grades. Students may be expected to explain to the instructor the reason for any absences from class and, in some cases, be asked to provide appropriate documentation.

There is no provision for a system of allowed cuts and absences. Students may be dropped from a class for excessive absences (Excessive is defined as missing 20% of the classes.) when, in the opinion of the instructor, further enrollment in the class would be of little value to the student.

Occasionally, a student is excused from class attendance by the Provost for the purpose of representing the College. In such cases, the student is responsible for securing and completing any assignments.

Placement Examinations

All incoming freshmen and transfer students are required to complete placement tests in order to assist them in selecting appropriate courses. Information regarding placement testing will be sent to incoming students prior to the beginning of each semester.

Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of these placement examinations. (See Credit by Exam.)

Algebra and calculus math placement exam scores will be valid for two years only. If students do not take a math course to fulfill their general studies math requirement within two years, they will have to retake the math placement exam.

Academic Internship

The academic internship provides the student with an educational, hands-on experience outside the classroom setting. This experience provides an opportunity to apply classroom theory and sharpen skills in problem-solving. Ordinarily, interns do not get compensated, but they do earn academic credit while participating. Ordinarily, a maximum of six units may be earned through internships. Each academic internship unit is equivalent to 40 hours of supervised time spent in the professional setting. Criteria for evaluation are

determined by the faculty sponsor prior to the student's internship. These may include an experience journal, oral reports, and written reports.

Independent Study

A course by Independent Study provides students with the opportunity to initiate and custom design a course of study within their major or minor areas of study. An Independent Study course may not include the content of a regularly scheduled classroom course.

Guidelines for Independent Study

Students assume the responsibility for implementing and presenting the proposed course of study to the sponsoring faculty member for approval and signature through completion of an Independent Study Approval and Application Form (available at the Registrar's Office). When signed by the sponsoring faculty member, academic advisor and student, the document becomes a contract and upon registration becomes an official document within the student's academic file. During the semester, students are responsible for initiating at least four contacts with the supervising faculty member as well as presenting the final independent study project to the faculty member by the end of the semester of registration. The following apply:

- Lecture and laboratory courses listed in the catalog may not be taken through Independent Study.
- At least 30 student study/work hours equals one unit of credit, e.g., students enrolled in a 3 unit course will be expected to devote at least 90 hours to the independent study.
- Independent Study course enrollments are not available to freshmen.
- No more than two Independent Study and/or Directed Study courses may be taken during a semester.

- Students must submit the all paperwork for a registration through independent study on or before the end of the add/drop period.

Directed Study

Directed Study provides a means, at the discretion of the regular course instructor, for students to complete a regularly scheduled classroom course when prevented from attending the course for specific reasons. The official catalog course number, followed by DS will be used (e.g., HIS 124 DS: Title). Under the directed study mode, faculty members share the responsibility with students, including the planning of readings and/or projects, and agree to at least six instructional/review meetings during the semester.

Guidelines for Directed Study

Enrollment in regular classroom courses through Directed Study requires the completion of the Directed Study Application and Approval Form. With the consent and assistance of sponsoring faculty members, students complete the learning/study goals, content and criteria for evaluation sections of the form or attach a copy of the regular course syllabus. Upon receipt of required signatures and when filed in the Registrar's Office, these documents become official records within the student's academic file. The following apply:

- Introductory courses within a discipline may not be taken through Directed Study.
- Directed Study course enrollments are not available to freshmen.
- No more than two Directed Study and/or Independent Study courses may be taken during a semester.
- Ordinarily, regularly scheduled courses are not taken through Directed Study.

- Students must submit all paperwork for registration through Directed Study on or before the end of the drop/add period.

Academic Integrity

The academic environment is predicated on truth and integrity. Acts of dishonesty constitute a serious offense to the Mount Community. Acts of academic dishonesty include, but are not limited to, the following:

1. **Cheating:** Cheating of any kind is dishonest. This includes copying other's essays or exams, stealing exams, buying or otherwise procuring new or used exams, having someone else take an exam or write an essay for which you take credit, and any other way you might receive credit for work that is not your own.
2. **Failing to hand in original work:** Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class, unless approval of both instructors has been obtained. Moreover, co-writing an essay without both obtaining the instructor's permission and acknowledging the other person's help is dishonest.
3. **Plagiarism:** Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else's ideas and representing them as your own (i.e., not giving appropriate credit). Acts of plagiarism include the following:
 - failure to document and give credit to an original source,
 - paraphrasing another person's ideas without giving credit,
 - using direct quotes without proper recognition of the source,

- using statistics, facts, or information from a source other than your own original research without giving credit.

4. **Falsification or misrepresentation:** Falsification of lab or clinical data, clandestine collaboration with others in class presentations or laboratory experiments, alteration of College documents, alteration of instructor's grade sheets/books, misrepresentation on admissions materials, falsification of academic records, forgery, entering computer accounts other than one's own without prior consent of the owner, entering or deleting information without permission are all academic offenses.
5. **Theft:** Theft or mutilation of library or media materials, computer or media equipment, records or other College documents (such as examinations, assignments, gradebooks or other course materials), or theft from any member of the academic community are all acts of academic dishonesty.

Consequences: Actions such as these should incur, in proportion to the gravity of the offense, appropriate action on the part of the instructor or College representative. The penalty for an act of dishonesty could range from a grade of F on an examination or assignment, a reduced or failing grade for the course in question, probation, suspension or expulsion from the College. Repeated acts of academic dishonesty will be treated more gravely.

Appeal Procedure: Any student of the College has the right to appeal any decision resulting from a perceived act of academic dishonesty. The Academic Integrity Board should be consulted in the case of an appeal or whenever a case involving academic dishonesty has not been resolved at a lower level.

Probation and Dismissal

Academic Probation

A student is placed on probation for failing to maintain a 2.0 GPA for all courses undertaken in a term. A student must achieve a GPA of 2.0 or higher, based on a minimum of 12 letter-graded units, during the following term in order to continue in the college.

Academic Dismissal

A student is subject to dismissal for the following reasons:

- Failure to maintain a minimum GPA of 1.0 during any term,
- Failure to maintain a minimum GPA of 2.0 during a probationary term, or
- Failure to maintain a minimum cumulative GPA of 2.0.

Students are notified by the appropriate academic dean of their dismissal. When extenuating circumstances, such as prolonged illness, account for the disqualification, the student may be permitted, on petition to the appropriate academic dean, to continue on probation for the next term.

Enrollment in the College implies willingness on the part of the student to comply with the requirements and regulations of the College. If the student fails to comply with these requirements and regulations, or if it is determined by the dean that the student is not able to benefit from the opportunities offered by the College, withdrawal may be requested even though no specific breach of discipline is charged.

Withdrawal from College

Students thinking of withdrawing from the College should schedule an interview with the Coordinator of the Advisement Center in order to explore other options or assistance.

Students who must withdraw from the College at any time must file a withdrawal notice in the Office of the Registrar. Forms are available from the Advisement Center on both campuses. Students who leave the college for two consecutive semesters without filing appropriate forms are considered withdrawn. Students wishing to re-enter must file an application for re-admission with the Admission Office. (See Business Office for reduced charges which apply when withdrawing from the College.)

Leave of Absence

Students in good academic standing may request a Leave of Absence from the College for one semester. However, after the deadline to withdraw with a W, a Leave of Absence cannot be granted for the current term. Students on a Leave of Absence may not enroll in another institution during the period of Leave of Absence.

Upon request, a Leave of Absence can be extended for one additional semester by the appropriate academic dean. Students on a Leave of Absence are considered continuing students and may pre-register for the next semester at the allotted time and must contact their advisor.

Weekend College students may petition to take a Leave of Absence for three consecutive semesters and will not be required to change their catalog. Also, with the approval of the advisor or director, Weekend College students may petition to enroll at another institution while on a Leave of Absence with the understanding that they may not complete more than 6 units during any semester and no more than a total of 15 units.

Transcripts

Transcripts are issued at the written request of students or graduates to the Office of the Registrar. At the close of each term, transcripts for registered students must be

held for inclusion of grades for the term, and therefore will not be available for approximately three (3) weeks. Partial transcripts will not be issued. At times other than the close of the term, the normal period required for processing transcripts is 5 working days. No transcript will be released unless all indebtedness to the college has been satisfied. All transcripts are \$10.00 each. Upon completion of degree, students are entitled to a complimentary transcript.

The Registrar's Office at Mount St. Mary's College will only accept transcripts that have been mailed directly to MSMC from another institution. Transcripts that are hand-delivered or mailed by the student to MSMC will not be accepted as "official" and can only be used for purposes of "unofficial evaluation."

Veterans Affairs

Mount St. Mary's College is approved by the Bureau of Private Postsecondary and Vocational Education (BPPVE) to certify veterans and other eligible persons so they may use their education benefits. We adhere to the guidelines for Institutions enrolling and certifying veterans and other eligible persons: develop standards for maintaining adequate records, policies for satisfactory progress, previous education and training, conduct, attendance, and graduation requirements and all other requirements in accordance with Code of Federal Regulation (CFR) 21-4253. For more information on Veteran Affairs, contact the Registrar's Office.

Academic Petitions

Students may petition to waive or modify any academic policy or regulation, for good reason, which must be documented. The petition must be approved by the appropriate academic dean. Students file the approved petition in the Office of the Registrar for placement in their permanent file.

Students with Disabilities

Mount St. Mary's College, in compliance with the state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities. The College has an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the appropriate campus disability services coordinator for resolution. Mount St. Mary's ADA/Section 504 Grievance Procedure is located in the Student Handbook and copies can be obtained upon request in the Campus Learning Centers or the Office of Student Affairs. The policy may also be viewed on the college website at www.msmc.la.edu, key word, "disability."

Transfer Students

Students transferring into the College bring different backgrounds, goals, education, and experiences. In recognizing this, special efforts are made to provide academic advisement and program planning that build on the learning the student has already acquired. Careful attention is paid to provide assistance in the scheduling of classes so that major requirements as well as college general education requirements are fulfilled.

Transfer students are assigned an academic advisor in the area of their major; the services of the Academic Advisement Center are available to all students.

Appeals of academic regulations and curriculum requirements are possible where such action seems warranted.

Students seeking to appeal regulations other than course requirements in their major should obtain a petition from the Academic Advisement Center. The completed form should be taken to the appropriate dean for approval. Students seeking a substitution or waiver of requirements in their major should obtain the written approval of the departmental chairperson. Copies of this approval should be placed in the students' permanent files. **Students who wish to challenge their Transfer of Credit Evaluation must do so by the end of their first semester at MSMC.**

Credit by Exam

In selected departments, course credit by challenge examination is available on a limited basis and at the discretion of the department chairperson. The student must file the approved form in the Office of the Registrar. Only units of CREDIT will be awarded for these examinations (No record of failures will appear on a student's transcript.). All credit awarded in this manner will be so noted on the student's transcript. **A course may only be challenged by examination once.** Students may also take externally administered standard proficiency exams such as CLEP (College-Level Examination Program from CEEB) and PEP (Professional Equivalency Program from ACT) in those areas approved by the College. Information about these exams and a current list of approved exams are available from the office of the baccalaureate dean. Credit for CLEP or PEP exams taken prior to enrolling at Mount St. Mary's College and which appear on the transcript of record from another college or university will be accepted according to the transfer of credit procedure. If there has been no official awarding of credit, an original transcript from ACT or CEEB must be presented. Students who have taken courses

sponsored by the armed forces or other non-collegiate agencies may apply for an evaluation of these learning experiences.

For the Baccalaureate degree, a maximum of 12 units may be secured through CLEP/PEP exams in areas approved by the College. All units earned in this manner are held in escrow until the student has successfully completed 30 units of course work at Mount St. Mary's College.

For the Associate degree, a maximum of 8 units of credit may be secured through credit by departmental exam and/or CLEP/PEP exams in areas approved by the College. All units earned in this manner are held in escrow until the student has successfully completed 24 units of course work at Mount St. Mary's College.

Advanced Standing

Advanced standing is determined on an individual basis and is not decided until an evaluation of all previous academic work has been completed. Original transcripts must also be submitted for all proficiency or advanced placement credit awards (CLEP, PEP, AP). A maximum of 36 semester units for course work taken in an accredited college is transferable toward the Associate degree. No more than 66 transferable community college units may be applied toward the units required for a Baccalaureate degree.

Students transferring from foreign schools, colleges, and universities must submit original copies of their academic records and translations from an approved translating service. The Admission Office can provide a list of approved agencies.

Credit for courses taken at other accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum requirements at Mount St. Mary's College. The following courses ordinarily do not transfer:

- Cooperative Education
- Freshman Orientation
- Continuing Education
- Pre-college Math, Writing, Reading
- Directed and Independent Studies
- English as a Second Language
- Special Studies
- Business Skills (typing, shorthand, etc.)
- Selected/Special Topics
- Vocational and Technical Internships, Practicums, Field Work

No more than 2.0 units in physical education and 6.0 units in applied art may be transferred from any college or university.

In the case of courses in which grades of C-, D, or F are repeated, only the better grade will be transferred. In cases where a course in which a grade of C or better has been repeated, only the C will be accepted.

Courses are evaluated by the Advisement Center for general studies applicability. The determination of whether courses transferred into the College may serve as fulfillment of major or minor requirements is made by the appropriate department. Those courses not accepted in the major or minor may count as general electives.

A transfer credit summary and determination of advanced standing will be prepared by the Advisement Center after all transcripts of all previous college work have been submitted. A final credit summary will be prepared during the first semester of attendance once all final transcripts have been submitted. Failure to submit required transcripts may prevent students from enrolling in classes. Students may not receive credit for transcripts of prior work submitted after the first

semester of attendance. **Students who wish to challenge the transfer credit summary must do so by the end of their first semester at Mount St. Mary's College.**

Concurrent Enrollment Policy and Transfer of Credit

Once admitted to and enrolled in the College, students are normally expected to pursue study only at Mount St. Mary's College during the Fall and Spring semesters. Students seeking an exception to *Concurrent Enrollment Policy* must file an Academic Petition and Transfer of Credit Clearance Form in the Office of the Registrar prior to registration at another institution.

Classification of Students

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units towards the Mount St. Mary's College undergraduate degree, and have 1-2 more semesters of work to complete before fulfilling associate degree requirements or 5-6 more semesters of work to complete before fulfilling baccalaureate degree requirements or the unit equivalent; as a junior, a minimum of 60 semester units and 3-4 semesters of work to complete; as a senior, 90 semester units and 1-2 semesters of work to complete.

A student with full-time status must carry 12-18 units per semester. Part-time students carry less than 12 units per semester. Foreign students (with non-immigrant F-1 student status) enrolled in beginning ESL (on or off campus) plus nine semester units may be considered as students with full-time status.

Non-matriculating students may take a course or courses for academic credit without following a prescribed curriculum toward a degree.

Ordinarily a student should be a sophomore before enrolling in upper

division courses. It is the student's responsibility to be aware of prerequisites or requirements for enrolling in upper division courses.

Application for Graduation with a Degree

Students applying for graduation must file a graduation application in the Registrar's Office before the end of the semester prior to the term of project completion. See the Registrar's Office for specific dates and forms.

Degree Completion:

Associate of Arts Students

Full-time traditional students continuously enrolled the MSMC Associate of Arts degree program must complete all degree requirements in six semesters, excluding Leaves of Absence. Failure to complete degree requirements within this time frame would result in dismissal from the College.

Baccalaureate Students

Full-time traditional students continuously enrolled in the MSMC Baccalaureate degree program must complete all degree requirements in six years and/or twelve semesters, excluding Leaves of Absence. Failure to complete degree requirements within this time frame would result in dismissal from the College.

Returning Students

A student who wishes to return to MSMC to complete his/her degree (either Associate or Baccalaureate) after an absence of six or more years must return under the catalog in effect when the readmission is granted. All General Studies requirements must be completed. The department chair will determine requirements necessary to complete the major

Associate in Arts Degrees

Through the Associate in Arts Program students have the opportunity to develop academic competencies. Faculty and staff offer excellence in their specialized fields and show concern for the individual student. The fundamental goal of this program is to provide knowledge and skills for an enriched life and the foundation for further education. Students in the AA Program also are able to explore various options in determining careers and the skills necessary for employment.

All courses are transferable to the Mount St. Mary's College Baccalaureate degree program unless otherwise stated. Students wishing to transfer to other four year campuses should consult the colleges of their choice about the transferability of courses.

Students who enter the Associate degree program are required to complete a series of tests including reading, writing and math prior to registering for classes. These proficiency tests must be passed before students may receive their AA degree or transfer to the Baccalaureate degree at the Chalon Campus.

The specializations are designed to prepare students for transfer to a Baccalaureate program or employment upon graduation.

Four semesters are usually required to complete the AA degree. Students with academic deficiencies may need an additional semester. Students may continue in the AA program for 6 semesters in order to fulfill requirements to graduate or to transfer to the Baccalaureate program. Students must be enrolled in an English course every semester until they have successfully completed ENG 6A and 6B and/or ENG 1A and 1B.

Majors Offered

Mount St. Mary's College confers the Associate in Arts degree with the following majors:

Business Administration
 Early Childhood Education
 Graphic Design
 Health and Human Services
 Liberal Arts
 Media Communication
 Nursing (ADN program)
 Pre-Health Science

A complete description of the requirements for each major as well as course descriptions may be found in the Courses of Instruction section of this catalog.

Students are governed by the catalog under which they enter MSMC. If subsequent catalogs have changes in major/minor or general studies requirements which are in the students' favor, they may be substituted at the option of the students.

Academic Policies**Credit Load**

A full-time student is defined as a student who is enrolled in a minimum of 12 units and a maximum of 18 units per semester.

Graduation with Honors (Associate in Arts Degree)

Graduation With Honors shall be granted to a student who has earned the Associate in Arts degree while maintaining a cumulative 3.5 grade point average prior to the final semester.

The overall GPA at the end of the fall semester of the academic year is used in determining honors. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College, as well as college course credits and grades earned prior to the time of matriculation.

Courses completed at another institution after matriculation are not computed into

the cumulative grade point average with the exception of approved exchange programs.

Inter-Program Transfer

Mount St. Mary's College offers students who begin their studies in the Associate degree program the opportunity to transfer to the Baccalaureate program. Students wishing to transfer must have completed two semesters at MSMC with a 2.4 grade point average, have passing scores on the proficiency tests, have completed ENG 1A, and take the following steps:

1. Request a Program Change Application from the Academic Advisement Center, the Intercampus Transfer Office or the Registrar's Office; obtain the signatures of the academic advisor, the testing coordinator, and the intercampus transfer coordinator.
2. If requesting to transfer to the Nursing or Liberal Studies majors, have the transfer form approved by the department.
3. Have completed ENG 1A and be enrolled in ENG 1B or 1C (if not already completed) during the first semester at the Chalon Campus.
4. Submit this form to the Intercampus Transfer Office to obtain verification of transferable units and cumulative GPA.

Students who transfer prior to receiving their AA degree cannot request it retroactively.

Students will be notified of their preliminary acceptance into the Baccalaureate program by the Intercampus Transfer Office. Students will be notified of final approval after the verification of semester grades.

Integration of Theory and Practice

Experience endeavors to relate personal

growth and learning to the more practical aspects of life. Opportunities for experience can occur both inside and outside the college.

The Intro to College Studies course facilitates the incoming student's adjustment to the demands of college life by teaching skills for personal effectiveness and presenting strong female role models in various careers. Students work in small groups with staff and peer counselors to discuss concerns, explore values and goals, and practice communication skills.

Social Action/Fieldwork extends the learning process beyond campus limits. The student becomes aware of important issues in society. Opportunities are offered for career-related experiences and the blending of theory and practice. In Social Action or Service Learning courses, the student performs supervised volunteer services such as tutoring, hospital volunteer work, child care, home visiting, and the like. In Field Work the student engages in supervised fieldwork as determined by the major.

Associate in Arts Degree Requirements

1. Completion of at least 60 semester units with a grade point average of 2.0 (a C average) for all college work undertaken at Mount St. Mary's College.
2. Residency Requirement: 30 of the last 39 units must be taken at MSMC
3. Required Courses

Required courses:

Communication Skills (minimum of 6 units) - GS I:

ENG 6AB or ENG 1AB/C

(Students must be enrolled in an English class every semester until they have successfully completed English 1B.)

Arts and Sciences (minimum of 9 units) - GS II:

At least one course must be taken from three of the following categories.

A. Art, Music, Literature

ART 2	Design I	(3)
ART 5	Fundamentals of Art	(3)
MUS 6	The Fine Arts: Music	(3)
ENG 12	Literary Analysis	(3)
ENG 15	Literature & Society	(3)
ENG 16	Literature & the Human Experience	(3)
ENG 17	Literary Focus	(3)
ENG 25	Mythmaking: Quest for Meaning	(3)
ENG 27	Women in Quest	(3)
ENG 28	Contemporary Issues in World Literature	(3)

B. History, Contemporary Economics, Politics

HIS 1A	Western Civilization I	(3)
HIS 1B	Western Civilization II	(3)
HIS 25	Geography	(3)
HIS 75	Contemporary America	
ECO 2	Macroeconomics	(3)
POL 1	American Government	(3)

C. Natural, Physical Sciences

BIO 5	Life Science	(3)
BIO 10	Health Science	(3)
BIO 50A	Anatomy	(4)
BIO 50B	Physiology	(4)
PHS 1	Scientific Concepts	(3)

D. Social, Behavioral Sciences

ECO 1	Microeconomics	(3)
POL 2	Introduction to World Politics	(3)
PSY 1	General Psychology	(3)
PSY 12	Child/Human Development	(3)
SOC 5	Sociological Perspectives	(3)
SOC 6	Family, Child and Community	(3)

Philosophy(3) - GS III:

PHI 10, Critical Thinking, required for ADN program

Religious Studies - GS IV:

RST 41, Christian Ethics, required for ADN program.

Intro to College Studies(1) - GS V:

SPR 85		(1)
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Outreach - GS VI:

SPR 60A Social Action (1)

-or-

Fieldwork or clinical experience required by specific majors

-or-

Successful completion of a service learning class (SL)

Diversity (3 units)

Diversity (3 units) - GS VII:

ART 5 Fundamentals of Art (3)

ENG 27 Women in Quest (3)

HIS 25 Cultural Geography (3)

MUS 6 The Fine Arts: Music (3)

PHI 15 Challenges in Philosophy (3)

PHI 21 Moral Values (3)

PHI 92 Business Ethics (3)

POL 2 Introduction to World Politics (3)

RST 61 World Religions (3)

RST 78 Death and Afterlife (3)

SOC 5 Sociological Perspectives (3)

Quantitative Literacy (3 units) - GS VIII:

(a minimum of 3 units, taken from either category, QL1 or

QL2)

A. QUANTITATIVE LITERACY 1 (QL1)

BUS 16AB Accounting Principles I,II (4,4)

MTH 50 Elementary Number Systems (3)

NUR 20 Adaptation Model Nursing Theory (2)

NUR 30 Pharmacology (2)

PHI 5 Introduction to Logic (3)

B. QUANTITATIVE LITERACY 2 (QL2)

MTH 10 Quantitative Reasoning and Mathematical Ideas (3)

MTH 28 Mathematical Analysis for Business (3)

MTH 38 Elements of Probability and Statistics (3)

MTH 51 Elements of Geometry and Statistics (3)

PHS 1 Scientific Concepts (3)

PSY 40 Basic Statistical Methods (3)

4. Completion of program requirements. (Listed under departments.)

5. A maximum of four units of SPR and PED combined may be applied to requirements for the Associate degree.

6. For the Associate degree, 24 semester units must be completed during the last two semesters at Mount St. Mary's College. Of these, a minimum of 12 semester units must be in students' major and earned in regular course work.

7. In order to participate in commencement exercises, students must have completed all requirements for graduation.

8. Skill in writing, reading, and basic math evidenced by passing scores in proficiency tests.

9. The student must file a graduation application in the Registrar's Office by the end of the term prior to the term of completion.

Academic Support Services**Academic Advisement**

The Doheny Academic Advisement program for the Associate of Arts degree is coordinated through the Academic Advisement Center. The Doheny Advisement program consists of faculty advisors, Academic Advisement Center advisors, first year Orientation Advising and several workshops providing information about summer school attendance and Study Away programs.

Each student is assigned an advisor who will assist in clarifying program requirements, class schedules, and academic and career goals. The students meet with their advisor at least once a semester for advisement and registration purposes. However, students are encouraged to visit their advisors to build a positive advisor-student relationship. To further serve the students' advisement needs, the Academic Advisement Center

also functions as a drop-in office for on-going guidance and referral services.

Although the individual faculty advisors and the Advisement Center staff make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that **all** procedures are followed and all requirements are fulfilled.

Learning Resource Center

The Learning Resource Center oversees the English classes' Skills Labs, supervises students still working for reading, writing, and math proficiencies, and provides tutors for most areas of the undergraduate curriculum. Students in developmental English classes spend an assigned hour a week receiving instruction in diagnosed grammatical and compositional skills not yet mastered. With tutors, computer or AV aids, students also work to acquire a certain proficiency in reading, writing, and basic math. Students may also request a tutor or organize a study group for other areas of the curriculum, e.g., psychology, sociology, geography, etc.

Students are encouraged to make appointments for any extra time they may need, but occasionally drop-ins can also be accommodated.

Skills Programs

The ability to communicate is one of the basic tools of learning. A student must be able to receive and to transmit information accurately. This process involves reading, writing, speaking, and listening, as well as understanding non-verbal messages. A student must be able to think logically and apply knowledge to problems and situations at hand. In order to facilitate the acquisition of these tools, the following programs are offered:

College Skills

Specialized courses in areas such as study skills, reading, math, and English are provided for students whose previous

performance and/or test results indicate they might experience academic difficulty. These courses are required for students who are academically underprepared.

Summer Skills Workshop

The Workshop in Study Skills, offered prior to freshman year, enables interested students to get a better start in their college careers. Students receive one unit of AA credit for successfully completing a class in study skills and two other classes chosen from classes in writing, math, reading, and studying the sciences.

Library Facilities

The Charles Willard Coe Memorial Library, located on the Chalon Campus, is the principal library of Mount St. Mary's College. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses and also houses the Instructional Media Center, an Office of Institutional Technology (OIT), administered repository for non-print media, and the hardware necessary to non-print media use. The facility is intended primarily for individual and small group use but also circulates its sound and image collections for use in the classroom. There is an OIT administered Computer Lab on the 4th floor.

The **J. Thomas McCarthy Library** on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex.

The libraries serving the two campuses currently hold over 130,000 volumes and carry subscriptions to over 800 print periodicals. Moreover, the OIT administered IMTC contains over 5500 titles of non-print media material. Print and non-print materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. The libraries hold subscriptions to a number of bibliographic and full-text on-

line databases in a wide variety of academic subject areas. There are three book databases as well as numerous journal article and proprietary materials databases. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Computer Labs

The Doheny Campus has two complete computer labs. Each has laser printers available.

Macintosh Lab, located in room 120, Bldg. 4, has 18 iMac, networked computers. Each has the Microsoft Office software suite and web browsing capabilities. The lab is open daily for student and faculty use.

The main student computer lab in Bldg. 3, room B-104, has 25 networked Dell workstations. Each has a ZIP drive for large file access and storage, the Microsoft Office software suite and web browsing capabilities. The lab is open daily for student and faculty use.

Title V grant-funded labs, located in Bldg. 4, rooms 111, 119, 206, 209, and 211, have networked Dell computers. Each has the Microsoft Office software suite and web browsing capabilities. The labs are also used as classrooms and are open daily for student and faculty use when there are no classes in session.

A.A. Student Cross-Enrollment at Chalon

Associate of Arts students may take a limited number of units at Chalon. Ordinarily students admitted to the AA Program do not take classes at Chalon during their first semester. However, if there is need for a sequence course such as biology, chemistry, math, or music, a maximum of eight units may be taken during the first two semesters. Unless noted in program requirements, AA students do not take upper division courses until completion of ENG 1B. (Chalon

students have priority registration for Chalon classes; Doheny students for Doheny classes.)

After two (2) semesters in the AA Program, students with a 2.4 cum GPA may take a maximum of seven (7) units during their third semester and as many as nine (9) units during their fourth semester at the Chalon Campus.

Student Affairs

Mount St. Mary's College provides students with programs and experiences conducive to personal, cultural, ethical, social, physical, spiritual, and intellectual growth. Student initiative and responsibility are encouraged in an atmosphere of close interrelation among students, faculty, administration and staff.

Campus Ministry

Campus Ministry seeks to develop and sustain awareness of the spiritual dimension of life which is at the heart of the College's mission, assisting students, faculty and staff to grow spiritually in accordance with their own religious traditions. Catholic in our roots and vision, we welcome an opportunity to be of service to persons of every religious persuasion or none at all, and commit ourselves to respect for the freedom of each person's conscience and unique path.

The Campus Ministry team consists of a director, two coordinators (each focused on one of our two campuses), student coordinators and office staff. Together, they are responsible for a number of areas: Prayer and Spirituality; Liturgy (including Sunday Mass, reconciliation services and other prayer services); the Rite of Christian Initiation for Adults (for those who wish to become Catholic); preparation for Confirmation, Eucharist and other sacraments; Bible Study and other educational efforts; retreats; campus festivities and observances; and

community service opportunities, including action and reflection for Social Justice. Individual counseling and conversations are also available to any member of the campus community.

Our Lady of Mercy Chapel is the central place for worship and prayer on the Doheny campus. People of all faith backgrounds are welcome there, whether for an afternoon Mass, an evening Rosary with friends, or for personal quiet reflection.

You are always welcome to the Campus Ministry office, whether you are a student, faculty or staff member, whatever your religious tradition.

Career Services

Career Services provides students with the opportunity for individual counseling to assist with skills assessment, resume writing, and interviewing techniques. Professional staff members are available to help students research information on career positions, as well as internship and volunteer options. In addition, the Career Services staff fosters on-going relationships with a variety of organizations and corporations in order to develop internship and employment opportunities for students.

A variety of events are offered through Career Services. Annual events include a yearly etiquette dinner, on-campus Career Fairs, and workshops designed to provide students with a variety of information on job search skills and techniques. A course on Careers in Health is offered, and is a requirement for all Pre-health Bio and Nursing majors

Career Services maintains several web-based resources including the Mount Career Network. This on-line job posting system provides students with access to full-time and part-time job listings, as well as volunteer and internship opportunities.

Additional resources include an on-campus career resource library consisting of books on interviewing, resume writing, major and career options, and job search.

Service Learning and Community Engagement

In the spirit of the mission and strategic planning of Mount St. Mary's College, community engagement opportunities exist to offer MSMC students off-campus service and learning experiences at community organizations that promote human and community development. Service-Learning faculty, Career Services staff, the Women's Leadership Program, and the office of Community Engagement work collaboratively with MSMC students to promote healthy, socially-just communities in the greater Los Angeles area. In order to gain knowledge and understanding, assess their own learning through reflection and structured experiences, and become life-long committed advocates for social justice in our world, all Mount students are encouraged to participate in a variety of community engagement and service-learning opportunities.

Commuter Services

Commuter students are an active and vital part of the Mount St. Mary's College community. Commuter Services is dedicated to meeting the needs of commuter students by providing various programs and services. These services include off-campus housing referrals, lockers, a carpool program, a Commuter Lounge in the Wigwam, social events and more. Please contact Commuter Services for more information.

Counseling and Psychological Services (CPS)

MSMC recognizes that emotional health and personal growth are essential components of a successful academic experience. The mission of Counseling and Psychological Services is to enhance the emotional growth of students by promoting

balanced lifestyles, positive self-esteem and essential life skills with an emphasis on the development of the whole person. CPS provides psychological counseling services and psychoeducational programs for students, as well as responsive consultation to the college community. In counseling, students discuss issues such as stress, anxiety, depression, academic concerns, family and relationship problems, grief, loneliness, eating issues, alcohol/drug problems, dating violence and self-esteem difficulties. Counseling services are available to current MSMC full-time traditional undergraduates, accelerated nursing students, and physical therapy graduate students. After the initial appointment, a recommendation will be made for individual counseling, group sessions, or referrals to services in the community. Our counseling is short-term, not to exceed twelve sessions per academic year as determined by your counselor. It may be in the best interest of the client to receive long-term therapy, specialized treatment or other referrals; in these cases, students will be referred out to services in the community.

All sessions are confidential in keeping with professional ethics and state laws. Information about clients is not shared with their families, the faculty, college administrators, or anyone else without the student's written permission. The exception to this policy is when limited disclosure is required by law to protect the student or someone else from harm. Counseling and Psychological Services is staffed by licensed psychologists, advanced doctoral level interns, and postdoctoral fellows.

Fitness Education

Mount St. Mary's College is committed to graduating well-balanced women with a strong sense of self and physical well being. The Fitness Education Department offers two programs that complement the academic program: the physical education

courses offered for academic credit, and a wellness and fitness program, including nutrition. The two programs together provide students with the opportunity to attain, improve and/or maintain their physical fitness, attend informative workshops on wellness and fitness, participate in recreational activities on or off the campus, and participate in intramural volleyball, basketball, and tennis programs. Facilities include a pool, fitness center equipped with cardiovascular and weight training equipment, and a tennis-basketball-volleyball court.

Institute for Student Academic Enrichment (ISAE)

ISAE is a federally funded Student Support Services/TRIO program designed to assist first-generation, low-income and/or disabled students in achieving their maximum potential in higher education. ISAE provides eligible students academic advisement, peer tutoring and mentoring, career and personal counseling, financial aid information, workshops and leadership and cultural enrichment opportunities. ISAE is located in Building 7 at Doheny.

Orientation / First-Year Seminar

The Orientation program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success at college. Orientation includes an introduction to both the academic and student life aspects of the college and provides for the interaction of new students with faculty, staff, and current students. Orientation for new first-year students is held in July with separate activities for parents. Orientation activities include a movie night and service-learning project. In addition, placement testing, advisement, and course registration are available.

First-year students continue their orientation to the college in SPR 85 (Introduction to College Studies), a one-unit seminar course taught in the fall

semester. This class is designed to facilitate the transition from high school to the college environment and provides opportunities to become more familiar with college resources, policies and procedures, study skills, and other strategies for college success.

Residence Life

Living on at Mount St. Mary's Chalon and Doheny campus can be an enjoyable experience, providing a unique opportunity for individual and group participation in residence hall life. Living and learning occur throughout the residence hall system and life in the halls complements the academic life of the classroom. Living in the Residence Halls provides opportunities to participate in many activities. A variety of programs and services will be available to you, allowing you to develop personally, spiritually, intellectually, socially, and culturally. Only full-time traditional undergraduates may live in undergraduate housing.

Student residence life is largely self-regulated, under the direction of the Residence Life Staff composed of the Director, Assistant Directors, Administrative Assistant, Graduate Housing Coordinator, Head Resident Assistants and Resident Assistants.

For more detailed information on Residence Life guidelines, see the Student Handbook.

An off-campus housing referral listing is available through the Student Activities and Commuter Services Office.

Student Involvement

College involvement gives the student the opportunity to become a vital part of the institution. Students are encouraged to serve on college committees and to initiate religious, cultural, and social activities. The small college atmosphere offers many opportunities for participation in student

government and campus organizations.

Many organizations are open to the Mount students in an effort to broaden their experiences. Among these, the Associated Student Body sponsors a wide range of social, cultural, recreational, volunteer, and religious activities. The ASB meets regularly to discuss student issues and to promote student involvement. Several occasions arise each year for interaction with Baccalaureate students at Chalon as well as with students of surrounding colleges. Special interests are represented in various clubs and organizations.

Student Ambassador Program

The Student Ambassador Program is one of MSMC's partnership programs designed to motivate inner-city high school students to complete high school and aspire to a college education. The ambassadors help high school students understand what skills they need to acquire and what courses to take to qualify for college admission, and assist them with identifying appropriate colleges to which they can apply, completing admissions applications and researching financial aid. The program provides leadership and service opportunities to Mount students by engaging them in outreach in the Los Angeles area. Currently, ambassadors serve in 40 high schools, 5 middle schools, and several Los Angeles City housing developments. By helping these high school students to plan for college, improve study skills and envision satisfying and rewarding careers, Mount students are able to give back to the community while developing their own counseling and time-management skills. The Student Ambassador Program continues a long-standing Mount tradition of service to the local and world community.

Student Health Services

Mount St. Mary's College Health Services Department offers a broad range of services to both resident and commuter students. Emphasis is placed on preventive medicine and on positive health practices which will become a part of each student's lifestyle. Health education programs designed to assist students in developing values and skills related to achieving a high level of health are presented each semester.

Regular, full-time students at the Doheny Campus who pay the Comprehensive Student Fee may access Student Health Services at both the Doheny and Chalon campuses. The Doheny Health Office is staffed by a Registered Nurse who is available to provide treatment of minor illness and injuries, health references, health teaching, immunizations and laboratory testing. Appointments are also available with the Nurse Practitioner who is scheduled at the Doheny campus weekly.

The Chalon Health Center is staffed by nurse practitioners, nurses and specially trained students. Services include diagnosis and treatment of illnesses and minor injuries, physical examinations, health teaching, immunizations, and laboratory testing. Appointments may be made throughout the week. Students who pay the Comprehensive Student Fee may see a medical provider or nurse at no expense. There may be minor charges for laboratory testing and medications. When the Student Health Center is closed, a Medical Provider is on-call and available for consultation.

The Medical Director and physicians from the Peak Health Medical Group provide oversight, consultation and clinical review at both campuses.

Incoming freshmen and transfer students, both resident and commuters, must submit a current health history and physical examination prior to entrance. Proof of current immunizations and TB skin testing

are also required for admission. Additional health requirements exist for students enrolled in programs with clinical affiliations.

All full-time, regular students are required to carry Health and Accident Insurance. Please see the expense listings at the beginning of this catalog for additional information regarding health insurance available through Mount St. Mary's College.

Women's Leadership Program

The Women's Leadership Program offers many opportunities for leadership skill building and development in order to prepare students as leaders in their communities and future careers. Students are encouraged to develop and strengthen their personal, team, group, and citizen leadership skills throughout their time at the Mount. The program supports students in developing leadership skills through co-curricular activities, workshops, internships, and participation in national conferences.

All MSMC students have the opportunity to document their co-curricular activities in the form of a Leadership Transcript. In addition, freshmen and sophomore students are can apply to be part of the Leadership Scholar Program. Students who are part of the Leadership program have opportunities to develop their leadership potential by taking courses and participating in group service projects and other developmental experiences.

The following courses in Leadership are taught by program staff:

LWS 1A & 1B	Introduction to Leadership Concepts	Year-long course/Fall & Spring
LWS 1C	Orientation Leader Training	Spring
LWS 5	Leadership in Action	Spring

Baccalaureate Degrees

Majors Offered

American Studies
 Art
 Biological Sciences
 Business Administration
 Chemistry
 Child Development
 Documentary Film and Social Justice
 English (*including Weekend College*)
 English and Business Administration
 (*including Weekend College*)
 French Studies
 Gerontology
 History
 Liberal Arts (*Weekend College only*)
 Liberal Studies (*for elementary teaching
 credential students*)
 Mathematics
 Music
 Philosophy
 Political Science
 Psychology
 Religious Studies
 Social Science
 Sociology (*including Weekend College*)
 Spanish and Business Administration
 Spanish Studies

The Bachelor of Science with majors in:

Biochemistry
 Biological Sciences
 Business Administration (*Weekend College
 only*)
 Chemistry
 Nursing
 Social Work

Individually Designed Major

The Individually Designed Major is available to students interested in giving further creative direction to their own education. These student are encouraged to utilize alternative modes of education and to assume leadership in initiating educational and cultural experiences.

Admission to the Individually Designed Major presumes the ability on the part of the student to engage in independent study. Freshmen are eligible to pursue an IDM after the successful completion of their first semester at Mount St. Mary's College.

Information is available in the Advisement Center and from the Baccalaureate dean.

Baccalaureate Degree Requirements

1. Completion of at least 124 semester units with a grade point average of 2.0 (C average) for all college work undertaken at Mount St. Mary's College. A minimum of 45 semester units must be in upper division work.
2. Completion of a major, as designated by the major department.
3. Satisfaction of the senior residence requirement. Residence is defined as 30 of the last 39 units before graduation must be taken at Mount St. Mary's College. A minimum of 12 upper division units must be in the student's major and earned in regular course work at Mount St. Mary's College.
4. Completion of a Mount St. Mary's College general studies program.
5. Required Course: Introduction to College Studies (SPR 85) is required of all freshmen entering college with fewer than 24 units.
6. Must file a graduation application in the Registrar's Office by the end of the term prior to the term of projected completion.

In order to participate in commencement exercises students must be registered for all courses needed to complete degree and college requirements. If a student is granted permission to enroll in a course prior to graduation at an institution other than Mount St. Mary's College, the

transcript must be received by June 30.

All general studies courses must be passed with a C- or better

A student is governed by the catalog under which he/she enters MSMC. If subsequent catalogs have changes in major/minor or General Studies requirements which are in the student's favor, they may be substituted, by the department chair, at the option of the student. Changes in College policies and procedures apply to all students.

General Studies Curriculum

An educated person is one who is not only academically prepared in an area of specialization but also one who has knowledge and appreciation of the diverse fields of human endeavor. To achieve this, a student is expected to explore areas of learning outside the major through the General Studies curriculum. The College has adopted the following components of a liberal education as fundamental in developing excellence of mind and spirit. The components are integrated into the educational program, and into the General Studies Curriculum, in a way that enables the growth of students as free, imaginative, and responsible human beings, sensitive and responsive to the needs of the human person and human society. These components are:

1. effective written expression of ideas;
2. effective oral communication;
3. analysis of assumptions, methods of argumentation, values;
4. problem-solving: defining problems, identifying issues; organizing, analyzing, synthesizing ideas; comparing, contrasting ideas; decision-making;
5. understanding of personal and group behavior;
6. effective participation in a group or organization;
7. sense of history as providing perspective for interpreting human events;
8. sense of literature as reflecting and interpreting human experience;
9. understanding of and appreciation for music and the visual arts;
10. curiosity about and a spirit for investigating the natural universe;
11. ability to recognize patterns of thought used in science and mathematics;
12. understanding of the impact of advancing technology on human society and culture;
13. understanding of social classes and social structures in diverse societies;
14. understanding of contemporary economic, social, and political issues;
15. understanding of criteria and standards to assess personal moral values and ethical judgments;
16. openness to understanding of and respect for philosophical, religious, and ethnic diversity;
17. awareness of the religious and spiritual dimensions of human existence.

General Studies Requirements

The following structure and content for the General Studies Curriculum applies to Bachelor degrees except that there is no modern language requirement for the Bachelor of Science degree. **Students may not take general studies courses on a credit/no-credit basis. All courses used to fulfill General Studies requirements must be passed with a grade of C- or above.**

The college policy on challenge examinations will prevail in the General Studies Curriculum.

Communication Skills (minimum 7 units) - GS I:

A. Written (6 units)

ENG 1A Freshman English (3,3)
B/C

ENG 5H Freshman Honors English (3)

B. Oral (1-3 units)

SPE 10 Introduction to Communication (2)

SPE 12 Business and Professional Communication (1)

POL 133 Moot Court (1-3)

POL 134 International Organization-MUN (3)

POL 135 Selected Problems in International Organization (3)

SOC 30 Human Communication (3)

Critical Thinking (minimum 3 units) - GS II:

BIO 151 Medical Physiology (4)

ENG 1C Freshman English (3)

NUR 138 Research in Nursing (3)

PHI 5 Introduction to Logic (3)

PHI 10 Critical Thinking (3)

PHI 155 Symbolic Logic (3)

Arts and Sciences (minimum 21 units) - GS III:

At least one course must be taken in each of the following categories (A - G):

A. Art or Music

ART 2 Design I (3)

ART 3/103 Visual Thinking (3)

ART 5 Fundamentals of Art (3)

ART 7/107 Experiences in the Visual Arts (3)

ART 170 History of Art: Ancient thru Medieval (3)

ART 171 History of Art: Renaissance thru Romanticism (3)

ART 172 History of Art: Modern World (3)

ART 173 Multiculturalism and the Visual Arts (3)

ART 174 Women in Contemporary Art (3)

MUS 6/106 Varieties of Music (3)

MUS Music Masterpieces (3)

25/125

INT Guided Experiences in the Arts (1.5,

93AB/193 1.5)

AB

INT Study/Travel: European History (3)

95/195 and Culture

B. Literature

ENG

12/112 Literary Analysis (3)

ENG 15 Literature and Society (3)

ENG 16 Literature and the Human Experience (3)

ENG 17 Literary Focus (3)

ENG Great Works in World Literature (3)

18/118

ENG Great Works in British Literature (3)

19/119

ENG Great Works in American Literature (3)

20/120

ENG Classical Epic and Drama (3)

21/121

ENG Mythmaking: The Quest for Meaning (3)

25/125

ENG 26 Literature of the American West (3)

ENG Women in Quest (3)

27/127

ENG Contemporary Issues in World Literature (3)

28/128

ENG Literature of Los Angeles (3)

32/132

ENG Western Literary Heritage (3)

70/170

ENG 73 Shakespeare (3)

ENG 122 Love in World Literature (3)

ENG 123 Women's Voices in Literature (3)

ENG 124 Fiction to Film (3)

ENG 126 The American Experience (3)

ENG 129 Ethnic Lit. in America (3)

ENG 130 Faith and Fiction (3)

ENG 131 Russian Literature (3)

ENG 135 Classic Films as Visual Literature (3)

156H

ENG The Modern Temper (3)

ENG 164 American Drama (3)

ENG 165 Novels of the Americas: Latino Voices (3)

ENG 173 Shakespeare (3)

50 ACADEMIC INFORMATION

C. History			BIO 3/103	General Microbiology	(4)
HIS 1AB	Western Civilization	(3,3)	BIO 5	Life Science	(3)
HIS 3/103	World History	(3)	BIO 10	Health Science	(3)
HIS 5H	European Leaders and Ideas in Ferment and Flux	(3)	BIO 40A	Human Anatomy	(4)
HIS 6/106	American Cultural History	(3)	BIO 50A	Human Anatomy	(4)
HIS 25	Cultural and Historical Geography	(3)	BIO 50B	Human Physiology	(4)
HIS 45/145	Europe:Renaissance to the Enlightenment 1300-1789	(3)	BIO 67/167	Environmental Science	(3)
HIS 46/146	Europe: Age of Revolution and Nationalism, 1789-1871	(3)	CHE 1A/1AL	General Chemistry/Laboratory	(3,1)
HIS 47/147	Europe: 1871-1945	(3)	CHE 3	Foundations of Chemistry	(3)
HIS 50/150	Introduction to Asian History	(3)	PHS 1	Scientific Concepts	(3)
HIS 75	Contemporary America	(3)	PHS 2AB	General Physical Science	(4)
HIS 112/112H	Economic History of Europe	(3)	PHS 4	Elementary Environmental Studies	(3)
HIS 115AB	History of Political Theory	(3,3)	PHY 1A	Introductory Physics	(4)
HIS 116	Classical Civilization	(3)	PHY 11A	Mechanics	(4)
HIS 118	The World of Medieval Europe	(3)	E. Mathematics		
HIS 171	The U.S. From Colony to Republic	(3)	BUS 28	Mathematical Analysis for Business	(3)
HIS 173	The U.S. in the Nineteenth Century	(3)	BUS 38	Elements of Probability and Statistics	(3)
HIS 175	The U. S. in the 20 th Century	(3)	MTH 1	College Algebra and Trigonometry	(4)
HIS 179	Constitutional History of the U.S.	(3)	MTH 5A	Calculus I	(4)
HIS 180	Current Constitutional History	(3)	MTH 5B	Calculus II	(4)
HIS 181	Modern Presidential History	(3)	MTH 10	Quantitative Reasoning and Mathematical Ideas	(3)
HIS 184	Radicalism and Dissent	(3)	MTH 20	Programming	(3)
HIS 185A	African American History: American Slavery, 1619-1865	(3)	MTH 28	Mathematical Analysis for Business	(3)
HIS 185B	African American History: Emancipation to Modern Era	(3)	MTH 38/H	Elements of Probability and Statistics	(3)
HIS 185C/H	Race and Racism in American Life and Thought	(3)	MTH 50	Elementary Number Systems	(3)
HIS 191	Major Issues in US Women's History	(3)	MTH 51	Elements of Geometry and Statistics	(3)
POL 2	Comparative Government and Politics	(3)	PSY 40	Basic Statistical Methods	(3)
POL 108	American Constitutional Law	(3)	F. Social and Behavioral Sciences		
POL 109	Individual Rights	(3)	ECO 1	Microeconomics	(3)
POL 117AB	History of Political Theory	(3,3)	ECO 112/112H	World Economic History	(3)
POL 152A	History of Modern Japan	(3)	POL 2	Introduction to World Politics	(3)
POL 152B	History of Modern China	(3)	PSY 1	General Psychology	(3)
D. Natural and Physical Sciences			PSY 12/102	Child/Human Development	(3)
BIO 1AB	Biological Dynamics	(4,4)	SOC 5	Sociological Perspectives	(3)
			SOC 6	The Family, Child and Community	(3)
			SOC 104	The Family	(3)

SOC 195	Sociology of Religion	(3)	JPN 1	Elementary Japanese I (or equivalent)	(4)
G. Contemporary Economics or Politics					
BUS 5	Business Law I	(3)	JPN 2	Elementary Japanese II (or equivalent)	(4)
BUS 133	Money, Politics and Business	(3)	SPA 1	Elementary Spanish I (or equivalent)	(4)
BUS 140	Women's Issues in Business and Economics	(3)	SPA 2	Elementary Spanish II (or equivalent)	(4)
ECO 2	Macroeconomics	(3)	SPA 3A	Accelerated Spanish	(3)
ECO 195	International Economics	(3)	SPA 3B	Intermediate Spanish III	(3)
HIS 75	Contemporary America	(3)	SPA 4	Intermediate Spanish	(3)
HIS 178	Diplomatic History of the United States	(3)	SPA 33A	Civilizations and Cultures of Spain Weekend College only	(3)
HIS 179	Constitutional History of the United States	(3)	SPA 33B	Civilizations and Cultures of Hispanic America Weekend College only	(3)
HIS 180	Current Constitutional History	(3)			
HIS 188	California History	(3)			
LWS 111	Women's Issues in Business and Economics	(3)			
POL 1	American Government and Institutions	(3)			
POL 5	Business Law I	(3)			
POL 102	Women and the Law	(3)			
POL 108	American Constitutional Law	(3)			
POL 109	Individual Rights	(3)			
POL 125	Foreign Relations of the U. S.	(3)			
POL 131	International Relations	(3)			
POL 134	International Organizations-MUN	(3)			
POL 135	Selected Problems in International Organizations (3)				
POL 137	Ethnic Conflict and Civil War	(3)			
POL 171/H	President's and Personality	(3)			
POL 179	California Politics	(3)			
POL 180	State and Local Government	(3)			
POL 192	Plays and Politics	(3)			

Language & Culture - GS IV:

Required for B. A. degree only.

FRE 1	Elementary French I (or equivalent)	(4)			
FRE 2	Elementary French II (or equivalent)	(4)			
FRE 3	Intermediate French III	(3)			
FRE 4	Intermediate French IV	(3)			
FRE 33A/B	French Culture and Civilization Weekend College only	(3)			
1. Scripture					
RST 11	Introduction to Hebrew Scriptures	(3)			
RST 15	Introduction to Christian Scripture	(3)			
2. Christian Thought					
RST 21	Introduction to Catholicism	(3)			
RST 23	Spiritual Journeys of Women	(3)			
RST 25/125	Marriage Issues: Catholic Perspectives	(3)			
RST 70	Faith and Human Development	(3)			
RST 131	Jesus	(3)			
RST 135	Women and Christianity	(3)			
RST 137	Challenges in Contemporary Theology	(3)			

B.S. degree programs do not require a second language because of the additional science courses required by the related departments or outside professional accrediting agencies.

All students are strongly encouraged to take a second modern language to enhance their personal and professional communication in our current multilingual society.

Philosophy and Religious Studies - GS V:
(minimum 15 units* - must include 3 units of Ethics and 3 units of Philosophical Ideas.)

A. Religious Studies (6-9 units)

Ordinarily courses must be taken in at least two of the following areas:

3. Christian Ethics

RST 41	Introduction to Christian Ethics	(3)
RST 45/145	Contemporary Issues in Christian Ethics	(3)
RST 49/149	Biomedical Issues in Christian Ethics	(3)
RST 146	The Catholic Justice and Peace Tradition	(3)

4. Religion and Religions

RST 61/161	Introduction to World Religions	(3)
PHI 160	Philosophy of Religion	(3)
RST 78/178	Death and Afterlife	(3)
RST 172	Jesus & the Buddha	(3)
SOC 195	Sociology of Religion	(3)

B. Philosophy (6-9 units)

At least one course from among those listed under Philosophical Ideas must be taken.

1. Philosophical Ideas

PHI 15	Introduction to Philosophy	(3)
PHI 24	Socrates, Plato, Aristotle	(3)
PHI 126	Descartes to Kant	(3)
PHI 130	Existentialism	(3)
PHI 134	American Philosophy	(3)
PHI 150	Metaphysics	(3)
PHI 152	Theory of Knowledge	(3)
PHI 158	The Scientific Method	(3)
PHI 160	Philosophy of Religion	(3)
PHI 162	Philosophy & Native Cultures	(3)
PHI 165	Philosophy & Law	(3)
PHI 167	Ethics and Film	(3)
PHI 169	Philosophy of Technology	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 172	Marxism	(3)
PHI 174	Philosophy of Art	(3)
PHI 175	Philosophy of Film	(3)
PHI 176	Philosophy in Literature	(3)
PHI 178	Philosophy of Woman	(3)
PHI 179	Women and Values	(3)
PHI 180	Chinese Philosophy	(3)

2. Ethics

PHI 21	Moral Values	(3)
PHI 92/192	Business Ethics	(3)
PHI 167	Ethics & Film	(3)

PHI 168A	Contemporary Moral Problems	(3)
PHI 168B	Bioethics	(3)
PHI 179	Women and Values	(3)

3. Other

PHI 5	Introduction to Logic	(3)
PHI 10	Critical Thinking	(3)
PHI 155	Symbolic Logic	(3)
PHI 158	The Scientific Method	(3)

**Students transferring into the College who will graduate in two years or less will fulfill General Studies V., A and B, by completing two courses in each area, a total of twelve (12) units; one course must be Ethics and one must be Philosophical Ideas.*

Diversity (6) - GS VI:

ART 5	Fundamentals of Art	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
BUS 140/140H	Women's Issues in Business and Economics	(3)
BUS 189	International Management	(3)
CUL 107	Theory and Practice of Culture	(3)
ENG 123	Women's Voices in Literature	(3)
ENG 126	The American Experience	(3)
ENG 129	Ethnic Literatures of America	(3)
FRE 4	Intermediate French	(3)
FRE 128	Twentieth Century Literary Trends	(3)
HIS 25	Cultural and Historical Geography	(3)
HIS 162	History & Civilization of Latin America	(3)
MUS 6M/106	Varieties of Music	(3)
NUR 160	Adaptation Nursing: Childbearing Family	(2.5)
PHI 15	Introduction to Philosophy	(3)
PHI 21	Moral Values and Ethical Decisions	(3)
PHI 92/192	Business Ethics	(3)
PHI 160	Philosophy of Religion	(3)
PHI 162	Philosophy and Native Cultures	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 174	Philosophy of Art	(3)
PHI 175	Philosophy of Film	(3)
PHI 176	Philosophy in Literature	(3)

PHI 178	Philosophy of Woman	(3)	NUR 61	Nursing Practicum: Adult	(0.5)
PHI 179	Women and Values	(3)	NUR 138	Research in Nursing	(3)**
POL 2	Introduction to World Politics	(3)	NUR 162	Adaptation Nrsng: Children	(3)**
POL 192	Plays and Politics	(3)	PHI 5	Introduction to Logic	(3)
PSY 113	Learning in Children and Adolescents Across Cultures(3)		PHI 165	Philosophy and Law	(3)
PSY 144	Psychology of Prejudice	(3)	PHS 2	General Physical Sciences	(3)
RST 61/161	Introduction to World Religions	(3)	PSY 106/L	Basic Research Methods	(4)
RST 78/178	Death and Afterlife	(3)	SOC 117	Quantitative Research Methods	(3)
RST 172	Jesus and the Buddha	(3)	**Note: These courses satisfy one QL unit. Students will need two more QL1 units.		
SOC 5	Sociological Perspectives	(3)	B. QL2		
SOC 6	The Family, Child, and Community	(3)	CHE 1AB	General Chemistry	(3,3)
SOC 49	Multicultural Issues for Health Care Professionals	(3)	CHE 107L	Biochemistry Laboratory	(1)
SOC 104	The Family	(3)	CHE 110AB	Physical Chemistry	(4,3)
SOC 125	Cultural Anthropology	(3)	MTH 1	College Algebra and Trigonometry	(4)
SOC 161	Dynamics of Majority-Minority Relations	(3)	MTH 5ABC	Calculus I/II/III	(4,4,4)
SPA 4	Intermediate Spanish IV	(3)	MTH 10	Quantitative Reasoning and Mathematical Ideas	(3)
SPA 33B	Civilizations and Cultures of Hispanic America	(3)	MTH 28	Mathematical Analysis for Business	(3)
SPA 140	Contemporary Literature of Hispanic America	(3)	MTH 38	Elements of Probability and Statistics	(3)
SPA 146	Women in Hispanic Literature	(3)	MTH 51	Elements of Geometry and Statistics	(3)
Quantitative Literacy (6 units) - GS VII:			MTH 120	Discrete Mathematics	(3)
Baccalaureate students must take six (6) units of Quantitative Literacy (QL). The six units must come from either two QL2 courses OR one QL1 course and one QL2 course, but NOT two QL1 courses.			PHI 155	Symbolic Logic	(3)
A. QL1			PHS 1	Scientific Concepts	(3)
BIO 1A & 1AL	Biological Dynamics with lab	(4)	PHY 1AB	Introductory Physics	(4,3)
BIO 1A & 1AH	Biological Dynamics with honors lab	(5)	PHY 11A	Mechanics	(4)
BIO 130	Genetics	(4)	PHY 11B	Electricity, Magnetism, and Optics	(3)
BIO 151	Medical Physiology	(4)	POL 101	Research Methodology	(3)
BUS 15AB	Accounting Principles I,II	(3)	PSY 40	Basic Statistical Methods	(3)
BUS 16AB	Accounting Principles I,II	(4)	Double Counting Courses		
CHE 107	Biochemistry	(3)	A course must have received a General Studies designation from the Curriculum Committee for the area(s) for which it might be double counted to fulfill General Studies requirements.		
MTH 50	Elementary Numbers	(3)			
NUR 51	Nursing Practicum: Adult	(0.5)			

The following conditions apply to double counting:

1. A course may not fulfill more than one category in Area III. At most six units of the 21 unit minimum in Area III may be double counted in other General Studies areas.
2. With the exception of Phi 5 and Phi 10, no course from Areas I through IV may double count to satisfy a requirement in Area V.
3. When completing a double major, no more than 9 upper division units may be double counted to satisfy requirements for both majors.

Triple Counting Courses

The following conditions apply to double or triple counting of a General Studies course:

1. A course may not fulfill more than one category in Area III.
2. With the exception of PHI 5 and PHI 10, no course from Areas I-IV may double count to satisfy a requirement in Area V.
3. When completing a double major, no more than 9 upper division units may be double counted to satisfy requirements for both majors.

Please note: This policy thus allows a course to double or triple count in Areas I, II, IV, and VI. Only Phi 5 and Phi 10 double count to satisfy Area V. This means, for example, that Phi 10 double counts as Critical Thinking (Area II) and Philosophy (Area V), Phi 155 double counts as Philosophy (Area V) and QL2 (Area VI) and Phi 5 triple counts (as Critical Thinking (Area II) as Philosophy (Area V), and as QL1 (Area VII). To determine if a course double or triple counts, focus on Areas I, II, IV, V, and VI (all Areas EXCEPT Area III, which does not allow double counting).

Language Fulfillment Alternative

This requirement may be satisfied by any of the following alternatives:

1. A student who begins a language must complete French 1 and 2, Japanese 1 and 2, or Spanish I and 2, or their equivalent. For other languages, students must complete the equivalent of the second semester or third quarter.
2. Weekend College students may choose to complete the language requirement by taking two courses in either Spanish or French culture.
3. Students whose native language is not English may demonstrate academic proficiency in English as a second language by passing the TOEFL examination with scores above 550.
4. Students may take placement exams offered by MSMC's Language and Culture Department in Spanish, French or Japanese to fulfill the requirement. **Successful completion will waive the Modern Language Requirement but no units will be awarded.**

Graduating with a Double Major

Students who wish to earn a degree with a double major must observe the following requirements:

1. The two majors may be in the same or different degree programs. The student must determine the primary major and satisfy the general studies requirement for the degree of that major. The other major is considered the secondary major.
2. All requirements for both majors must be met, including all upper division work, foreign language, and any additional requirements.
3. The department chairpersons of both major areas must approve the student's

completion of the requirements for the major.

4. A second major may be earned in the same academic area, but no more than 9 upper division units may satisfy requirements in both majors.

Second Baccalaureate

In order to receive a second Baccalaureate degree, a student must fulfill the following requirements:

1. Completion of a minimum of 24 semester units in residence beyond the requirements for the first baccalaureate degree.
2. Completion of all departmental requirements, including a modern language if necessary, in the area of the major for the second degree.
3. Completion of all other institutional requirements if the first degree has been earned elsewhere.

Minor Policy

A minor should enrich a student's major, allow for specialization within a major, broaden a student's career options, and encourage exposure to other academic disciplines. While most disciplines require 18 units to complete a minor, some departments require additional units. In addition to the requirements for individual academic disciplines, a student must complete three upper division courses (9 units) for a minor that are not also being used to fulfill requirements for the major, general studies, or another minor. The deadline for declaring a minor will be the end of the student's junior year.

Graduation with Honors (Baccalaureate Degree)

- **Summa cum laude** shall be granted to a student who has earned a cumulative grade point average of 3.85 or higher.
- **Magna cum laude** shall be granted to a student who has earned a cumulative

grade point average of 3.7 or higher.

- **Cum laude** shall be granted to a student who has earned a cumulative grade point average of 3.5 or higher.

The College's criteria for eligibility to graduate with honors will be determined by a student's overall GPA at the end of the term prior to the last term of attendance. To be eligible, the student must have completed 45 letter-graded units at Mount St. Mary's College by the end of the term prior to the last term of attendance. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College and grades earned at transfer institutions. Courses at another institution after matriculation are not counted into the cumulative grade point average, with the exception of approved junior year abroad and exchange programs.

Weekend College students must be full-time students (9 units per semester) to be eligible to be considered for honors at graduation.

The Honors Program

The Honors Program at Mount St. Mary's College is designed to offer special challenges to students who have an outstanding high school GPA and SAT scores and/or who maintain a 3.4 or better cumulative college GPA.

The Honors Program enables students to explore in greater depth and breadth various areas of study, with possibilities of completing their college work with alternative modes and approaches to learning. Students may select among courses specially designed for the Honors Program, honors sections of regularly offered courses, and courses or course components designed by contract with an instructor. All honors courses are designated with the letter "H" following the course number.

Honors students may take as many honors courses as they choose. An honors certificate is awarded at graduation to students who have completed a minimum of 18 units of honors work, including at least two regularly scheduled honors courses, and representing at least three disciplines. Included in the 18 units of honors work required for the certificate is a senior thesis which is a major research project of the student's choosing, involving at least two disciplines. The thesis work is supervised by two faculty sponsors. Presentation of the senior thesis is open to the college community.

Academic Support Services

Academic Advisement Center and Services

The Chalon campus advisement program is coordinated through the Academic Advisement Center. All students are assigned a Faculty Advisor with whom they plan their academic programs. The advisor assists in clarifying the requirements in the general studies program and major department. Students meet with their advisor at least once each semester to register for classes. Entering students meet with a Faculty Advisor, are advised and registered at Orientation for their first semester at the Mount. Placement testing sessions are held during the month of June, and Orientation is held in July for all new freshmen and transfers. Out-of-area students are advised by the Advisement Center via e-mail and phone. Information regarding Orientation is sent to new students after tuition deposits have been made. Students entering in the Spring semester should contact the Advisement Center for registration and placement testing information.

To further serve the student's advisement needs, the Academic Advisement Center functions as a drop-in office for on-going guidance and referral services. Help in understanding and following college

policies is always available. The staff, along with student assistants, provides information on many aspects of college life and can clarify many academic procedures. Although the individual faculty advisors and the Advisement Center staff make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that all procedures are followed and requirements fulfilled.

Library Facilities

The **Charles Willard Coe Memorial Library**, located on the Chalon Campus, is the principal library of Mount St. Mary's College. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses and also houses the Instructional Media Center, an Office of Institutional Technology (OIT), administered repository for non-print media, and the hardware necessary to non-print media use. The facility is intended primarily for individual and small group use but also circulates its sound and image collections for use in the classroom. There is an OIT administered computer lab on the 4th floor.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex.

The libraries serving the two campuses currently hold over 130,000 volumes and carry subscriptions to over 800 print periodicals. Moreover, the OIT administered IMTC contains over 5500 titles of non-print media material. Print and non-print materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. The libraries hold subscriptions to a number of bibliographic and full-text online databases in a wide variety of academic subject areas. There are three book databases as well as numerous

journal article and proprietary materials databases. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Study Away/ Study Abroad Opportunities

As a traditional liberal arts college, Mount St. Mary's recognizes the value of the study away experience. Students who participate are given the opportunity to gain knowledge and cultural awareness as an integral part of their liberal arts education. The Mount allows qualified students to participate in four approved programs. The study away programs are the Washington Semester Program, the Sisters of St. Joseph College Consortium Exchange (CSJ Exchange), and the BorderLinks program. A study abroad opportunity is available through the American Institute for Foreign Study (AIFS). Each program provides students with unique and valuable experiences at other institutions while earning Mount credit.

Qualified students may study in one of these programs for one semester in their junior or senior year. The minimum GPA requirement to participate is a cumulative 3.0. Students may pick up applications and course information in the Advisement Center. Students interested in studying away/abroad must attend a mandatory information session during the semester prior to their desired semester away/abroad. The institutional deadlines to file an application and a Transfer of Credit form are April 1, for Fall semester, and November 1, for Spring semester. All students who study away must obtain approval from the Chalon Advisement Center in order to be eligible for financial aid. Finally, students who participate in one of these programs must attend a pre-departure session.

Mount St. Mary's College encourages students to participate in the Study

Away/Abroad Program. Students must complete the appropriate academic year Free Application for Federal Student Aid (FAFSA) and have the information sent to Mount St. Mary's College as well as the Aid Renewal Request Form. Study Away/Abroad students must follow the same deadlines as students not participating in the program. Students must provide the Office of Student Financing with a breakdown of costs for their semester. They will be reviewed as a "resident" student and their cost of housing will be taken into consideration during the analysis of their file. Study Away students do not qualify for Federal Work Study or Mount Work funds while away, but may be awarded work monies when they return to campus. If a student receives any type of outside award, including a scholarship or stipend from their Study Away/Abroad program, they must report it to the Office of Student Financing so it can be considered in the evaluation of their aid. Any questions regarding funding of Study Away programs should be directed to the Office of Student Financing.

The GPA earned by a student on these programs is included in the student's overall GPA, and is also used for the conferral of honors at graduation. Each program may have additional requirements. Please consult the Advisement Center for more information.

American Institute for Foreign Study (AIFS)

Mount St. Mary's College offers students the opportunity to study abroad with the American Institute for Foreign Study (AIFS). AIFS has programs in the following countries: Argentina, Australia, Austria, Czech Republic, England, France, Holland, Ireland, Italy, Japan, Russia, South Africa, and Spain. Most countries provide students with intensive language classes and each has specific requirements regarding language fluency.

There is a variety of courses offered in this program. Most courses are in the humanities and social science areas. Biology, Biochemistry, and Chemistry majors will find an assortment of science and math courses offered in London, England. England also offers a variety of internships for qualified students. For more information visit: www.aifsabroad.com.

Washington Semester

Mount St. Mary's College is affiliated with the American University in Washington, DC, making it possible for Mount students to spend a semester in the nation's capitol and pursue study in one of eleven areas: American Politics, Economic Policy, Foreign Policy, International Business & Trade, International Environmental & Development, Justice, Justice: Law Enforcement, Peace & Conflict Resolution, Print & Broadcast Journalism, Public Law, and Transforming Communities. To participate in the program students must be nominated by a full-time faculty member in their major department. Since a major portion of a Washington semester consists of internship experience, students who study in Washington are not normally permitted to enroll in additional internship units. For more information visit: www.washingtonsemester.com.

Sisters of St. Joseph College Consortium (SSJCC) Exchange

Mount St. Mary's College is one of twelve Sisters of St. Joseph Colleges. The consortium agreement allows students from the Mount to attend any of the other schools for one semester. The member schools are: Aquinas Junior College at Milton (MA), Avila College (MO), Chestnut Hill College (PA), Elms College (MA), Fontbonne College (MO), Mater Dei College (NY), Nazareth College (NY), Regis College (MA), The College of St. Catherine (MN), The College of St. Joseph (VT), and The College of Saint Rose (NY). The SSJCC Student Exchange Program

allows students to take advantage of the rich learning experience of being with students from a different part of the country on a campus with unique academic resources. Each school offers students an enriching learning opportunity as well as increased exposure to faculty specialists and curricula.

Border Links

Mount St. Mary's College is affiliated with BorderLinks, a semester on the border program. The BorderLinks experience is more than academic; it offers students a dynamic experiential learning experience and community living along the U.S. Mexico border in Tucson, Arizona and Nogales, Sonora. The main focus of the program is to enlighten students on the impact of globalization. Available to students on the program are the following courses: Liberation Theology, Culture of the Borderlands, Peace and Justice Studies, History of Mexico, and Spanish Language courses. For more information visit: www.borderlinks.org.

UCLA Cross-Registration Agreement

Mount St. Mary's College has a cross-registration agreement with the University of California at Los Angeles (UCLA), the purpose of which is to supplement and enrich the MSMC academic program and to provide an opportunity for UCLA students to take Mount courses. Full-time Mount baccalaureate students who have sophomore, junior, or senior standing and a cumulative grade point average of 3.2 or better may, with the permission of the College Registrar, take one undergraduate course at UCLA per semester, but no more than four courses toward the degree. No more than two such courses will count toward the MSMC residency requirement; courses taken at UCLA must not be among those available at MSMC. Courses taken at UCLA under this arrangement will be included in the student's load at the College, and, except for specific course

laboratory or studio fees, no additional tuition or fees will be charged. Transportation to such courses and parking fees are the responsibility of the student enrolled. For information and procedures, consult the Office of the Registrar on the Chalon campus.

University of Judaism (UJ) Cross-Registration Agreement

Mount St. Mary's College has a cross-registration agreement with the University of Judaism, the purpose of which is to supplement and enrich the MSMC academic program and to provide an opportunity for UJ students to take Mount courses. The following conditions and requirements must be met:

- The student must meet all prerequisites/criteria required for courses.
- No visiting student may displace a student from the registration of a course at the student's home institution.
- The student is responsible for obtaining all appropriate signatures and returning the completed form to the student's home institution.
- The student is responsible for meeting all registration deadlines, regulations, and penalties of MSMC.

A student who wishes to withdraw from a course(s) must notify the Registrar at both MSMC and UJ. Students who do not formally withdraw will receive a grade of U or F.

Student Affairs

Mount St. Mary's College provides students with programs and experiences conducive to personal, cultural, ethical, social, physical, spiritual, and intellectual growth. Student initiative and responsibility are encouraged in an

atmosphere of close interrelation among students, faculty, administration and staff.

Campus Ministry

Campus Ministry Office seeks to develop and sustain awareness of the spiritual dimension of life which is at the heart of the College's mission, assisting students, faculty, and staff to grow spiritually in accordance with their own religious traditions. Catholic in our roots and vision, we welcome the opportunity to be of service to persons of every religious persuasion or none at all, and commit ourselves to respect the freedom of each person's conscience and unique path.

The Campus Ministry team consists of a director, two coordinators (each focused on one of our two campuses), student coordinators and office staff. Together, they are responsible for a number of areas: Liturgy (including Sunday Mass, reconciliation services and other prayer services); the Rite of Christian Initiation for Adults (for those who wish to become Catholic); preparation for Confirmation, Eucharist and other sacraments; Bible Study and other educational efforts; retreats; campus festivities and observances; and community service opportunities, including action for social justice. Individual counseling and conversations are also available to any member of the campus community.

The Mary Chapel, located in the heart of the campus, is the central place for worship and prayer at Chalon, and people of all faith backgrounds are welcome there, whether for a Sunday evening Mass, a Noon Prayer service, a Rosary with friends, or for personal quiet reflection.

Career Services

Career Services provides students with the opportunity for individual counseling to assist with skills assessment, resume writing, interviewing techniques, and information regarding graduate studies.

Professional staff members are available to help students research information on career positions, as well as internship and volunteer options. In addition, the Career Services staff fosters on-going relationships with a variety of organizations and corporations in order to develop internship and employment opportunities for students.

A variety of events are offered through Career Services. Annual events include an etiquette dinner, a major options workshops series, on-campus career fairs, and a faculty panel discussion addressing graduate studies. Alumnae career panels focusing on different majors and occupations are held throughout the school year. All students are encouraged to enroll in the one unit Career Planning Seminar course that is required for business majors, or the Career Exploration course designed for undeclared or major changers.

Career Services maintains several web-based resources including the Mount Career Network. This on-line job posting system provides students with access to full-time and part-time job listings, as well as volunteer and internship opportunities. Additional resources include an on-campus career resource library consisting of books on interviewing, resume writing, major and career options, job search, and graduate/professional school information and preparation.

Service Learning and Community Engagement

In the spirit of the mission and strategic planning of Mount St. Mary's College, community engagement opportunities exist to offer MSMC students off-campus service and learning experiences at community organizations that promote human and community development. Service-Learning faculty, Career Services staff, the Women's Leadership Program, and the office of Community Engagement

work collaboratively with MSMC students to promote healthy, socially-just communities in the greater Los Angeles area. In order to gain knowledge and understanding, assess their own learning through reflection and structured experiences, and become life-long committed advocates for social justice in our world, all Mount students are encouraged to participate in a variety of community engagement and service-learning opportunities.

Counseling and Psychological Services (CPS)
MSMC recognizes that emotional health and personal growth are essential components of a successful academic experience. The mission of Counseling and Psychological Services is to enhance the emotional growth of students by promoting balanced lifestyles, positive self-esteem and essential life skills with an emphasis on the development of the whole person. CPS provides psychological counseling services and psychoeducational programs for students, as well as responsive consultation to the college community. In counseling, students discuss issues such as stress, anxiety, depression, academic concerns, family and relationship problems, grief, loneliness, eating issues, alcohol/drug problems, dating violence and self-esteem difficulties. Counseling services are available to current MSMC full-time traditional undergraduates, accelerated nursing students, and physical therapy graduate students. After the initial appointment, a recommendation will be made for individual counseling, group sessions, or referrals to services in the community. Our counseling is short-term, not to exceed twelve sessions per academic year as determined by your counselor. It may be in the best interest of the client to receive long-term therapy, specialized treatment or other referrals; in these cases, students will be referred out to services in the community.

All sessions are confidential in keeping with professional ethics and state laws. Information about clients is not shared with their families, the faculty, college administrators, or anyone else without the student's written permission. The exception to this policy is when limited disclosure is required by law to protect the student or someone else from harm. Counseling and Psychological Services is staffed by licensed psychologists, advanced doctoral level interns, and postdoctoral fellows.

Disability Services

Please see Disability Policy under the Undergraduate Academic Policies for additional information.

Fitness Education

Mount St. Mary's College is committed to graduating well-balanced women with a strong sense of self and physical well being. The Fitness Education Department offers programs that complement the academic program: the physical education courses offered for academic credit, fitness programs, recreational opportunities and an intramural sports program. These programs together provide students with the opportunity to attain, improve and/or maintain their physical fitness, attend informative workshops on wellness and fitness, participate in recreational activities on or off the campus, and participate in intramural volleyball, basketball, indoor soccer, dodgeball and more. Facilities include a heated swimming pool, fitness center equipped with cardiovascular and strength training equipment, and a tennis-basketball-volleyball court.

Institute for Student Academic Enrichment (ISAE)

ISAE is a federally funded Student Support Services/TRIO program designed to assist first-generation, low-income and/or disabled students in achieving their maximum potential in higher education. ISAE provides eligible students academic advisement, peer tutoring and mentoring,

career and personal counseling, financial aid information, workshops and leadership and cultural enrichment opportunities. ISAE is located in the Chalon Learning Center.

Learning Assistance Programs / Learning Center

In order to enable each student to achieve maximum benefit from the academic programs at the College, Learning Assistance Programs offers a variety of academic support services for all MSMC students. Services include peer tutoring in all subject areas, workshops in study and organizational skills, structured study groups, writing and analytical skill development, and books and computer tutorials to assist in developing skills to prepare for standardized graduate examinations. Learning Assistance Programs is located in the Chalon Learning Center, Humanities Bldg., Rm. 207.

Orientation / First-Year Seminar

The Orientation program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success in college. Separate orientation programs specifically designed for new and transfer students are held in the summer. Orientation includes an introduction to both the academic and student life aspects of the college and provides for the interaction of new students with faculty, staff, and current students. Orientation for new first-year students is held in July with separate activities for parents. Orientation activities include a movie night and service-learning project. In addition, placement testing, advisement, and course registration are available. Students entering for the spring semester are provided a one-day orientation program.

First-year students continue their orientation to the college in SPR 85 (Introduction to College Studies), a one-

unit seminar course taught in the fall semester. This class is designed to facilitate the transition from high school to the college environment and provides opportunities to become more familiar with college resources, policies and procedures, study skills, and other strategies for college success.

Residence Life

Living on at Mount St. Mary's Chalon and Doheny campus can be an enjoyable experience, providing a unique opportunity for individual and group participation in residence hall life. Living and learning occur throughout the residence hall system and life in the halls complements the academic life of the classroom. Living in the Residence Halls provides opportunities to participate in many activities. A variety of programs and services will be available to you, allowing you to develop personally, spiritually, intellectually, socially, and culturally. Only full-time traditional undergraduates may live in undergraduate housing.

Student residence life is largely self-regulated, under the direction of the Residence Life Staff composed of the Director, Assistant Directors, Administrative Assistant, Graduate Housing Coordinator, Head Resident Assistants and Resident Assistants.

For more detailed information on Residence Life guidelines, see the Student Handbook.

An off-campus housing referral listing is available through the Student Activities and Commuter Services Office.

Scholar Mentor Program

President's Scholars, Dean's List students, and others recommended by their professors may participate in the Scholar Mentor Program. Through this program students are trained as peer tutors and provide tutoring to other Mount students in

a variety of subjects. Scholar Mentors may receive academic credit by enrolling in the Scholar Mentor Seminar (SPR 25). In addition, they may earn compensation for training and tutoring hours.

Short Term Loans

Two short-term loans are available to full-time, traditional undergraduate students. Please see details below for each loan.

Academic Emergency Loan: This loan is available during the first two weeks of each semester to current, full time, traditional undergraduate students holding 12 units or more to assist them with academic expenses. Students may borrow up to \$150 per semester through this loan for academic expenses only (such as books). Applications are available at the Student Affairs Office, H200. Applications will be reviewed by a loan officer and a meeting may be required. Applications may take up to 2 business days to be processed.

The Nancy Manning Emergency Loan:

This loan is available to students enrolled at the Chalon campus who have attended classes for one semester. This loan is granted to students in need of immediate assistance with educational, housing, transportation or medical expenses. Loans are available up to a maximum of \$50 per semester and must be repaid within 30 days from date requested.

The Nancy Manning Loan is interest-free if repaid by the due date. Failure to repay the loan by the due date will result in a \$5.00 late fee and interest at the rate of seven percent (7%) per annum thereafter. For further information, please stop by the Student Activities and Commuter Services Office, H110.

Student Activities and Commuter Services (SACS)

The Student Activities Office coordinates numerous co-curricular events, programs and activities on campus. SACS provides students of Mount St. Mary's College a

variety of options for involvement through participation in student clubs, student government, and other leadership opportunities. It is a great resource for certifying organizations, planning events, fundraising and publicity for student organizations. Opportunities to explore the Los Angeles area is available through Weekend Programming and Ticket Office which offers discount tickets to movie theaters and theme parks.

The Associated Student Body is also housed in the SACS Office. ASB is the student governing body which is comprised of an Executive Board, the Senate, and the Student Activities Council. The Senate provides students with the opportunity to participate in various College committees and to play an important role in the College's decision making process. The Student Activities Council sponsors many campus-wide events such as Blood Drives, Charity Ball, Lighting of the Circle, and Spring Carnival.

Commuter students are an active and vital part of the Mount St. Mary's College community. SACS is dedicated to meeting the needs of commuter students by providing various programs and services. These services include off-campus housing referrals, lockers, a carpool program, designated carpool parking, Commuter Café, social events and fax service.

Student Ambassador Program

The Student Ambassador Program is one of MSMC's partnership programs designed to motivate inner-city high school students to complete high school and aspire to a college education. The ambassadors help high school students understand what skills they need to acquire and what courses to take to qualify for college admission, and assist them with identifying appropriate colleges to which they can apply, completing admissions applications and researching financial aid. The program

provides leadership and service opportunities to Mount Students by engaging them in outreach in the Los Angeles area. Currently, ambassadors serve in 40 high schools, 5 middle schools, and several Los Angeles City housing developments. By helping these high school students to plan for college, improve study skills and envision satisfying and rewarding careers, Mount students are able to give back to the community while developing their own counseling and time-management skills. The Student Ambassador Program continues a long-standing Mount tradition of service to the local and world community.

Student Health Services

Mount St. Mary's College Health Services Department offers a broad range of services to both resident and commuter full-time students who pay the Comprehensive Student Fee. These services include diagnosis and treatment of illness and minor injuries, physical examinations, health teaching, and laboratory testing. The Health Clinic on the Chalon campus is staffed by nurse practitioners, nurses, and specially trained students. The Medical Director and physicians from the Peak Health Medical Group provide oversight, consultation and clinical review.

Emphasis is placed on preventive medicine and on positive health practices which will become a part of each student's lifestyle. Programs designed to assist students in developing values and skills related to achieving a high level of health are presented each semester.

Incoming freshmen and transfer students, both residents and commuters, must submit a current health history and physical examination prior to entrance. Proof of current immunizations and TB skin testing are also required for admission. Additional

health requirements exist for students enrolled in programs with clinical affiliations.

Chalon students are eligible to use the Student Health Clinic on the Chalon or Doheny campuses. Appointments may be made with healthcare providers throughout the week. There is no cost to a student for provider visits; however, supplemental fees for laboratory testing and medications may be assessed. Referrals for specialty services and emergency services will be made through the Student Health Center.

When the Student Health Center is closed, a Medical Provider is on-call and available for consultation.

All full-time students are required to carry Health and Accident Insurance. Please see expense listings at the beginning of this catalog for additional information regarding health insurance available through Mount St. Mary's College.

Women's Leadership Program

The Women's Leadership Program offers many opportunities for leadership skill building and development in order to prepare students as leaders in their communities and future careers. Students are encouraged to develop and strengthen their personal, team, group, and citizen leadership skills throughout their time at the Mount. The program supports students in developing leadership skills through co-curricular activities, workshops, internships, and participation in national conferences.

All MSMC students have the opportunity to document their co-curricular activities in the form of a Leadership Transcript. In addition, freshmen and sophomore students are can apply to be part of the Leadership Scholar Program. Students who are part of the program have opportunities to develop their leadership potential by taking courses and participating in group service projects

and other developmental experiences.

The following courses in Leadership are taught by program staff:

LWS 1A & 1B: Introduction to Leadership Concepts – Year-long course/Fall & Spring

LWS 1C: Orientation Leader Training – Spring

LWS 5: Leadership in Action – Spring

Graduate Degrees

The liberal arts tradition and the Catholic nature of the College give direction to Mount St. Mary's College Graduate Division. Graduate programs flow from the College mission statement and presuppose the components of a liberal arts education, as is evident in the following objectives, developed by the Graduate Council for the teaching and preparation of students at the graduate level.

Women and men at the graduate level are prepared as leaders for society and are given the means, as well as the confidence, to:

create and contribute to a society in which respect for individuals permeates all professional structures and personal interactions;

assist those with whom they work to recognize and use their own talents, skills, and resources;

envision and facilitate personal responsibility for the direction of society as it grows toward a greater global interaction, culturally, socially, and politically;

expand one's own knowledge of and contribution to a field through the tools of research and academic development.

Each graduate program, in ways appropriate to the preparation for a particular profession, strives to attain these objectives by:

individualized and personal advisement; careful curriculum planning and scheduling;

selection of competent, caring faculty who are well prepared in their fields and sensitive to the needs of the adult student population;

challenging students to investigate a wide range of related resources beyond those presented in classes;

providing a welcoming environment that suggests harmony, peace and concern for the well-being of all persons.

Programs in the Graduate Division include disciplinary, interdisciplinary, and professional graduate degrees. Degree nomenclature appropriately reflects the type of degree.

Degrees Offered

Master of Business Administration

Master of Science in Education with concentrations in:

Elementary Education

Secondary Education

Special Education: Mild/Moderate Disability

Instructional Leadership

Individually Designed Program
(See Individually Designed Program on page 47)

Master of Arts in the Humanities with concentrations in:

English, History, Cultural Studies, and Creative Writing
(See Humanities Masters Degree)

Master of Science in Nursing

The Master of Science in Nursing (MSN) is conferred with a specialization in:

Educator

Leadership and Administration

Clinical Nurse Specialist-Adult Health

Community/Public Health

In addition, an ADN-to-MSN program is offered and a post-MSN Clinical Nurse Specialist certificate.

(See *ADN-to-MSN Program* on page 218)

Master of Science in Counseling Psychology
with concentrations in:

Marriage, Family and Child Counseling

Community and Interpersonal Relations
(See *Human Services and Community
Counseling (Minimum 36-39 units
required)* on page 257)

Psychology Certificates of Specialization:

Counseling the Spanish-Speaking Client

Pastoral Counseling Emphasis
(See *Pastoral Counseling Emphasis on
page 258*)

Master of Arts in Religious Studies with
Certificate Programs in:

Advanced Studies in Youth and Young
Adult Ministry
(See *Advanced Studies in Youth and Young
Adult Ministry Certificate on page 270*)

Doctor of Physical Therapy
(See *Physical Therapy on page 236*)

Graduate Admission Policies

A student who holds a bachelor's or higher degree from a regionally accredited college or university is eligible to apply for admission. The student's previous academic record must give evidence of the ability and the preparation necessary for successfully pursuing graduate study. Admission will be based on an evaluation of the applicant's potential for success in both the program and the profession.

Graduate Application Procedures

Applications, with all supporting documents, must be completed before or during the first semester of enrollment. (See application procedures for Doctor of Physical Therapy Admission on page 236)

The applicant forwards the following to:
The Office of Graduate Admission
Mount St. Mary's College
10 Chester Place
Los Angeles, CA 90007-2598

1. Application and application fee.
2. One official, sealed, transcript of all previous college work, both undergraduate and graduate, sent directly from each institution to the Office of Graduate Admission. These records should demonstrate a minimum GPA of 3.0 for applicants to all graduate programs.
3. Letters of recommendation from persons who have had ample opportunity to judge the applicant's academic ability, achievement and professional potential. (Personal references from family members, close friends, and neighbors are discouraged.)
 - a. For applicants for the M. A. in Religious Studies: Two letters from individuals who can assess potential for graduate study in theology and potential in counseling or religious leadership in parish or school.
 - b. For applicants for the Master of Business Administration: Two letters from individuals who can assess appropriate professional potential for success in business.
 - c. For applicants for the M. S. in Education: Two letters from individuals who can assess appropriate professional potential for teaching.
 - d. For applicants for the M.S. in Counseling Psychology: Two letters from individuals who can assess appropriate professional potential as a counseling psychologist.
 - e. For applicants for the Master of Science in Nursing: Two letters from individuals who can assess appropriate professional potential for success in

advanced studies in nursing.

- f. For applicants for the Doctor of Physical Therapy: Three references are required—one academic, one from a physical therapist, and one from an individual who can assess the applicant's interpersonal skills.
4. Statement of interest/application essay (see Graduate Application).
5. Official scores of the Miller Analogies Test (Religious Studies) or the Graduate Record Exam (Psychology and Physical Therapy), or the Graduate Management Admission Test (Business), or the California Subject Examination for Teachers (Education).
6. An Admission interview with graduate faculty.

Graduates of foreign universities at which English is not the primary language must:

1. Submit results of the TOEFL test with required minimum score of 550.
2. Have their transcripts sent to an approved credential evaluation service agency forequivalency evaluation.

International students must:

1. Submit a notarized statement and supporting documents guaranteeing financial support during the period of study at Mount St. Mary's College.
2. Submit a medical certificate.
3. Complete necessary visa documents.

Further details are published in "Information for Prospective Graduate Students From Other Countries," included with the application forms.

Note: Exceptions to the requirements listed above may be requested by academic petition to the graduate advisor and Graduate Dean.

Admission and Acceptance

After all requirements for admission have been fulfilled, the application and supporting documents will be forwarded to the department housing the graduate program to which the applicant has applied. The evaluation process will be conducted by the Program Advisor or Director, Department Chair, Graduate Dean, and occasionally the Graduate Council.

A written decision of acceptance, conditional acceptance, or non-acceptance will be rendered on the Admission Evaluation Form. A copy of the form will be mailed to the applicant from the Graduate Division Office.

In the event that the applicant's undergraduate record does not include all the required courses or a satisfactory grade point average, supplementary undergraduate work may be required to fulfill the prerequisites of the major department.

After official acceptance into a graduate degree program, masters and doctoral degree students may apply for financial aid from the Student Financing Office of Mount St. Mary's College.

An applicant may complete up to 6 units in one semester at MSMC while applying for admission to a Graduate Program in the areas of Education and Humanities (see Non Degree-Seeking Graduate Students section). For Religious Studies requirements, see Graduate Religious Studies. Under certain circumstances a student may petition to complete an additional 3 units prior to the acceptance to any of these programs. No more than nine units taken at Mount St. Mary's College before acceptance into a program may be applied to the degree program. Enrollment in courses as a non-matriculating student is subject to the approval of the program advisor, director and/or the Graduate Dean.

Permission to enroll under a non-matriculating status does not guarantee acceptance to a graduate program at Mount St. Mary's College.

Readmission Policy

A student wishing to return to the University after one year in which he or she was not enrolled must reapply for admission through the Graduate Admission Office and will be evaluated on the same conditions as all other new students.

Academic Policies for Graduate Division

Residence and Time Limit

After acceptance into a degree program the student is expected to remain continuously enrolled each regular semester up to and including the semester in which the degree is awarded. The degree must be earned within seven years after the first graduate level course is posted on the transcript. Note: courses applicable to credentials are subject to California Commission on Teacher Credentialing limitations.

A graduate student who is eligible but who chooses not to enroll continuously may petition for a leave of absence for a semester and may renew the leave for another semester but no more than three consecutive semesters. At the end of the period of leave, the student may enroll without filing an application for re-admission. After a lapse of time extending beyond the leave, the student will follow the same procedures as those for new applicants.

Thesis or Project Completion

If a student, after one semester enrollment in EDU 296B, HUM 296B, PSY 295 or 296, or RST 290 or 291, has not completed the project or thesis, the student will be required to enroll in a one-unit thesis project continuation course (EDU 297A,B,C; HUM 297A,B,C, PSY297A,B,C or RST 290A,B,Cor 291A) for the subsequent semesters until the

thesis/project is completed. Once three project continuation courses are completed, no other options for completing the masters degree are available.

Unit Load

The number of semester units of work taken in the respective semester or summer session is determined in consultation with departmental advisors. The number of semester units for a full-time load is six (6) semester units.

Student Responsibility

Students are held individually responsible for information contained in the College catalog, Graduate Student Handbook, program handbooks, and College email correspondence. Failure to read and understand these policies and regulations will not excuse students from their observance. In addition they are responsible for the information contained in the official class schedules and other data sent or posted on the MSMC website by the Graduate Division Office. College catalogs are available in the Graduate Division Office, and students are advised to obtain and keep their catalogs.

Academic Integrity – Graduate students are expected to follow Mount St. Mary's policy regarding academic integrity. Plagiarism and other forms of academic dishonesty are treated as extremely serious violations of ethical conduct and may result in suspension or expulsion from the University. (See Catalog, Undergraduate Academic Policies, Academic Integrity section, page 36; and Graduate Student Handbook, Academic Integrity on page 32.)

Graduation

Application for Graduation: Candidates for the Masters and Doctoral degrees must file a formal degree application and pay the required fee at the beginning of their final semester. The specific date for this application is published in the current

Graduate College calendar.

It is the responsibility of the student to apply for graduation. Graduation application forms are available in the Doheny Registrar's Office. The application must be signed by the advisor.

The graduation fee is required, in order for the degree to be awarded, regardless of attendance at the graduation ceremonies. Candidates should check with the appropriate program advisor or director to affirm that all requirements have been met.

Education Credential candidates are responsible for submitting Credential applications to the MSMC Department of Education for processing.

Graduation Exercises

Candidates receiving degrees are invited to participate in the graduation exercises. In order to participate in commencement exercises, students must be registered for all courses needed to complete degree and college requirements. These ceremonies are held each year at the end of the Spring semester. All graduates who have completed their programs since the previous Spring are included in these exercises.

Readmission of Students Who Have Already Completed a Graduate Degree

Graduates who wish to enroll for another credential or degree will follow the same procedure as new applicants. New recommendations and other records may be required, depending upon changed circumstances. An application fee is not charged unless a period of five or more years has elapsed since the completion of the previous program

Non Degree-Seeking Graduate Students (Non-Matriculating Status)

Students who hold a Baccalaureate degree from accredited colleges or universities are eligible to take courses for unit credit at the College without the intention of pursuing a

graduate degree or credential. They may take either undergraduate courses in subjects of special interest or graduate courses for personal or professional development. Students complete an application and registration form and may be required to provide evidence of possessing a Baccalaureate degree at the time of registration. Their registration is approved by the program advisor. They are expected to observe all policies and procedures of the College while in attendance. If, after taking courses at the College, a student should become an applicant for a degree, a limited number of graduate credit courses (no more than nine units) may be applied to the individual degree program, after the student has been admitted to the Graduate Program. These courses must satisfy the requirements of the program and meet the approval of the program advisor/director and the Graduate Dean. Permission to enroll under a non-matriculating status does not guarantee acceptance to a graduate program at Mount St. Mary's College.

Course Numbers

Although all of the work counted toward a graduate degree is of a distinctly advanced character, not all of the courses need be taken from the 200-level. With the approval of the graduate advisor/director in the major field, upper division courses suitable for a well rounded program may be included, provided that the student earns at least a grade of B. A maximum of upper division units that may be included are nine semester units for the Master of Arts in Humanities and the Master of Science in Education degrees. Courses required for a Doctoral degree in Physical Therapy have 400-499 numbering.

Grading Policies

Once submitted, grades may not be changed unless the result of clerical or procedural error. A student must request a review/change within 30 days after the end

of a semester, or within 30 days following the distribution of the grade report containing the grade which the student wishes to challenge. (See process in Graduate Handbook.)

Grades

The grade point average for all work presented for an advanced degree, credential, or certificate must be at least 3.0 or B average. A required course in which a grade of D or F has been received must be repeated. See specific program requirements for exceptions.

The student's grade point average is computed according to this scale:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0.0

The following grades are not computed in the GPA:

AU	Audit
CR	CRedit given (see below)
I	Incomplete (see below)
IP	In Progress: deferred grading for graduate thesis or field experience
NC	No Credit given (see below)
NG	No Grade received, issued by the Registrar pending receipt of the final grade
R	Course was Repeated at later date

U Unauthorized withdrawal

W Withdrawal

Credit/No Credit

CR/NC ordinarily applies only to the Supervised Field Experience in graduate programs. For field experiences, practica, and supervised teaching offered by the Education, Counseling Psychology, Nursing and Physical Therapy Departments, CR signifies B or better work.

Audit

The grading selection of Audit should be requested when a student wishes to preview a course for which he/she will be enrolled at a later date for a grade or to review a course that has already been successfully completed as preparation for further study, or for intellectual curiosity and enrichment. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited. **Tuition is charged for courses taken as audit.**

Incomplete

An Incomplete is given only when a student:

- has fulfilled the majority of the course requirements,
- has a passing grade in the classwork,
- is prevented from completing the assigned work for serious reasons,
- has consulted the instructor prior to the grading period, and
- has been assessed by the instructor that he/she can realistically complete the work within one semester.

A student requesting an Incomplete must file a Petition for Incomplete with the signature of the instructor and the department chairperson prior to the day of

the final exam. The instructor will assign a default grade when approving an incomplete. This default grade will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an extension of the incomplete is not processed. An incomplete may only be extended for one additional semester with the approval of the instructor, the department chairperson, and the appropriate academic dean. (Students may not be given more than two semesters to complete any course.)

Repetition of courses

Only courses for which unacceptable grades have been assigned may be repeated for a higher grade or CR. (See specific program for definition of unacceptable grades.) Courses may be repeated only once. The units are counted only once and the higher grade computed in the GPA. A student must repeat required courses in which unacceptable grades were assigned if the student is eligible to remain in the program.

Transfer of Credit

A maximum of six semester units of graduate work taken in an accredited graduate program is transferable to Mount St. Mary's College provided that:

- the transfer courses satisfy curriculum requirements at Mount St. Mary's College and a grade of B or better was earned;
- the courses are transferred after the student has been accepted into the program and prior to the last semester of graduate study; transfer credit forms are available in the Graduate Office;
- correspondence and extension courses are not transferable;
- courses were taken within seven years of the date on which the student was accepted in a Mount St. Mary's College graduate program.

Once admitted to a graduate program students are expected to pursue study only at Mount St. Mary's College.

Credit by Exam

In selected departments, course credit by challenge examination is available on a limited basis and at the discretion of the department chairperson. The student must file the approved form in the Office of the Registrar. Only units of CREDIT will be awarded for these examinations (No record of failures will appear on a student's transcript.). All credit awarded in this manner will be so noted on the student's transcript. **A course may be challenged by examination only once.**

Unauthorized Withdrawal

The designation of Unauthorized Withdrawal (U) may, at the discretion of the instructor, be assigned in lieu of a grade of F, when the student does not attend a course but fails to officially withdraw, or does not attend a sufficient number of class meetings.

Withdrawal From Courses

The grade W indicates withdrawal from a course, according to the following policy:

Withdrawal (W) indicates that the student was permitted to withdraw from a class during the period scheduled on the College calendar with the approval of the instructor and advisor. After the scheduled date, a student may petition the Graduate Dean for an exception. The W carries no connotation of quality of student performance and is not calculated in the grade point average.

Withdrawal from Programs

When students withdraw from a graduate program, they must file a withdrawal notice in the Graduate Division Office.

Academic Probation

Failure of a graduate degree or credential student to maintain a 3.0 cumulative GPA places the student on probation. The student will be notified in writing from the

Office of the Graduate Dean regarding the probation. A student on probation must achieve a semester GPA of 3.0 or higher during the next two semesters in order to be reinstated to regular standing and may be required to take fewer units of work while on probation. See individual departments for specific probation policies.

Academic Dismissal

A student is subject to dismissal for failure to maintain a 3.0 GPA during the probationary period. Failure to comply with the requirements and regulations of the graduate program and College may also subject a student to dismissal. The Graduate Dean and/or the Graduate Council have the authority to dismiss students and to suspend dismissal.

Academic Petitions

A petition may be submitted to cover certain exceptions to stated policies. A petition may not be retroactive, but must be submitted before the exception is to be

Grievance Procedure

The Mount St. Mary's College Student Bill of Rights and Grievance Procedure are available on the MSMC website or by request from the Graduate Division Office.

Graduate Council

The Graduate Council is an advisory body, composed of the graduate program directors, student representatives and the Graduate Dean, whose function is to recommend modifications or changes in graduate policy to the Provost. The main objectives of the Graduate Council are to promote excellence in research and scholarship beyond the undergraduate level and to strengthen existing graduate programs. Among their concerns are admission standards, degree requirements, and program review and approval.

Courses of Instruction

Designation of Credits and Courses

Courses numbered 1-99 are lower division courses, generally taken by freshmen and sophomores; those numbered 100-199 are upper division courses, generally taken by juniors and seniors, or majors. In order to enroll in any upper division course, a student must first successfully complete English 1A and 1B/1C or English 5H. Students must also have sophomore standing or the approval of the instructor to enroll in an upper division class. Students must be enrolled in an English composition class each semester until they complete the General Studies written communication skills requirement IA.

Credit for courses whose course numbers include the letter X may not be applied to the Baccalaureate degree.

Courses numbered 200-299 are graduate level, those numbered 300-399 are professional courses, and those between 340-349 are professional credit courses that may be submitted for equivalency evaluation to be applied to a credential or masters program. Courses numbered 400 are used to fulfill DPT requirements.

Courses listed as upper division/graduate (100/200) may be taken for either.

Courses approved for fulfillment of the General Studies curriculum requirements are identified after the course description in each department:

GS-IA Written Communication Skills

GS-IB Oral Communication Skills

GS-II Critical Thinking

GS-III A Art or Music

GS-III B Literature

GS-III C History

GS-III D Natural and Physical Sciences

GS-III E Mathematics

GS-III F Social and Behavioral Sciences

GS-III G Contemporary Economics or Politics

GS-IV Modern Language

GS-VA1 Religious Studies: Scripture

GS-VA2 Religious Studies: Christian Thought

GS-VA3 Religious Studies: Christian Ethics

GS-VA4 Religious Studies: Religion and Religions

GS-VB1 Philosophy: Philosophical Ideas

GS-VB2 Philosophy: Ethics

GS-VB3 Philosophy: Other

GS-VI Diversity Perspectives

GS-VII Quantitative Literacy

After the last day to add a course as published in the schedule of classes, no changes may be made respective to the level of study.

American Studies

DEPARTMENTAL AFFILIATION: PHILOSOPHY

What is distinctive about American culture? What issues and concerns face America in terms of the global realities of war, terrorism, international economics, poverty vs. wealth, and public policy? What values do Americans treasure? The major in American Studies provides opportunity to focus on the influences of the past and present which affect American character, experience, and institutions.

This major draws from a variety of disciplines, such as Philosophy, English, History, Business, Art, and Political Science. It provides a strong foundation for careers in law, public policy, teaching, writing, philosophy, politics, and international relations. Double majors with Philosophy, English, History, Art, or Political Science are possible and encouraged.

The principal criterion for determining whether a course is applicable to an American Studies major is that it gives insight into American thought and culture: the nation's history, social structure, politics, commerce, all that comprises *The American Experience*, including its reflection in literature, art, and music.

Many regularly offered courses clearly fulfill this requirement and are listed as interdisciplinary electives in the following sections. Other courses that a department may occasionally offer will also apply, with approval of the American Studies Program Director.

Interdisciplinary Requirements

A minimum of *thirty-six units* in American Studies is required. To ensure a wide exploration of the American Experience, at

least three upper division courses must be taken in the humanities (literature, philosophy, art) and three in the social sciences (history, political science, sociology, economics).

Business

BUS 4	Business Foundations & Analysis	(3)
BUS 5	Business Law I	(3)
BUS 92	Business Ethics	(3)
BUS 106	Business Law II	(3)
BUS 133	Money, Politics and Business	(3)
BUS 140/H	Women's Issues in Business & Economics	(3)
BUS 160	Principles of Marketing	(3)
BUS 161	Principles of Advertising	(3)
BUS 184	Organizational Behavior	(3)
BUS 185	Principles of Management	(3)
BUS 194	Consumer Behavior	(3)

English

ENG 20/120	Great Works in American Literature	(3)
ENG 26	Literature of the American West	(3)
ENG 108	The News Media	(3)
ENG 126	The American Experience	(3)
ENG 129	Ethnic Literatures of America	(3)
ENG 145	American Literature: Beginnings to 1914	(3)
ENG 146	American Literature: 1914 to Present	(3)
ENG 164	American Drama	(3)

History

HIS 6/106	American Cultural History	(3)
HIS 171	The United States from Colony to Republic, 1607-1800	(3)
HIS 173	The United States in the 19th Century	(3)
HIS 175	The United States in the 20th Century	(3)
HIS 178	Diplomatic History of the U. S.	(3)
HIS 179	Constitutional History of the U. S.	(3)
HIS 180	Current Constitutional History	(3)
HIS 181	Modern Presidential History	(3)
HIS 184	Radicalism and Dissent	(3)
HIS 185A	African American History: American Slavery, 1619-1865	(3)
HIS 185B	African American History:	(3)

	Emancipation to the Modern Era	
HIS 185C/185 CH	Race and Racism in American Life and Thought	(3)
HIS 186/186H	Gender in American Life and Thought	(3)
HIS 188	California History	(3)
Philosophy		
PHI 92	Intro to Business Ethics	(3)
PHI 134	American Philosophy	(3)
PHI 162	Philosophy and Native Cultures	(3)
PHI 165	Philosophy of Law	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 168B	Bioethics	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 174	Philosophy of Art	(3)
PHI 175	Philosophy of Film	(3)
PHI 176	Philosophy of Literature	(3)
PHI 179	Women and Values	(3)
Political Science		
POL 1	American Government & Institutions	(3)
POL 5	Business Law	(3)
POL 93ABCD	Selected Problems and Projects in Political Science	(1-3)
POL 105	Advanced Business Law	(3)
POL 107	Criminal Law	(3)
POL 109	Individual Rights	(3)
POL 116	Democracy and Democratic Theory	(3)
POL 125	Foreign Relations of the U. S.	(3)
POL 137	Ethnic Conflict and Civil War	(3)
POL 170	American Party Politics	(3)
POL 171/H	Presidents and Personality	(3)
POL 175AB	Selected Topics in the American Political Structure	(3,3)
POL 176	Public Policy	(3)
POL 179	California Politics	(3)
POL 180	State and Local Government	(3)
POL 186	Intro to Public Administration	(3)
POL 191	Internship in Government Service	(3)
Psychology		
PSY 110	Gender Issues in Psychology	(3)
PSY 128	Adulthood and Aging	(3)

PSY 139	Child Abuse and Family Violence	(3)
PSY 144	Psychology of Prejudice	(3)
PSY 145	Social Psychology	(3)
PSY 148	Industrial/Organizational Psychology	(3)
PSY 151	Divorce and Remarriage	(3)
PSY 185	Psychology of Law	(3)
PSY 186	Violence Against Women	(3)
Sociology		
SOC 104	The Family	(3)
SOC 110	Juvenile Delinquency	(3)
SOC 111	Criminology	(3)
SOC 112	Medical Sociology	(3)
SOC 125	Cultural Anthropology	(3)
SOC 135	Mass Media	(3)
SOC 160	Diversity in Society	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)
SOC 180	Social Stratification	(3)
SOC 189	Gerontology	(3)
SOC 190	Social Change	(3)
SOC 191	Social Movements	(3)
SOC 195	Sociology of Religion	(3)

Total Units in American Studies: 36

Courses are described in the respective departmental listings.

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement. At least 15 upper division American Studies units must be completed at MSMC.

American Studies Minor

A minimum of six courses that meet the American Studies criteria described above.

Art

Fine Arts and Graphic Design Baccalaureate Programs

A student majoring in art may choose between two emphases, *Fine Arts or Graphic Design*. In both the goal is to provide the undergraduate student with a thorough and comprehensive understanding of art as an essential human activity. It prepares students who wish to continue as professional artists, graphic designers, teachers, or in a related field.

The **Bachelor of Arts Degree with a major in Art** offers the students a thorough foundation through applied course work. As applied proficiency is gained, a personal direction is encouraged and a conceptual foundation is developed.

Art courses are offered on both the Chalon and Doheny campuses with the purpose of enriching the liberal arts experience, expanding the General Studies offerings, and providing a comprehensive program for the major.

Courses Required for a B.A. Degree in Art

Lower Division Prerequisites:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 4	Painting I	(3)
ART 11	Printmaking I	(3)
ART 12,	Ceramics I,	(3)
ART 146,	3-D Design, or	
or ART 149	Sculpture	
ART 15	Computer Graphics I	(3)

One course from the following:

ART 7/107	Experiences in the Visual Arts	(3)
ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance through Romanticism	(3)
ART 172	History of Art: The Modern World	(3)

ART 173 History of Art: Multiculturalism and the Visual Art (3)

ART 174 History of Art: Women in Contemporary Art (3)

Students are encouraged to take all Art History courses

Upper Division Required Courses for an Emphasis in Fine Arts:

ART 122 Drawing II (Figure) (3)
and

Five additional upper division courses in art: (15)
and

ART 193 Senior Projects and Exhibition * (3)
**must be completed during final year*

Total units, emphasis in Fine Arts: 42

Students with an *Emphasis in Fine Arts* are encouraged to take a minimum of three semesters in at least one of the following mediums: drawing, painting, printmaking, photography, ceramics, plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirements.

Upper Division Required Courses for an Emphasis in Graphic Design:

ART 106 or Design II or (3)

ART 130 Graphic Communication

ART 115 or Computer Graphics II or (3)

ART 116 World Wide Web

ART 131 Graphic Production (3)

ART 133 or Illustration or (3)

ART 4 Painting

ART 164 Drawing II (Figure) (3)

One course of choice with approval (3)

ART 193 Senior Project and Exhibition* (3)
*(*must be completed during final year)*

Total units, emphasis in Graphic Design: 42

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirements.

Art Minor Requirements

A minimum of six courses (18 units) in Art:

Required Courses:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
	Any Fine Arts course:	(3)

One course from the following:

ART 7/107	Experiences in the Visual Arts	(3)
ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance thru Romanticism	(3)
ART 172	History of Art: The Modern World	(3)
ART 173	History of Art: Multiculturalism and the Visual Arts	(3)
ART 174	History of Art: Women in Contemporary Art	(3)

Any two additional courses (6 units) in Art:

Total units in Art: 18

Graphic Design Minor Requirements**Required Courses:**

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 15	Computer Graphics I	(3)

A minimum of three courses (9 units) from the following:

ART 102	Design II	(3)
ART 115	Computer Graphics II	(3)
ART 116	Design for the World Wide Web	(3)
ART 130	Graphic Communication	(3)
ART 131	Graphic Production	(3)
ART 133	Illustration	(3)

Total of 18 units

Art History Minor Requirements

A minimum of six courses (18 units) including one applied Art course:

ART 7/107	Experiences in the Visual Arts	(3)
ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance thru Romanticism	(3)
ART 172	History of Art: Modern World	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
ART 174	Women in Contemporary Art	(3)

ART 175	Critical Theories in the Visual Arts	(3)
ART 199	Independent Study: Research Paper in Art History	(3)

One additional course in Art (3)

Total units in Art: 18

Fine Arts and Graphic Design Associate Programs

Mount St. Mary's College Associate in Arts program in Graphic Design and Media Communication will prepare the diligent student for a career in a varied world of visual media. These include graphic design, publishing, film and television, and related careers from corporate to freelance. At the end of the two-year program, students will be prepared to present a portfolio based upon their choice of Graphic Design or Media Communication that will show competence in publishing, graphic production, visual communication including film, all with an emphasis in visual literacy. A strong foundation in design, competence with computer literacy, a continuous development of drawing skills and the understanding of mass media are central to the programs.

Graphic Design or Media Communication A.A. Degree Program

Students entering both programs are urged to work with an advisor to plan a two-year schedule to clearly understand the best sequencing of courses. Depending on date of entry to the program and students' interests and goals, students entering the program in the second semester may need to attend summer school to complete the program.

Graphic Design A.A. Requirements**First Year Fall**

ART 1	Drawing I	(3)
ART 2	Design	(3)
ART170(s)	Any Art History course	(3)
Nine courses from the list below		
ART 164	Drawing II	(3)
ART 15	Computer Graphic I	(3)

ART 1 or ART 39	Photography I or Documentary Production	(3)
ART 102 or ART 130	Design II or Graphic Communication	(3)
ART 4 or ART 133	Illustration or Painting I	(3)
ART 130	Graphic Communications	(3)
ART 115 or ART 116	Computer Graphics II or Design for the World Wide Web	(3)
ART 131	Graphic Production	(3)
ART 35	Graphic Arts Internship*	(1-3)

Any one additional course with approval (3)
 * *Graphic Arts Internship - transfer students from the A.A. program to the B.A. program are not required to take Graphic Arts Internship, Art 35.*

Graphic Arts Internship may be taken either Fall and/or Spring of the second year.

In addition, General Studies requirements and electives totaling 60 semester units are needed for the degree.

Media Communication A.A. Requirements

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 10	Photography I	(3)
ART 15	Computer Graphics I	(3)
ART 39	Documentary Production	(3)
ART 102	Design II	(3)
ART 130 or ART 133	Graphic Communication or Illustration	(3)
SOC 5	Sociological Perspectives	(3)
SOC 33 or SOC 133	Culture, Music and Broadcasting	(3)
SOC 35 or SOC 135	Mass Media	(3)
SOC 132	Film and Television	(3)
PHI 10 or PHI 21	Critical Thinking or Moral Values	(3)
PHI 167 or PHI 175 or PHI 174	Ethics in Film or Philosophy of Film or Philosophy of Art	(3)
ART 35*	Graphic Arts Internship	(1-3)

Total of 39 – 42 units plus additional units sufficient to complete the A.A. degree. Note that many of the courses required in the major will also double count for the A.A. degree.

* *Graphic Arts Internship - transfer students from the A.A. program to the B.A. program are not required to take Graphic Arts Internship, Art 35.*

Graphic Arts Internship may be taken either Fall and/or Spring of the second year.

In addition, General Studies requirements and electives totaling 60 semester units are needed for the degree.

Art Course Descriptions

All ART courses below marked with * carry a \$40 Laboratory Fee.

*ART 1 Drawing I (3)

Beginning drawing class for those just starting and for those who need to renew skills. Development of basic drawing skills. Emphasis on fundamentals of form, structure, and composition. Various black and white media are explored.

*ART 2 Design I (3)

An investigation of the elements and principles of design through specific visual problems. Color theories are explored and subsequent interaction of color is studied through application. **GS-III A**

*ART 3/103 Visual Thinking (3)

Exploring the use of visual imagery as a form of communication and problem solving. Right brain thinking and the creative process will be considered. Understanding the language of vision and developing skills pertaining to the use of these visual elements and principles of design will be emphasized. The course seeks to develop a broader sense of self and the potential for using visual thinking as an alternate mode of knowing. It complements analytical skills and is applicable to creative problem solving in all disciplines. **GS-III A.**

*ART 4 Painting I (3)

The development of skills relative to composition, color and other structural elements of painting. Primarily acrylic or oil paint will be

used although various materials can be considered. Building a stretcher bar and stretching canvas will be included.

***ART 5 Fundamentals of Art (3)**

Illustrated lecture through the use of slides and videos on the development of art forms from around the world. History from earliest time periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. A few of the classes will be devoted to a hands on exploration of some of these art forms. *GS-III A, VI*

***ART 7/107 Experiences in the Visual Arts (3)**

The aim of this course is to help students develop a greater aesthetic awareness through direct exposure to the visual arts. Emphasis on visits to artists, studios, museums, and galleries. *GS-III A*

***ART 10 Photography I (3)**

A laboratory and theory course that is concerned with a working understanding of a 35mm format camera, techniques of shooting, developing, and printing. Photo projects in this course will have an emphasis with issues dealing with contemporary society and social issues. This is a black and white course. The art department will loan 35mm cameras to students with a need.

***ART 11 Printmaking I (Intaglio) (3)**

A laboratory course involving etching, monotype, relief printing processes and computer generated photo etching. Historical development and the aesthetic value of the print image will be considered. Creative experimentation with materials and technique is emphasized. *Art I recommended.*

***ART 12 Ceramics I (3)**

Beginning course with emphasis on gaining skills through manipulation and facility of the material clay. Students will be introduced to beginning techniques of hand-building including coil and slab construction with an emphasis toward the ability to create complex volumetric forms. Personal development of visual concepts through given projects will be encouraged.

***ART 15 Computer Graphics (3)**

This course will introduce graphics programs of the Adobe Suite such as Illustrator, Photoshop, and In-Design while exploring a range of design issues. The computer will serve as a tool for learning and expressing ideas through visual means. This course is taught both on a PC and

Mac platform. Art 2 recommended for Design fundamentals but not required.

***ART 17 Digital Black and White Photography (3)**

An introductory studio and field course. Course will introduce the use of a Digital camera, RAW files, file management, and printing. Introduction to Adobe Photoshop in conjunction with Adobe Light Room or Bridge. Special Emphasis will be placed upon thematic image development.

***ART 22/122 Watercolor (1-3)**

Beginning with line and wash, the student will be guided through the basic techniques and subjects most suitable to this extraordinary painting medium. Color mixing, value, glazes, brush techniques and wet into wet painting will be covered through a series of exercises and demonstrations. More advanced students will be encouraged to inventive uses of combined techniques and subject.

***ART 23/123 Introduction to Bookmaking (1-3)**

This class will teach basic binding techniques as well as open possibilities for creating personal books with content. Students will be introduced to different structures while learning folding, cutting, stitching, adhesive, and non-adhesive binding techniques.

***ART 24 Wood (1-3)**

This class will explore the nature of wood and how the material can be shaped and formed. Students will be introduced to techniques such as sawing, planing, joinery, and finish work with both hand and power tools.

ART 94 Study/Travel (1-6)

***ART 99 Special Experience (3)**

An individually designed course combining field experience with studio projects. May be repeated for credit.

***ART 102 Design II (3)**

This course further investigates the application of elements and principles of design. Included are graphic processes and techniques. Topics include an introduction to typography, layout, advanced color theory and an introduction to 3-D Design. *Prerequisite: ART 2*

***ART 115 (3) Computer Graphics II (3)**

Advanced skill using the Adobe Suite main programs, Adobe Illustrator, Adobe Photoshop, and In-Design for both print and the web. Emphasis will be on development of successful design concepts, combining text and images,

along with solid production skills. *Prerequisite:* ART 15

***ART 116 Design for the World Wide Web (3)**
What it takes to make a successful web site from start to finish. Creation of a web site through the writing of HTML code. Course work will include class discussion and work on advanced Adobe Photoshop file creation techniques, integrating forms, layout options, JavaScript, animation, and FTP. *Prerequisites:* Art 15

***ART 130AB Graphic Communication (3,3)**
The development of visual language for the purpose of communicating social, industrial and institutional concerns. Using pictogram, symbol, and logo design, students create visual identity for organizations, business, and personal concerns. Students learn the language of design as they develop the skills to communicate as a designer with a client and to put into visual language the needs of the client. A variety of techniques and graphic processes will be explored. *Prerequisite:* ART 2

***ART 131 Graphic Production (3)**
Advanced studies in professional print production. Continued work in Adobe Photoshop, Adobe Illustrator, and Quark Xpress. Students will learn the inside and outside of what it takes to prepare files and successfully work with professional image setters and printers. *Prerequisite:* Art 15

***ART 133AB Illustration (3,3)**
The study of contemporary illustrators and their work for both content and style in publications and media. Emphasis is placed on developing skills applicable to illustrations and communicating your ideas with a convincing message and technique. Assignments may cover material such as CD covers, book jackets, stories or magazine articles. *Prerequisites:* ART 1 and ART 164.

ART 35/135 Graphic Art/Media/Film Internship (1-3)

Development of skills in the graphic arts as used in contemporary electronic printing, or other modes of printing as interest dictates. Emphasis will be on design, layout, and copy production and the step-by-step preparation of artwork from design to press. *Prerequisite:* ART 2.

***ART 136 Visual Thinking II (3)**
The further development of skills and understanding pertaining to the use of visual thinking as a method of creative problem

solving. Emphasis will be placed on conceptual development, presentation and verbal analysis. The application of the visual elements and principles of all art will continue. *Prerequisite:* ART 3.

***ART 145 Arts and Crafts in the Classroom (1-3)**

A variety of skills for the elementary and secondary grades to demonstrate arts or crafts activities to the group. Students become acquainted with classroom methods. They will use art education processes as a method to enhance reading, writing, arithmetic, and social studies. Students investigate problems such as group and individual motivation, self-motivation, and attitudes of self expression typical of different ages and temperaments.

***ART 146 Three-Dimensional Design (3)**
An introduction into basic design vocabulary and concepts through the use of exciting use of basic materials to explore three-dimensional form and space. A variety of materials will be explored that are directly applicable to this exploration.

***ART 149 Sculpture I (3)**
An introduction into basic sculpture processes and techniques. Emphasis on the creative development of three-dimensional form in space. A variety of materials, including industrial and alternative, will be explored.

***ART 150 ABC Photography II (3,3,3)**
The further development of camera and dark-room techniques. Emphasis will be placed on the study and creative use of controlled lighting. Advanced students will explore contemporary photo processes. Understanding of photography in a historical perspective will be a component of this course. Personal direction and development of photography as an art form will be emphasized. *Prerequisite:* ART 10.

***ART 151 ABC Printmaking II (3,3,3)**
Further development of printmaking skills including etching, computer/photo "image on" intaglio, and multiple plate color printing and monotype. Personal direction will be encouraged. *Prerequisite:* ART 11.

***ART 152 ABC Color Digital Photography (3,3,3)**
A studio and field work course. Course will cover lighting, still life, and portrait photography. Color management and theory will be covered. Emphasis will be placed on development of concept based thematic body of work. Adobe Photoshop in conjunction with

Lightroom and/ Bridge will be used.
Prerequisite: Photography I, Art 12.

ART 159 ABC Sculpture II (3,3,3)

Advanced problems which encourage conceptual development and technical control. Individual direction and choice of materials are encouraged. *Prerequisite: ART 12.*

***ART 162 ABC Ceramics II (3,3,3)**

Development of personal vocabulary will be emphasized. Sequential addition of new skills coupled with refinement of existing skills. Emphasis will be on learning the potter's wheel. Glaze formulation and kiln operation will be introduced. Individual direction through selective problems will be encouraged. *Prerequisite: ART 12.*

***ART 164 ABC Drawing II (Figure) (3,3,3)**

Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. Advanced students will concentrate on composition and individual development using the figure. *Prerequisite: ART 4.*

***ART 166 ABC Painting II (3,3,3)**

Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. Individual problems in painting will be coordinated. *Prerequisite: ART 4.*

ART 170 History of Art: Ancient through Medieval (3)

Illustrated lecture. Art from the prehistorical period to 1400 A.D., including Egypt, Greece, Rome, and the late middle ages. Relationships of painting sculpture, and architecture to the social and cultural environment. **GS-III A**

ART 171 History of Art: Renaissance through Romanticism (3)

Illustrated lecture. The arts in Europe from 1400 to 1850. Study of major styles and artists including Michelangelo, Rubens, Rembrandt, Delacroix, and their relationship to their culture. **GS-III A**

ART 172 History of Art: Modern World (3)

Illustrated lecture. Major art movements and personalities from 1850 to the present, including Impressionism, Cubism, Surrealism, the Mexican muralists, Abstract Expressionism, and current trends. Emphasis on the cultural

trends which provide the visual and theoretical background of contemporary art. **GS-III A**

ART 173 Multiculturalism and the Visual Arts (3)

Illustrated lecture and discussion. A study of art from the diverse cultures which make up the pluralistic character of the United States. African American, Asian American, Hispanic American and Native American art will be examined along with the contemporary social and cultural implications. **GS-III A, VI**

ART 174 Women in Contemporary Art (3)

Illustrated lecture and discussion. An art history course that will include women as artists and the position of the female vis-à-vis the art world. A study of women in the arts considers the history of women artists in a social, political and economic context. This course can fulfill a Women's Studies minor requirement. **GS-III A**

ART 175 Critical Theories in the Visual Arts: Seminar (3)

A systematic approach to art theory, criticism, and evaluation. Includes visits to museums, galleries, and exhibits. Lecture and discussion. *Prerequisite: Major or minor in art.*

***ART 90/190 Workshop (1-3)**

May be repeated for credit.

ART 191 Directed Readings (1-3)

ART 192 Special Studies in Art (1-3)

A series of courses designed to provide breadth to the course offerings within areas of art. May be repeated for credit.

ART 193 Senior Project and Exhibition (3)

Required for all graduating seniors majoring in Art and Graphic Design. Students develop and work on a producing body of work in conjunction with the conceptualization for the basis of the work. The course is organized as a critical studies course with discussions, readings, and critic as its main components. *Prerequisite: Senior Art/Design majors.*

ART 195 Internship (1-3)

ART 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

***ART 199 Independent Study (1-3)**

Advanced individual problems. May be repeated for credit.

Biochemistry

DEPARTMENTAL AFFILIATION: PHYSICAL SCIENCES
AND MATHEMATICS

The major in biochemistry offers the student an interdisciplinary study of chemistry, biology, mathematics and physics. It provides excellent preparation for all graduate work/research in biochemistry and the molecular sciences, and professional areas leading into the health sciences.

B.S. Degree in Biochemistry

Required Courses

Lower Division:

BIO 1	AB Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(4,4)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(4,4)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 5AB	Calculus I/II	(4,4)
PHY 11AB	Mechanics/Electricity, Magnetism and Optics	

or

PHY 1AB	Introductory Physics IA/IB	(4,3)
PHY 1BL	Physics Laboratory	(1)

Recommended Courses:

MTH 38	Probability and Statistics	(3)
CIS 2	Intro to Computer Programming	(2)

Upper Division:

BIO 130	Genetics	(4)
BIO 135	Techniques in Molecular Biology	(4)
Or BIO 152	Cell and Molecular Physiology	(4)
CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 109	Advanced Biochemistry	(3)
CHE 110AB	Physical Chemistry	(4,3)
CHE 111	Physical Chemistry Laboratory	(2)

CHE 120	Instrumental Methods	(3)
or CHE 130	Biochemical Methods	(3)
CHE 199	Research	(3)

Plus one course from the following:

BIO 105, BIO 125, BIO 135, BIO 151, BIO 152, BIO 180.
(3)

Total units in chemistry, biology, mathematics, and physics: 77

Plus General Studies requirements and electives totaling 124 semester units. An overall grade point average of 2.0 in major courses is required for the degree. Courses are described in the respective department listings.

Pre-Medical/Pre-Dental Preparation

Biochemistry Major with a B.S. Degree

Medical Schools accept students from any degree program. A strong background in science, including chemistry, biology and mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admission to medical programs. Successful completion of the B.S. degree with a major in biochemistry provides excellent preparation for medical, dental or pharmaceutical studies.

Biological Sciences

The major in Biological Sciences is designed to provide students with a broad background in the biology and exposure to related fields such as chemistry, physics and mathematics. The program offers a strong science foundation balanced with a well rounded Liberal Arts education required for successful entrance into Schools of Medicine, Dentistry, Pharmacy, and doctoral degree programs in the biological sciences. Grades of "C" or above must be received in all required courses.

Biological Sciences B.A. Degree

Required Courses

Core Required Courses:

BIO 1AB	Biological Dynamics	4,4)
CHE 1AB	General Chemistry	(5,5)
CHE 6AB	Organic Chemistry	(5,5)
MTH 38 or PSY 40	Statistics	(3)
MTH 5A	Calculus I	(4)
PHY 1A	Physics	(4)
CHE 107	Biochemistry	(4)
BIO 130	Genetics	(4)
BIO 135	Molecular Biology	(4)
BIO 195	Senior Seminar in New Biology	(3)

Plus four additional Upper Division Biology courses; at least two must have labs.

Total units required for B.A. in Biological Sciences: 68

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

Biological Sciences B.S. Degree

Required Courses

Core Courses:

BIO 1AB	Biological Dynamics	(4,4)
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CHE 1AB	General Chemistry	(5,5)
CHE 6AB	Organic Chemistry	(5,5)
MTH 38 or PSY 40	Statistics	(3)
MTH 5AB	Calculus I/II	(4,4)
PHY 1AB	Physics	(4,4)
CHE 107	Biochemistry	(4)
BIO 111	Ecology	(4)
BIO 130	Genetics	(4)
BIO 135	Molecular Biology	(4)
BIO 152	Cell Biology	(4)
BIO 195	Senior Seminar in Biology	(3)

Plus two additional Upper Division Biology courses, one of which must have a lab, selected from the following:

BIO 103	Microbiology	(4)
BIO 105	Immunology	(3)
BIO 125	Developmental Bio	(4)
BIO 141	Cancer Biology	(3)
BIO 151	Medical Physiology	(4)
BIO 160	Neurobiology	(3)
BIO 180	Endocrinology	(3)

Research Requirements:

BIO 197	Research Methods	(1)
BIO 198	Biological Research	(3)

Total units required for B.S. in Biological Sciences: 81

Pre-Physical Therapy Emphasis

The Pre-Physical Therapy Program will meet the needs of MSMC undergraduate students interested in pursuing post-baccalaureate professional education in Physical Therapy or other health-science related fields.

Students selecting this major will complete the required general education coursework (45 units), as well as a core of major requirements (55 units) as outlined below. Grades of C or above must be received in core courses.

Core Required Courses:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(5,5)
CHE 6AB	Organic Chemistry	(5)
CIS 1	Computer Processes and	(3)

	Applications		or RST	Biomedical Issues/Christian Ethics	(3)
MTH 38			149		
or					
PSY 40	Statistics	(3)			
MTH 5A	Calculus I	(4)			
PHY 1AB	Physics	(4,4)			
BIO 50A	Human Anatomy	(4)			
BIO 115A, B	Research	(2)			
BIO 151	Medical Physiology	(4)			
BIO 135	Molecular Biology	(4)			
		Total 55 units			

Students will have three core-required courses in both psychology and sociology/gerontology. An additional two courses will be chosen from either a psychology or a gerontology emphasis.

Psychology core requirements:

PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
PSY 168	Abnormal Psychology	(3)

Gerontology core requirements:

SOC 160	Diversity in Society	(3)
GER 189	Gerontology	(3)
and/or PSY 128	Adulthood and Aging	(3)
GER 188	Caregiving and Adaptation for Elders (3)	

Psychology emphasis: (Choose any 2 courses)

PSY 110	Gender Issues in Psychology	(3)
PSY 129	Motivation	(3)
PSY 132	Personality	(3)
PSY 134	Learning and Memory	(3)
PSY 139	Child Abuse/ Family Violence	(3)
PSY 144	Psychology of Prejudice	(3)
PSY 145	Social Psychology	(3)
PSY 165	Behavioral Psychopharmacology	(3)
PSY 186	Violence Against Women	(3)
PSY 188	Crisis Intervention	(3)

Gerontology emphasis: (Choose any 2 courses)

SOC 104	The Family	(3)
SOC 112	Medical Sociology	(3)
SOC 161	Dynamics of Majority/Minority Relations	(3)
PHI 168B	Bioethics	

Biological Sciences Minor

A minimum of 24 units in the biological sciences including:

BIO 1AB	Biological Dynamics	(4,4)
BIO 135	Molecular Biology	(4)
BIO 130	Genetics	(4)

Plus two additional upper division courses in the Biological Sciences.

Biology Courses

BIO 1A Biological Dynamics (4)

This course is an introduction to the biological sciences at the cellular and subcellular level. Topics include the biochemistry and energetics of life, anatomy of the cell, metabolism, cell cycle, and molecular mechanisms of inheritance. Historical perspective and current findings are incorporated into these units of study. The laboratory allows students to become proficient in the scientific methods of investigation for each major topic. Lecture 3 hrs. Laboratory 3 hrs. GS-III, VIIA

BIO 1B Biological Dynamics (4)

This course is an introduction to the study of biology and the variety of organisms at the organismic, population, and environmental levels. Included are topics dealing with the structures and coordination of functions of complex multicellular organisms, biological factors that support community life systems, ecological interrelationships of plants and animals, and human impact upon the environment. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisite: Grade of C or above in BIO 1A.* GS-IIID

BIO 1AH Freshman Honors Biology (1)

Emphasis on application of concepts learned in biological dynamics course. Students will be required to use quantitative reasoning, and problem solving skills. Student must be eligible for honors courses. Departmental approval required. Offered every fall semester. Lecture/discussion 1 hr. GS-VIIA

BIO 1BH Freshman Honors Biology (1)

Exploration of the scientific research enterprise with reflection on ethics in research and misconduct in science. Critical thinking and problem solving will be emphasized throughout

the course. Students must be eligible for honors courses or be recommended by the department. Offered every Spring semester. Lecture/discussion 1hr.

BIO 3/103 General Microbiology (4)

Basic principles of microbial growth and metabolism, morphology, taxonomy, pathogenicity, immunity, and control. Microorganisms as agents of disease and normal inhabitants of our environment. Techniques of isolation, cultivation and identification of these organisms. Lecture 3 hrs. Laboratory 3 hrs. May be taken for upper division credit if approved by instructor. GS - IIID

BIO 5 Life Sciences (3)

This is a one-semester introduction to biology for the non-biology major. Fundamentals of biology are covered in the context of real-life situations, emphasizing the relevance of biological principals to personal, social and civic issues. Topics include evolution of the kingdoms of life, their similarities and distinctions, structure-function relationships within the human body as they pertain to daily living, a survey of the macromolecules required for life, cell structure and function, energy production, the genetic basis for inheritance and photosynthesis. The laboratory will illuminate these topics and provide opportunities for hands-on experiences. Offered every semester. Lecture: 2 hrs. Laboratory: 2 hrs. GS-IIID

BIO 10 Health Science (3)

An introductory course designed to provide the student with a basic understanding of the functioning of the human body as it relates to health problems. Included are such topics as nutrition, infectious disease, cancer, cardiovascular disease, reproduction, and the effects of alcohol, drugs, and tobacco. Offered every semester. Lecture 3 hrs. GS-IIID

BIO 40A Human Anatomy (4)

The study of the structure of the human body. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Emphasis is placed on the skeletal, muscular, nervous, and cardiovascular systems. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/ learning media. Offered every Fall semester. Lecture 3 hrs. Laboratory 3 hrs.

Prerequisite: Successful completion of a high school General Biology course. GS-IIID

BIO 50A Human Anatomy (4)

The study of the structure of the human body. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/learning media. Offered every Fall semester. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: Successful completion of a high school General Biology course. GS-IIID*

BIO 50B Human Physiology (4)

An introduction to physiological principles with emphasis on organ systems. An integrative approach is used beginning with the molecular and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Laboratory exercises include measurements of physiological activities from the molecular level to the whole organism. Offered every Spring semester. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: A grade of C or above in BIO 50A or BIO 40A. GS-IIID*

BIO 87 Fundamental Concepts (1-3)

An acyclic series of basic concepts in the field of biological sciences which present an introductory understanding of living systems. GS-IIID

BIO 105 Immunology (3)

Exploration of fundamental concepts of immunology. Topics include basic mechanisms of innate and adaptive immunity, host:pathogen interactions, regulation of immune responses, antibody and T-cell receptor structure and function, autoimmunity, immunodeficiency and vaccines. Emphasis is placed on biochemical and molecular approaches to studying the immune system and applications in medicine and research. Offered every other year. Lecture 3 hrs. *Prerequisites: A grade of C or above in Bio 1A/B and Chem 1A/B*

BIO 111 Ecology (3)

This course provides an introduction to the study of interrelationships among plants, animals and their respective environments. Topics include single species population biology, competition, predation and mutualism, community and organization, behavioral ecology and evolutionary ecology. Offered every fall semester. Lecture 3 hrs. Laboratory 3

hrs. *Prerequisite: A grade of C or above in BIO 1A/B.*

BIO 112 Human Nutrition (3)

A study of different nutrients with emphasis on nutritional requirements for health and prevention of chronic diseases which are major causes of death in the United States today. Topics include healthy lifestyle including daily meal planning, weight control and exercise, harmful effects of alcohol and drugs. Special needs during pregnancy and lactation, infancy and childhood, adulthood, and old age will also be considered. Offered every semester. Lecture 3 hrs.

BIO 115AB Research Methods (1,1)

Introduction to the philosophy and principles of scientific methods of inquiry used in research and problem solving. Includes identification of problems, construction of hypotheses and initial development of research questions and proposal. Second semester emphasizes oral presentation of published literature.

BIO 125 Developmental Biology (4)

This course focuses on the patterns, processes and mechanisms by which a single cell changes and is transformed into a fully organized individual. We will explore – at the cellular and molecular levels — the mechanisms involved in fertilization, morphogenesis, organogenesis, and sex determination, emphasizing the experimental bases for generalizations whenever appropriate. In the laboratory, students will use several model systems including sea urchin, frog, and chick to investigate aspects of developmental mechanisms. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: A grade of C or above in BIO 1A/B.*

BIO 130 Genetics (4)

This course conducts a discussion of genes, their organization, maintenance, function and inheritance. The course covers such topics as Mendelian inheritance, bacterial and viral genetics, mutation, gene replication, expression, and regulation, as well as population genetics. In addition, the course includes discussions of genetic disorders, the relationship of genetics to environmental influences, and an introduction to both current and historical techniques in used in the field. Offered every Spring semester. GS-VIIA

Lecture 3 hrs. Laboratory 3 hrs. *Prerequisite: A grade of C or above in BIO 1A/B and*

BIO 135 Molecular Biology (4)

An overview of the techniques used in genetic engineering. Emphasis will be placed on the structure, handling and manipulation of nucleic acids. Current topics in genetic engineering such as transgenic animals and human gene therapy will be discussed. Laboratory studies include isolation and analysis of DNA, cloning genes, preparation and screening of genomic libraries, and hybridization techniques such as Southern and Northern blotting. Offered every Fall semester. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: A grade of C or above in BIO 1A/B.*

BIO 151 Medical Physiology (4)

This lecture portion of this course will cover the physiology of cells, organs and organ systems with an emphasis on biophysical and biochemical principles and how they contribute to homeostasis. The laboratory component will involve performing experimental investigations of physiological phenomena using both animal and human model systems. Offered every Fall semester. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: A grade of C or above in BIO1A/B and CHE 1A/B. GS-II. VIIA*

BIO 152 Cellular Biology (4)

A detailed analysis of eukaryotic cell structure and function. This course aims to give students an in-depth understanding of protein structure and function, translational mechanisms, membrane dynamics, cell communication, and cell cycle regulation. An emphasis is placed on historic and current research findings in each topic. Laboratory techniques cover current methods in cell biology and include cell fractionation, electrophoresis, immunoassays, histology and microscopy. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: A grade of C or above in BIO 1A/B and BIO 135.*

BIO 160 Neurobiology (3)

An introduction to fundamental concepts in neurobiology. An emphasis is placed on the molecular organization, biochemistry and physiology of nerve cells and how the organization of these cells underlies the functional properties of the brain and behavior. Lecture 3 hrs. *Prerequisites: A grade of C or above in BIO 1A/B; CHE 1A/B. Recommended: BIO 152; BIO 151; CHE 107.*

BIO 180 Endocrinology (3)

A study of the molecular synthesis and physiological functions of hormones in living systems, especially as they are understood in humans. The course will cover neuroendocrine

controls, genetics of hormone synthesis, mechanisms of hormone action, reproductive physiology, somatic growth and development, thyroid and adrenal gland physiology, glucose and calcium homeostasis, and the integration and assessment of endocrine functions with the use of clinical examples throughout the course. Offered every other year. Lecture 3 hrs. *Prerequisites: A grade of C or better in BIO 135, 151, CHE 6A/B.*

BIO 187 Selected Topics in Biology (1-3)

An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field.

BIO 195 Senior Seminar in Biology (3)

In depth literature search on an approved topic of current research significance. The research study should culminate in a class presentation, discussion and research paper. Topics will focus on the most recent research and discoveries in the biological sciences. Offered every Spring semester. *Prerequisite: Senior standing.*

BIO 196H Senior Honors Thesis (3)

Open only to students admitted into the Honors Program.

BIO 197 Research Readings (1-2)

A seminar style course that will use current literature in a biological topic to teach students how to read and critically evaluate scientific manuscripts. An emphasis is placed on analyzing research design and methodology, data presentation and developing conclusions. Topics will be chosen by the instructor. Must be completed by the end of the junior year. Offered every semester.

BIO 198 Biological Research (1-2)

Directed research project. Must be taken under the guidance of a faculty member presently engaged in laboratory research. Three semesters of research are required and must be completed by the end of the junior year. Students are encouraged to continue research until graduation.

BIO 199 Independent Study (1-3)

The initiation or continuation of a project under departmental faculty direction. Work should culminate in a research paper or report.

Business Administration

The Business Administration Department at Mount St. Mary's College is committed to developing leaders who are capable of making complex business decisions and appreciate the significance of their responsibilities to the companies and communities they serve.

Consistent with the liberal arts tradition of the College, the Department emphasizes a broad-based, interdisciplinary curriculum that provides the knowledge, skills and values necessary to accomplish these goals. Four key themes are infused through all department course offerings that nurture a continuing curiosity and a receptivity to new ideas:

- Global Business
- Management Communication
- Business Ethics
- Innovative Management

Hallmarks of the program include a high level of interaction with faculty and peers, academic rigor and the translation of theory into practice. The Business Administration Department offers the following degrees:

- Master of Business Administration
- Bachelor of Arts (in the traditional day program)
- Bachelor of Science (in the Weekend College program)
- Associate of Arts
- Minor in Business

The Bachelor of Arts program and Business Minor are offered at the Chalon Campus. The Associate of Arts degree is offered at the Doheny Campus. Both the Bachelor of Science and Master of Business Administration programs are

offered in weekend formats at the Doheny Campus.

Business Administration Associate in Arts

The Associate in Arts degree in Business Administration is a two-year program that provides students with a strong business background invaluable in the modern work environment. In addition, the Business Administration Program prepares students with the foundation necessary to successfully transfer to a four-year business program. The courses in the A.A. Business Administration program focus on business fundamentals commensurate with lower division instruction while also stressing the communication and critical thinking skills necessary to succeed and advance in a business career. General Studies courses contribute to the broad-based education of students which not only makes them more attractive to employers, but exposes them to the spectrum of knowledge and ideas that are the hallmark of a liberal arts education.

Upon completion of an A.A. Degree, students may wish to pursue a B.A. degree in Business Administration, or they can choose to terminate their education. Given the current business environment, students are strongly encouraged to continue their studies for a four-year degree. Many students who complete the two-year A.A. program in Business Administration choose to transfer to the four-year B.A. program at Mount St. Mary's College.

To be accepted into the A.A. Business Administration Program, students must have a cumulative high school GPA of at least 2.5 in all college preparatory courses. SAT or ACT scores are required and will be considered during the application process. Students who have at least 12 units of previous college course work must have a minimum GPA of 2.25 in order to

be considered for admission into the program.

Business Administration A.A. Requirements

BUS 4	Business Foundations and Analysis	(3)
BUS 5	Business Law I	(3)
BUS 16A	Accounting Principles I	(4)
BUS 16B	Accounting Principles II	(4)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)
OR		
MTH/BUS 38	Elements of Probability and Statistics	(3)
CIS 1	Computer Processes and Applications	(3)
PHI 92/192	Business Ethics	(3)

Suggested Sequence of Courses

Only Business Administration courses are listed.

First Year		
Fall		
BUS 4	Business Foundations and Analysis	(3)
CIS 1	Computer Processes and Applications	(3)
Spring		
ECO 2	Macroeconomics	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)*
Second Year		
Fall		
ECO 1	Microeconomics	(3)
BUS 16A	Accounting Principles I	(4)
MTH/BUS 38	Elements of Probability and Statistics	(3)*
Spring		
BUS 5	Business Law I	(3)
BUS 16B	Accounting Principles II	(4)
PHI 92/192	Business Ethics	(3)

Total units to graduate: 60

Overall G.P.A. needed to graduate: 2.0

Overall G.P.A. needed to transfer to Chalon: 2.40

Business Administration Minor

The Minor in Business Administration has been specially designed for liberal arts, science, health science and other non-business majors.

A minimum of 21 units selected from Business Administration offerings is required for a minor. A minimum of 12 units must be completed in the Business Administration Department at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

All minors are required to complete the following courses:

BUS 4	Business Foundations and Analysis	(3)*
ECO 2	Macroeconomics	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 160	Principles of Marketing	(3)
BUS 185	Principles of Management	(3)
BUS	Business Elective	(3)

Total: 21 units

**Note: To achieve the 21 unit minor requirement, those matriculated in the Weekend College Program may replace BUS 4 with another course within the area of Business Administration.*

Entrepreneurship Certificate Program

A total of 12 semester units in qualified courses must be successfully completed by the student to qualify for the Entrepreneurship Certificate. These courses are identified below:

Section One Courses

One of the following is required:

BUS 145	Entrepreneurship	(3)
BUS 176	Small Business Management	(3)

Students are required to take three courses from Section Two, or two courses from Section 2 and three one-unit courses from

Section Three

Section Two Courses

*BUS 106	Business Law II	(3)
*BUS 195	International Marketing	(3)
BUS 157	Human Resources Development	(3)
*BUS 175	Sales Management	(3)

Section Three Courses

Accounting and Finance for Small Business

Accounting Systems for Small Business

Managing Diversity

Leadership

Negotiation Skills

Personal Finance

These courses have a prerequisite.*Business Administration Bachelor of Arts**

The Bachelor of Arts program in Business Administration prepares students for professional careers by stimulating rigorous, imaginative, analytical, and inquisitive attitudes. An emphasis on teamwork and problem solving is evident at all levels of education in the business administration major. The department offers four areas of emphases. Each emphasis is described below:

Accounting

The emphasis in Accounting qualifies students to enter private, public and governmental accounting. Students are prepared in the practical areas of tax accounting, cost accounting and auditing as well as the application of computer techniques to corporate accounting systems. Graduates will be qualified for professional employment in corporate accounting departments, public accounting firms, and governmental agencies.

International Business

The emphasis in International Business prepares students for the many opportunities available in the fields of international management and government service. The International Business

emphasis is designed for individuals with an interest in business on a global scale. The program concentrates on the social, political, and economic aspects of the international marketplace.

Management

The emphasis in Management offers a curriculum based on practical, applied courses that qualify students to enter administrative positions immediately after graduation. Courses cover the broad spectrum of business activity and allow students to choose from a variety of possible career opportunities in large, midsize and small organizations.

Marketing

The emphasis in Marketing provides students with a "strategic orientation" in the areas of advertising, public relations, designs, sales, research and marketing management. The program is designed to prepare students for marketing related careers in the public and private sectors.

The requirements for the B.A. Degree with a Major in Business Administration include the completion of all Lower Division Core Requirements (33-35 units), all Upper Division Core Requirements (21 units), and an emphasis (18-20 units). (Some Accounting courses are four-unit courses.) Students are required to declare the emphasis of choice in writing by the end of the sophomore year. Students completing a double major are not required to complete an emphasis but may elect to do so. (See Double Major Program on page 93) An emphasis is required for all other Business Administration majors in the B.A. Degree program.

Business Administration B.A. Degree Requirements

Lower Division Core Requirements:

BUS 4	Business Foundations and Analysis	(3)
BUS 5	Business Law I	(3)
BUS	Accounting Principles I	(3,4)

15A/BUS 16A)	
BUS 15B/BUS 16B	(3,4)	
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)
MTH/BUS 38	Elements of Probability and Statistics	(3)
CIS 1	Computer Processes and Applications	(3)
PHI 92/192	Business Ethics	(3)
SPE 10	Introduction to Communication	(2)
SPR 18	Career Planning Seminar	(1)
Total: 33-35 lower division units		
Upper Division Core Requirements:		
BUS 122	Managerial Communications (Required for Management Emphasis)	(3)
OR		
BUS 106	Business Law II (Cannot double count in core and emphasis)	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 190	Business Administration Internship	(3)
BUS 192	Business Policy and Strategy	(3)
Accounting Emphasis		
BUS 137	Intermediate Accounting I	(4)
BUS 138	Intermediate Accounting II	(4)
BUS 131	Managerial Accounting	(3)
BUS 186	Tax Accounting	(3)
BUS 188	Auditing	(3)
BUS 198	Advanced Accounting	(3)
Total: 41 upper division units		
International Business Emphasis		
BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO/HIS 112	World Economic History	(3)
(Plus three courses from the following:)		

ECO 195	International Economics	(3)
SOC 125	Comparative Social Structures	(3)
POL 125	Foreign Relations of the United States	(3)
POL 134	International Organizations	(3)
or		
POL 135	Selected Problems in International Organization	(3)
POL 138	International Law	(3)
BUS 183	Management Seminar	(3)
Total: 39 upper division units		
Management Emphasis		
(Six courses from the following:)		
BUS 106	Business Law II	(3)
BUS 170	Real Estate	
or		
BUS 171	Real Estate Law and Management	(3)
BUS 157	Human Resource Development	(3)
BUS 176	Small Business Management	(3)
BUS 184	Organizational Behavior	(3)
BUS 183	Management Seminar	(3)
BUS 189	International Management	(3)
Total: 39 upper division units		
Marketing Emphasis		
BUS 161	Principles of Advertising	(3)
BUS 166	Consumer Marketing Research	(3)
BUS 175	Sales Management	(3)
BUS 183	Management Seminar	(3)
BUS 165	New Media Marketing	(3)
BUS 195	International Marketing	(3)
Total: 39 upper division units		

For students transferring in business courses upon admission to Mount St. Mary's College, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

Suggested Sequence of Courses: Bachelor of Arts

The following is a model for completing the Business Administration major in four years. Only Business Administration courses are listed.

Freshman Year

Fall Semester

BUS 4	Business Foundations and Analysis	(3)
BUS 15A	Accounting Principles I	(3)
CIS 1	Computer Processes and Applications	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)

Spring Semester

BUS 15B	Accounting Principles II	(3)
MTH/BUS 38	Elements of Probability and Statistics	(3)

Sophomore Year

Fall Semester

ECO 2	Macroeconomics	(3)
SPE 10	Introduction to Communication	(2)
SPR 18	Career Planning	(1)

Spring Semester

ECO 1	Microeconomics	(3)
BUS 5	Business Law I	(3)
PHI 92/192	Business Ethics	(3)

Junior Year

Fall Semester

BUS 160	Principles of Marketing	(3)
BUS 185	Principles of Management	(3)
Upper Division Emphasis Course		(3)

Spring Semester

BUS 122	Managerial Communications	(3)
BUS 177	Management Information Systems	(3)
Upper Division Emphasis Course		(3)

Senior Year

Fall Semester

BUS 130	Principles of Finance	(3)
BUS 190	Business Administration Internship	(3)
Upper Division Emphasis Course		(3)
Upper Division Emphasis Course		(3)

Spring Semester

BUS 192	Business Policy & Strategy	(3)
Upper Division Emphasis Course		(3)

Upper Division Emphasis Course (3)

Weekend College Bachelor of Science in Business Administration

The Bachelor of Science Program in Business Administration, offered in the Weekend College, is designed for adult professionals who wish to advance and solidify their careers in business. Built on the strong liberal arts foundation provided through General Studies requirements, the Business Administration major is generalist in scope and covers key functional areas in business-management information systems, organizational behavior, business law, accounting, marketing and finance. Courses emphasize discussion, case studies, group projects and communication exercises. The program has been structured to incorporate workplace experience into the fabric of the classroom.

For students transferring in business courses, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

Required Courses B.S. Degree in Business Administration

Lower Division Core Requirements:

BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)
MTH/BUS 38	Elements of Probability and Statistics	(3)
CIS 1	Computer Processes and Applications	(3)*

PHI Business Ethics (3)
92/192

Total: 27 lower division units in Business Administration

**Students may waive the CIS I requirement by passing a standardized exam, such as CLEP, that demonstrates proficiency in course content.*

Upper Division Core Requirements:

BUS 122 Managerial Communications (3)
(Required for Management Emphasis)

or

BUS 106 Business Law II (3)
(Cannot double count in core and emphasis)

BUS 130 Principles of Finance (3)

BUS 160 Principles of Marketing (3)

BUS 177 Management Information Systems (3)

BUS 184 Organizational Behavior (3)

BUS 185 Principles of Management (3)

BUS 192 Business Policy and Strategy (3)

Total: 21 upper division units in Business Administration

In addition to core requirements, eighteen (18) upper division business units are required for the major in Business Administration.

Students who wish to pursue a specific business area concentration may do so by completing twelve (12) of these eighteen (18) units as follows:

Accounting Concentration

BUS 137 Intermediate Accounting I (3)

BUS 138 Intermediate Accounting II (3)

BUS 131 Managerial Accounting (3)

BUS 186 Tax Accounting (3)

BUS 188 Auditing (3)

BUS 198 Advanced Accounting (3)

Marketing Concentration

BUS 161 Principles of Advertising (3)

BUS 163 Marketing Research (3)

BUS 175 Sales Management (3)

BUS 165 New Media Marketing (3)

BUS 166 Consumer Marketing Research (3)

BUS 194 Consumer Behavior (3)

BUS 195 International Marketing (3)

Management Concentration

BUS 157 Human Resources Development (3)

BUS 187 Management Seminar (3)

BUS 189 International Management (3)

And any one of the following courses:

BUS 133 Money, Politics and Business (3)

BUS 170 Real Estate (3)

BUS 171 Real Estate Law and Management (3)

BUS 176 Small Business Management (3)

International Business Concentration

BUS 189 International Management (3)

BUS 195 International Marketing (3)

ECO/HIS World Economic History (3)
112

And three units from the following:

Bus 181 Global Business (3)

ECO 195 International Economics (3)

BUS 193 Special Studies in Economic Development (1)

(One unit in each of the following areas: China, European Union, Eastern Europe, Mercusor, Africa and the Four Tigers)

BUS 193 Managing Diversity (1)

Double Major Program

The Department of Business Administration offers a program for students who desire to major in both Business Administration and another discipline at the College.

Lower Division Core Requirements:

BUS 4 Business Foundations and Analysis (3)

BUS 5 Business Law I (3)

BUS 15A Accounting Principles I (3)

BUS 15B Accounting Principles II (3)

ECO 1 Microeconomics (3)

ECO 2 Macroeconomics (3)

MTH/BUS Mathematical Analysis for Business (3)
28

MTH/BUS Elements of Probability and Statistics (3)
38

CIS 1	Computer Processes and Applications	(3)
PHI 92/192	Business Ethics	(3)
SPR 18	Career Planning Seminar	(1)
SPE 10	Introduction to Communication	(2)

Total: 33 lower division units

Upper Division Core Requirements:

BUS 122	Managerial Communications or	(3)
BUS 106	Business Law II	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 190	Business Administration Internship	(3)
BUS 192	Business Policy and Strategy	(3)

Total: 21 upper division units

Students in the Double Major who wish an emphasis within the Business Administration major must complete all courses in the emphasis.

For students transferring in business courses upon admission to Mount St. Mary's College, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

B.A. Degree with a Major in English and Business Administration:

A cooperative program offered through the Departments of English and Business Administration

Courses Required for a B.A. Degree in English and Business Administration

English Preparation:

ENG 1AB/C	Freshman English	(3,3)
HIS 1AB	Western Civilization	(3,3)
SPR 18	Career Planning Seminar	(1)

Requirements:

24 additional units in English, at least 18 of which are upper division, including:

ENG 181	Theory and Criticism	(3)
ENG 195	English Seminar	(3)

Recommended:

One course in American literature	(3)
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Business Administration Preparation:

Lower Division Core Requirements:

BUS 4	Business Foundations and Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)
MTH/BUS 38	Elements of Probability and Statistics	(3)
CIS 1	Computer Processes and Applications	(3)
PHI 92/192	Business Ethics	(3)
SPE 10	Introduction to Communication	(2)

Total: 32 lower division units

Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
PHI 5	Introduction to Logic	(3)

Upper Division Core Requirements:

BUS 122	Managerial Communications	
or		
BUS 183	Management Seminar	
or		
BUS 106	Business Law II	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 190	Business Administration Internship	(3)
BUS 192	Business Policy and Strategy	(3)

Total: 21 upper division units in Business Administration

Total units in English and Business: 90

At least 12 upper division units must be completed in the MSMC English Program.

For students transferring in business courses upon admission to Mount St. Mary's College, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

B.A. Degree with a Major in Spanish and Business Administration:

A cooperative program offered through the Departments of Modern Languages and Cultures and Business Administration

Courses required for a B.A. in Spanish and Business Administration

Spanish Preparation:

SPA 1 and 2	Elementary Spanish I and II (or equivalent)	(4,4)
SPA 3 and 4	Intermediate Spanish III and IV (or equivalent)	(3,3)

Requirements:

SPA 107	Theory and Practice of Culture	(3)
SPA 109	Spanish Writing Lab	(3)
SPA 114	Translation/Interpretation	(3)
SPA 149	Business Communication and Culture	(3)
SPA 144	Culture and Civilization of Latin America	(3)
SPA 112	Culture and Civilization of Spain	(3)
SPA 190	Internship	(3)

Choose one course from the following:

BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO 195	International Economics	(3)
POL 131	International Relations	(3)

Lower Division Core Requirements

BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
ECO 1	Microeconomics	(3)

ECO 2	Macroeconomics	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)
MTH/BUS 38	Elements of Probability and Statistics	(3)
CIS 1	Computer Processes and Applications	(3)
PHI 92/192	Business Ethics	(3)

Total: 27 lower division units in Business Administration

Upper Division Core Requirements:

BUS 122	Managerial Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

Total: 18 upper division units in Business Administration

Students with a major in Spanish and Business Administration are strongly encouraged to do a junior semester in Europe or Latin America.

For students transferring in business courses, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

Business Courses

BUS 4 Business Foundations and Analysis (3)

An analytical survey of the principles and skills necessary for accounting, economics, marketing, finance, human resources, management, and government policies as they apply to business in the United States and globally. Through the course students develop a framework for analyzing business issues and develop critical thinking skills to solve organizational problems. This course will include an introduction of the case method.

BUS 5/POL 5 Business Law I (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Introduction to legal reasoning and legal writing; concentration on contracts and their use throughout all business negotiations; introduction to issues of commercial liability and sales transactions. **GS-III G** (Same as POL 5)

BUS 15A Accounting Principles I (3)

Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for tangible and intangible assets. Focus is on the sole proprietorship. **GS-VII A**

BUS 15B Accounting Principles II (3)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities, financial statement and analysis and an introduction to managerial accounting. *Prerequisite: BUS 15A.* **GS-VII A**

BUS 16A Accounting Principles I (4)

Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for lived tangible and intangible assets. Focus is on the sole proprietorship. Faculty-guided lab experiences are provided for additional reinforcement of course concepts. **GS-VII A**

BUS 16B Accounting Principles II (4)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities and financial statement analysis. Faculty guided experiences are provided for additional reinforcement of course concepts. *Prerequisite: BUS 16A.* **GS-VII A**

BUS 28 Mathematical Analysis for Business (3)

Topics in Algebra including solutions of systems of equations and inequalities;

exponential and logarithmic functions; linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business. (See MTH 28.) *Prerequisite: Satisfactory score on the Mathematics Placement Exam.* **GS-III E, VII B**

BUS 38 Elements of Probability and Statistics (3)

Elementary probability theory, properties of distributions, sampling, hypothesis testing, correlation. *Prerequisite: Satisfactory score on the Mathematics Placement Exam.* (See Math 38.) **GS III E, VII B**

BUS 92/PHI 92 Business Ethics (3)

A case study approach to business ethics, taking into consideration the perspectives of management, labor, consumer or public, governmental agencies, and environmental or other special interest groups. Using a basis in ethical theory, the course will cover areas such as public welfare, issues in hiring (affirmative action, quotas) and business practices (product liability, honesty, business bluffing, advertising, sexual harassment, racism), environmental concerns, global issues (apartheid, social injustice, exploitation of the third world), corporate decision-making and responsibility. Students who take this course may not take PHI 21 for credit. Honors students should take PHI 21H, not PHI 92. **GS-VB 2, VI**

BUS 93 Special Topics (1-3)

Course or seminar in current issues in business administration. Topics change each semester.

BUS 97 Independent Study (1-6)

Lower division course, independent study or directed readings on business-related topics. *Prerequisite: Consent of faculty member and approval of department chairperson.*

BUS 104 Investment Analysis and Management (3)

Survey of investments including corporate and government securities, real property and financial intermediaries. Study of financial investments with emphasis on security analysis, valuation and portfolio management. *Prerequisite: BUS 130.*

BUS 106/POL 105 Business Law II (3)

Upper level study of business law. Applications to areas of agency, partnerships, corporate law, sales, criminal and civil liability, product liability and insurance. *Prerequisite: BUS 5.*

BUS 122 Management Communications (3)

This course develops both oral and written business communications skills through the study of communications theory in conjunction with practical communication assignments. Specific content areas include management and decision-making case studies, internal and external written communications, business proposals, group dynamics, interviews and business presentations.

BUS 123 Travel and Study Abroad (3) This course is designed to acquaint participants with the business, historical, cultural, and social environments of the countries visited. Visits will be arranged to business organizations as well as with government officials connected with economic and business development. Areas visited may include South America, China or East Asia. The class can be repeated for credit.

BUS 125 E-Commerce/E-Business (3)

This course will cover the current status of electronic public transactions (E-Commerce) and business to business (E-Business). Topics will include the internet, intranet, extranet, security and the impact of the World Wide Web on marketing, business relationships, and changing supplier, customer relationships.

BUS 127 Accounting and Finance for Small Business (1)

This course will focus on the selection and formation of various business entity types. We will explore diverse sources of business capitalization including, but not limited to, venture capitalists, corporate angels, and assistance available through the Small Business Administration. We will analyze financial statements and study government reporting requirements for the most frequently selected business entity types.

BUS 128 Accounting Systems for Small Business (1)

Students are introduced to the latest versions of various automated accounting systems used today in small business. They are subsequently immersed in a thorough hands-on application of commonly used software such as Quick Books or Peachtree. Students will enter transactions, prepare general ledgers, process payroll, and prepare and analyze financial statements.

BUS 130 Principles of Finance (3)

This course is designed to provide students with a broad-based understanding of financial concepts and their applications. The course will explore (a) the financial system: - components,

institutions, and functions; (b) business finance and management application of financial principles on a micro and macro level; (c) financial policy: the methods and effects of government debt and fiscal policy. *Prerequisites: BUS 4 (except for Weekend College), ECO 1, ECO 2, BUS 15A, BUS 15B, MTH 38.*

BUS 131 Managerial Accounting (3)

The application of accounting analysis to business decision, planning and control. Integrating information systems with specific emphasis on cost concepts and applications, budget, cost volume profit relationships and decision making from the capital investment and pricing viewpoints. *Prerequisites: BUS 15A and BUS 15B.*

BUS 133 Money, Politics, and Business (3)

This course explores the relationship between business and government in the United States--the influence of environmental forces on business institutions and the impact of corporations on their environment. Through this course, students develop an analytic framework for exploring political institutions and practices, social and ethical responsibilities, regulation and the policy making process, environmental issues, consumer concerns, workplace multiculturalism and diversity, global issues, and institutional reform. **GS-IIIIG**

BUS 137 Intermediate Accounting I (3-4)

The beginning of the in-depth study of financial accounting. Topics include the conceptual framework, financial statement preparation, concept of future and present value, revenue and expense recognition, accounting for cash and receivables, inventory and fixed asset accounting. *Prerequisites: BUS 15A, BUS 15B.*

BUS 138 Intermediate Accounting II (3-4)

The conceptual and procedural aspects of some of the more complex topics of financial accounting are studied. Topics include long-term debt, leases, pensions, error corrections and the statement of cash flows. *Prerequisite: BUS 137.*

BUS 139 Managing Non-Profit Organizations (3)

This course will introduce managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team

cooperation, planning, and accountability. *Also, EDU 138C, GER 138, PSY 138 and SOC 138.*

BUS 140/BUS 140H Women's Issues in Business and Economics (3)

Survey of issues that affect women in business and review of the feminist critique of classical economic theory. Topics surveyed may include women's labor history, Marxist feminism, socialist feminism, feminist organizational theory, women in management, the wage gap, the glass ceiling, gendered economic roles, women's issues in business law, affirmative action, and sexual harassment. **GS-IIIIG, VI**

BUS 144 Legal Issues in Entrepreneurship (3)

This course will discuss legal issues which an entrepreneur encounters while forming and running a start-up enterprise, including real estate purchases, leasing, employment law, human relations procedures, franchising, supply contracts and governmental administrative regulations.

BUS 145 Entrepreneurship (3)

Introduction to the basic concepts and skills required of entrepreneurs. This course uses an applied approach—teaching students to recognize opportunity; screen ideas and develop a business concept, test that concept and create a new venture. Topics include entry strategies, business forms, franchising, entrepreneurial mindsets, management, marketing, capital requirements, financing sources and site analysis. An entrepreneurial internship is required. *Prerequisite: BUS 4 (except Weekend College).*

BUS 148/PSY 148 Industrial Organization and Consumer Psychology (3)

Study of the psychological principles and techniques used in a business setting. Topics include the psychology of work, personnel selection, appraisal, job analysis, placement training, production efficiency, and consumer behavior.

BUS 150 Strategic Management of Nonprofit Organizations (3)

This course is designed to study, discuss, and debate issues facing managers of nonprofit organizations. The goal of this course is to integrate skills in organizational behavior, marketing, finance, and analytical disciplines into strategic decision making in the nonprofit context. Topics explored include mission definition, competing internal and external demands, resource scarcity and uncertainty,

governance systems, and managing strategic change. While the principal thrust of the course is on nonprofit organizations, there will be opportunities to examine areas where public, for-profit, and nonprofit organizations interact. *Prerequisite: BUS 185.*

BUS 154 Cost Accounting (3)

Budgeting responsibility accounting; inventory planning; performance measurement; costing methods; job order and standard costs; direct vs. full costing; cost allocation; cost-volume profit analysis; analytic cost reports. *Prerequisites: BUS 15A and 15B.*

BUS 155/POL 185 Public Personnel Administration (3)

The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

BUS 156/POL 186 Introduction to Public Administration (3)

The executive function in government, principles of administrative organization, personnel management, financial administration, administrative law, and problems and trends in government as a career.

BUS 157 Human Resources Development (3)

This course explores the contributions made by the modern human resource department to the success of business organizations. Particular areas of focus include job analysis, recruitment, training, compensation analysis, performance analysis, legal issues and workforce diversity. The course content weaves the underlying theories of human behavior in organizations with the practical applications of these theories pertinent for future managers or human resource professionals.

BUS 158/POL 187 Organizational Theory and Governmental Management (3)

Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment, problems, limitations, and trends in governmental organization and management.

BUS 160 Principles of Marketing (3)

This course is designed to introduce students to the fundamentals of marketing. Through this course, (a) the foundations of marketing will be explored—product issues, pricing decisions, distribution channels and promotional strategies; (b) the users of marketing will be identified; (c) the role of marketing in the

organization and society will be examined; (d) marketing objectives, tools and resources will be assessed; and (e) components of strong marketing strategy will be evaluated. *Prerequisite: BUS 4 (except Weekend College).*

BUS 161 Principles of Advertising (3)

This course examines the major components of modern advertising and promotion. Key areas explored include the social and economic role of advertising; controls over advertising; planning of the campaign; the role of research; media strategy and coordination with other elements of the marketing communication mix. *Prerequisite: BUS 160.*

BUS 163 Marketing Research (3)

Fundamentals of marketing and industrial research as an approach to problem solving. Business cases are used to develop the student's analytical ability and to demonstrate the application of business research fundamentals. *Prerequisites: BUS 38, BUS 160.*

BUS 164 Accounting, Taxes and Finance for the Small Business (3)

This course aims to prepare the new entrepreneur with a thorough, real world understanding of the accounting requirements for external and governmental reporting. This will involve making decisions in entity formation, establishing appropriate records and controls, and hands-on experience in preparing required financial statements, tax reporting documents and financial analysis. Students will be introduced to state-of-the-art accounting software in this endeavor and will learn how to research and find sources of business financing. Upon completion of this course, the student should have a strong understanding of the required administrative aspects of business formation, reporting requirements and business financing.

BUS 165 New Media Marketing (3)

With a focus on emerging media channels for Marketing, specifically those that are digital in nature, this course teaches you how to plan, create, track and optimize advertising campaigns. Topics include media planning and buying; search engine optimization, search engine marketing, email marketing; podcasting, Vodcasting, cellcasting, and to use social networking communities, such as Blogs, Facebook, MySpace and LinkedIn. *Prerequisite: BUS 160*

BUS 166 Consumer Marketing Research (3)

This course provides a comprehensive, experiential approach to conducting marketing and advertising research and understanding how it applies to consumers. We will examine how the entire research process works-from problem definition to design, data interpretation and presentation and how it can be used for B2C marketing decision making. The class will perform a "real life" consumer-based market research project consisting of both online and offline market research tools. *Prerequisite: BUS 160.*

BUS 168 Marketing Seminar: Selected Topics (3)

An in-depth seminar in marketing. Primary activities include the exploration of advanced and specialized topics and issues in the field. *Weekend College only. May be repeated once.*

BUS 169 Issues of Corporate Responsibility (3)

Application of theories developed in Business Ethics to issues arising in the practice of modern business. Topics will vary by semester but the course will focus on newsworthy items that reflect the state of corporate business ethics. These issues may include marketing ethics, product liability, socially responsible investing, employee welfare and concerns of race and gender. Extensive case analysis is utilized to apply critical thinking skills to real business dilemmas. Introduction to Business Ethics (PHI 92) highly recommended.

BUS 170 Real Estate (3)

Introduction to economics of land ownership and use; fundamentals of ownership; financing; appraisal; management and transfer of residential and other real property, including an introduction to real estate investment issues. *Prerequisite: BUS 5.*

BUS 171/POL 106 Real Estate Law and Management (3)

This course develops those skills necessary to purchase, sell or lease real estate in commercial transactions: Business and legal aspects, purchase and sales contracts, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant law, wills and inheritance, and estates in land. *Prerequisite: BUS 5.*

BUS 173 Real Estate Investment (3)

Emphasizes problems and methodology for making the real estate investment decisions. Includes real estate versus other investments;

real estate user and investor requirements; decision models; tax factors and syndication.

BUS 175 Sales Management (3)

This course explores the function of sales and the relationship to the overall marketing program. Topics considered include setting sales objectives, formulation of sales strategy, development of a sales organization, selecting and working with distributors and dealers, measurement of salesmen's performance, evaluation of sales management performance, control of sales operations, and integration of sales and other marketing activities. *Prerequisite: BUS 160.*

BUS 176 Small Business Management (3)

This course comprehensively covers all activities required for the formation of new enterprises and certain aspects of managing growing organizations. The course explores the new venture creation process: business idea generation and evaluation, resource acquisition, customer identification and selling, developing a business plan, organization building, networking, and the technical issues entrepreneurs face in tax, legal, and accounting areas.

BUS 177 Management Information Systems (3)

This course is designed to familiarize the student with the fundamentals of information system development and use--giving students the competitive edge in the workplace of tomorrow. The course explores (a) conceptual foundations; (b) information systems applications; (c) systems technology--processing, software, programming; (d) systems analysis; (e) management and societal issues. *Prerequisite: BUS 4 (except Weekend College).*

BUS 180AB Advanced Advertising Seminar (3,3)

An advanced seminar covering selected topics in copywriting, graphics, media and buying, advertising, budgeting, planning and management. *Prerequisites: BUS 160 and BUS 161.*

BUS 181 Global Business (3)

Global Business will explore the reasons trade takes place and the role of international organizations in the promotion of trade. The geographical, cultural, technological, economic and political factors influencing multinational business are discussed in detail. International management, finance, marketing, accounting,

human resources and law are part of the curriculum.

BUS 182 Advanced Finance (3)

Case studies in financial management and capital budgeting. Strategies in debt and equity financing. Portfolio management. *Prerequisite: BUS 130.*

BUS 183 Management Seminar (3)

This course is an in-depth seminar in areas of management and organization. Primary activities include the exploration of advanced and specialized issues in the field. *Prerequisite: BUS 185.*

BUS 184 Organizational Behavior (3)

This course brings the insights into human behavior in organizations brought forth by psychology and sociology and centers them on their implications for business organizations. Issues pursued in this course include group dynamics, communications, motivation, leadership, and decision making as well as organizational design, culture, development and change. The discipline of organizational behavior is unique in its combined goals of seeking organizational success while advocating employee empowerment.

BUS 185 Principles of Management (3)

This course discusses the four principal functions of management: planning, organization, leadership and control, including quality control, managing cultural diversity, motivation and other leadership issues, decision making, group communication and organization. Case studies explore these topics within the context of business ethics and corporate responsibility to the community. *Prerequisite: BUS 4 (except Weekend College).*

BUS 186 Tax Accounting (3)

Statutes, regulations, administrative rulings, and court decisions relating to Federal and California income taxes, including audit procedures. Students explore filing requirements, concepts of gross income and loss, exemptions, deductions of business and personal expenditures, nontaxable exchanges, capital gains and loss, and tax credits. Instruction includes preparation of a variety of federal and state income tax returns. *Prerequisites: BUS 15A, BUS 15B.*

BUS 187 Management Seminar: Selected Topics (3)

An in-depth seminar in the area of management and organization. Primary activities include the exploration of advanced and specialized topics

and issues in the field. *Weekend College only. May be repeated once.*

BUS 188 Auditing (3)

Audit functions of the CPA. Nature of audit evidence, audit procedures, audit work papers, audit reports, evaluation of internal controls and internal auditing, statistical sampling in auditing; problems of auditing computer-based accounting records. *Prerequisites: BUS 15A, BUS 15B.*

BUS 189 International Management (3)

Application of modern management theory to the administration of international business. The course will study the impact of multi-governmental policies upon the management of international enterprises. *Prerequisite: BUS 185.*
GS-VI

BUS 190 Business Administration Internship (3-6)

An intensive supervised work experience related the student's major emphasis. Students are responsible for setting up the internship in conjunction with an appropriate faculty member and the Office of Career Planning and Placement. Internships must be approved by the Chair. *Prerequisite: SPR 18.*

BUS 192 Business Policy and Strategy (3)

This course is the capstone course for business administration majors. It provides an opportunity to integrate previous studies in functional areas--marketing, finance, economics, accounting, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include (a) competitive analysis, (b) the strategic management process, (c) the role of the chief executive officer, (d) strategy formulation and decision making, and (e) strategy implementation and control. *Prerequisites: Lower Division and Upper Division Core Courses.*

BUS 193 Selected Topics (1-3)

Course, independent study, seminar, or directed readings in current issues in business administration.

BUS 194 Consumer Behavior (3)

This course is designed to explore the complexities of consumer behavior. Through this course students will (a) develop an understanding of the key role of consumer

needs and wants; (b) understand the role of marketing information systems, marketing research, buyer behavior and competitive forces; (c) explore target market selection, market positioning, and marketing strategies; and (d) examine the consumer perception in the market planning process of product, pricing, promotion and distribution. *Prerequisites: BUS 160, BUS 185.*

BUS 195 International Marketing (3)

The role of marketing in the global business environment will be studied from the viewpoint of both the small business enterprise and the multinational corporation. Special emphasis will be given to how small business can get information and assistance for its efforts to enter the global marketplace. Topics covered will include the political, legal, economic, and cultural factors that impact businesses going global as well as issues of product development, pricing, promotion and distribution. *Prerequisite: BUS 160.*

BUS 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

BUS 197 Independent Study (1-3)

Opportunity for independent study is available to qualified students. The student has responsibility for planning, implementing, and presenting the project; the faculty member approves the project, meets with the student several times during the term, and evaluates the final results.

BUS 198 Advanced Accounting (3)

Problems associated with preparation of consolidated financial statements, foreign currency translation, partnerships, and governmental fund accounting. *Prerequisites: BUS 137, BUS 138.*

BUS 199 Directed Study (1-3)

Opportunity for directed reading is available to qualified students. The faculty member shares the responsibility with the student, generally planning the readings and/or projects and meeting with the student regularly.

Master of Business Administration Degree

This master's degree program offers professional business leadership education based on a foundation of integrity, accountability, rigor, community, diversity, and service. The MBA Program is highly student-centered, career-relevant and strategically focused on the practice of managerial leadership. The Program is distinguished by its cutting edge curriculum that recognizes that organizational leaders do not deal with a single issue in an isolated, sequential and orderly fashion. Rather, managers deal with a multitude of issues simultaneously, in pieces, in an incomplete and erratic order. The Core Curriculum encompasses 4 academically rigorous semesters of theme-based modules. For those who were not undergraduate business majors, an additional semester of "Foundations" courses are required prior to commencing the Core Curriculum. Modules are presented in a sequential manner based on the expectation that students will proceed through the curriculum as a group or cohort.

Mount St. Mary's College is accredited by the *Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges*.

MBA Admission Requirements

- Completion of a baccalaureate degree from a regionally accredited college or university
- A cumulative grade point average of 3.0 on a 4.0 scale in the last 60 semester units, or last 90 quarter units. (for grade point averages lower than 3.0, the GMAT is required)
- Complete Application

- Application Essay
- Two letters of recommendation
- Entrance interview with an advisor
- Three years of full-time professional experience preferred

MBA Foundations Courses:

The following "Foundations" Courses must be completed prior to the start of Core Curriculum Modules. If they have been successfully completed by the student in his or her undergraduate academic work, they will be waived. They will be available to MBA students on an accelerated basis during the semester preceding commencement of the Core Curriculum Modules:

- One semester of Economics (micro or macro—lower or upper division)
- One semester of Accounting (lower or upper division)
- One semester of Finance (upper division)
- One semester of Business Law (lower or upper division)
- One semester of Management/Organizational Behavior (upper division)
- One semester of Marketing (upper division)

MBA Financial Arrangements:

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Office of Student Financing. For tuition and fees for the MBA Program, see the tuition expense section at the beginning of this catalog or visit the College Website at www.MSMC.la.edu. Students who return from a leave of absence from the program will **be subject to applicable current tuition rates upon their return.**

MBA Program Requirements

The program offers the student a Master's Degree in Business Administration. As such, each student must comply with "**Academic Policies for Graduate Division**" (see Academic Policies for Graduate Division on page 68 of this catalog.) These policies include, among others, **Grading Policies** (see **Grading Policies** on page 27), **Academic Probation** (see **Academic Probation** on page 33), and **Academic Dismissal** (see Academic Dismissal on page 33).

If a student receives a letter grade of D or F in a course module, he or she may retake the course as a Directed Study (**Bus 239**) during the next semester at the prevailing per unit graduate rate. If the grade is improved to C- or higher, and the student remains in satisfactory academic standing, the student may proceed with his or her cohort. One repetition of a course is permitted. A student who receives a grade of D or F in more than 2 modules during a semester will not be allowed to proceed with his or her cohort and, further, will not be able to complete the courses as Directed Studies. Instead, he or she will need to join the next cohort in order to repeat these courses at additional prevailing tuition costs and fees. In order to graduate with an MBA, the student must successfully complete all modules of the curriculum.

Professional behavior is expected from MSMC students at all time. Students must abide by the ethical standards of the MBA Program, the Business Administration Department, the College both on campus and while working off campus on the Capstone Project or other assignment(s). The student, both as an MBA student and as a representative of Mount St. Mary's College, will consistently maintain the highest standards of honesty, integrity and service. If the expectations of the College or the MBA Program are not met, the

student is subject to dismissal from the program.

MBA Curriculum: Design

The Program is organized around three broad general themes that effectively integrate business disciplines to give the organizational leader an effective set of tools to successfully and strategically manage the enterprise. These themes fall into 3 categories and are explored during the first three semesters of the core curriculum:

First Semester: Setting the Stage – External Global Business Environment. During the first semester attention is directed to analyzing and interpreting *what is* happening outside the organization and how these conditions may subsequently impact the organization.

Second Semester: Designing the Organization's Future – Internal Strategy. Assessing the organization's internal capabilities in order to successfully leverage them to obtain sustainable strategic advantage in the turbulent business environment is the theme of the second semester.

Third Semester: Making it Happen – Implementation of Strategy, Travel/Study. In the third semester attention is on implementing the organization's strategic plan. During this semester, the student will broaden his or her perspective by participating in an international travel study program. Because organizational leaders in the 21st century need to think globally, the MSMC MBA immerses the cohort in an international market as a complement to the study in the third semester. For example, the student might have the opportunity to examine global competition in a 9-day guided exploration of China.

The Fourth Semester of the Program is hands-on, practicum based:

Fourth Semester: Concentration and Final Project. In the last semester, having gained knowledge in interpreting the signals of the external environment, developing solution-based approaches to identified/identifiable problems and creating a fertile environment for positive and constructive change, the student will focus on a concentration.

The four concentrations are:

- Entrepreneurship
- Organizational Leadership
- Not-for-Profit Management
- Health Services Management.

Capstone Project

The Capstone Project clearly demonstrates students' achievement of the MBA learning outcomes from the prior modules and theme based semesters. This semester, the integrated curricular topics of critical thinking, global business, ethics, communication skills, entrepreneurship and strategic planning are applied to a real world, real time project. The student's performance on the Capstone Project is evaluated by his or her Peers, the Faculty Advisor, and the Project Site Leader (the student's or team member's employer or an outside corporate sponsor). These evaluations provide the forum for assessment of the students' ability to translate classroom theory to real world issues and to demonstrate their skill in working effectively in a collaborative, team environment.

Foundation Courses

(9 credit hours)

BUS 201 Foundation of Business Economics (1 unit)

Introduction of the basic economic thinking as a tool for understanding and interpreting world

problems. Presents and develops economic theory of supply and demand to explain the behavior and interaction of organizations, households and the government.

BUS 202A Essentials of Accounting (1 unit)

This is a survey to the five primary accounting areas: financial, managerial, taxation, auditing and accounting information systems. Each area is introduced in terms of its background, conceptual basis, an application in the business environment. Tools concepts and procedures are included.

BUS 202B Essentials of Accounting (1 unit)

Continuation of Essentials of Accounting, Bus 202A.

BUS 203A Essentials of Finance (1 unit)

The approaches to the financing and investment decisions in an organization are examined in this module. Subjects include the essentials of financial ratios, analysis, managing assets and liabilities, cost of long-term capital and the required rate of return on long terms assets, estimating cash flow on investment proposal, net present value, capital budgeting, risk and return and capital structure.

BUS 203B Essentials of Finance (1 unit)

Continuation of Essentials of Finance, BUS 203A..

BUS 204 Essentials of Business Law (1 unit)

Many factors contribute to change in the business environment. This module considers the role these environmental factors play in the analysis of selected issues in the interface between business, law and other social institutions. Subjects include the principals of legal transactions, contracts, agency, partnership, corporations, government agencies and regulations.

BUS 205A Essentials of Management (1 unit)

Concepts and applications in management including motivation, leadership, group dynamics, organization design, decision-making, communication and organizational change's emphasis on contemporary management in the international context are discussed in this module.

BUS 205B Essentials of Management (1 unit)

Continuation of Essentials of Management, BUS 205B.

BUS 206 Essentials of Marketing (1 unit)

This module concentrates on the role of marketing in identifying and satisfying consumers' needs while examining the components of marketing process, sources and uses of marketing intelligence, consumer behavior and international marketing.

Core Curriculum

(36 credit hours)

Semester One: Theme: Setting The Stage - External Global Business Environment

(9 credit hours)

BUS 211 Introduction to Graduate Studies: Coaching Assessment (1 unit)

This introductory module acquaints participants with the MBA sequence and provides an overview of material topic areas. Program objectives are identified as are cohort expectations including team culture, making group decisions, and dealing with a variety of personalities. The function, role, impact and influence of career coaching are presented and the student begins his or her personal participation in the process through a variety of personality and team assessments.

BUS 212 Change – Assessment of the External Environment (1 unit)

Contemporary organizations exist in social, political and economic environments that change rapidly and unpredictably. This module provides an introduction to theories and strategies/applications related to interpreting signals of change and the organization's preparedness for it. Different methods of assessing impending change including urgency or response and impact on the organization and developing strategic thinking related to change interventions that will increase an organization's effectiveness are explored. Specific issues are analyzed through the use of case studies, current literature and the application of change theories.

BUS 213 Analytical Modeling and Future Projections (1 unit)

Disciplined thought is frequently based on analytical models, both quantitative and qualitative. In this module, models are utilized to assess the complexities of the dynamic local, regional, national and global environments of business. The theoretical foundation of modeling is presented followed by practicum where participants employ the models in

analysis and decision making with respect to strategic topics and challenges encountered by today's businesses.

BUS 214 Interpreting Financial Signals: The Economy (1 unit)

In this module, the participants analyze micro and macro economic variables as bases for pricing and production decisions. By utilizing a practical approach to these complementary topics, the participants gain insight into the basic economic factors affecting a company's market at all levels: 1) the consumer level; 2) the domestic (national) levels; and 3) within the larger context of international economic policies. Macroeconomic topics include banking and the monetary system, inflation, and monetary and fiscal policies designed for maintaining stability and growth. Microeconomic topics address the nature of supply and demand, elasticity of demand, production and costs, and market structures as these are applied to the decision making process.

BUS 215 Interpreting Financial Signals: The Competitors' Position (1 unit)

Organizations seek to attain a sustainable competitive advantage in their industries. In this module, industry and competitive forces are identified and evaluated. This information is used to assess the financial viability and industry rivalry and to successfully position the organization in the industry. The analysis of the financial competitive factors is used in developing appropriate competitive strategies for the organization to be competitive in the industry as a global player.

BUS 216 Information Collection, Analysis and Interpretation (1 unit)

Markets and the fast changing global environment of business are increasingly interrelated. Business leaders participate in complex decision-making often involving political, legal and social factors that must be identified, collected, analyzed and interpreted. This module provides the theoretical framework and managerial tools leaders need to win these real-time challenges.

BUS 217 Assessing the Organization's External Environment (1 unit)

Managers require a sophisticated understanding of what you can (and cannot) infer from data, and how to use those inferences to make good decisions. The module introduces the issue of the organization's inability to collect, analyze and interpret myopia, the right information. In

addition, it covers topics such as probability theory and decision analysis (including decision trees, scenario analysis, decision criteria, the value of information, and simulation techniques) as well as statistical methods for interpreting and analyzing data, such as sampling concepts, regression analysis, and hypothesis testing.

BUS 218 Market Assessment and Analysis for New Opportunities (1 unit)

How do organizational leaders identify new opportunities? This module focuses on the assessment and interpretation of the future including prioritization of impending opportunities (global, national and local) and their impact on the organization. What are the organization's resource areas needed to best take advantage of these opportunities and how can these opportunities be maximized locally and globally?

BUS 219 e-Business for Business Managers (1 unit)

Successful businesses are sometimes described as understanding the art of being in the right place at the right time with the right product or service. In this module, the participants are introduced to the fundamentals of e-business and the future of strategic e-business decisions including the factors likely to affect e-business and marketing. These include globalization, changing demographics, ever-changing technology and electronic commerce. Case studies and group activities focus on the application of e-business concepts.

Semester 2 Theme: Designing The Organization's Future: Internal Strategy

(9 credit hours)

BUS 221 Strategy Design and Corporate Strategic Response (1 unit)

Successful organizations design, develop and maintain strategies aimed at creating a sustainable competitive advantage. These strategies are identified in the organization's vision and mission and are supported by the ongoing actions of the firm. This module identifies methods to successfully position the organization in an industry on both the business unit level and as the entire enterprise. Both business and corporate strategic responses are explored through a variety of approaches including case studies and situation analyses.

BUS 222 Financial Decision Making (1 unit)

Combining theory with sophisticated analytical tools, this module provides the solid background needed for developing and managing major corporate financial decisions. Financial statement analysis, financial forecasting, time value of money, valuation of financial securities, management of risk and return, and cost of capital are covered. Additional topics include estimation and analysis of cash flows in the capital budgeting process and examination of capital structure, dividend policies and long-term financial planning.

BUS 223 Operations Management to Support Strategic Position (1 unit)

Implementation of quality objectives in both operations and product development is key to achieving sustainable competitive advantage in the global marketplace. This module examines operations and quality management by examining context and content of such principles as Total Quality Management and its implemented at all levels of an organization. Other important topics addressed include forecasting, technology management, capacity planning and materials management.

BUS 224 Branding, Strategic Positioning and Customers (1 unit)

Positioning and a strong brand are invaluable in the global competition for customers. The brand represents the organization's promise to its customer, whether it be for quality, low cost or fashion. Positioning and branding are foundational pieces in implementing the strategic marketing process. This module provides the framework for researching, defining, and building the organization's brand and for identifying the most competitive global positioning strategies.

BUS 225 Strategic Resource Allocation and Development (1 unit)

Organizational leaders are often tasked with balancing resources between existing and proposed projects. In this module participants learn how to identify their organization's resource capability and capacity while determining how to balance them based on future demand. They will also learn the importance of processes in resource allocation decision making.

BUS 226 Leaders and Implementation (1 unit)

Leadership exists at many levels of the organization and all leaders must work in

concert for the organization to successfully pursue its strategy. This module looks at the roles of corporate, business and functional level leaders, their styles, contributions and applications. The support mechanisms that contribute to leadership and organizational success are studied both as theory and application.

BUS 227 The Role of the Intrapreneur (1 unit)

Innovation and entrepreneurship are hallmarks of the 21st century organization. This module defines the role and attributes of the internal entrepreneur (intrapreneur) and provides guidelines to foster the creative environment in which he/she thrives. Finally it provides guidelines for leading the innovative enterprise.

BUS 228 Organizations at Different Stages of Development (1 unit)

Needs of organizations change at different stages of their development from start-up to emerging, mature and established institutions. This module explores the leadership, structural, organizational, positioning and directional tools required to excel at each stage of development.

BUS 229 Coaching and Presentation (1 unit)

In this module, participants develop their personal coaching skills in order to enhance their leadership and mentoring skills. They learn the fundamentals of coaching from theoretical framework to hands-on practicum.

Semester 3 Theme: Making It Happen - Implementation Of Strategy

(9 credit hours)

BUS 231 Leadership and Management of Change (1 unit)

Change management, which was introduced in the first semester, is revisited in this module. Advanced change theory including the appropriate application to different cultural environments is presented. Participants are challenged by current global change initiatives which they, acting as change agents, must address.

BUS 232 Managerial Behavior and Innovation (1 unit)

The ability to build and sustain constructive relationships is critical to an organization's most valuable resource - its people. This module focuses on the skills necessary to manage individual and group dynamics in the pursuit of an organization's business goals. It provides a

combination of theory, assessment and cognitive skills to help develop proficiency for leadership, management and problem-solving. Cases and group activities add depth and meaning to the theoretical aspects of this module.

BUS 233 Contributors – Comparative Knowledge of the Gurus in the Field (1 unit)

The literature of business is explored in this module. Business classics, current business best-sellers as well as future-oriented readings provide an interactive forum for critical thinking and creative decision-making.

BUS 234 Managerial Accounting and Productivity Measures (1 unit)

This module reviews key accounting concepts and offers perspectives on the role of accounting in markets and organizations. It also covers the importance of accounting statements in providing information to stakeholders inside and outside the firm. Participants also learn accounting principles used to strategically assess the value created by a new or existing businesses or business segments.

BUS 235 Project Management (1 unit)

Implementation of quality objectives in both operations and product development is key to achieving sustainable competitive advantage in the global marketplace. This module explores operations and quality management by examining context and content of such principles as Total Quality Management and their implementation at all levels of the organization. Other important topics addressed include forecasting, technology management, capacity planning, and materials management.

BUS 236 The Role of the Board of Directors and Key Stakeholders (1 unit)

This module emphasizes the role of ethics across the organization. Topics include defining the various theories of ethics; analyzing ethical behavior in relationship to business success; formulating a framework for analyzing and resolving ethical issues; identifying the role of the Board of Directors and key stakeholders in ethical decision-making and understanding the role of government and government policies, such as Sarbanes-Oxley on corporations. This module provides both theory and practical examples to ground the participant firmly in the role of ethics in the workplace.

BUS 238 Global Business Colloquium (International Travel Study) (3 units)

Organizational leaders in the 21st century need to think globally. The Mount St. Mary's MBA immerses students in an international market as a complement to the study in the third semester. In 2009, for example, MBA students will examine global competition in a 9-day guided exploration of China.

BUS 239 Directed Studies (1-3 units)

Offered with approval of Instructor and Chairperson, following the published procedures for Directed Studies courses.

Semester 4 Theme: Concentration and Capstone Project

(9 credit hours)

The student will select six units in his or her concentration area and will additionally complete a three unit final team project which will emphasize the application of the tools learned to achieve organizational goals. The selected organization can be the student's employer, an employer of one of the student's team members, or an outside corporate sponsor. Examples of projects include: 1) Designing a new inventory system for a hospital; 2) Analyzing the profitability of a division, product line, region, etc.; 3) Creating a financing strategy for a major acquisition or undertaking; 4) Creating a branding strategy for a product or company; or 5) Developing an online marketing strategy for a not-for-profit organization.

Concentration

In the last semester, having gained knowledge in interpreting the signals of the external environment, developing solution-based approaches to identified/identifiable problems and creating a fertile environment for positive and constructive change, the student will focus on a concentration. The concentrations are:

- Entrepreneurship
- Non-Profit Management

- Organizational Leadership
- Health Services Management
- Capstone Project

The Capstone Project clearly demonstrates students' achievement of the MBA learning outcomes from the prior modules and theme based semesters. This semester, the integrated curricular topics of critical thinking, global business, ethics, communication skills, entrepreneurship and strategic planning are applied to a real world, real time project. The student's performance on the Capstone Project is evaluated by his or her Peers, the Faculty Advisor, and the Project Site Leader (the student's or team member's employer or an outside corporate sponsor). These evaluations provide the forum for assessment of the students' ability to translate classroom theory to real world issues and to demonstrate their skill in working effectively in a collaborative, team environment.

Concentration Courses Offering*Entrepreneurship Courses***BUS 241 Social Entrepreneurship and Community Leadership (3 units)**

This course uses entrepreneurial skills to craft innovative responses to social needs. Entrepreneurs are particularly good at recognizing opportunities, exploring innovative approaches, mobilizing resources, managing risks, and building viable enterprises. These skills are just as valuable in the social sector as they are in business. Despite a sustained economic boom in this country, numerous social problems remain. The course introduces business leadership and entrepreneurship principles to the social service sector.

BUS 242 The Innovation Stage of a New Venture (3 units)

The course will help entrepreneurs and intrapreneurs to recognize and define their product and service offerings, to protect their intellectual property, to take greatest advantage of their initial smallness, to plan for their commercial business emergence, and to develop the most appropriate set of business partners

BUS 243 Marketing and the Entrepreneur (3 units)

Examines all aspects of entrepreneurs and intrapreneurs from developing a viable concept, to advertising, promotion, and selling strategies which apply to both the individual and the product or service.

*Organizational Leadership Courses***BUS 244/PSY 231 Organizational Dynamics (3 units)**

Examines the inter-relationships between management and communication theories. The systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories. This course will help students develop an understanding of behavior in organizations. This understanding will enable the student to predict and influence organizational events.

BUS 245/PSY 248 Industrial and Organizational Psychology (3 units)

Introduction to the psychological relationship between individuals and their workplaces, particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, enhancing productivity, and assessing consumer behavior.

BUS 246 Effective Organizational Leadership (3 units)

Focuses on aspects of leader-follower interaction including effective use of power, politics, and influence; understanding what motivates followers both individually and in teams as well as managing diversity.

*Not-For-Profit Management Courses***BUS 247 Social Entrepreneurship and Community Leadership (3 units)**

This course uses entrepreneurial skills to craft innovative responses to social needs. Entrepreneurs are particularly good at recognizing opportunities, exploring innovative approaches, mobilizing resources, managing risks, and building viable enterprises. These skills are just as valuable in the social sector as they are in business. Despite a sustained economic boom in this country, numerous social problems remain. The course introduces business leadership and entrepreneurship principles to the social service sector.

BUS 248 Communications Tools of a Not-for-Profit (3 units)

This course will include grant writing fundamentals, newsletter writing, and the preparation of case statement for major fund raising campaigns. It will also include a discussion of how to locate the appropriate funding sources and the use technology for fundraising.

BUS 249 Not-for-Profit Marketing (3 units)

The intent of this course is to discuss the utilization of marketing principles by not-for-profit organizations - the problems, benefits, obstacles, and opportunities - involved with a marketing orientation. A variety of marketing concepts, techniques, and strategies will be discussed and their relevance to nonprofit organizations examined. The use of marketing in several different types of nonprofit institutions will be discussed including health care, religious and community organizations.

*Health Service Management Courses***BUS 250/NUR 240 Organizational Management and Economics in Nursing (3 units)**

This course will provide a forum for discussion and analysis of current economic conditions that affect health care and health care systems. Course content will provide information that will assist the student to understand and plan cost-effective methods to increase quality care in various systems for diverse aggregates. The content will also enhance the understanding of strategic and fiscal planning. In addition, the course will afford opportunities to learn and analyze management and leadership theories and styles related to problem-solving in the work environment. There will also be opportunities to analyze work climates, interpersonal and group dynamics, communications, quality management, and the improvement of the work environment.

BUS 251/NUR 241 Marketing Through the Art of Negotiation (3 units)

This course is designed for graduate students who are interested in the art of negotiation. The course will provide a forum for discussion and analysis of negotiating techniques used to promote desired changes in a variety of settings including health care. Students will learn how to market their programs and ideas through the art of negotiation. Course content also provides skills that will assist students in developing their own strategies in the negotiation process with diverse aggregates.

BUS 252/NUR 247 Foundations and Ethical Principles in Leadership and Consultation (3 units)

Critical exploration of the foundations and ethical principles required of leaders to create a responsible learning community within diverse organizational systems. Emphasis is on the analysis of emotional intelligence and an examination of individual characteristics inherent in the process of professional transformation balanced with personal growth.

Final Project Courses

BUS 260 Capstone Project (3 units)

Students will complete a three unit final team project which will emphasize the application of the tools and theories learned in the MBA program to a specific workplace issue.

Chemistry

DEPARTMENTAL AFFILIATION: PHYSICAL SCIENCES AND MATHEMATICS

A student majoring in chemistry receives a comprehensive view of the principles of this science and participates in personalized laboratory instruction and individual research.

A major in chemistry is excellent preparation for graduate studies, medical studies, health science careers, education, scientific writing, and careers in food, petroleum, and textiles. The B.A. degree in chemistry is designed for those interested in secondary science teaching, chemical technology, and other broadly-based careers requiring a science background.

Chemistry Bachelor of Arts

Courses Required for a B.A. Degree in Chemistry

Lower Division:

CHE 1AB	General Chemistry	(4,4)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(4,4)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 5ABC	Calculus I/II/III	(4,4,4)
CIS 2	Introduction to Computer Programming	(3)
PHY 1AB	Introductory Physics IA/IB	(4,3)
or PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Upper Division:

CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)

Plus two additional upper division courses in Chemistry. An overall grade point

average of 2.0 in major courses is required for the degree.

Total units in Chemistry: 37

Total units in mathematics and physics: 19

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

Chemistry Bachelor of Science

Courses Required for a B.S. Degree in Chemistry

Lower Division:

CHE 1AB	General Chemistry	(4,4)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(4,4)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1)
MTH 5ABC	Calculus I/II/III	(4,4,4)
CIS 2	Introduction to Computer Programming	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Upper Division:

CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)
CHE 111	Physical Chemistry Laboratory	(2)
CHE 199	Research in Chemistry	(3)
	Three additional upper division courses in Chemistry	(9)

Total units in Chemistry: 46

Total units in Mathematics and Physics: 25

Plus General Studies requirements and electives totaling 124 semester units. An overall grade point average of 2.0 in major courses is required for the degree.

Pre-Medical/Pre-Dental Preparation

Chemistry Major

Medical schools accept students from any degree program. A strong background in science, including chemistry, biology and

mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admissions to medical programs. Successful completion of the B.S. or B.A. degree with a major in chemistry provides excellent preparation for medical, dental or pharmaceutical studies.

Chemistry Minor

CHE 1AB	General Chemistry	(4,4)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(4,4)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)

Plus one additional upper division course in Chemistry selected from: CHE 110A, 120 or 190. An overall grade point average of 2.0 in requisite courses is required for the minor.

Total units in Chemistry: 27

Chemistry Courses

CHE 1A General Chemistry (4)

Atomic theory, atomic structure and the periodic table; molecular structure and bonding; structure and properties of solids, liquids, and gases; kinetic theory and colligative properties. Lecture, three hours; discussion, one hour. *Prerequisites: High school chemistry, three years of high school mathematics, and satisfactory score on Chemistry Placement Examination, or grade of C or better in CHE 3 or PHS 1. GS-II,IIID,VIIIB*

CHE 1AL General Chemistry Laboratory (1)

Quantitative techniques including gravimetric and volumetric analyses; qualitative techniques including isolation of compounds and descriptive chemistry of inorganic compounds. Laboratory, four hours per week. *Prerequisite: Concurrent enrollment in CHE 1A (recommended) or completion of CHE 1A with a grade of C or better.*

CHE 1B General Chemistry (4)

Equilibria, kinetics, thermodynamics, oxidation-reduction reactions and electrochemistry. Lecture, three hours; discussion, one hour.

Prerequisite: Grade of C- or better in CHE 1A. GS-VIIB

CHE 1BH General Chemistry: Honors

Section (1)

Acid-base behavior, thermodynamics concepts, transition metal complexes, and kinetics. Emphasis will be on research approaches to problem solving and data analysis. Laboratory, four hours per week. *Prerequisite: CHE 1A with grade of B or better or consent of instructor. Open only to students admitted to the Honors Programs.*

CHE 1BL General Chemistry Laboratory (1)

Calorimetry and thermodynamics experiments, instrumental methods, including spectrophotometers and pH meters; transition metal chemistry. Laboratory, four hours per week. *Prerequisite: C- or better in CHE 1A and concurrent enrollment in CHE 1B (recommended) or completion of CHE 1B with a grade of C- or better.*

CHE 3 Foundations of Chemistry (3)

An introduction to the principles and laws of chemistry including atomic structure and the periodic table, bonding, nomenclature, stoichiometry, gases, solutions, and introductory organic chemistry. Lecture, three hours. *Note: This course is a prerequisite to CHE 1A if the student fails to qualify for CHE 1A on the Chemistry Placement Examination. GS-IIID*

CHE 4 Foundations of Chemistry in the Laboratory (1)

Application of fundamental concepts including measurements, empirical formulas, energy in reactions, physical states of matter, and solution behavior. Laboratory, 2 hours. *Prerequisite: Past or concurrent enrollment in CHE 3. It is highly recommended that students take this course concurrently with CHE 3.*

CHE 6A Organic Chemistry (4)

Nomenclature, bonding, structure, and stereochemistry of organic molecules. Introduction to reactions, reaction mechanisms, and organic synthesis. Lecture, three hours; discussion, one hour. *Prerequisite: Grade of C- or better in CHE 1B.*

CHE 6AL Organic Chemistry Laboratory (1)

Methods of separations, purification, and identification of organic compounds; introduction to synthesis, and fundamentals of scientific writing. Laboratory, four hours per week. *Prerequisite: Concurrent enrollment in*

CHE 6A (recommended) or completion of CHE 6A with a grade of C- or better.

CHE 6B Organic Chemistry (4)

Continuation of Chemistry 6A. Reactions of functional groups and aromatic compounds; synthesis. NMR and IR spectroscopy. Lecture, three hours; discussion, one hour. *Prerequisite: Grade of C- or better in CHE 6A.*

CHE 6BL Organic Chemistry Laboratory (1)

Synthesis and reactions of typical organic compounds; scientific writing; introduction to qualitative analysis, infrared spectroscopy and mass spectrometry. Laboratory, four hours per week. *Prerequisite: Concurrent enrollment in CHE 6B (recommended) or completion of CHE 6A with a grade of C- or better.*

Except where noted, a grade of C or better in prerequisite courses or consent of the department is required for any upper division Chemistry course.

CHE 104 Qualitative Organic Analysis (3)

Microtechniques, separation of mixtures, derivatives, identification of unknown organic compounds, spectroscopic methods. Lecture, one hour; laboratory, eight hours. *Prerequisite: CHE 6B.*

CHE 107 Biochemistry (3)

The study of the molecular components of cells with emphasis on physical and chemical properties and biological functions. An introduction to enzyme kinetics, bioenergetics and the central pathways of carbohydrate metabolism. Lecture 3 hours. *Prerequisite: CHE 6B. GS-VIIA*

CHE 107L Biochemistry Laboratory (1)

Techniques in the isolation and characterization of biomolecules with an emphasis on proteins. Introduction to enzyme kinetics. Laboratory, four hours per week. *Prerequisite: Concurrent enrollment in CHE 107 (recommended) or completion of CHE 107 with a grade of C- or better. GS-VIIB*

CHE 109 Advanced Biochemistry (3)

Gluconeogenesis, photosynthesis, metabolism of fatty acids and cholesterol, biosynthesis of nucleic acids and proteins. Topics from among the following: biophysical spectroscopy, DNA damage and repair, neurochemistry, biochemistry of vision, metals in biochemistry. Lecture, three hours. *Prerequisite: CHE 107 with a grade of C- or better.*

CHE 110A Physical Chemistry:

Thermodynamics (4)

Laws of thermodynamics, chemical equilibria and cell emf. Lecture, four hours.

Prerequisites: CHE 1B, MTH 3B, PHY 11B (or 1B), CIS 1B. GS-VIIB

CHE 110B Physical Chemistry: Dynamics (3)

Kinetic theory, transport processes, chemical kinetics and quantum mechanics. Use of the computer for the analysis of problems in the preceding areas. Lecture, three hours.

Prerequisite: CHE 110A. GS-VIIB

CHE 111 Physical Chemistry Laboratory (2)

Chemical and phase equilibria, electrochemistry, kinetics and transport processes, conductance, diffusion. Laboratory, six hours. *Prerequisite: CHE 110A.*

CHE 120 Instrumental Methods of Analysis

(3)

Theory and applications of modern instrumental methods including gas chromatography, various spectroscopic methods and selected electrochemical methods. Lecture, one hour; laboratory, eight hours. *Prerequisite: CHE 6B or consent of instructor.*

CHE 130 Biochemical Methods (3)

Experimental techniques in biochemistry. Chromatography, electrophoresis, and spectroscopic methods applied to the preparation and measurement of biochemical substances. Lecture, one hour; laboratory, eight hours. *Prerequisite: CHE 107*

CHE 190 Inorganic Chemistry (3)

Chemistry of inorganic systems with emphasis on reaction mechanisms, metal complexes, bonding and periodic relationships. Lecture, three hours. *Prerequisite: CHE 1B.*

CHE 195H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

CHE 196 Internship (1-3)

An intensive work-study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. The internship must be approved by the department chairperson.

CHE 197 Seminar (1-3)

CHE 98/198 Topics in Chemistry (1-3)

Prerequisite: Consent of chemistry staff.

CHE 199 Research in Chemistry (1-3)

Research problems to be arranged with individual faculty members. *Prerequisite:* *Consent of chemistry staff.*

Child Development

DEPARTMENTAL AFFILIATION: PSYCHOLOGY

The Child Development major provides an interdisciplinary approach to the understanding of young children as individuals and as members of society. Courses in this major are those specifically relevant to child development in the departments of psychology, education, sociology, art, music and English. The Child Development Major is recommended primarily for individuals who seek careers working with children and their families in child care, educational, or social service settings. Students who plan this major at the outset of their college careers may elect to take courses in their first two years through the Education Department at the Doheny Campus to qualify for the Child Development Teacher Permit. (See the Early Childhood Education Program under the Education Department listing.)

Child Development Bachelor of Arts

Course Requirements

I. Psychology (9 to 21 upper division units, including the following):

PSY 1	Introduction to Psychology	(3)
PSY 12	Child/Human Development	(3)
PSY 112	Careers and Observations in Child Development Settings (3)	
PSY 113	Learning in Children & Adolescents Across Cultures	(3)
PSY 118	Intervention of Children with Multiple Impairments	(3)
PSY 139	Child Abuse and Family Violence	(3)
PSY 191	Child Development Practicum	(3)

II. Sociology (1 of the following courses required; 3 upper division units required):

SOC 6	The Family, Child and Community	(3)
SOC 104	The Family	(3)

III. Art and/or Music (minimum 3 units, chosen from the following):

ART 145	Art and Crafts in the Classroom	(1-3)
ART 5	Fundamentals of Art	(3)
ART 173	Diversity and the Visual Arts	(3)
MUS 130	Creative Music Experience	(1)
MUS 116	Music of World Culture	(3)
MUS 6/106	Varieties of Music	(3)
INT 194A	Introduction to the Visual and Performing Arts	(3)

IV. Education (minimum 3 units, chosen from the following):

EDU 33/133	Visual and Performing Arts for the Young Child	(3)
EDU 36	Emergent Math and Science Experiences in the Preschool Classroom	(3)

V. English (minimum 6 units, chosen from the following):

ENG 104	Expository Writing	
or ENG 105	Advanced Composition	
or ENG 106	Creative Writing	(3)
ENG 34	Literature for the Young Child	
or ENG 134	Children's Literature	(3)

VI. Biology (minimum 3 units, chosen from the following):

BIO 10	Health Science	(3)
BIO 112	Human Nutrition	(3)

Needs approval of advisor

VII. Additional upper division courses, chosen in consultation with an advisor :

from the departments of Psychology, Sociology, Art, Music, Education, English, and Biology (Minimum 30 upper division units, including the required courses listed above).

Recommended Courses:

Especially for Students Interested in Pursuing Graduate Study:

PSY 40	Basic Statistical Methods	(3)
PSY 106	Basic Research Methods	(3)
PSY 106L	Basic Research Methods Lab	(1)
PSY 134	Learning and Memory Processes	(3)

Especially for Students Interested in Counseling and Social Services:

PSY 125	Introduction to Counseling	(3)
PSY 168	Abnormal Psychology	(3)
PSY 172	Developmental Pathopsychology	(3)

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PSY 139	Child Abuse and Family Violence	(3)	SOC 6	Family, Child, and Community	
PSY 188	Crisis Intervention	(3)	or SOC	The Family	(3)
SOC 115	Sociology of Violence	(3)	104		
SOC 120	Case Management in Health & Human Services (3)		PSY 191	Child Development Practicum	(3)
SOC 180	Social Stratification	(3)	Electives:		
SOC 110	Juvenile Delinquency	(3)	PSY 112	Careers and Observations in Child Development Settings	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)	PSY 113	Learning in Children & Adolescents Across Cultures	(3)
SOC 175	Urban Sociology	(3)	PSY 139	Child Abuse and Family Violence	(3)
Especially for Students Interested in Working with Children with Special Needs:			MUS 130	Creative Music Experience	(1)
PSY 114	Psychological Aspects of Children with Chronic Impairments	(3)	ART 145	Arts & Crafts in the Classroom	(1-3)
PSY 116	Introduction to Children with Visual Handicaps	(3)	INT 194A	Introduction to the Visual & Performing Arts	(3)
PSY 118	Intervention of Children with Multiple Impairments	(3)	ENG 134	Children's Literature	(3)
Especially for Students Interested in Child Care and Education:			Other appropriate courses may be submitted with the permission of the Child Development Program Advisor.		
EDU 31	Intro to Early Childhood Education: Profession and Programs	(3)			
EDU 32	Early Childhood Education: Observation/Curriculum Planning	(3)			
EDU 37	Infant and Toddler Development and Care	(3)			
EDU 138C	Organization and Administration of Early Childhood Education Programs: Managing Non-Profit Organizations	(3)			

Students may petition the Child Development Program Advisor to substitute other relevant courses in the program.

Total units in the interdisciplinary major areas: 39

Plus General Studies requirements and electives totaling 124 semester units including the Modern Language requirement.

All courses are described in the respective department listings.

Child Development Minor

Course Requirements

18 units from the following (12 units must be upper division):

PSY 12	Child/Human Development	(3)
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Computer Information Science

DEPARTMENT AFFILIATION: MATHEMATICS

Computer Information Science Minor

The minor in Computer Information Science (CIS) is designed to complement any major by providing students with an understanding of computing, networking, multimedia, electronic information resources, systems and the Internet. Using the knowledge, skills and experience from these technologies, students will be able to solve problems in a variety of contexts.

This minor will assist students in acquiring valuable skills to enable them to cope with the rapid changes in technology that are affecting, and will continue to affect, their personal and professional lives. Ever-changing hardware and software continue to permeate research laboratories and offices throughout the world. The growing need to understand and use the Internet in research and commerce further increases the importance of this course of study. This is a very dynamic minor and requirements will change as needed due to the ever-changing state of technology.

Required Courses (22-24 units)

CIS 1	Computer Process and Applications	(3)
CIS 2	Introduction to Computer Programming	(3)
CIS 87	Technology Internship	(3)
One course from the following list:		
PHI 169	Philosophy of Technology	(3)
PHI 192	Business Ethics	(3)
Three courses from the following list:		
MTH 125	Programming	(3)
MTH 25	The Linux/Unix Environment	(3)
MTH 135	Structure & Comparison of Computer Language	(3)

BUS 125	E-Commerce/E-Business	(3)
BUS 177	Management Information Systems	(3)
CIS 120	Communication Protocols	(3)
At least one course from the following list:		
ART 15	Computer Graphics I	(3)
ART 115	Computer Graphics II	(3)
BIO 115	AB Research Methods	(1,1)
BIO 115C	Independent Study	(1)
BIO 115D	Directed Research	(1)
BIO 197	Research Readings	(1)
BIO 198	Biological Research	(3)
CHE 198	Topics in Chemistry	(1- 3)
CHE 199	Research in Chemistry	(3)
HIS 101	Historical Methods & Historiography	(3)
MTH 120	Discrete Mathematics	(3)
MTH 128A	Numerical Analysis	(3)
POL 101	Research Methodology	(3)
PSY 106	Basic Research Methods	(3)
PSY 106L	Basic Research Methods Lab	(1)
SOC 117	Research Methods and Social Statistics	(3)

Computer Information Science Courses

CIS 1 Computer Processes and Applications (3)

Description of the computer and its logical structure and functioning including hardware (processors, storage, and communications), networking, and levels of software. Introduction to BASIC programming languages and binary systems. Use of application programs for word processing, spreadsheets, databases, presentations, Internet, and e-mail.

CIS 2 Introduction to Programming (3)

An exploration of computer processes: data and file structure; databases and retrieval of information; programming using various languages (which may include BASIC, Fortran90, C++, Perl, Java, or Prologue). *Prerequisite: Grade of C or higher in CIS 1 or consent of instructor.*

CIS 87 Technology Internship (1)

This course is a one-year experience during which a student participates by assisting faculty and various academic and administrative

departments in using technology effectively and efficiently. *(Taken at sophomore level or later.)*

CIS 120 Communication Protocols (3)

This course will cover current communication protocols and will include TCP/IP, Routers, Data Packets and Security. *Prerequisite: CIS 2.*

Cultural Studies

DEPARTMENT AFFILIATION: LANGUAGE AND CULTURE

Culture courses are primarily interdisciplinary and intended to complement language acquisition, as well as to inform about global cultural diversity. They are generally taught in English.

Cultural Studies Minor

Required courses: 26 units

SPA 1 or FRE 1 or JPN 1 Elementary Spanish, French or Japanese (4)

SPA 2 or FRE 2 or JPN 2 Elementary Spanish, French or Japanese (4)

CUL 107 Theory and Practice of Culture (3)

The course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. This is a theoretical and practical approach to understanding cultural differences as well as similarities. GS-VI

CUL 108 World Literature in Translation (3)

Explores world cultures through short stories and novels from around the world in translation.

CUL 110 Culture through Films (3)

This course uses a thematic approach to analyze a selected number of cultures from different parts of the world through films.

or

PHI 162 Philosophy and Native Cultures (3)

CUL 114 Faces of Spirituality (3)

The focus of this course is to survey and gain an understanding of how different cultures approach spirituality.

or

RST 161 Introduction to World Religions (3)

CUL 117 Women's Literature in Translation (3)

In search of similarities and differences in women's conditions, aspirations and accomplishments as seen through literature written by women from around the globe.

or

ENG 123 Women's Voices in Literature (3)

ART 173 Multiculturalism & the Visual Arts(3)

MUS 106 Varieties of Music (3)

or **MUS 116 Music of World Cultures (3)**

Economics

DEPARTMENTAL AFFILIATION: BUSINESS
ADMINISTRATION

Economics Courses

ECO 1 Microeconomics (3)

An exploration of the economic affairs of industries and the individual business firm. This course introduces the price system, the law of supply and demand and economic analysis of individual markets such as labor or international trade. GS-IIIF

ECO 2 Macroeconomics (3)

An introductory analysis of the aggregate economic system. This course discusses methods of recording and determining gross national product, employment, price stability, fiscal and monetary policy. GS-IIIG

ECO 44/144 Personal Finance (3)

Emphasis on the principles underlying financial security and investment planning; the study of credit institutions, the stock market, and home buying through special projects and experiences in the field. Does not count as an upper level business requirement for Business students.

ECO 112/112H World Economic History (3)

This course will offer a unified explanation for the growth of Western Europe from AD 900 to 1900, with particular emphasis on the evolution of economic institutions. These institutions include property rights, banking and credit, public finance, forms of business organizations and wage labor. Also HIS 112/112H. GS-IIIF. (Formerly Economic History of Europe)

ECO 123 Travel and Study Abroad (3)

This course is designed to acquaint participants with the business, historical, cultural, and social environments of the countries visited. Visits will be arranged to business organizations as well as with government officials connected with economic and business development. Areas visited may include South America, China or East Asia. The class can be repeated for credit. Also BUS 123.

ECO 193 Selected Problems (1-3)

Courses, workshops, seminars, or directed readings. May be repeated for credit.

ECO 195 International Economics (3)

The general principles of international regulations and trade; the problems of developing countries and theories of growth and development; progress toward economic integration and cooperation in Europe, Latin America and Africa. GS-IIIG

Education

The Education Department offers undergraduate and graduate programs for the preparation of teachers:

Undergraduate

Early Childhood Education in conjunction with the Associate in Arts degree.

Preliminary Elementary Teacher Preparation (Credential) Program in conjunction with a Baccalaureate degree and a Liberal Studies major.

Preliminary Secondary Teacher Preparation (Credential) Program in conjunction with a Baccalaureate degree and an academic major.

Graduate

Preliminary Teacher Preparation (Credential) Programs*:

Elementary (2042 Multiple Subject)

Secondary (2042 Single Subject)

Education Specialist: Mild/Moderate Disabilities

**Preservice and Intern options are available in all programs*

Professional Clear Teacher Preparation (Credential) Programs:

Level II Education Specialist: Mild/Moderate Disabilities

Fifth-Year Multiple and Single Subject Credentials

Master of Science in Education with concentrations in:

Elementary Education (in conjunction with an Elementary Teacher Preparation Program)

Secondary Education (in conjunction with a Secondary Teacher Preparation Program)

Special Education: Mild/Moderate Disabilities (in conjunction with an Education Specialist Teacher Preparation Program)

Individually Designed Program (in conjunction with a Professional Clear Teacher Preparation Program)

Instructional Leadership

Early Childhood Education Program A.A. Degree with a Specialization in Early Childhood Education

The Associate in Arts degree program with a specialization in Early Childhood Education is designed for the student who wishes to enter the field of preschool teaching directly upon graduation. At the completion of the two-year program, the student is qualified to teach in child development programs (pre-kindergarten) or to transfer to a four-year program to complete a Bachelor of Arts degree in Child Development, or to complete the requirements for a Bachelor of Arts degree in a related field and to apply for admission to the Preliminary Multiple Subject Teacher Preparation Program.

Program Requirements

Core Courses

EDU 31	Introduction to Early Childhood Education: Profession and Programs	(3)
EDU 32	ECE: Observation and Curriculum Planning	(3)
EDU 33	Visual and Performing Arts for the Young Child	(3)
EDU 36	Emergent Math and Science Experiences in Preschool Classroom	(3)
EDU 37	Infant and Toddler Development and Care	(3)
EDU 39	Supervised Field Work: Preschool (taken during last semester)	(6)
PSY 12	Child/Human Development	(3)
PSY 36	Language and Literacy Development in the Young Child	(3)
SOC 6	Family, Child, and Community	(3)

General Requirements

PSY 1	General Psychology	(3)
BIO 10	Health Science	(3)
PHI 15	Challenges in Philosophy	or
PHI 10	Critical Thinking	(3)

A.A. Program Requirements

SPR 85	Intro to College Studies	(1)
ENG 6A/B	Written and Oral Communication	or
ENG 1A/B	Freshman English	(3,3)
	Religious Studies course	(3)
	Humanities course	(3)
	Quantitative Literacy course	(3)

Recommended Electives**Courses in Spanish and Physical Education****Child Development Teacher Permit**

The two-year program at the Doheny Campus fulfills coursework and fieldwork requirements for a Child Development Teacher Permit.

The requirements as established by the California Commission on Teacher Credentialing are the following:

- Completion of an Associate of Arts degree or higher in early childhood education.
- A supervised field experience (EDU 39) in an early childhood education setting.
- The candidate must have earned a C or above in each course used for the permit.

This permit is issued for five years and is renewable for successive five-year periods with the completion of 105 hours of professional growth. A Child Development Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child development program, and supervise a Child Development Permit Associate Teacher, a Child Development Permit Assistant, and an aide.

As Title 5 California Administrative Code

Regulations pertaining to revisions in the Child Development Permit are enacted, notification of such revisions are made to students who are enrolled in the program, as well as those who make inquiry regarding it. It is recommended that those reading this section for the first time inquire as to whether the regulations stated here have undergone revision by the state.

Admission Requirements

To be accepted as an Early Childhood Education major, a student entering Mount St. Mary's College must have a high school GPA of 2.5. SAT or ACT scores are also considered; an interview may be required. Transfer students applying for the Early Childhood Education program after college experience must have a GPA of 2.25 in college-level courses, grades of C or better in all Early Childhood Education courses accepted for transfer, and a grade of C or better in a college-level (non-remedial) English course.

Specific Program Requirements

The student must complete all Early Childhood courses with a grade of C or better. A grade of C or better must also be achieved in ENG 6AB or ENG 1AB. Because of a demand in Southern California for preschool teachers who can demonstrate speaking and writing ability in the Spanish language, students are encouraged to take courses in Spanish in conjunction with the program.

Students in the Early Childhood Education specialization must be able to establish rapport with very young children and their families. They must be able to create an environment where children can discover themselves; to do this, they need broad knowledge of children's physical, social/emotional and cognitive development. Coursework, including observation, participation, and supervised teaching of children, is designed to enable students to demonstrate expertise in these areas within the two-year period.

Elementary Teacher Preparation Program in Conjunction with a B.A. Degree with a Liberal Studies Major

Preparation for certification as an elementary teacher in California consists of two components, (1) academic preparation and (2) professional preparation. In addition, other state requirements must be met, as in (3) below. The Mount St. Mary's College Elementary Teacher Preparation Program is a California Commission on Teacher Credentialing approved program for the preparation of students for the Preliminary Multiple Subject Teaching Credential as defined by SB 2042. It is possible to complete both the academic and professional preparation as an undergraduate and to graduate with a preliminary teaching credential.

(1) **Academic Preparation.** The undergraduate student interested in elementary school teaching completes a Liberal Studies major as described in Liberal Studies on page 182. Students must satisfy the academic preparation requirement for a teaching credential by achieving a passing score

(2) **Professional Preparation.** Simultaneously with the Liberal Studies major, undergraduate students complete the Elementary Teacher Preparation Program courses to satisfy professional requirements. Fieldwork in public schools affiliated with the Education Program is required in each professional preparation class. The student must be able to arrange for transportation to fieldwork sites.

Refer to Preliminary Elementary Teacher Preparation Program on page 126 for the Elementary Teacher Preparation Program course list. Also see Preliminary Teacher Preparation Programs on page 124 for teacher preparation program requirements and Supervised Teaching on page 129 for supervised teaching policies. Units taken in the Teacher Preparation Program may

count toward the Baccalaureate degree.

(3) **Other Requirements:** Students must apply to and be officially admitted to the Elementary Teacher Preparation Program with a passing score on the CBEST examination to enroll in advanced professional preparation coursework: EDU 155 Social Studies and the Arts and EDU 156 Language and Literacy. Prior to filing for the credential students must fulfill the requirement related to the United States Constitution and pass a state-required examination on the teaching of reading (RICA). Political Science 1, American Government and Institutions, currently meets the U.S. Constitution requirement. If a student wishes to fulfill this requirement by taking a course off-campus, she must submit an equivalency petition for approval to the Education Department prior to course enrollment. Education 156, Language and Literacy: Elementary Curriculum, will prepare students for the RICA exam. Prior to supervised teaching students must have passed all subtests of the Multiple Subject CSET examinations and have filed for a Certificate of Clearance (FBI fingerprint clearance). Finally, all teacher credential candidates must pass the state-required Teacher Performance Assessment (TPA) administered during the supervised teaching experience.

It is particularly important that students meet regularly with their Liberal Studies program advisor as the California Commission on Teacher Credentialing (CCTC) regulations are subject to change.

Secondary Teacher Preparation Program in Conjunction with a B.A. Degree with an Academic Subject Matter Preparation Program

Preparation for certification as a secondary school teacher in California consists of two components: (1) **academic preparation** and (2) **professional preparation**. In

addition, other state requirements must be met, as described below. The Mount St. Mary's College Secondary Teacher Preparation Program is a California Commission on Teacher Credentialing approved program for the preparation of students for the Preliminary Single Subject Teaching Credential as defined by SB 2042. It is possible to complete both the academic and professional preparation as an undergraduate and to graduate with a preliminary teaching credential.

Academic Preparation. The undergraduate student interested in secondary school teaching majors in the academic subject she plans to teach. Students must satisfy the academic preparation requirement for a teaching credential by achieving a passing score on the state-required CSET examinations in the academic subject they intend to teach. This requirement must be satisfied prior to the application deadline for supervised teaching..

Professional Preparation. Simultaneously with the academic studies, undergraduate students complete the Secondary Teacher Preparation Program courses to satisfy professional requirements. Fieldwork in public schools affiliated with the Education Program is required in each professional preparation class. The student must be able to arrange for transportation to fieldwork sites.

Refer to Preliminary Secondary Teacher Preparation Program on page 127 for the Secondary Teacher Preparation Program course list. Also see Preliminary Teacher Preparation Programs on page 124 for teacher preparation program requirements and Supervised Teaching on page 129 for supervised teaching policies. Units taken in the Teacher Preparation Program may count toward the Bachelors degree but are not required for graduation.

Other Requirements.

Students must apply to and be officially

admitted to the Secondary Teacher Preparation Program with a passing score on the CBEST examination to enroll in advanced professional preparation coursework: EDU 166, Principles of Secondary Education, EDU 167 Principles of Secondary Curriculum and EDU 168 Content-Based Reading Instruction. Prior to filing for the credential students must fulfill the requirement related to the United States Constitution. *Political Science 1, American Government and Institutions*, currently meets the U.S. Constitution requirement. If a student wishes to fulfill this requirement by taking a course off-campus, she must submit an equivalency petition for approval to the Education Department prior to course enrollment. Prior to supervised teaching students must have passed all subtests of the appropriate Single Subject CSET examinations and have filed for a Certificate of Clearance (FBI fingerprint clearance). Finally, all teacher credential candidates must pass the state-required Teacher Performance Assessment (TPA) administered during the supervised teaching experience.

Students interested in the Secondary Teacher Preparation Program are urged to contact the Education Department as early as possible to obtain individual advisement and initiate an application to the Secondary Teacher Preparation Program. Students must meet regularly with their education program advisor as the California Commission on Teacher Credentialing (CCTC) regulations are subject to change.

Preliminary Teacher Preparation Programs

Undergraduate and Graduate

The Teacher Preparation Programs at Mount St. Mary's College offer coursework and fieldwork leading to a California Preliminary Teaching Credential for elementary, secondary, or special education: mild/moderate disabilities. Students may already be teaching in their

own classrooms in public or private schools, or be completing the program prior to employment as a teacher. The Elementary and Secondary Teacher Preparation Programs are open to undergraduate as well as graduate students. Coursework is grounded in the California Standards for the Teaching Profession and emphasizes a cycle of planning, teaching, and reflecting that provides students with an ever-deepening understanding of how to provide all students with rigorous academic learning. The programs prepare teachers who are committed to working with diverse student populations in urban settings. Theory and practice are infused throughout the coursework with discussions and readings augmenting early fieldwork experiences in exemplary teachers' classrooms in Mount St. Mary's College associated schools. Courses and fieldwork provide essential knowledge and skills that students need to pass the California Teacher Performance Assessment and qualify for a Preliminary Teaching Credential. Other state and program requirements apply, and students are urged to maintain regular contact with their education program advisor. Graduate students may complete a Master of Science degree in Education in conjunction with the teacher preparation coursework. All post-baccalaureate programs of study offered by the Education Department are graduate level programs, whether leading to a Masters degree or not (e.g., Elementary and Secondary Teacher Preparation Programs). As such, these programs are governed by policies and procedures for graduate degree programs in all applicable areas.

Admission to Teacher Preparation Programs

Undergraduate applicants for a Teacher Preparation Program apply directly to the Education Department for admission. Graduate applicants apply through the

Graduate Division (See Graduate Degree Admissions Policies, p. 81). Ongoing contact with education advisors is important, as teacher preparation requirements are subject to change.

Requirements for admission include:

- completion of the appropriate application form
- for graduate students, payment of application fee
- an application essay
- completion of statements affirming the moral character of the candidate according to guidelines provided by the California Commission on Teacher Credentialing
- a minimum grade point average of 2.5 on a four-point scale, documented by official transcripts
- two letters of recommendation indicating suitability for teaching and potential for success in the Teacher Preparation Program
- interview with an Education department advisor related to professional attitude, goals, and personal qualifications
- a passing score on the California Basic Skills Test (CBEST)
- verification of current medical clearance for tuberculosis
- for graduate students, an official score report from at least one subtest of the appropriate CSET examination
- for graduate students, a Baccalaureate degree from an accredited college or university. Degrees earned outside the United States must be evaluated for equivalency by an agency approved by the California Commission on Teacher Credentialing. The Graduate Division provides a list of approved agencies.

- for students applying to a Professional Clear program, a valid Preliminary teaching credential, verification of employment as a full-time teacher in a setting appropriate to the credential, and documentation that an approved induction program is not available
- For students applying to the Instructional Leadership Program, verification of 2 years of teaching experience
- For interns, passing score report on all requirement CSET exams, Certificate of Clearance, satisfactory completion of U.S. constitution requirement, offer of employment.

Applications are accepted three times a year. The application deadlines are November 15 for spring acceptance, April 15 for summer acceptance, and July 15 for fall acceptance. Students may enroll in one course as a non-matriculating student prior to program acceptance.

Admission to a teacher preparation program does not guarantee that a credential will be granted. The Admissions Committee reserves the right to dismiss from a teacher preparation program a student who does not meet program standards.

Preliminary Elementary Teacher Preparation Program

The Elementary Teacher Preparation Program at Mount St. Mary's College has been approved by the California Commission on Teacher Credentialing under the 2001 SB 2042 Standards for Professional Preparation. This program prepares teachers to work with students in elementary (typically K-6) classrooms. Students begin the program with prerequisite courses in foundational areas such as development, culture, and language acquisition. They complete four professional preparation courses that

include early fieldwork in exemplary teachers' classrooms in Mount St. Mary's College associated schools. Students finish the program with supervised teaching and a culminating seminar. Supervised teaching may be completed in the student's own classroom (interns and private school teachers) or in classrooms in Mount St. Mary's College associated schools (undergraduates and pre-service graduate students). Coursework and fieldwork provide the essential knowledge and skills students need to pass the state-mandated California Teacher Performance Assessment and the Reading Instruction Competence Assessment (RICA). Additional requirements for a teaching credential include passing scores on the Multiple Subjects CSET examinations, the U.S. Constitution requirement (verified by coursework or exam) and a Certificate of Clearance. Upon successful completion of all requirements, students apply for the Preliminary Multiple Subject Teaching Credential. Students are urged to maintain regular contact with their education program advisor as the CCTC credential requirements are subject to change. Graduate students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

Prerequisite Coursework (15-17 units)*

EDU 106/206	School and Society	(3)
PSY 113 or EDU 251	Development and Learning Across Cultures	(3)
SOC 161 or EDU 252	Dynamics of Majority/Minority Relations Diversity and Schools	(3) (3)
ENG 102 or EDU 253	Structure of Modern English Language Competence and Education	(3) (3)
EDU 170A/270 A	Intro to the Education of Exceptional Learners	(1)

BIO 10	Health Science	(3)
or EDU 213A	Health Related Issues in Education	(1)
PED 100 or EDU 212	Physical Education: Elementary Curriculum	(1)
Preliminary Professional Preparation Coursework (12 units)*		
EDU 150/250	Elementary Instruction: Theory and Practice	(3)
EDU 154/254	Mathematics and Science: Elementary Curriculum	(3)
EDU 155/255	Social Studies and the Arts: Elementary Curriculum	(3)
EDU 156/256	Language and Literacy: Elementary Curriculum	(3)
Supervised Teaching (8-14 units)*		
EDU 116/316	Supervised Teaching: Elementary Fieldwork	(6-12)
EDU 316L	Intensive Fieldwork: Elementary	(0)
EDU 123/323	Supervised Teaching Seminar	(2)

* Undergraduate program includes 100 level courses; Graduate program includes 200/300 level courses.

Preliminary Secondary Teacher Preparation Program

The Secondary Teacher Preparation Program at Mount St. Mary's College has been approved by the California Commission on Teacher Credentialing under the 2001 SB 2042 Standards for Professional Preparation. This program prepares teachers to work with students in middle and high school classrooms. Students begin the program with prerequisite courses in foundational areas such as development, culture, and language acquisition. In the three professional preparation courses students work with Content Area Coaches who are exemplary classroom teachers. This experience includes fieldwork in the Content Area Coaches' secondary classrooms. Students finish the program with supervised teaching and a culminating seminar. Supervised teaching may be completed in

the student's own classroom (intern or private school teachers) or in exemplary teachers' classrooms in Mount St. Mary's College associated schools (undergraduates and pre-service graduate students). Coursework and fieldwork provide the essential knowledge and skills students need to pass the California Teacher Performance Assessment. Additional requirements for a teaching credential include passing scores on the appropriate CSET examinations, the U.S. Constitution requirement (verified by coursework or exam) and a Certificate of Clearance. Students are urged to maintain regular contact with their program advisor as the CCTC credential requirements are subject to change. Graduate students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

Prerequisite Coursework (15-17 units)*

EDU 106/206	School and Society	(3)
PSY 113 /EDU 251	Development and Learning Across Cultures	(3)
SOC 161	Dynamics of Majority/Minority Relations	(3)
or EDU 252	Diversity and Schools	(3)
ENG 102	Structure of Modern English	(3)
or EDU 253	Language Competence and Education	(3)
EDU 170A/270 A	Intro to the Education of Exceptional Learners	(1)
BIO 10	Health Science	(3)
or EDU 213A	Health-Related Issues in Education	(1)
Preliminary Professional Preparation Coursework (12 units)*		
EDU 166/266	Principles of Secondary Education & Content Area Modules	(4)
EDU 167/267	Principles of Secondary Curriculum & Content Area Modules	(4)
EDU 168/268	Content-Based Reading Instruction & Content Area Modules	(4)
Supervised Teaching (8-14 units)*		

EDU 164/364 Supervised Teaching: Secondary (6-12)
Fieldwork

EDU 123/323 Supervised Teaching Seminar (2)

**Undergraduate program includes 100 level courses; Graduate program includes 200/300 level courses.*

**Preliminary Education Specialist:
Mild/Moderate Disabilities Teacher
Preparation Program**

The Education Specialist Teacher Preparation Program at Mount St. Mary's College has been approved by the California Commission on Teacher Credentialing. The program prepares teachers to work with K-12 students with mild/moderate disabilities including students with learning disabilities, mental retardation, serious emotional disturbance, and health impairments. These teachers may be employed in their own classroom, in a resource specialist position, or in an inclusion specialist position serving special education students in general education settings. The Preliminary Education Specialist program is open to graduate students only.

Students begin their preparation in the Preliminary Level I program with general and special education coursework and field experiences and conclude the program with supervised teaching. For the general education requirements, students select an elementary or a secondary emphasis. Courses include fieldwork experiences in general and special education classrooms. The fieldwork requirements may be completed in the student's own classroom (interns) or in exemplary teachers' classrooms in Mount St. Mary's College associated schools (pre-service graduate students). Additional requirements for a teaching credential include passing scores on the appropriate CSET examinations and the Reading Instruction Competence Assessment (RICA), the U.S. Constitution requirement (verified by coursework or

exam) and a Certificate of Clearance. Students are urged to maintain regular contact with their program advisor as the CCTC credential requirements are subject to change. Students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

General Education Coursework (9-10 units)

EDU 253 Language Competence and Education (3)

EDU 250 Elementary Instruction: Theory & Practice (3)

or

EDU 266 Principles of Secondary Education & Content Area Modules (4)

EDU 256 Language & Literacy: Elementary Curriculum (3)

Special Education Coursework (15 units)

EDU 270C Introduction to the Education of Exceptional Learners (3)

EDU 271 Educational Assessment Students with Disabilities (3)

EDU 272 Classroom Management for Students with Learning & Behavior Problems (3)

EDU 275 Literacy Instruction for Struggling Readers and Writers (3)

EDU 276 Content Area Instruction for Students with Special Needs (3)

Supervised Teaching Requirements (13 units)

EDU 378 Supervised Teaching: Special Education (6-12)

EDU 316L/364 L Intensive Fieldwork: General Education (0)

EDU 323 Supervised Teaching Seminar (2)

Upon completion of all requirements, students apply for either a Certificate of Eligibility for a Preliminary Education Specialist Credential or, if employed in a special education setting, a Preliminary Education Specialist Credential. When students complete the Preliminary Education Specialist program and obtain a special education teaching position, they must begin the Professional Level II Education Specialist Credential program at

Mount St. Mary's College or another CCTC approved program.

Preliminary Teaching Intern Programs

Preliminary teaching intern program options are available for the Elementary, Secondary and Special Education Teacher Preparation Programs. These programs are available for eligible graduate students who are able to secure an intern position in a public school district. Additional program application requirements include passing scores on all required CEST examinations, verification of satisfaction of the U.S. Constitution requirement, a Certificate of Clearance and an offer of employment in a public school classroom appropriate for the credential program. The coursework for the intern programs is identical to the coursework described above for the preliminary credential programs with the addition of intern seminars and classroom supervision to support interns throughout their credential program. Interns may participate in a two- or one-year program. Two-year interns assume teaching responsibilities at the beginning of their credential program as soon as they have completed the two required pre-service courses that provide them with basic instructional skills and knowledge. One-year interns complete one year of coursework including the required pre-service courses prior to obtaining an intern teaching position.

Pre-Service Coursework

Elementary Program

- EDU 250 Elementary Instruction: Theory and Practice
 EDU 316L Intensive Fieldwork: Elementary
 EDU 253 Language Competence and Schools

Secondary Program

- EDU 266 Secondary Instruction: Theory and Practice
 EDU 364L Intensive Fieldwork: Secondary
 EDU 253 Language Competence and Schools

Education Specialist

- EDU 270C Introduction to Education of Exceptional

Learners Program:

- EDU 378L Intensive Fieldwork: Special Education
 EDU 253 Language Competence and Schools

Intern Seminars

Interns register each semester for a special section of EDU 323, Supervised Teaching Seminar. The seminar meets five to seven times a semester to support interns in their on-going teaching responsibilities and in the completion of the Teacher Performance Assessment tasks in their final semester. Two-year interns register for the seminar for 0.5 units each fall and spring semester for a total of 2 units over the course of their two-year program. One-year interns register for 1 unit a semester for a total of 2 units.

Supervised Teaching

Interns receive support from an on-site support provider and a college supervisor throughout their program. The on-site support provider, an experienced teacher with a teaching credential in the same area sought by the intern, meets regularly with the intern to guide them through the first years of teaching. The college supervisor visits the intern's classroom on a regular basis to support the application of MSMC credential coursework to the intern's practice. Two-year interns register for 3 units of supervised teaching each fall and spring semester for a total of 12 units over the course of their two-year program. One-year interns register for 6 units a semester for a total of 12 units.

Supervised Teaching Policies

The supervised teaching experience in the Teacher Preparation Programs is structured to address candidates' diverse levels of teaching experience. An important part of candidates' initial advisement is the determination of how they will fulfill the supervised teaching requirement based on their previous experience and present situation. Those planning to register for supervised teaching must meet with their

advisor at least one semester before the beginning of the semester in which they plan to register for this experience and complete an Application for Supervised Teaching. The application deadlines are May 15 for fall supervised teaching and November 15 for spring supervised teaching. All prerequisites for supervised teaching must be met by these dates to be eligible for supervision.

The candidate is supported by a college supervisor and a cooperating teacher (pre-service teachers) or on-site supervisor (private school in-service teachers and interns). College supervisors make regular visits to the candidate's classroom and work closely with the candidate and the cooperating teacher or on-site supervisor.

Prerequisites for Supervised Teaching

1. Official admission to the Teacher Preparation Program (includes passage of the CBEST).
2. Official passing score report on the appropriate CSET examination.
3. Successful completion of the appropriate prerequisite and professional preparation coursework with at least a 3.0 GPA.
4. Certificate of Clearance issued by Commission on Teacher Credentialing
5. Verification of current medical clearance for tuberculosis
6. Eligible in-service teachers: Approved Equivalency Petition forms for waiver of 6 units of supervised teaching.

Options to Fulfill Supervised Teaching Requirements

Option I: Supervised Teaching for Pre-Service Candidates

Undergraduate and graduate pre-service candidates are required to complete a full-time supervised teaching experience of 12 units over one semester (see EDU 116A/B,

316A/B, 164A/B, 364A/B, or 378A/B). Students are placed in Mount St. Mary's College approved sites with cooperating teachers for two assignments of six-to-seven weeks each. Students do not make their own arrangements for the supervised teaching placement. Students are guided in teaching techniques by the cooperating teacher and the college supervisor through two assignments at varying grade levels and with culturally and linguistically diverse student populations. A bi-weekly seminar (EDU 123/323) supports the supervised teaching experience.

Option II: Supervised Teaching for Private School Teachers

Option II is available only to private school teachers whose schools are located in Los Angeles County. Students who are full-time, contracted (in-service) teachers may fulfill the supervised teaching component in their own classroom (see EDU 316C, EDU 364C, or EDU 378C). In-service teachers complete 12 units of supervised teaching, 6 units a semester for two semesters. Multiple Subject candidates must be teaching multiple subjects in a self-contained classroom in grades K-8. Single Subject teachers must be teaching in a departmentalized setting in the subject area in which they are pursuing a credential, typically in grades 6-12. Education Specialist teachers must be teaching in a Special Day Class, Full Inclusion Program or Resource Specialist Program for students with mild/moderate disabilities. A bi-weekly seminar supports the supervised teaching experience (EDU 323).

Teachers who have taught successfully on a full-time, contracted basis (long-term substitutes are not eligible) in the appropriate subject area and level for at least two years prior to the supervised teaching semester may petition to have six of the required 12 units of supervised teaching waived. Equivalency petitions are

available from the education advisor and must be submitted by the supervised teaching application deadline. The equivalency petition must be approved by the department chair prior to enrollment in supervised teaching. For those who waive six units of supervised teaching, the remaining six units may be fulfilled in their own classroom in one semester. If waived, units are not awarded. Teachers must submit documentation that their teaching assignment has been, and continues to be, a full-time, paid teaching position and that the subject matter and level are congruent with the credential sought. For secondary credential candidates, other requirements apply. Candidates should consult their advisor.

State regulations under SB 57 allow private school teachers with three or more years of appropriate experience to waive the entire supervised teaching requirement for the Preliminary Multiple Subject or Single Subject Credential. However, candidates must enroll in the Supervised Teaching Seminar (EDU 323) to complete the required Teacher Performance Assessments (TPA). SB 57 candidates are not recommended by the college for a credential; they apply directly to the state. State guidelines and procedures governing SB 57 are available from the program advisors.

Option III: Supervised Teaching for Public School Interns

Public school interns enroll in supervised teaching to receive support from a college supervisor throughout their program. Two-year interns register for 3 units of supervised teaching (EDU 316D, 364D, 378D) each fall and spring semester for a total of 12 units over the course of their two-year program. One-year interns register for 6 units a semester (EDU 316C, 364C, 378C) for a total of 12 units. Multiple Subject interns must be teaching multiple subjects in a self-contained

classroom in grades K-8. Single Subject interns must be teaching in a departmentalized setting in the subject area in which they are pursuing a credential, typically in grades 6 – 12. Education Specialist interns must be teaching in a Special Day Class, Full Inclusion Program or Resource Specialist Program for students with mild/moderate disabilities.

Intensives

Private school teachers are required to complete fieldwork in a public school classroom. Secondary teachers satisfy this requirement during the early fieldwork assignments in the methods courses (EDU 266, 267, 268). Elementary candidates satisfy this requirement during a two-week intensive in a public school classroom (see EDU 316L.). Education Specialist teachers are required to complete fieldwork in a general education classroom. This requirement is satisfied by completing a two-week intensive in an elementary or secondary classroom (see EDU 316L/364L). Interns are placed in a classroom appropriate for their credential to complete a two-week intensive (EDU 316L, 364L or 378L) in conjunction with their pre-service methods course (EDU 250, EDU 266 or EDU 270C).

Professional Teaching Credential Programs

Fifth-Year Multiple Subject and Single Subject Teacher Credential Programs

There are several options for completion of the professional requirements for the Professional Multiple Subject and Single Subject Credentials. Students should see a program advisor to determine the most appropriate program for them to pursue. The Education Department has a California Commission on Teacher Credentialing (CCTC) approved fifth year program of study for the Multiple and Single Subject Professional Credential. The MSMC "fifth year" option for a professional credential is only available to candidates working in

school settings that do not have a CCTC-approved induction program. This program requires 30 semester units of post-baccalaureate coursework including the following advanced courses. A total of 12 units of coursework must be taken in residence at Mount St. Mary's College to be eligible for a college recommendation for a professional credential. Application requirements include a preliminary California teaching credential and verification of employment as a full-time teacher and unavailability of a CCTC-approved induction program.

Advanced Courses

EDU 270B	Exceptional Learners: Supporting Educational Equity and Access	(3)
EDU 205	Technologies for Educators	(3)
EDU 289	English Learners: Supporting Educational Equity and Access	(3)
EDU 213B	Healthy Environments for Student Learning	(3)

Professional Level II Education Specialist: Mild/Moderate Disabilities Credential Program

Students are eligible to begin the Professional Education Specialist program when they complete the Preliminary Education Specialist program and obtain a special education teaching position working with students with mild/moderate disabilities. This must be a full-time, permanent position. Teachers in day-to-day substitute or long-term substitute positions are not eligible for this program.

In the Professional Education Specialist program, students work with a district support provider and a college advisor to develop a Professional Induction Plan that includes advanced coursework, professional experiences, and a one-year mentorship under an assigned support provider. The program is designed to meet the student's individual needs and professional development goals. The plan must be developed within the first 120 days

of employment. Students may complete a Masters degree, a multiple or single subject credential, or non-college professional development activities as a part of their Professional Education Specialist program. The program, including 30 post-baccalaureate degree units, must be completed within five years of the issuance date of the preliminary credential. Application requirements include a preliminary Education Specialist: Mild/Moderate California teaching credential and verification of employment in an appropriate setting.

The Professional Education Specialist Program is offered in collaboration with Loyola-Marymount University.

Core Special Education Requirements (13 units)

EDU 321	Professional Induction Planning Seminar	(0.5)
EDU 281	Advanced Issues in Assessment and Instruction of Students with Special Needs	(3)
EDU 282	Consultation and Collaboration for Students w/ Special Needs	(3)
EDU 283	Supportive Environments for Students with Behavioral and Emotional Needs	(3)
EDU 289	English Learners: Supporting Educational Equity and Access	(3)
EDU 322	Professional Educator Evaluation Seminar	(0.5)

Elective (3 units) or Non-University Option (45 hours)

Depending on their individual needs and professional goals, students may elect to complete their Level II special education requirements by taking a three-unit elective course or by completing 45 hours of approved professional development activities. Students who choose to take a three-unit elective are encouraged to select a course that will enable them to pursue a Multiple Subject Credential, Single Subject Credential, or Masters degree in conjunction with the Level II program.

Additional Professional Clear Requirements (4 units)

EDU 205	Technologies for Teachers	(3)
EDU 213A	Health-Related Issues in Education and CPR	(1)

Teacher Preparation Course Equivalency

Candidates who have had previous courses/experience which are equivalent to the Mount St. Mary's College teacher preparation requirements may petition through the program advisor to have such courses/experience accepted in lieu of the prescribed coursework for a teaching credential. Courses for which equivalency is granted must have been completed no more than seven years previous to the date of petition, with a grade of B- or better. Courses must have been taken for a letter grade. Narrative assessment will be considered. Pass/Fail or Credit/No Credit courses are not accepted for course equivalency. Appropriate equivalency petitions for extension courses will be approved for teacher credential application purposes but will not meet the requirements for transfer of credit for the Master of Science degree in Education. It is the student's responsibility to obtain, complete, and submit the required petition forms and supporting documents to the program advisor. The program advisor makes a recommendation in consultation with the instructor who is responsible for the course for which the candidate is seeking equivalency. The department chair reviews this recommendation. No grades or unit credits are granted or indicated on the candidate's transcript as a result of this process. However, completion of the equivalency is indicated in the candidate's advisement file. No more than six units may be fulfilled in this manner to qualify for the Mount St. Mary's College recommendation for the credential. Equivalency petitions are considered after the student has been accepted into the credential program and prior to the last semester of the program. For guidelines

refer to the transfer of credit policy on page 71 for the masters degree.

Grading Policies

All education program courses must be taken on a letter grade basis, except EDU 39, 100, 101, 102, supervised teaching and supervised teaching seminars which are Credit/No Credit courses.

Undergraduate students must maintain an overall grade point average of 2.5. Failure to maintain the 2.5 GPA will place a student on probation. Refer to the College probation policy, on page 33

All students must maintain a GPA of 3.0 in education program courses, including prerequisites. If a student's GPA in education classes drops below 3.0 in any semester, the student is placed on probation for the next semester. If the student does not attain a GPA of a 3.0 in the program, including prerequisites, within two semesters on probation, the student will be disqualified from the program. Students may repeat education courses in which a grade of C- was earned to raise the GPA to 3.0. Recommendation for a teaching credential requires a 3.0 GPA in education program courses with no course grade below C-.

Course credit is not granted for a grade of D or F in an education course. A student may repeat the first course in which a grade of D or F is received. Receiving a second D or F, either in the repeated course or in another course in the program, results in disqualification from the program. This policy includes the courses required for the professional clear teaching credential. For supervised teaching, students will be assigned credit (CR) for the experience if their performance in the Supervised Teaching course is evaluated as C quality or better. If a student's work is evaluated as work of below C quality, no credit (NC) will be awarded. Students receiving a grade

of NC may petition to re-register for 6 to 12 units of supervised teaching.

Master of Science in Education

Master of Science in Education in Conjunction with a Preliminary Teacher Preparation Program

Programs leading to the degree of Master of Science in Education in conjunction with a preliminary teaching credential are available with the following areas of concentration:

Elementary Education

Secondary Education

Special Education: Mild/Moderate Disabilities

Required Coursework: (30 units)

	Required credential program coursework	(24)
EDU 200	Research Methods	(3)
EDU 296A	Masters Project Proposal Seminar	(2)
EDU 296B	Masters Project Seminar	(1)

Master of Science in Education, Individually Designed Program in Conjunction with a Professional Clear Credential Program

Private school teachers may pursue a Master of Science in Education in conjunction with a Professional Clear Credential as an Individually Designed Program. Teachers with three or more years of teaching experience may want to complete the Professional Clear requirements in conjunction with the Masters in Instructional Leadership. Up to six units of graduate credit may be transferred from another institution in place of electives.

Required Coursework: (30 units)

	Required credential program coursework	(12)
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	Electives	(12)
EDU 200	Research Methods	(3)
EDU 296	A Masters Project Proposal Seminar	(2)
EDU 296B	Masters Project Seminar	(1)

Master of Science in Education, Instructional Leadership

This advanced masters degree program is designed for credentialed teachers with three or more years of experience who wish to obtain the skills and knowledge that will prepare them to assume leadership roles in curriculum and instruction.

Required Coursework: (30 units)

EDU 240	Curriculum Design and Evaluation	(3)
EDU 242	Creating Inclusive & Motivating Environments for All Students	(3)
EDU 241	Effective Practices for Coaching & Mentoring Teachers	(3)
EDU 243	Teacher Leadership in Professional Development	(3)
	Electives	(12)
EDU 200	Research Methods	(3)
EDU 296A	Masters Project Proposal Seminar	(2)
EDU 296B	Masters Project Seminar	(1)

Elective Options:

Students may take any graduate education courses to fulfill the elective requirements for the degree. They may also petition to transfer up to six units of graduate credit in place of electives. The following elective options are available for interested/eligible teachers:

•	EDU 244A/B	National Board Preparation Seminar	(6)
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This year long seminar coaches teachers through the National Boards Certification process

•	EDU 245A/B	Formative Assessment Induction portfolio Review	(6)
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Teachers may submit their year one and year two District Induction Portfolios for

up to six units of graduate credit.

- EDU 242 Grant Writing for Classroom Resources (3)
- Experienced private school teachers may complete the Professional Clear course requirements as Instructional Leadership electives (12)

Application Requirements

The same application requirements for a Teacher Preparation Program apply to the Master of Science in Education in conjunction with a Preliminary or Professional Clear Teaching Credential. For the Instructional Leadership Program, candidates must also have three years of teaching experience, hold a valid NCLB compliant teaching credential, and be employed in an educational setting. Candidates apply through the Graduate Division. See Graduate Degree Admission Policies, p. 81, for graduate application requirements.

Masters Project

The Masters Project is a classroom-based project designed to improve the candidate's teaching practice through the implementation of research-based practice. Qualitative and quantitative research methodologies are acceptable. An emphasis is placed on reflective, evidence-based practice. The project must be grounded in current research in education.

To enroll in EDU 296A and begin work on the masters project, students must have passed all subtests of the appropriate CSET examination, have a grade of B or better in EDU 200 and have no more than three units of required coursework outstanding. Candidates are required to prepare and obtain approval of the masters project proposal before enrolling in EDU 296B, Masters Project Seminar. Candidates who have completed the first three chapters of their project, collected and analyzed their data and presented their project findings at the Masters Sharing event will be permitted to walk in the graduation

ceremony, but they will not receive their degree until all requirements, including the approval of the final project, have been met. Candidates who are not able to complete their project during the semester in which they enrolled in EDU 296B may take an incomplete grade for one semester without extensions. After that they will be required to enroll in a one-unit project continuation course (EDU 297A/B/C) for the subsequent semesters (excluding the summer session), until the project is complete. Once three project continuation courses are completed, no other options for completing the Masters degree are available. Satisfactory completion of the masters project requirements for degree completion is indicated by a CR grade in EDU 296B, EDU 297A, EDU 297B, or EDU 297C.

Education Courses

EDU 31 Introduction to Early Childhood Education: Profession and Programs (3)

A study of the history, scope, and current philosophies of programs for young children. Observations in a variety of local early childhood programs, and exploration of the education and licensing requirements for such programs. Ethical and value issues in working with children and their families, as well as the importance of becoming an advocate for upgrading the profession and improving the quality of children's services, are stressed.

EDU 32 Early Childhood Education: Observation and Curriculum Planning (3)

Introduction and use of alternative formats for recording observations of children. Use of observational data and portfolios to diagnose children's interests, developmental levels, and learning needs. Review of basic principles of child development and their application in the early childhood setting by means of observation and curriculum planning. Opportunities to create environments that enhance cultural pluralism. Includes opportunity for observation and participation in an early childhood setting.
Prerequisite: Departmental approval.

EDU 33/133 The Visual and Performing Arts for the Young Child (3)

A study of the visual arts (basic concepts, theories, and techniques); dance (basic concepts, and improvisations including philosophical and practical differences among the various disciplines of dance); music (singing, listening and improvisational activities); theatre arts (creative drama, role playing, improvisation and story enactment).

EDU 36 Emergent Math and Science Experiences in the Preschool Classroom (3)

An exploration of ways to enhance children's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds. Students will also learn to create preschool science programs based on the premise that young children develop science knowledge as they observe and act on the world, ask questions, make predictions, test those predictions, and reflect on their experience. Piaget's theory of cognitive development will be studied in detail.

EDU 37 Infant and Toddler Development and Care (3)

This course presents an in-depth study of infant and toddler development. The principles of infant and toddler care-giving with an emphasis on the environment and appropriate learning activities will be explored. Health, safety, nutrition, and parent relations will also be discussed. Observation of infants and toddlers and programs for them is required.

EDU 39 Supervised Field Work: Preschool (6)

Instruction of children in an early childhood setting under the direction of a master teacher. Conferences with teachers and supervisors accompany this work. Weekly seminars include methods of curriculum planning and child guidance, as well as content related to children's health, safety, and nutrition. *Prerequisite: Departmental approval. This course is taken for CR/NC.*

EDU 99 Special Studies (.5-3)

May be repeated for credit.

EDU 100 Introduction to Liberal Studies and the Concurrent Program of Undergraduate Teacher Preparation (1)

An introduction to the study of the liberal arts and sciences and to the concurrent program of teacher preparation. Students are introduced to the interrelationships among subject matter areas and to the essential connection between subject matter preparation and pedagogy

(methods of teaching and assessment of learning). Two program themes, diversity and technology, are introduced. Other topics include the philosophy of the liberal studies major, the goals of the concurrent program of teacher preparation and the *California*

Content Specifications, which are included in the program of study. The MSMC Liberal Studies Portfolio and the California Subject Matter Examination for Teachers (CSET), as components of the final assessment of the major and subject matter preparation program, are introduced and explained.

EDU 101 Introduction to the Concentration: Liberal Studies Major (.5)

This seminar provides: (1) identification of a subject area of concentration as part of the Liberal Studies major and (2) a continuing focus on the program in relation to topics introduced in EDU 100. Students focus on: a) the relationship among the courses required for the major, b) the role of technology in society and of ethical issues surrounding the impact of technology on society, c) an understanding of the diverse ethnic, gender, cultural, and disability perspectives, and d) organization of knowledge in the major and the various teaching strategies experienced in the areas of study. *Prerequisite: Successful completion of EDU 100.*

EDU 102 Integrative Seminar in Liberal Studies (1)

Culminating course required to complete the liberal studies major. Students examine the relationships among the disciplines included in their program of study, synthesize major themes, and compare forms of inquiry. Requirements for the Liberal Studies Portfolio are reviewed and selected requirements discussed and submitted as class assignments. The *California Subject Matter Examination for Teachers (CSET)* is reviewed as a program requirement. *Prerequisite: Successful completion of EDU 101.*

EDU 106/206 School & Society (3)

The course explores major concepts and principles regarding the historical and contemporary purposes, roles and functions of formal education in American society. Three primary areas are examined: (1) the social and cultural conditions of K-12 schooling, especially as it relates to persistent inequalities in schools and the role of teachers in the creation of equitable classrooms; (2) the underlying principles, values, and history of the content areas taught in K-12 schools in the U.S.;

and (3) legal and ethical obligations of teachers and schools in today's society.

EDU 116A/316A Supervised Teaching: Pre-Service Elementary Fieldwork (6)

(Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

EDU 116B/316B Supervised Teaching: Pre-Service Elementary Fieldwork (6)

(Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom.

In EDU 116A/316A and EDU 116B/316B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor at MSMC selected sites (see Option I, Supervised Teaching on page 129). The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (primary and intermediate). Students register for EDU 116A/EDU316A for the first assignment and for EDU 116B/316B for the second assignment. Full-time teaching is required along with participation in the bi-weekly seminar (EDU 123/323). The student must have access to daily transportation to the fieldwork site.

EDU 316C Supervised Teaching: In-Service Elementary Fieldwork (6)

Fall or Spring in candidate's own classroom.

In EDU 316C, In-service teachers (private school or one-year interns) are supervised in their own classrooms over one or two semesters (6 units per semester) by an on-site supervisor and a college supervisor (see Option II, Supervised Teaching on page 129). Full-time teaching is required along with participation in the bi-weekly seminar (EDU 323). In-service teachers who are not eligible to waive six units of supervised teaching may repeat EDU 316C one time for a total of 12 units of credit.

EDU 316D Supervised Teaching: Intern Elementary Fieldwork (3)

Fall or Spring in candidate's own classroom.

Two-year elementary interns enroll in EDU 316D for three units each fall and spring semester of their program. Interns teach in their

own classrooms and are supervised by an on-site supervisor and a college supervisor (see Option III, Supervised Teaching on page 129). Full-time teaching is required along with participation in the intern seminar (EDU 323). Interns can repeat EDU 316D four times for a total of 12 units of credit.

EDU 316L Intensive Fieldwork: Elementary (0)
Fall, Spring or Summer at MSMC approved site
(Additional fieldwork fee of \$150.)

EDU 316L, Intensive Fieldwork, provides students with the opportunity to observe and participate in a general education, elementary public school setting. This two-week, full day experience is designed to provide elementary interns with field experience in conjunction with their pre-service requirements (EDU 250), to provide private school teachers with exposure to public school classrooms and to provide special education teachers with exposure to general education classrooms. For students who are full-time teachers, this experience is completed in the summer or during their off-track time.

**EDU 123/323 Supervised Teaching
Culminating Seminar (0.5, 1 or 2 units)**

This course is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 123/323. Interns enroll in the seminar for 0.5 (two-year interns) or 1 (one-year interns) unit during each semester of their program. Pre-service teachers enroll in 2 units concurrent with the supervised teaching experience.

**EDU 138A Organization and Administration of
Early Childhood Education Programs:
Program Development and Curriculum (3)**

Various program structures and curricula will be examined together with administrative styles relevant to the operation of early childhood education programs. Development and implementation of appropriate curricula will be stressed as will environmental planning. Course will partially fulfill administrative requirement for Child Development Director Permit.

EDU 138B Organization and Administration of Early Childhood Education Programs: Financial and Legal Aspects (3)

Examination of various funding and legal requirements in the operation of early childhood programs with special focus on budgeting, staffing, licensing and compliance with Federal and State requirements. Course will partially fulfill administrative requirement for Child Development Director Permit.

EDU 138C Organization and Administration of Early Childhood Education Programs: Management of Non-Profit Programs (3)

This course will introduce non-business majors to managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning and accountability. (Also BUS 139, GER 138, PSY 128 and SOC 138)

EDU 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

EDU 199 A/B Special Studies (0.5-3; 0.5-3)

May be repeated for credit.

Prerequisite: Senior or graduate standing or consent of department.

EDU 200 Research Methods (3)

A study of the various approaches to educational research including historical, qualitative, and quantitative. Intended to develop facility in reading research articles and applying knowledge gained through research to one's own teaching practice and to issues of importance in education. Candidates prepare a review of the literature in an area of interest.

EDU 205 Applied Technologies for Educators (3)

This course is an advanced seminar in which teachers study the pedagogical implications of technology in education and gain practical experience in integrating technology into classroom instruction. Teachers will acquire advanced skills in the development, implementation and evaluation of 1) technology-enhanced lessons aligned with the adopted curriculum for their students, 2) curricula to develop students' information processing and problem solving skills, and 3) computer applications for recording and analyzing student assessment data and providing feedback to students and their

parents. Teachers will use various forms of electronic media to communicate during the course and will establish on-going electronic communication channels with other professionals. Teaching media literacy for the critical use of resources obtained through technology will be emphasized. Course assignments require application of principles in the teacher's current teaching context. *Prerequisite: Preliminary credential and demonstration of general technological knowledge and skills.* Approved by the California Commission on Teacher Credentialing for the Level II technology requirement for the Fifth Year Professional Clear Credential, meets requirements for Induction Standard 16.

EDU 212 Physical Education: Elementary Curriculum (1)

This course is designed to introduce elementary teacher preparation candidates to the California Physical Education Framework and specific teaching strategies for the development of students' motor skills, a healthy lifestyle, student knowledge of rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.

EDU 213A Health-Related Issues in Education (1)

The course addresses major laws, concepts and principles related to creating a supportive, healthy environment for K-12 student learning. Credential candidates will study the effects of student health and safety on learning, teachers' legal responsibilities, and how to access school and community resources to meet individual student needs. They will practice means for working constructively with students, families, and community members on health and safety issues.

EDU 213B Healthy Environments for Student Learning (3)

This advanced course addresses major concepts and principles related to creating a supportive, healthy environment for student learning. Teachers will identify health and safety factors that influence student well-being. They will become knowledgeable about school and community resources that support health and safety including accident prevention strategies, violence prevention, conflict resolution, the adopted health curriculum, and school and community health and mental health resources. Teachers will also investigate strategies for building a classroom climate of trust and

respect where students can develop positive social skills. They will practice means for working constructively with students, families, and community members to create safe school environments that respect the rights of teachers and students. All course assignments will be applied to the teaching assignment. Course assignments require application of principles in the teacher's current teaching context. *Prerequisite: Preliminary teaching credential. Approved by the California Commission on Teacher Credentialing for the Level II health requirement for the Fifth Year Professional Clear Credential, meets requirements for Induction Standard 18.*

EDU 240 Curriculum Design and Evaluation (3)

This course prepares teachers to take leadership roles in curriculum and program design. Using principles of *Understanding by Design*, teachers will identify standards-based student outcomes and design curricula that will enable students to reach those academic goals. These curriculum design skills will be used to critically analyze and adapt existing curricula as well as design new curricula. Teachers will develop skills in formative and summative program evaluation to examine the effects of curriculum innovation on student performance and modify curricula based on those findings. *Prerequisite: Preliminary Teaching Credential*

EDU 241 Effective Practices for Coaching and Mentoring Teachers (3)

This course will equip teacher leaders with the theoretical understanding and knowledge and skill necessary to coach and/or mentor first-year teachers as well as experienced teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. Course content will include Formative Assessment Training and fieldwork for BTSA Induction Support Providers. *Prerequisite: Preliminary Teaching Credential and three years of teaching experience.*

EDU 242 Creating Inclusive and Motivating Classroom Environments for All Students (3)

This course focuses on enhancing teachers' abilities to engage a diverse body of students, including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase student motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues students face in their daily lives. Strategies learned will include those aimed at helping students build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-student relationships, maximize learning opportunities through cooperative and collaborative learning, differentiate instruction, and create an environment where all students can be successful. *Prerequisite: Preliminary Teaching Credential. Meets requirements for Induction Standard 17.*

EDU 243 Teacher Leadership in Professional Development (3)

Teacher leaders are often asked to develop professional development activities in their areas of expertise. This course will provide a foundation in the design of professional development programs and effective pedagogy for adult learners. Teachers will conduct a needs assessment to determine the professional development needs for their school in a particular area, design and implement a professional development program to address these needs, and evaluate the effects of the program on teaching skills and student outcomes. In addition, teachers will develop their presentation and publication skills. *Prerequisite: Preliminary Teaching Credential and three years of teaching experience.*

EDU 244A/B National Boards Preparation Seminar (3-3)

Taught by a National Board certified teacher, this two-semester seminar will guide teachers through the preparation for the completion of the portfolio and assessment requirements for National Board certification in their discipline area. *Prerequisite: Preliminary Teaching Credential and three years of teaching experience*

EDU 245A/B Formative Assessment Induction Portfolio Review (3-6)

Teachers participating in an Induction Program may submit their final formative assessment

induction portfolio for review for up to six graduate credit units. The portfolio is reviewed for credit according to an evaluation rubric available from the Education Department. The portfolio may be submitted for evaluation up to one year after completion of an induction program. An evaluation fee of \$200 is charged. *Prerequisite: Acceptance in the Professional Clear Teacher Preparation Program and participation in an approved Induction Program.*

EDU 246 Grant Writing for Classroom Resources (3)

Grant writing is often the only way to obtain much needed resources for classrooms, especially when implementing innovative curricula and programs. In this course, teachers will learn how to identify grant opportunities, design a project with defined student outcomes that meet the grant specifications, develop a budget, monitor grant implementation, and write a final grant report. *Prerequisite: Preliminary Teaching Credential.*

EDU 150/250 Elementary Instruction: Theory and Practice (3)

This course is designed to develop effective instructional and management methods within the context of a multilingual society and is the introductory professional preparation course for the Elementary Teacher Preparation Program. Students develop effective educational practices through observation and participation in an elementary school classroom, inquiry-based research carried out by the teacher candidates themselves, the use of technology tools and curriculum resources, and the study of educational and language learning theories. Course content includes classroom management, standards-based lesson planning, and an emphasis on content instruction for students learning English as a new language. GS-VI

Note: On-site school observations require a minimum commitment of several hours a week during the teaching day, as well as travel time to and from fieldwork site. Candidates must have access to transportation to the fieldwork site.

EDU 251 Child and Adolescent Development and Learning Across Cultures (3)

Analyzes learning and development in children and adolescents across cultures and explores the complementary and interdependent relationships of biology and culture. Historical and global comparisons will be made to contemporary Angelino children as well as to the educator's personal experience. Emphasis is

placed on developing a personal philosophy of how we, as a society and as individuals, can work to give children healthy foundations that support growth and learning.

EDU 252 Diversity and Schools (3)

This course is designed for teacher candidates to explore the role that culture plays and has played in our lives, classrooms, city and country. Students analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and California. The dynamics of prejudice are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all students. Examination of personal biases and identification of areas of deficient knowledge is encouraged. Use of the Los Angeles community as a powerful resource will be explored.

EDU 253 Language Competence and Education (3)

This course is designed to provide general and special educators with a foundational background in applied linguistics as it relates to K-12 instruction with applications for students with limited English proficiency and students with language learning disabilities. Topics to be covered include the structure of English; linguistic variation; language development in first- and second-language learners; disorders of language development, and implications for creating classroom environments that promote language development.

EDU 154/254 Mathematics and Science: Elementary Curriculum (3)

This course examines mathematics and science concepts and theories and their application in teaching. A major focus is on constructivist learning and inquiry and related instructional methods and assessment procedures. Concrete, manipulative materials critical to the learning of mathematics and science are used throughout the course. Emphasis is placed on both individual and group participation. *Note: Observation and participation in exemplary mathematics and science elementary school classrooms plus travel time is required. Candidates must have access to transportation to the fieldwork site. Prerequisite:*

EDU 155/255 Social Science and the Arts: Elementary Curriculum (3)

This course introduces curriculum and instructional methods for teaching social studies and the arts in elementary school. Course content addresses the scope and sequence of the social science and arts curricula; thematic teaching and the integration of the social science and arts disciplines in relation to California Content Standards and Frameworks; the use of technology resources; and support for English language learners. Candidates use backwards design to create an original curriculum unit. *Note: Observation and participation in community instructional settings plus travel time is required. Candidates must have access to transportation to the fieldwork site. Prerequisites: EDU 150/250 and, for undergraduates, official acceptance in the Elementary Teacher Preparation Program with a passing CBEST score.*

EDU 156/256 Language and Literacy: Elementary Curriculum (3)

This course encompasses language and literacy learning in the elementary grades and methods for teaching a balanced literacy program to multiethnic, multilingual student populations. Current theoretical and practical aspects of the reading, writing, and related language arts curriculum will be learned. These include explicit instruction and strategies for developing a balanced literacy program for native English speakers and English language learners; observational skills necessary for helping individual students; and exploring appropriate materials. Methods and principles for developing proficient readers and writers and for analyzing students' strengths and areas of needed growth will be studied and practiced, including use of technological tools and resources. *Note: Fifteen hours of focused observations and participation (plus travel time) are required in an exemplary elementary school classroom during language arts instruction. Candidates must have access to transportation to the fieldwork site. Prerequisites: ENG 102/ EDU 253 and EDU 150/250 and, for undergraduates, official acceptance in the Elementary Teacher Preparation Program with a passing CBEST score.*

EDU 164A/364A Supervised Teaching: Pre-Service Secondary Fieldwork (6)

(Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

EDU 164B/364B Supervised Teaching: Per-Service Secondary Fieldwork (6)

(Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 164A/364A and EDU 164B/364B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor (see Option I, Supervised Teaching on page 129). The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (middle school and high school). Students register for EDU 164A/EDU364A for the first assignment and for EDU 164B/364B for the second assignment. Full-time teaching is required along with participation in the bi-weekly seminar (EDU 123/323). The student must have access to daily transportation to the fieldwork site.

EDU 364C Supervised Teaching: In-Service Secondary Fieldwork (6)

Fall or Spring in candidate's own classroom.

In EDU 364C, in-service teachers (private or one-year interns) are supervised in their own classrooms over one or two semesters (6 units per semester) by an on-site supervisor and a college supervisor (see Option II, Supervised Teaching on page 129). Full-time teaching is required along with participation in the bi-weekly seminar (EDU 323). In-service teachers who are not eligible to waive six units of supervised teaching may repeat EDU 364C one time for a total of 12 units of credit.

EDU 316D Supervised Teaching: Intern Secondary Fieldwork (3)

Fall or Spring in candidate's own classroom.

Two-year secondary interns enroll in EDU 364D for three units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a college supervisor (see Option III, Supervised Teaching on page 129). Full-time teaching is required along with participation in the intern seminar (EDU 323). Interns can repeat EDU 364D four times for a total of 12 units of credit.

EDU 364L Intensive Fieldwork: Secondary (0)

Fall, Spring or Summer at MSMC approved site (Additional fieldwork fee of \$150.)

EDU 364L, Intensive Fieldwork, provides students with the opportunity to observe and participate in a general education, secondary public school setting. This two-week, full day experience is designed to provide secondary interns with field experience in conjunction with their pre-service requirements (EDU 266), to provide private school teachers with exposure to public school classrooms and to provide special education teachers with exposure to general education classrooms. For students who are full-time teachers, this experience is completed in the summer or during their off-track time.

EDU 166/266 Principles of Secondary Education and Content Area Modules (4)

Principles of Secondary Education is the initial professional preparation course in the Secondary Teacher Preparation Program. This course provides opportunities to assess student development and to design and deliver instruction informed by contemporary learning theory and research, practical experience, and inquiry. The role of the teacher is examined as one who assists student performance, with special attention to the needs of adolescents, English learners, and urban populations and settings. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline.

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site.

EDU 167/267 Principles of Secondary Curriculum and Content Area Modules (4)

Principles of Secondary Curriculum is a continuation of EDU 166/266 and focuses on the teacher as curricular decision-maker and instructional designer. Students deepen their knowledge of assessment of student development, design and delivery of instruction, and educational equity. Students use backwards design to create units of instruction and develop performance assessments anchored in the California content standards for their discipline. Content Area Modules for each of the content areas are integrated into this course. These

modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline.

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. Prerequisite: EDU 166/266. For undergraduates, official acceptance in the Secondary Teacher Preparation Program with a passing CBEST score.

EDU 168/268 Content-Based Reading Instruction and Content Area Modules (4)

Content-Based Reading Instruction encompasses language and literacy development in secondary curricula and methods for enhancing that development with multiethnic, multilingual student populations. The interwoven nature of speaking, reading, writing, and listening in content area instruction will be explored, with emphasis on the importance of content-based discourse in the development of disciplinary understanding and critical thinking. Course content includes instructional and assessment strategies for students learning English. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies.

Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline.

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site.

Prerequisites: ENG 102/EDU 253, EDU 166/277, and EDU 167/267.

EDU 170/270A Introduction to the Education of Exceptional Learners (1)

This course is designed to introduce teacher preparation candidates to the general educators' role and responsibilities in the education of exceptional learners in the general education classroom. Characteristics of students with disabilities and gifted and talented students are explored as candidates visit programs for exceptional learners. Candidates develop basic skills in the assessment of the learning and language abilities of exceptional learners and apply their knowledge of the state and federal laws pertaining to the education of students

with disabilities during a class simulation of an Individualized Education Plan (IEP) meeting. Special attention is given to modifying instruction to meet the needs of exceptional learners.

Fulfills the California Commission on Teacher Credentialing Level I special education requirement for the Preliminary and Professional Clear Credential.

EDU 270B Special Populations: Supporting Educational Equity and Access (3)

This course reviews the historical and philosophical significance of special education and the education of gifted and talented students and effective practices for meeting these students' needs in a general education environment. The legal and administrative framework for the education of exceptional learners in California is addressed with an emphasis on the policies and procedures in the candidate's school district for identifying and providing services for these students. Coursework will emphasize the development of positive, inclusive classrooms with differentiated instruction designed to enable all students to achieve at high performance levels. All course requirements will be applied in the teacher's current teaching assignment. *Prerequisite: Preliminary teaching credential. Approved by the California Commission on Teacher Credentialing for the Level II special populations requirement for the Fifth Year Professional Clear Credential, meets requirements for Induction Standard 20.*

EDU 270C Foundations for the Education of Exceptional Learners (3)

This course is designed as a pre-service course for special education special education candidates, in particular, interns. The legal and administrative framework for the education of exceptional learners in California is addressed with an emphasis on the policies and procedures for identifying and providing services for these students. Coursework will emphasize the development of positive, inclusive classrooms with differentiated instruction designed to enable all students to achieve at high performance levels. In coursework and accompanying fieldwork, candidates will be introduced to the practical skills they will need to establish and manage a classroom learning environment for students with mild/moderate disabilities. Candidates will learn foundational skills for classroom management skills, conducting classroom assessments of student learning needs, and designing instructional

programs that meet student needs and are grounded in the California curriculum standards. Candidates will be introduced to the processes and procedures for development of an Individualized Instruction Plan and the support services that are available for students with special needs. This course is taken in conjunction with EDU 378L, Intensive Fieldwork in Special Education.

EDU 271 Educational Assessment of Students with Disabilities (3)

This course examines the educational assessment of students with disabilities including statistical concepts in measuring abilities, principles of assessment, methods of administration and interpretation, and the relationship of assessment results to the determination of eligibility for special education services and the development of an Individualized Educational Plan. Standardized educational assessment instruments and informal curriculum-based measurements are examined. Particular emphasis is placed on the appropriateness of standardized and informal assessment instruments and procedures for culturally and linguistically diverse students. Fieldwork requirements: 10 hours assessing a K-12 student experiencing significant academic difficulty. Candidates must have access to transportation to the fieldwork site. Prerequisites: General Education Requirements and EDU 270C.

EDU 272 Classroom Management for Students with Learning and Behavior Problems (3)

This course provides an overview of behavioral disturbances in the classroom. Medical, behavioral and socio-cultural interventions will be explored with an emphasis on creating positive classroom environments that enable students with learning and behavior problems to participate productively in the classroom learning community. The historical, theoretical and legal bases for identification and treatment of students with behavior disorders, serious emotional disturbances, and attention deficit disorders will be addressed. Fieldwork Requirements: 10 hours in a classroom for students with learning and behavior problems. Candidates must have access to transportation to the fieldwork site. Prerequisites: General Education Requirements and EDU 270C.

EDU 275 Literacy Instruction for Struggling Readers and Writers (3)

This course is designed to meet the competencies required for language arts instruction for the Education Specialist: Mild/Moderate Disabilities Credential and to prepare general educators to meet the language arts instructional needs of general education students who experience literacy development problems. Assessment and instructional strategies drawn from diverse perspectives (e.g., behavioral, cognitive, social-interaction) are presented and examined relative to their effectiveness. Reading and writing difficulties are examined across the K-12 continuum. Emphasis is on application of literacy assessment and instructional strategies in actual teaching settings with students experiencing reading delays.

Fieldwork Requirements: 10 hours assessing and instructing a K-12 student experiencing significant reading delay. Candidates must have access to transportation to the fieldwork site. Prerequisites: General Education requirements and EDU 270C.

EDU 276 Content Area Instruction for Students with Special Needs (3)

In this course the candidate draws upon the knowledge and skills requisite for effective content area instruction in the general education classroom with necessary adaptations to make the curriculum accessible to students with special needs. Emphasis is placed on the creation of curriculum units that incorporate learning strategies approaches for instruction of students with mild/moderate disabilities and instructional modifications for students with limited English proficiency and students with below grade level literacy skills. Content area instruction in math, science and social studies for students with mild to moderate disabilities in grades four through twelve is addressed. *Fieldwork requirements: Ten hours in a special education setting for students with mild/moderate disabilities at the intermediate to high school levels.* Candidates must have access to transportation to the fieldwork site. Prerequisites: General Education Requirements and EDU270C.

EDU 378A Supervised Teaching: Pre-Service Special Education (6)

Fall or Spring at MSMC approved site. (Additional fieldwork fee of \$150).

EDU 378B Supervised Teaching: Pre-Service Special Education (6)

Fall or Spring at MSMC approved site. (Additional fieldwork fee of \$150)

Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom.

In EDU 378A and EDU 378B, the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor (see Option I, Supervised Teaching on page 129). The supervised teaching involves two assignments, each spanning one-half of the semester in two special education settings for students with mild/moderate disabilities, and at two grade levels. Students register for EDU EDU378A for the first assignment and for EDU 378B for the second assignment. Full-time teaching is required along with participation in the bi-weekly seminar (EDU 323). The student must have access to daily transportation to the fieldwork site. Students who have a general education teaching credential or two years or more of general education teaching experience may petition to waive 6 units of the supervised teaching requirement on the basis of their experience. These students complete one seven-week assignment in a special education classroom in one of the MSMC affiliated schools (EDU 378A, 6 units).

EDU 378C Supervised Teaching: In-Service Special Education (6)

Fall or Spring in candidate's own classroom
EDU 378C is designed for one-year special education interns. Teachers teach in their own classrooms over one or two semesters (6 units per semester) and are supervised by an on-site supervisor and a college supervisor (see Option II, Supervised Teaching on page 129). Full-time teaching is required along with participation in the bi-weekly seminar (EDU 323). Students repeat EDU 378C one time for a total of 12 units of credit.

EDU 378D Supervised Teaching: Intern Special Education (3)

Fall or Spring in candidate's own classroom
Two-year education specialist interns enroll in EDU 378D for three units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-

site supervisor and a college supervisor (see Option III, Supervised Teaching on page 129). Full-time teaching is required along with participation in the intern seminar (EDU 323). Interns can repeat EDU 378D four times for a total of 12 units of credit.

EDU 378L Intensive Fieldwork: Special Education (0)

Fall, Spring or Summer at MSMC approved site. (Additional fieldwork fee of \$150.)

EDU 378L, Intensive Fieldwork, provides students with the opportunity to observe and participate in a special education setting. This two-week, full day experience is designed to provide special education interns with field experience in conjunction with their pre-service requirements (EDU 270C).

EDU 281 Advanced Issues in Assessment & Instruction of Students with Special Needs (3)

In this advanced course, candidates acquire knowledge and skills to appropriately assess and instruct students with Mild/Moderate Disabilities. Course content includes selecting and administering a variety of formal and informal assessment procedures in order to be able to teach, adapt and integrate curriculum appropriate to the educational needs of students. Prerequisite: Preliminary Level I Education Specialist: Mild/Moderate Disabilities Credential

EDU 282 Consultation and Collaboration for Students with Special Needs (3)

This course will provide opportunities for candidates to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals and parents. A specific area of emphasis will be on the communication of relevant social, academic, and behavioral information in the areas of assessment, curriculum behavior management, social adjustment and legal requirements. At the completion of the course, candidates will be prepared to coordinate the process involved in special education placements. *Prerequisite: Preliminary teaching credential.*

EDU 283 Supportive Environments for Students with Behavioral and Emotional Needs (3)

In this advanced course, candidates develop systems for academic and social skills instruction for students with complex behavioral and emotional needs including attention disorders, conduct disorders, depression and suicidal behavior, psychotic

behavior, anxiety and related disorders, and delinquency and substance abuse. Course content includes advanced study of behavioral supports, social skills instruction, crisis management, and positive learning environments. Collaborative work with other professionals and community agencies is emphasized in the development of comprehensive support programs for these students.

Prerequisite: Preliminary teaching credential and EDU 272.

EDU 289 English Learners: Supporting Educational Equity and Access (3)

This advanced course for teachers reviews the historical and philosophical issues related to the education of linguistically diverse students. This course focuses on the delivery of specialized instruction for English learners that will support equity in access to the core curriculum. Teachers will become knowledgeable about the demographics related to English language learners, instructional programs, school organizational structures, and resources designed to meet the needs of English learners, particularly those in their own district. They will develop skills in designing, implementing and evaluating instructional programs to support English language development and access to the core academic curriculum for English learners. Teachers will learn strategies useful for English Language Development and Specially Designed Academic Instruction in English. Teachers will learn to use assessments of English learners, including the California English Language Development Test, to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction. Course assignments require application of principles in the teacher's current teaching context. Teachers will also develop practices that foster an inclusive environment for English learners. *Prerequisite: Preliminary teaching credential. Approved by the California Commission on Teacher Credentialing for Level II English language learner requirement for the Fifth Year California Professional Clear Credential, meets requirements for Induction Standard 19.*

EDU 295 Independent Study (1-3)

A student-designed course of study. See Guidelines for Independent Study. Student must complete an Independent Study Approval and Application Form.

EDU 296A Masters Project Proposa (2 units)

Students work with their project advisor in this course to design a proposal for an action research project to be completed in their classroom. The masters project provides an opportunity for the candidate to develop competency in researching an issue relevant to their teaching practice, designing and implementing a project focused on this issue that will improve their practice, and preparing and presenting a report of the research findings. *Prerequisite: EDU 200 (concurrent accepted), official score report with a passing score on all subtests of the required CSET subject matter examination, and employment as a teacher.*

EDU 296B Masters Project (1 unit)

Candidates work with their project advisor in this course to implement their masters project proposal and write the final project report. *Prerequisite: EDU 200 and satisfactory completion of EDU 296A as evidenced by an approved masters project proposal.*

EDU 297A,B,C Thesis/Project Continuation (1,1,1)

Continuation of Master's Project or Thesis under the direction of the faculty advisor.

EDU 299 Special Studies in Education (3)

Courses on special topics in education. May be repeated for credit.

EDU 321 Professional Induction Planning Seminar (.5)

Candidates for the Professional Level II Education Specialist credential are required to take this course at the beginning of their Level II program. During this individualized seminar, the candidate develops a Professional Induction Plan with an assigned district support provider and a college advisor.

EDU 322 Professional Induction Evaluation Seminar (.5)

This seminar is the culminating experience for the Professional Education Specialist credential program. Students reevaluate their professional competency to assess and teach culturally diverse students with learning and behavior problems. They compile a Professional Educator Portfolio, which includes artifacts documenting their professional competence and a plan for their continuing professional growth. The district support provider and the college advisor continue to support the student in this process.

EDU 323 Supervised Teaching Culminating Seminar: Special Education (2)

This course is the final seminar in the Education Specialist Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Candidates develop a professional portfolio that documents their competence on the professional standards for Education Specialists. Included in the portfolio are Teacher Performance Assessment Tasks that are completed during the supervised teaching experience and evaluated by trained assessors.

Education Extension Units

These extension courses are offered in conjunction with the Santa Monica/Malibu Unified School District Induction Program and are only available to teachers participating in that program.

EDUX 700XL Supporting Educational Equity and Access for English Learners (2 extension units)

This advanced professional development course for teachers is designed to build upon candidates' preliminary preparation for delivery of specialized instruction for English learners that will support equity in access to the core curriculum. Teachers will become knowledgeable about district adopted instructional programs, school organizational structures, and resources designed to meet the needs of English learners. They will develop skills in designing, implementing and evaluating instructional programs to support English language development and access to the core academic curriculum for English learners. Teachers will use assessments of English learners, including the English Language Development Test, to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction. Course requirement requires application of principles in the teacher's current teaching context.

EDUX 701XL Health Environments for Student Learning

(1 extension unit)

This advanced professional development course for teachers is designed to build upon the preliminary preparation for creating a supportive and healthy environment for student

learning. Teachers will identify health and safety factors that influence student well-being and become knowledgeable about school and community resources that support health and safety including accident prevention strategies, the school's crisis response plan, the adopted health curriculum, and school and community health and mental health resources. Major state and federal laws and local policies and procedures related to student health and safety will be reviewed to ensure that teachers will be able to act in compliance with these guidelines. All course assignments will be applied to the teacher's current teaching assignment.

EDUX 702XL Supporting Educational Equity and Access for Special Populations (2 extension units)

This advanced professional development course for teachers is designed to build upon the preliminary preparation for teaching students with disabilities and students who are gifted and talented. Teachers will extend their knowledge of the legislative provisions for the education of students with disabilities (IDEA) and students who are gifted and talented and the policies and procedures in their local district for identifying and providing services for these students. Coursework will emphasize the development of positive, inclusive classrooms with differentiated instruction designed to enable all students to achieve at high performance levels. All course requirements will be applied in the teacher's current teaching assignment.

EDUX 703XL Applied Technologies for Educators (1 extension unit)

This advanced professional development course for teachers is designed to build upon the preliminary preparation for the specialized use of appropriate computer-based technologies to facilitate the teaching and learning processes. Teachers will acquire advanced skills in the development, implementation and evaluation of 1) technology-enhanced lessons aligned with the adopted curriculum for their students, 2) curricula to develop students' information processing and problem solving skills, and 3) computer applications for recording and analyzing student assessment data and providing feedback to students and their parents. Teachers will use various forms of electronic media to communicate during the course and will establish on-going electronic communication channels with other professionals. Course assignments require application of principles in the teaching context.

English

The English major explores the way people communicate and how they reflect on their existence. It gives sustained training in critical thinking and writing, creative self-expression, and the perceptive reading of literature. Working from a foundation in theory and criticism of literature, students select courses in writing and literature, and may design their own independent study and directed reading courses in areas of special interest. Because English majors get extensive experience in analyzing, solving problems, researching, organizing, studying human behavior, and above all writing and speaking with clarity and self-confidence, they have the background for a wide variety of careers. These include law, business management, journalism, public relations, teaching, public administration, and many areas of writing. Internships in the field of the student's career interest are highly recommended. Students are encouraged to combine their English major with a second major or minor, in order to combine the liberal arts emphasis with a professional preparation. English and Business offer a combined major (see below). Students interested in law are encouraged to select a second major in American Studies, Philosophy, or Political Science, and to complete the Pre-Law Minor. Other desirable minor programs include Business and the sequence of core courses in Public Administration (POL 185, 186, and 187).

English B.A. Degree

Preparation:

ENG 1AB/C	Freshman English	(3,3)
or		
ENG 5H	Freshman Honors English	(3)
and		
HIS 1AB	Western Civilization	(3,3)

Requirements:

30 additional units in English, at least 24 of which are upper division, including:

One course in advanced writing (ENG 106, 107, or 109 etc.)	(3)
One upper-division course in American literature (ENG 126, 145, or 146)	(3)
One course in English literature before 1700 (ENG 143, 144, or 172)	(3)
One course in English literature after 1700 (ENG 147, 148, or 156H)	(3)
One genre course (ENG 161, 162, or 163)	(3)
One Shakespeare course (ENG 73, 173, or 174)	(3)
Theory and Criticism (ENG 181)	(3)
English Seminar (ENG 195)	(3)
Two electives chosen from English offerings	(3,3)

Strongly Recommended:

ENG 70/170	Western Literary Heritage	(3)
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Total units in English: 36

Any English course completed with a grade of D or below is not acceptable toward a major in English.

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

At least 15 upper division units must be completed in the MSMC English Program.

English and Business Administration B.A. Degree

A cooperative program offered through the departments of English and Business Administration

Required Courses

English Preparation:

ENG 1AB/C	Freshman English	(3,3)
HIS 1AB	Western Civilization	(3,3)
SPR 18	Career Planning Seminar	(1)

Requirements:

24 additional units in English, at least 18 of which are upper division, including:

ENG 181	Theory and Criticism	(3)
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ENG 195 English Seminar (3)
Recommended:

One course in American literature (3)

Business Administration

Lower Division Core Requirements:

BUS 4 Business Foundations & Analysis (3)

BUS 5 Business Law I (3)

BUS 15A Accounting Principles I (3)

BUS 15B Accounting Principles II (3)

CIS 1 Computer Process and Applications (3)

ECO 1 Microeconomics (3)

ECO 2 Macroeconomics (3)

MTH 28 Mathematical Analysis for Business (3)

MTH 38 Elements of Probability & Statistics (3)

PHI 92/192 Business Ethics (3)

SPE 10 Introduction to Communication (2)

Courses Strongly Recommended:

PSY 1 General Psychology (3)

SOC 5 Sociological Perspectives (3)

PHI 5 Introduction to Logic (3)

Upper Division Core Requirements:

BUS 122 Management Communications (3)
or BUS 183 Management Seminar (3)

or BUS 106 Business Law (3)

BUS 130 Principles of Finance (3)

BUS 160 Principles of Marketing (3)

BUS 177 Management Information Systems (3)

BUS 185 Principles of Management (3)

BUS 190 Business Administration Internship (3)

BUS 192 Business Policy and Strategy (3)

Total units in English and Business: 61

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

At least 12 upper division units must be completed in the MSMC English Program.

English Minor

Requirements:

Satisfactory completion of ENG 1AB or equivalent. Eighteen additional units in

English, at least twelve of which are upper-division MSMC units.

Strongly Recommended:

ENG 126 The American Experience (3)

or ENG 146 American Literature: 1914 to Present (3)

ENG 17 Shakespeare (3)

Students interested in an English minor plan their program with a departmental advisor. Because of the variety of careers to which an English program may lead, the choice of courses is flexible. Any course completed with a D or below is not acceptable toward a minor in English.

Prerequisites for Literature Courses

Lower-division literature courses: ENG 1A or 6AB or permission of instructor.

Upper-division literature courses: ENG 1AB/C or permission of instructor.

English Courses

ENG 1AB Freshman English (3)

Completion with a grade of C (2.0) or better and a score of 4 or better on the Writing Exit test fulfills Communication Skills requirement in writing for both the Associate and Baccalaureate degrees. Principles and practice of writing with attention to analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature. *Completion with a grade of C or better.* GS-1A

ENG 1C Freshman English (3)

A critical-thinking version of ENG 1B that examines the principles of argumentation. Completion with a grade of C (2.0) or better and score of 4 or better on the Writing Exit test fulfills Communication Skills requirement in writing for both the Associate and Baccalaureate degrees; it also fulfills the Critical Thinking requirement for the Baccalaureate degree. *GS-1A, II Prerequisite: ENG 1A. Completion with a grade of C or better.*

ENG 3X Basic Writing (3)

A study of basic elements of writing including sentence structure, paragraph development, and mechanics. Does not fulfill the Communication

Skills requirement in writing, nor does credit apply to the Baccalaureate degree.

ENG 5H Freshman Honors English (3)

College writing for students who are accepted for Honors at entrance, and who earn a grade of 5 or 6 on the Writing placement test or who are admitted by the instructor. A study of selected masterpieces of world literature with emphasis on written analysis. Includes introduction to college-level library and research skills. Completion with a grade of B or better fulfills Communications Skills requirements in writing. GS-IA

ENG 6AB Written Communication and Analytical Reading (3,3)

A two-semester course focusing on standard written English. Includes expository and analytical writing; library and research skills; analytical reading. *Prerequisite: Placement is dependent on scores received in entrance testing. Completion with a grade of C or better in both ENG 6A and 6B and a score of 4 or better on the Writing Exit test fulfills the Communication Skills requirement in writing for the Associate degree.*

ENG 7 Writing for College (3)

Preparation for college-level English, with a focus on standard written English, expository writing, and analytical reading. Prerequisite: Score of 3 or better on Writing Placement test, plus satisfactory scores on the English entrance exams in grammar and reading.

ENG 11 College Writing (1-3)

Intensive experience in expository writing with special emphasis on continued development of essay skills. Prerequisite: C- or better in ENG 1AB, 6AB, or equivalent. Strongly recommended for students preparing for CBEST and/or transferring to a Baccalaureate program.

ENG 12/112 Literary Analysis (3)

Introduction to college-level literary analysis as applied to drama, poetry, and fiction. GS-IIIB

ENG 15 Literature and Society (3)

Examination of society's accomplishments and vexations in selected literary works that portray human striving in family, nation, and technological world. May be repeated for credit. GS-IIIB

ENG 16 Literature and the Human Experience (3)

Studies in the stages of human development as portrayed in classic works of Western literature

with particular focus on the growth of the self and on the individual's relationship to others and to God. Themes include adolescence, the female experience, love, the family, moral choice, faith, death and dying. May be repeated for credit. GS-IIIB

ENG 17 Literary Focus (3)

In-depth study of works selected by author, theme, or genre. May be repeated for credit. GS-IIIB

ENG 18/118 Great Works in World Literature (3)

Study of major works in world literature, representing a variety of periods, themes, and genres. GS-IIIB

ENG 19/119 Great Works in British Literature (3)

Study of major works in British literature, representing a variety of periods and genres. GS-IIIB

ENG 20/120 Great Works in American Literature (3)

Study of major works in American literature, representing a variety of periods and genres. GS-IIIB

ENG 21/121 Classical Epic and Drama (3)

Reading of the *Iliad*, *Odyssey*, *Aeneid*, and several Greek tragedies. Study of their origins, development, meaning to the ancient world and to the contemporary reader. GS-IIIB

ENG 25/125 Mythmaking: the Quest for Meaning (3)

An exploration of mythmaking in literature as a reflection and interpretation of human experience. Major mythic themes are traced and compared in the arts, as well as in literature. GS-IIIB

ENG 26 Literature of the American West (3)

Study of values and themes in American fiction and nonfiction from the perspective of a variety of cultures. GS-IIIB, VI

ENG 27/127 Women in Quest (3)

Study of women's lives and choices in fiction and nonfiction. Emphasis on current literature from diverse ethnic groups. GS-IIIB, VI

ENG 28/128 Contemporary Issues in World Literature (3)

A sampling of contemporary literature from various cultures around the world with emphasis on women authors and their concerns. Students will encounter issues and problems from racism and poverty to domestic violence,

rape, prostitution, and war. Course includes relation of students' lives to global issues. GS-III B, VI

ENG 32/132 Literature of Los Angeles (3)

An interdisciplinary exploration of the literature and history of Los Angeles. Emphasis on the ways national, geographic, cultural, moral, legal, and ethnic boundaries are blurred in the city's history, mythology, texts, people, and communities. GS-III B

ENG 34 Literature for the Young Child (3)

A survey of children's literature for lower division students interested in working with young children and primary grade children. Students have experiences in sharing stories or poems with children (includes use of reading, storytelling, flannel board activities, and puppets). Analysis of books based on literary characteristics. Includes study of artist illustrators.

ENG 70/170 Western Literary Heritage (3)

Selected readings in Greek mythology and literature, the *Bible*, and Dante's *Divine Comedy*. Designed to provide the serious reader with literary and cultural background to better understand and appreciate the range of Western literature. Strongly recommended for English majors. GS-III B

ENG 73 Shakespeare (3)

A study of selected Shakespearean plays and poetry. Because readings vary each semester, course may be repeated for credit. GS-III B

ENG 90 Internship (1-6)

Students are placed, supervised and evaluated in a position that makes use of the communication skills developed in college English classes. May be repeated for credit up to six units.

ENG 91 Directed Study (1-3)

Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 92 Special Studies (3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit. *Prerequisite: ENG 1A/6AB, equivalent, or permission of instructor.*

ENG 94/194 Special Studies in Writing (1-3)

Study of a selected mode of writing with focus on technique and practice. May be repeated for credit. *Prerequisite: Completion of ENG 1AB/C or 6AB, equivalent, or permission of instructor.*

ENG 96 Workshop (1-3)

May be repeated for credit.

ENG 101 History of the English Language (3)

Analysis of the prehistoric antecedents of the English language and traces the growth of English from its earliest documentation to modern times, paying attention to structural changes in phonology, morphology and syntax and to the enrichment of the lexicon. Students are introduced to the principles of linguistic evolution. Special emphasis is also placed on the changes in social institutions that affect language and the many ethnic sources that have enriched the resources of English, especially in the United States.

ENG 102 Structure of Modern English (3)

Introduction to varieties of contemporary linguistic theories and their application to modern American English. Includes study of the structure of the English language and the conventions of standard English, basic principles of first and second language acquisition and development, theories of language acquisition in relation to the social context, and implications of speaking a primary language other than the mainstream language.

ENG 104 Expository Writing (3)

Intensive review of standard English grammar and punctuation for students wishing to improve their writing proficiency. Advanced analytical reading and critical thinking. May be repeated for credit.

ENG 105 Advanced Composition (3)

Designed to meet the particular needs of the Liberal Studies major. Assignments include academic, professional, and personal writing that enables the student to increase writing confidence and competency by exploring the English language, reviewing basic skills, and discovering one's style. *Prerequisite: Completion of ENG 1AB or equivalent, and score of 4 or better on the Writing Placement test.*

ENG 106 Creative Writing (3)

Students write fiction, poetry, and personal essays from their experiences and observations. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 107 Professional Writing (3)

An examination of the kinds of writing used in the communications media, with practice in developing newspaper, magazine, television, or radio material. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 108 The News Media (3)

A critical examination of the news media, showing how print and broadcast news organizations operate and giving extensive practice in evaluating media reporting of current stories. GS-II

ENG 109 Writing: Voice and View (3)

Nonfiction writing as a literary art. Designed for good writers and anyone who enjoys the challenge of responding to life through the written word. An opportunity to develop one's personal style and voice while examining the work of great essayists, past and present. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 122 Love in World Literature (3)

The idea of love studied in historical perspective through the analysis of literary works. Focus on critical enjoyment. GS-IIIB

ENG 123 Women's Voices in Literature (3)

Major contemporary works by women studied in the context of current critical theory. Impact of women's voices from diverse ethnic groups. GS-IIIB, VI

ENG 124 Fiction to Film (3)

Examination of how works of fiction become motion pictures. The component elements of both fiction and film are applied to representative novels to assess their adaptation from the medium of fiction to the medium of film. GS-IIIB

ENG 126 The American Experience (3)

Study of works of American literature from various periods of history and representative of the cultures and ethnic identities that make up the American heritage. GS-IIIB, VI

ENG 129 Ethnic Literatures of America (3)

Comparative study including two or more of the following groups: African American, Asian American, Latino/a, Native American, Jewish. Interdisciplinary approach using historical and sociopolitical context to address issues of race, class, and gender. GS-IIIB, VI

ENG 130 Faith and Fiction (3)

A study of Christian poets, dramatists, and novelists in historical perspective. Focus on both the changing and the unchanging aspects of Christian faith. GS-IIIB

ENG 131 Russian Literature (3)

Major Russian authors examined in their cultural and historical contexts. Writers include Pushkin, Gogol, Dostoevsky, Tolstoy, and Solzhenitsyn. GS-IIIB

ENG 134 Children's Literature (3)

Wide reading of children's books, including Caldecott and Newbery awards and honor books. Multicultural emphasis spans all genres covered. Focus on appreciation of literature, as well as on literary analysis of the selections. Includes study of critics in the field and of illustrators.

ENG 143 English Literature: Beowulf to 1500 (3)

Major works of the medieval period studied in their historical and cultural contexts. *Prerequisite: HIS 1A in addition to regular literature prerequisites.*

ENG 144 English Literature: 1500 to 1700 (3)

Major works of the Renaissance and Restoration studied in their historical and cultural contexts. *Prerequisite: HIS 1A in addition to regular literature prerequisites.*

ENG 145 American Literature: Beginnings to 1914 (3)

Major works of colonial, early federal, and nineteenth-century America studied in the light of their historical contexts.

ENG 146 American Literature: 1914 to Present (3)

Study of major works of modern America; consideration of how the literature reflects the condition of society after World War I.

ENG 147 English Literature: 1700 to 1900 (3)

Major works of the 18th Century, Romantic and Victorian periods studied in their historical and cultural contexts.

ENG 148 Twentieth Century English and European Literature (3)

Major contemporary works studied in their historical and cultural contexts.

ENG 156H The Modern Temper (3)

Recommended for upper division. An exploration of the concept of the modern, through a study of nineteenth and twentieth-century literature, with particular attention to the interfacing of literature with history, philosophy, religion, or the behavioral sciences. Recommended for honor students. GS-IIIB

ENG 161 Study of the Novel (3)

Chronological reading and study of representative novels from the 18th to the 20th centuries.

Emphasis on critical enjoyment and awareness of the novel's changing form.

ENG 162 Study of Poetry (3)

Study of the development of poetry from its beginnings to the twentieth century with emphasis on critical enjoyment.

ENG 163 Study of Drama (3)

Analysis of representative plays from major periods of theater history with emphasis on works of classical, European, English, and American playwrights; theories of interpretation are applied.

ENG 164 American Drama (3)

In-depth study of American drama. Plays ranging from Eugene O'Neill to the present selected to reflect the rich cultural diversity that gives American drama its distinctive voice. GS-III B, VI

ENG 165 Novels of the Americas: Latino Voices (3)

Major contemporary Latin American and U.S. Latino novelists examined in cultural, historical, and political contexts. Multicultural emphasis shows how the two groups influence each other while also showing their unique traits. Writers include Isabel Allende, Gabriel Garcia Marquez, Cristina Garcia. GS-III B, VI

ENG 172 Chaucer (3)

Readings in the poetry of Chaucer, principally the *Canterbury Tales* and *Troilus and Criseyde*, with reference to the minor works.

ENG 173 Shakespeare (3)

Appreciation of Shakespeare's range and art as a playwright through study of works from different periods of his development; combination of in-depth and background study. May be repeated for credit. GS-III B

ENG 174 Shakespeare Seminar (3)

Advanced study and research in the works of Shakespeare, with attention to Renaissance culture and thought. Culminates in a written project. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 175 Exploring World Theatre (3)

This course develops an understanding and appreciation for the theatre as an art form and as a collaborative creative process. Students learn to appreciate the many styles of theatre from ancient forms to the Musical Theatre, from *Medea* through Shakespeare and Ibsen to *West Side Story*. Students develop a command of the basic vocabulary of working professionals on the stage by enacting and directing scenes from the works studied. Emphasis is placed on the

power of different forms of theatre to influence and affect the community. GS-III B

ENG 181 Theory and Criticism (3)

Advanced study in methods of examining and discussing literature. Practice in literary analysis. Consideration of selected major critical theories and documents.

ENG 184 Studies in British and American Literature (3)

Study of selected authors, literary periods, or genres. May be repeated for credit. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 190 Internship (1-6)

Students are placed and supervised in business or administrative positions that make use of the skills developed in the major study. May be repeated for credit up to 6 units. *Prerequisites vary and are determined in consultation with the coordinator.*

ENG 191 Directed Study (1-3)

Study in a field of special interest under the direction of a department member. May be repeated for credit.

ENG 192 Special Studies (1-3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 193 Special Studies in Language and Literature (3)

Advanced reading and research in selected areas of language and literature. May be repeated for credit. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 195 English Seminar (3)

Designed to provide upper-division English majors with an opportunity for in-depth investigation into literature and ideas; culminates in a written project. English minors and other upper-division students admitted with permission of instructor.

ENG 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Film and Social Justice

Department Affiliation: Sociology

Film is a universal means of communication. Today, with the advancement of digital technologies, production capability has dramatically increased, creating tremendous opportunities for engagement in the filmmaking enterprise, and the ability to address the important social justice issues of our time through film.

Our Mount St. Mary's College Film and Social Justice Program offers a strong liberal arts and social justice education based on principles of social science theory and research, combined with the technical and professional skills necessary to prepare students for careers in the film and television industry.

Our overarching program mission is to educate informed social justice leaders who will be able to contribute to positive social change in our society and in the world. The foundation of this mission is rooted in the legacy of the Sisters of St. Joseph of Carondelet, founders of Mount St. Mary's College. Beginning in Le Puy, France, over 300 years ago, the sisters have served the world as strong social justice advocates and activists, working to improve the lives of the world's underrepresented populations and the most vulnerable among us.

In consultation with professionals in the field of film and television, our program approach is to focus on documentary film production. With this foundation, a wide array of career options are possible, with the added distinction of expertise in the documentary genre.

Small classes provide students close interaction and association with faculty. Students receive early hands-on

filmmaking training and practice. State-of-the-art equipment, including cameras, software, film & sound editing lab, and film studio support the production of student projects. Public screening of student work and the College's annual Human Rights Film Festival, which film students help organize and present, takes place in the Mount's newly renovated William H. Hannon Theater on the Chalon Campus, and on the Doheny Campus, in the also recently renovated The Rose Hills Auditorium. Multiple opportunities to intern at studios nearby offer crucial networking and filmmaking experience.

The Program Director works closely with each film student, in collaboration with the Career Planning Office, to develop a detailed career plan, an electronic Leadership Portfolio and resume, and to complete graduate school applications if continued film study is desired. This emphasis on ensuring the preparation and success of each individual student is a distinctive hallmark of Mount St. Mary's College and its Film Program.

The Film and Social Justice Major is an excellent second major for students in the social sciences, behavioral sciences, business, or creative fields of study, such as English and Art.

Film and Social Justice B.A.

Total Units Required: 36 units in the major
Plus General Studies requirements and a total of 124 units of study.

There are 3 areas of emphasis for the Film and Social Justice Program

Each student must select at least one area to declare as an emphasis.

Emphasis 1: Film Production

FLM 131	Film and Social Justice	(3)
FLM 132	History of Film	(3)
FLM 137A	Writing for Film	(3)

FLM 139A	Digital Film Production	(3)		Tradition	
FLM 143A	Post-Production Audio	(3)	RST 50	Social Issues	(3)
FLM 197A	Internship	(3)	SOC 185	Global Development	(3)
Plus 2 additional elective Social Justice courses, listed below		(6)	or course approved by the Program Director		
Plus 4 additional elective Film courses, listed below, according to your career plans		(12)	FILM	188	
Emphasis 2: Social Justice					
FLM 131	Film and Social Justice	(3)	Elective Film Courses		
FLM 132	History of Film	(3)	FLM 127	Alternative & Independent Media	(3)
FLM 135	Mass Media	(3)	FLM 129	History and Ethics of Documentary Film	(3)
FLM 136	Disney Inc. and Mass Popular Culture	(3)	FLM 133	Music, Culture and Broadcasting	(3)
FLM 142	Women in Film	(3)	FLM 137	Advanced Writing for Film	(3-6)
SOC 161	Majority-Minority Relations	(3)	BC		
SOC 162	Human Rights	(3)	FLM	Advanced Digital Video	(3-9)
SOC 163	Women and Children's Rights	(3)	139BCD	Production	
SOC 167	U.S. Women of Color	(3)	FLM 141	Video Production Lab Assistant	(1-3)
Plus 3 additional elective Social Justice courses, listed below, or approved by Program Director		(9)	FLM 142	Women in Film	(3)
Emphasis 3: Film Marketing					
FLM 132	History of Film	(3)	FLM	Advanced Post-Production Audio	(3-6)
FLM 133	Music, Culture and Broadcasting	(3)	143BC		
FLM 135	Mass Media	(3)	FLM 144	Introductory Videography	(3)
FLM 136	Disney, Inc. and Mass Popular Culture	(3)	FLM	Animation	(3-9)
FLM 197A	Internship	(3)	145ABC		
SOC 117	Quantitative Research Methods	(3)	FLM 146	Film Marketing	(3)
BUS 160	Principles of Marketing	(3)	FLM 148	Writing Professional Grants	(3)
BUS 161	Principles of Advertising	(3)	FLM 170	Digital Music Production	(3-9)
BUS 165	New Media	(3)	FLM	Internship	(3-9)
BUS 166	Consumer Market Research	(3)	197BCD		
Plus 2 additional elective Film or Business courses		(9)	FLM 198	Senior Capstone Project	(3)
Elective Social Justice Courses					
PSY 186	Violence Against Women	(3)	Recommended Courses to be taken for General Studies Credit for Film Majors		
PSY 139	Child Abuse and Family Violence	(3)	ART 2	Design (GSIIIA)	(3)
PSY 144	Psychology of Prejudice	(3)	or		
POL 147	Women and Development	(3)	MUS 6	Varieties of Music (GSIIIA)	(3)
POL 148	Refugees and International Migration	(3)	ENG 124	Fiction to Film (GSIIIB)	(3)
POL 151	Humanitarian Intervention	(3)	LWS 111	Women's Issues in Business and Economics (GSIIIG)	(3)
RST 45/145	Contemporary Issues	(3)	PHI 167	Ethics and Film (GSVB2)	(3)
RST 146	The Catholic Justice and Peace	(3)	PHI 174	Philosophy of Art (GSVB1)	(3)
			PHI 175	Philosophy of Film (GSVB11)	(3)
			POL 109	Individual Rights (GSIIIG)	(3)
			POL 137	Ethnic Conflict and Civil War (GSIIIG)	(3)
			RST 50	Social Issues (GSVA2)	(3)
			RST 146	The Catholic Justice and Peace Tradition (GSVA3)	(3)
			SOC 5	Sociological Perspectives (GSIIIF)	(3)
			SOC 30	Communication (GSIB)	(3)

Film and Social Justice Minor

FLM 131	Film and Social Justice	(3)
FLM 132	History of Film	(3)
FLM 139	Digital Video Production	(3)
	or	
FLM 144	Introductory Videography	(3)

Plus three elective additional film courses.

Total Units: 18

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**Additional Interdisciplinary Courses
Recommended for Majors**

ART 10	Photography	(3)
ART 15/115	Graphic Design	(3)
ART 116	Design for the World Wide Web	(3)
BUS 4	Business Fundamentals and Analysis	(3)
CUL 110	Culture Through Film	(3)
ENG 107	Professional Writing	(3)
HIS 4/104	History and Film	(3)
JRN 101	Basic News Writing	(3)
JRN 102	Advanced Reporting and News Writing	(3)
PHI 169	Philosophy of Technology	(3)

Film Courses**FLM 127 Alternative & Independent Media (3)**

A practical study of the various forms of alternatives to media, focusing especially on its potential for advocating and effecting social change. As a practical application of principles studied, members of the class will work together to produce internet video content and other programming.

FLM 129 History and Ethics of Documentary Film (3)

A history of the documentary form from the beginnings of film to the present. The course will also include components exploring basic theoretical concepts and ethical considerations relevant to filmmakers working in the documentary form.

FLM 131 Film and Social Justice (3)

Applying social science and social justice principles, an introduction to the significant social issues of our time as examined through film. The historical application of the documentary film as a means of advancing the cause of justice and equality in the human

experience is explored. Students help develop, organize, and present the Mount's annual Human Rights Film Festival.

FLM 132 History of Film (3)

The purpose of the course is to examine and critically analyze film's history as a communication medium of culture, social trends, values and sentiments. The organizational, political, economic, and strategic dynamics involved in film as a creative expression; and, the production demands and constraints associated with it are also studied.

FLM 133 Culture, Music and Broadcasting (3)

A study of the intersection of mass culture, subculture, personal identity, musical expression, production and distribution. Studio processes, technical aspects, the economics and politics of production, icon development, social networking, opportunity structures, and presentation of self are also addressed.

FLM 135 Mass Media (3)

An examination of contemporary mass media as a reflection, characterization, and interpretation of culture and society. In addition, the use of the mass media, with an emphasis on television and film, in politics, economics, and religion will be explored. Critical analysis of ongoing and emerging trends in television and film will also be conducted.

FLM 136 Disney, Inc. and Mass Popular Culture (3)

The course analyzes the near-Orwellian influence that mass media can have on society. Utilizing Disney as an example, students will examine the power and influence of media conglomerates and their role in shaping and reinforcing social norms. Special emphasis is placed on examining how Disney movies not only reflect era specific ideologies and social trends.

FLM 137ABC Writing for Film (3)

An introduction to writing for film, with a focus on documentary films. Development of film documentary proposals, narrative strategies, and preliminary scripts will be created by students as a means of addressing contemporary social issues. FLM 137B and FLM 137C may be taken to continue or develop additional documentary projects and gain further instruction of writing for film in other genres.

FLM 139ABCD Digital Video Production (3-12)

Both a lab and field work class. This course trains students on all aspects of beginning filmmaking, including screenwriting, shooting, editing, and sound. FLM 139B, FLM 139C, and FLM 139D may be taken to gain additional instruction and experience in digital video production.

FLM 141 Video Production Lab Assistant (3)

Student must have taken Art 139 with a grade of "B" or higher. The purpose of this course is to give students a chance to hone understandings of production and content with regard to editing and story through helping other students in the editing lab. Assistant will work with an instructor in researching equipment, trouble-shooting, and class preparation.

FLM 142 Women in Film (3)

The role of women in film as creative artists and production executives, with a focus on the first half of the 20th Century, will be explored. The current status of women in film and television will also be examined, including the sociopolitical and economic dynamics in play today that influence their participation.

FLM 143ABC Post-Production Audio (3-9)

Instruction on craft and skills of digital audio editing for film production. Pro Tools software, an industry standard, will be introduced and applied.

FLM 144 Introductory Videography (3)

An introduction to the use of digital cameras to produce professional footage for professional or personal digital filming. Training includes introduction to camera capabilities, movement, control, lighting, sound, and scene composition. Essential editing skills also introduced. Open to majors and non-majors.

FLM 145ABC Animation (3-9)

The basic principles 3D modeling and 3D animation are introduced and practiced in FLM 145A. Continued training and experience are available in 145B and 145C in which students will produce original projects.

FLM 146 Film Marketing (3)

The methods of film tracking and marketing, understood as a central aspect of film development and production, will be studied. Survey research, analysis of demographic variables in film production, and the role of research across each step of the production

process is examined. Practice in the field included.

FLM 148 Writing Professional Grants (3)

An important aspect of documentary film production (and in many other media genres) is developing a well-written, thorough, and professional funding grant to support a project. Learn from professionals how to conceptualize, design and write grants that optimize the acquisition of support for your creative work.

FLM 170ABC Digital Music Production (3-9)

The study of musical creation, recording, mixing, and mastering of digital music for film applications using digital production technologies. Individual projects will be created and produced. FLM 170B and FLM 170C offer additional training and experience in musical production after FLM 170A has been taken.

FLM 197ABCD Internship (3-12)

Hands-on observation and experience at a film or television studio, or media marketing organization. Internship site is to be selected and agreed upon by both student and Program Director. For majors and minors only. Student must be able to provide own transportation to internship site.

Senior Capstone (3) Student with senior standing completes a feature length documentary. Film instructor individually mentors student's film project.

French Studies

DEPARTMENT AFFILIATION: LANGUAGE AND CULTURE

French remains the most widely spoken European language outside of English. It remains the language of refinement and culture, but also of diplomacy and business particularly in the European Community.

The department offers majors and a minor. Either major can be completed alone or with another major or minor. The Minor in French Studies can be tucked to any other major.

Prerequisites: FRE 1 and FRE 2 – or Language Fulfillment Alternative (p.67)- fulfill the GS language requirement and are prerequisites for majors and minors.(8 units).

French Studies with International Emphasis

The major in French Studies with International Emphasis combines language proficiency with an additional global dimension. This major is designed to familiarize students with the French culture while acquiring an understanding of the world and its complexity.

1. Core Courses required for Majors and Minors

FRE 3 & 4	Intermediate French	(6)
CUL 107	Theory & Practice of Culture	(3)
FRE 101	Writing Lab	(3)
FRE 112	History & Civilization of France	(3)

2. Additional courses required for the French with International Emphasis

FRE 126	Modern Classics	(3)
or		
CUL108	World Literature in Translation	(3)
HIS 003	History of the World	(3)
ECO 112	World Economic History	
or		
POL 131	International Relations	(3)

3. Study Abroad, (3)

Internship Abroad (3)

Scholarships will be made available for the Internship abroad.

Total units for the Major: 38 including prerequisites.

French Studies Major

The focus of this major is on language, literature and the culture of France and the francophone world.

Same Prerequisites (8)

Same Core Courses as above (15)

Additional upper division courses French Studies

FRE 116	Contemporary Culture and Politics	(3)
FRE 124	Literary Masterpieces	(3)
FRE 128	Twentieth Century Literary Trends	(3)
FRE 191	Senior Thesis	(3)
Plus 2 additional upper division courses		(6)

Total units for the Major in French Studies : 41 including prerequisites

French Studies Minor

The minor in French studies is designed for students who wish to acquire language and culture proficiency in French. It is designed to be easily added to any other major.

I. Same Core Courses as above (15)

II. An additional 3 upper division courses (9)

Total units for the Minor in French Studies: 24 + 8 prerequisites= 32

French Courses

FRE 1 Elementary French I (4)

Develops fundamental skills: listening, speaking, reading, and writing. Emphasis on speaking and writing. GS-IV

FRE 2 Elementary French II (4)

Further improves all four language skills stressing reading and writing, and vocabulary building. GS-IV

FRE 3 Intermediate French III (3)

Emphasis on conversation and oral comprehension. Emphasis on vocabulary building and the acquisition of idiomatic speech patterns. GS-IV

FRE 4 Intermediate French IV (3)

Introduction to French and Francophone literature. A variety of literary texts will be read and discussed to improve reading and oral communication. GS-IV,VI

FRE 33A/B French Culture and Civilization (3,3)

A comprehensive approach, both historical and thematic, to a better understanding of French culture today. Highlights of major social and historical developments and of literary and artistic movements. *These courses are given in English only through the Weekend College.* GS-IV

FRE 101 French Writing Lab (3)

Intensive training in writing, with emphasis on vocabulary, idiom, structural patterns and style. Exercises in rhetoric, in creative and other forms of writing.

FRE 112 History and Civilization of France (3)

This course will cover the major trends and expressions of French civilization, including the Age of Cathedrals, the French Renaissance, the glory of Versailles, and the French Revolution.

FRE 114 The Belle Epoque: Before and After (3)

This post Revolutionary period starts with Napoleon and ends with the second World War. From Romanticism and Surrealism in literature, from Impressionism to Cubism in painting, it is the vibrant evolution of modern France.

FRE 116 Contemporary Culture and Politics (3)

The economic recovery of France under the leadership of Charles de Gaulle, its place and role in the European Community, as well as the new trends in art, philosophy, literature and films are some of the topics included in this course.

FRE 124 Literary Masterpieces (3)

Poetry, tragedies, comedies and philosophical essays, from the Middle Ages to the end of the eighteenth century: the best of French literature before the Revolution.

FRE 126 Modern Classics (3)

The nineteenth century has been called the Golden Age of French literature and includes Balzac, Victor Hugo, Beaudelaire, Flaubert, Emile Zola and many other remarkable writers.

FRE 128 Twentieth Century Literary Trends (3)

From the Surrealists to the Roman Nouveau, this course will focus on some of the great French writers of this century, with special emphasis on Albert Camus, André Malraux, Marcel Pagnol, and Natalie Sarraute. Selected texts from various Francophone cultures will be evaluated in terms of cultural variances and their impact on mainstream French literature. GS-VI

FRE 190A/B Internship (3,3)

Internship/cooperative experience programs in areas related to French culture or international business.

FRE 191 Senior Thesis (3)

A two-semester directed research project required for majors under the direction of a department faculty member. The topic of the thesis must be approved by the department chairperson. Students must enroll in their thesis course no later than the first semester of their senior year.

FRE 194 Study/Travel (1-6)

Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

FRE 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

FRE 198AB Directed Readings (3,3)

Directed readings selected from authors representative of significant literary periods.

FRE 199AB Independent Studies (1-3,1-3)

Directed research. For qualified students with the approval of the department.

Gerontology

DEPARTMENT AFFILIATION: SOCIOLOGY

The Gerontology major is interdisciplinary and grounded in the excellent liberal arts tradition of Mount St. Mary's College. All required courses for the major, minor and certificate are available in an online format. This means the program core requirements (as listed below) can be completed via distance learning.

Gerontology consists of an exploration of the biopsychosocial dimensions of life course development, with a focus on the rapidly expanding aging population of the United States. In the twenty-first century, careers in gerontology are projected to expand rapidly, with demand remaining high over the next several decades.

As a gerontologist, career options include case management and care management, social work, non-profit or for-profit management, and more. The Gerontology major provides excellent preparation for graduate studies in social work, public policy, the law, and research.

Along with the Major in Gerontology, a Minor and Certificate Program are also available.

Gerontology B.A.

Core required courses

GER 120	Case Management	(3)
GER 184	Diversity & Aging in the Social Environ.	(3)
GER 188	Caregiving and Adaptations for Elders	(3)
GER 189	Gerontology	(3)
GER 192	Thanatology	(3)
GER 197	Gerontology Internship	(3)
SOC 13 or BIO 40A	Anatomy for Social Services/Anatomy	(3/4)

SOC 112	Medical Sociology	(3)
SOC 117 or 118	Research Methods	(3)
SOC 121	Human Services Ethics	(3)
Plus two additional courses from the following :		
BIO 112	Human Nutrition	(3)
BUS 185	Principles of Management	(3)
GER 138	Non-Profit Management Seminar	(3)
PSY 160	Cognition and Perception	(3)
SOC 103	Introduction to Group Process/Therapy	(3)
SOC 106	Introduction to Psychotherapy	(3)

Plus completion of General Studies requirements for a total of 124 units. If a student's first or primary major will culminate in a B.S. Degree, the Modern Language requirement is not applicable.

Total units for Major in Gerontology: 36

Gerontology Minor

Required courses:

A minimum of six courses selected from the core courses for the Gerontology Major.

Total units for the Minor in Gerontology: 18

Gerontology Certificate

A Certificate in Gerontology is available to those who have previously earned an Associate degree, but now wish to receive training in gerontology in order to prepare for a career in the field.

Required Courses:

GER 120	Case Management	(3)
GER 184	Diversity & Aging in the Social Environ.	(3)
GER 188	Caregiving and Adaptations for Elders	(3)
GER 189	Gerontology	(3)
GER 192	Thanatology	(3)
SOC 112	Medical Sociology	(3)
SOC 121	Human Services Ethics	(3)

Total units in Gerontology: 21

Gerontology Courses

GER 120 Case Management (3)

A study of the methods and practices utilized by health and human services case managers working in a variety of social service resource settings, such as hospitals, daycare centers, senior centers, non-profit outreach programs, and convalescent facilities. Fundamental business, management and social interaction skills will be highlighted.

GER 138 Non-Profit Management Seminar (3)

This course will introduce managerial theories on leading non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning, and accountability.

GER 184 Diversity and Aging in the Social Environment (3)

This course will provide the foundational knowledge of working with a diverse aging population in the context of their social environment. It will engage the students' sociological imagination through a multisystemic viewpoint and deepen their understanding of the impact of the environment on individuals in the aging stage of their life course.

GER 188 Caregiving and Adaptations for Elders (3)

This course addresses the multiple challenges caregivers must address in serving the needs of elders. Caregiving, service modalities, and care options are examined. In addition, environmental adaptations that provide optimal conditions for sustained independent living are presented.

GER 189 Gerontology (3)

A cross-cultural exploration of aging as experienced in the United States. Ageism, societal attitudes regarding the elderly, and responses to the aging process, both from the individual and social perspective, are examined. Cultural variation and responses to aging and the social, political, and economic implications of a rapidly expanding aging population in the U.S. and in many regions of the world, will be analyzed. Resource and service availability for the elderly--locally, regionally, and nationally--will also be assessed.

GER 192 Thanatology (3)

A multi-disciplinary and comparative approach to death and dying. The course focus will consist of historical and literary themes, along with cultural responses which have provided understanding, coping, and meaning for the death and dying process.

GER 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

GER 197 Gerontology Internship (3)

The application of the major's program of study through an internship experience. A minimum of 120 hours of on-site experience is required, along with practicum attendance and participation. Internship site to be selected and mutually agreed upon by student and advisor. *Open to majors only and to be taken in senior year of study. Prerequisite: GER 189.*

GER 198 Readings in Gerontology (1-6)

Intensive and independent study in a field of special interest at the culmination of one's gerontology studies.

GER 199 Special Studies (1-6)

A more advanced or specialized treatment of an area covered in the regular course list.

Health and Human Services

SPA 4 Intermediate Spanish IV (3)
**Requirements may be met through examination*

Plus all other General Studies requirements for the A.A. Degree.

DEPARTMENTAL AFFILIATION: SOCIOLOGY

Health and Human Services Associate in Arts Degree

Within the Department of Sociology, an Associate in Arts degree in Health and Human Services is available on the Doheny Campus. This program prepares students for entry level careers in the social services (e.g., health services, law enforcement, probation, family services and youth services), and for advanced studies in the Baccalaureate program on the Chalon Campus. In addition to completion of all General Studies courses for the Associate in Arts degree, the following are required:

Courses Required for A.A. Degree in Health and Human Services:

SOC 5	Sociological Perspectives	(3)
SOC 6	The Family, Child, and Community	(3)
SOC 7	Introduction to Human Services	(3)
SOC 10	Deviance and Youth	(3)
SOC 13	Anatomy for the Social Services	(3)
SOC 25	Internship: Human Services	(3)
SOC 30	Human Communication	(3)
SOC 49	Multicultural Issues in Health Care	(3)
PSY 1	Introduction to Psychology	(3)
BIO 10 or	Health Science	
BIO 5	Life Sciences	(3)
BUS 4	Business Foundations	(3)

One Ethics course:

PHI 21, RST 41, RST 45, RST 49, or RST 50	(3)
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Students may select an emphasis in Bilingual Settings by the addition of the following courses:

SPA 1*	Elementary Spanish I	(4)
SPA 2* or	Elementary Spanish II	(4)
SPA 3A	Accelerated Spanish III	(3)

History

DEPARTMENT AFFILIATION: HISTORY AND POLITICAL SCIENCE

The student who majors in History examines and analyzes the heritage of the recorded past in an effort to better understand and evaluate events and developments of the present. Emphasis is placed on American, European, and non-Western civilizations.

Other options are offered in the closely-allied area majors offered in Social Science with emphasis in History, Political Science, and Public Administration.

It is possible to have history and American Studies as a double major. See American Studies. Such a combination is highly desirable and very useful, combining as it does with the general major a specialized study of the character and developing trends of American society.

History B.A. Degree

Courses Required

Lower Division:

HIS 1AB	Western Civilization	(3,3)
HIS 3	World History	(3)

Upper Division:

Nine upper division courses including:

HIS 101	Historical Methods and Historiography	(3)
Two courses in United States history		(6)
Two courses in non-European/non-United States history		(6)

Total units in History: 36

History Minor

A minimum of six courses including:

HIS 1A or 1B	Western Civilization	(3)
HIS 3	World History	(3)

Four upper division History courses, at least one of which is non-European/non-United States history.

To declare a minor in History a student must take at least 5 approved courses from Mount St. Mary's College.

Total units in History: 18

History Courses

HIS 1AB Western Civilization (3,3)

An historical study of the major elements in human heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization. GS-IIIC

HIS 3/103 World History (3)

A global perspective on world history, focusing on the major civilizations and their interaction with the environment GS-IIIC

HIS 4/104 History and Film (3)

An exploration between film and the past that focuses on how film constructs history and how history can be approached through the study of history

HIS 5/5H European Leaders and Ideas in Ferment and Flux (3)

A study of the major people and forces which shaped European culture and institutions from the mid-19th century to the present.

HIS 6/106 American Cultural History (3)

An historical perspective on American cultural practices, values, and patterns of representation, focusing not only on "highbrow" sources such as Emerson's essays, but also on movies, music, cartoons, advertising images, and other forms of expression taken from popular culture. Topics include American humor, gender relations, African-American culture, civil religion, the Emersonian tradition, and the West as symbol and myth. GS-IIIC

HIS 7/107 History of Women in the Middle Ages: Finding a Voice (3)

A survey, from the period of late Roman antiquity through the Christian Middle Ages, of Western perspectives about women written by men as well as "counter-perspectives" written by women themselves. The lives and writings of key women and their contributions to the history of women and modern feminist thought are highlighted, including Hroswitha, Hildegard, Heloise, Marie de France, Julian of Norwich, Margery of Kempe, Christine de Pisane.

HIS 11/111 Native American History (3)

An introduction to the varied historical experiences of the diverse nations native to North America from the pre-colonial period to the present.

HIS 19/119 History of the American West (3)

An examination of myth and reality concerning the American frontier experience. Emphasis is placed on the multicultural nature of the American West and on the role and experience of women in settling it.

HIS 20/120 The Sixties (3)

An examination of the foreign policy, domestic politics, and social and cultural developments of the 1960s. Topics include the Vietnam War; the student, civil rights and anti-war movements; the counterculture, second-wave feminism, and the New Right.

HIS 23/123 American Revolutions (3)

Focuses on periods that constituted major turning points in the history of the United States, including the Revolutionary period and early Republic, the Civil War and its aftermath, FDR's New Deal, and the sixties.

HIS 25 Cultural and Historical Geography (3)

A survey of the basic cultural elements of geography, of their correlation with the physical elements, and of the geographic factors basic to the study of history and the social sciences. GS-IIIIC, VI

HIS 45/145 Europe from the Renaissance to the Enlightenment, 1300-1789 (3)

Students are invited to probe the intellectual and artistic flowering of the Renaissance as well as its political and economic foundations; further investigation will focus on the intellectual, social, religious and political complexities of the Reformation era as well as its major religious and political personalities. The European search for security and the effort to reconcile the Old Regime with the New Science of the Enlightenment. An examination of the attempts to maintain the political balance and growth of forces leading to the modern world. GS-IIIIC

HIS 46/146 Europe: The Age of Revolution and Nationalism, 1789-1871 (3)

A study of class conflicts, culture and nationalism in the period from the beginning of the French revolution to the unification of Italy and Germany and the Commune of Paris. The intellectual and artistic achievements of figures such as Goya, Beethoven, Stendhal, Darwin, Marx, and Wagner will be treated in relation to

the political, social, and cultural trends of this period. GS-IIIIC

HIS 47/147 Europe: The Age of Imperialism and Totalitarianism, 1871-1945 (3)

The history of Europe in the German era from the establishment of the Second Reich to the collapse of the Third. A study of society and culture in nations preparing for and conducting total war. The intellectual and artistic achievement of figures such as Nietzsche, Freud, Mann, Nijinsky, Orwell, and Picasso will be treated in relation to the political and intellectual currents of the period. GS-IIIIC

HIS 50/150 An Introduction to Asian History (3)

Introduction to the major themes in the social, cultural, religious, and political development of Asia; principally India, China, and Japan. Examines and compares the history of these civilizations from pre-history to the early twentieth century. GS-IIIIC

HIS 75 Contemporary America (3)

American life since 1945; national and international problems, the place of the United States in world affairs, and the changing mores of American society. GS-IIIIC, IIIIG

HIS 93ABCD Studies in Selected Historical Problems/Topics (3,3,3,3)

The course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules.

HIS 101 Historical Methods and Historiography (3)

An examination of modern research and writing methods emphasizing needed skills in preparing research papers. Evaluation of the most significant historians and historical works. *Required for history majors.*

HIS 112/112H Economic History of Europe (3)

This course will offer a unified explanation for the growth of Western Europe from A. D. 900 to 1900, with particular emphasis on the evolution of economic institutions. These institutions include property rights and wage labor. (*See ECO 112H.*) GS-IIIIC

HIS 113 History and Civilization of Spain (3)

A study of the social, cultural and political history of Spain with an emphasis on the values and institutions which have created modern society in Spain. (*See SPA 112.*)

HIS 114 Ancient Civilizations (3)

A study of the history, society, literature and religion of the peoples of ancient Egypt, Israel and Mesopotamia. The course covers the dawn of civilization up to the coming of Alexander the Great with emphasis on the influence and contributions of the ancient Near East on the development of "Western" civilization.

HIS 115AB History of Political Theory (3,3)

(See POL 117AB.) GS-IIIC

HIS 116 Classical Civilization (3)

The development of ancient Greece from the Bronze Age through the Hellenistic Ages. The rise of Rome, its rule of the Mediterranean, and its role as transmitter of the Greek heritage. GS-IIIC

HIS 118 The World of Medieval Europe, 500-1300 (3)

An Exploration of the forces, institutions, and people of the late Roman Empire, the emerging Christian Church, and the Germanic tribes which fused together to create the foundations for Western European civilization. GS-IIIC

HIS 124 History of the Middle East (3)

An examination of the development of major Islamic civilizations to the emergence of the contemporary nation states. Emphasis on the origins of the Turkish-Christian and Arab-Jewish conflicts. (3)

HIS 126 Department Seminar (3)

This course is limited to juniors and seniors and provides an in-depth examination into an historical topic. Research and writing skills are emphasized; a major research paper is required. (Same as POL 153.) Prerequisite: His 101.

HIS 130 Colonial Latin American (3)

A survey of Latin America from the period of conquest and colonization through the nineteenth century movements for independence.

HIS 131 History of Religion in North America (3)

An historical survey of the North American religious experience from colonial times to the present. Topics include African-American religion, Puritanism, evangelical revivalism, religion and politics in antebellum reform, Mormonism, Spiritualism, and New Thought, religion's response to urbanization, industrialization, immigration, religion and science, religion and politics from the radicalism of the 1960s to the neoconservative evangelism of the contemporary period, New

Age religion, and women and religion. Although the course emphasizes Christianity, it includes brief examinations of the historical experience of Native Americans, Jews, and Muslims.

HIS 132 Civil Liberties (3)

A critical study of the various efforts to suppress the rights of citizens defined by the Constitution from the period of the early Republic to the Patriotic Act.

HIS 133 Political Biography (3)

History approached through the biographies of major political, social, and cultural actors, American and non-American. (See POL 104.)

HIS 151 Advanced Studies in the History of Modern Japan (3)

An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry and foreign relations from 1600 to 1952. (See POL 152A.) GS-IIIC

HIS 152 Advanced Studies in the History of Modern China (3)

An emphasis on the development of Modern China through a biographical approach. Personalities such as the Empress Dowager, Sun Yat-Sen, Mao Tse Tung and others will provide insights into the evolution of the Chinese state. (See POL 152B.) GS-IIIC

HIS 154 The History of Modern Mexico (3)

This course on Modern Mexico examines the social, cultural, political and economic forces that have shaped contemporary Mexico.

HIS 162 History and Civilization of Latin America (3)

A survey of pre-Columbian and Latin American social and cultural history, with stress on the values and institutions which have created modern society in the Latin American world. (See SPA 44/144.) GS-VI

HIS 165 History of the Spanish-Speaking Peoples of the United States (3)

A study of the Spanish-speaking peoples in the United States today. The history, contemporary status, and emerging future of the Mexican Americans, with attention to the Puerto Ricans, Cubans, and other communities of importance to Southern California. (See SPA 145.)

HIS 171 The United States from Colony to Republic, 1607-1800 (3)

The American Revolution, Confederation, and Union under the Constitution; the social, economic, and cultural development of the United States to 1800. GS-III-C

HIS 173 The United States in the 19th Century (3)

Social, economic, political development from the early national period through the Gilded Age, with special emphasis on the Civil War, including the underlying causes of the conflict and its consequences for American civilization. GS-III-C

HIS 175 The U.S. in the 20th Century (3)

United States social, economic, political and cultural development from the Progressive Era to the present, including World Wars I and II, Korea and Vietnam, the Great Depression, the Cold War, Women's suffrage, the Civil Rights Movement, and the globalization of American culture during "The American Century." GS III-C

HIS 178 Diplomatic History of the United States (3)

A survey of the factors entering into the formation and the carrying out of American foreign policy, with emphasis on twentieth century developments and post World War II problems. GS-III-G

HIS 179 Constitutional History of the United States (3)

The evolution of the fundamental characteristics and trends in American constitutional development with emphasis on contemporary problems. Consent of instructor necessary for non-majors and non-minors. (See POL 108.) Prerequisite: Pol I. GS-III-C, III-G.

HIS 180 Current Constitutional History (3)

Emphasis on the Bill of Rights as applied to both federal and state jurisdictions. Also includes examination of both substantive and procedural due process. (See POL 109.) GS-III-C, III-G

HIS 181 Modern Presidential History (3)

A study of 20th Century presidents and how their personalities and styles of leadership influenced political trends. A comparative analysis of crises and leaders will be the major emphasis. GS-III-C

HIS 184 Radicalism and Dissent (3)

A look at American history and society through the eyes of those on the margins, including

religious "come-outers," Wobblies, anarchists, sixties radicals and flower children, and contemporary eco-terrorists. GSIII-C

HIS 185A African American History: American Slavery, 1619-1865 (3)

Slavery as an economic and social institution from its introduction to the English colonies in 1619 to its abolition following the Civil War in 1865. GS-III-C

HIS 185B African American**History: Emancipation to the Modern Era (3)**

Social, political, economic, and cultural history of African Americans, with emphasis on how African Americans achieved legal and political equality with the American system. African American cultural expression, Black Nationalism, and changing race relations throughout the history of the United States. GS-III-C

HIS 185C/185CH Race and Racism in American Life and Thought (3)

The evolution and role of race constructs in American social and intellectual history, including law and politics, art and the media, and evolving social mores from Colonial America to the late 20th Century. GS-III-C

HIS 186/186H Gender in American Life and Thought (3)

The evolution and role of gender constructs in American social and intellectual history including law and politics, art and the media, and evolving social mores from Colonial America to the late 20th Century.

HIS 188 California History (3)

Social, economic, cultural, and institutional development of California through the Spanish, Mexican, and American periods. (See POL 179.) GS-III-G

HIS 191 Major Issues in the United States Women's History (3)

A topical study of women's struggle and evolving role in American life throughout American history. Among the areas considered are politics and public life, economics and business, art and culture, family relationships, gender roles and expectations, and the race/gender nexus. GS III-C

HIS 192ABC Women of Color in the U.S. (3)

This course explores the experiences of women of color in the United States through history, literature, and film. Each semester the course focuses on a single group of women of color. The course may be repeated for credit.

HIS 193ABCD Studies in Selected Historical Problems/Topics (3,3,3,3)

Each course will reflect special areas of research or interest by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules.

HIS 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

HIS 197ABC Readings in Historical-Literature (1-3)

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. *Limited to majors in history.*

HIS 198 Internship in Public History (3)

Students serve a supervised internship in a selected museum or public history site.

Master of Arts Degree in Humanities

DEPARTMENT AFFILIATIONS: ENGLISH, CULTURAL STUDIES, HISTORY, POLITICAL SCIENCE

The **Master of Arts in Humanities** is an **interdisciplinary degree**, which includes courses from three separate disciplines--English, Cultural Studies, and History. Students may spread their courses among all three or choose a concentration in one area. Whichever choice the student makes, he or she will take three interdisciplinary core courses that deal with the integration of ideas that go beyond the boundaries of a single discipline. Emphasis is placed on oral and written communication skills, on critical and analytical thinking, and on creative, interdisciplinary problem solving.

Students will have the opportunity to nurture the habit of life-long learning through the study of works by the great thinkers and imaginative artists of the past and present who have reflected on the nature of God and the universe, on nature and time, and on what it means to be human.

The Master of Arts in Humanities is a 31-unit program in which the final course constitutes an original contribution to the field. This original work may take the form of a master's thesis or a creative project, or a cumulative exam.

Admission Requirements

- Completion of a Baccalaureate degree from a regionally accredited institution of higher education
- Cumulative grade point average of 3.0 on a 4.0 scale
- Two letters of recommendation
- Entrance interview with an advisor

Core Courses (9 units): At the heart of the program is a series of three required courses, one in each of these areas: English, Cultural Studies, and History. Each of these interdisciplinary seminars features a research and writing component designed to help prepare students to work on their final thesis or project. Students may take these courses in any order as long as they complete one seminar in each of the three areas.

Students are also required to take a one-unit academic writing and research workshop in either their first or second semester in the program. This workshop meets on one "off" weekend.

Elective Courses (18 units): The remaining six courses may be chosen from a list of interdisciplinary courses created to offer students the opportunity to explore the interrelatedness of various disciplines of study.

Concentrations: With the guidance of a faculty advisor, a student may elect to earn a concentration by completing four courses (**12 units**) in one of the core disciplines. Another option would be a concentration in creative writing. To qualify for an emphasis in creative writing, students must complete four or more courses in creative writing with a grade of B+ or better from the following classes: writing fiction, writing poetry, foundations of writing for screen and television, writing feature film, playwriting, and writing memoir. Students then submit a proposal and a sample of writing along with a brief essay describing the final project. The creative writing committee will review the proposal and determine whether the student will be approved. If the student is approved, s/he will work with an advisor who is determined by the committee, and the sample work will become part of the final project. If the proposal is not

approved, the student may continue to take creative writing classes but will write a traditional thesis and will not have an emphasis in creative writing. This concentration requires completion of one course in each of these four genre--Fiction, Poetry, Non-fiction, and writing for Screen and TV.

Culmination Course (3 units): To complete the Masters degree, each student submits an original, graduate-level project or thesis. This work is done under the supervision of a faculty advisor. If a student chooses to do a project in place of a traditional thesis, a written component is required that places the project in a context that reflects the student's cumulative experience in the program. Application forms and guidelines are available from the Program Director.

Students are encouraged (but not required) to consider a project or thesis that draws upon the resources of the community surrounding the Doheny campus. Faculty as well are encouraged to draw upon this racially and culturally diverse neighborhood in designing the content and methodology of their courses.

Humanities Core Courses: Cultural Studies

HUM 270CS People of Two Worlds (3)

Explores various perspectives on men and women who have left their homelands to live temporarily or permanently in new cultures.

HUM 271CS Landscapes and Timelines: The Development of Social Units Around the Globe (3)

Studies the chronological development of social units around the world from the beginning of time to the present with emphasis on the community and the individual.

HUM 272CS Sex and Gender (3)

Using the perspective of gender as a social construct, these courses explore how the roles of men and women differ with different societies, looking at rites of passage, attitudes and values around marriage, age-based and

socio-economic perceptions of "other," as well as variance in attitudes toward sexual behavior.

HUM 273CS The Faces of Spirituality (3)

These courses look at how various cultural groups conceptualize spirituality and worship, and how such ideas determine people's perception of, and relationship to the cosmos.

HUM 274CS Theory and Practice of Culture (3)

Examines a range of theoretical approaches to the study of culture and cultural practice. The course focuses on different aspects of cultural life, including symbols, language, ritual, religion, gender, politics, globalization, race, ethnicity, and memory. Theoretical and methodological approaches to interpreting and portraying culture will be explored, using the cross-disciplinary genres of ethnography, cultural studies, fiction, and film.

HUM 275CS Culture through Film (3)

Films as visual literature afford direct access to the hidden world of culture. This course analyzes through film a selected number of cultures from different parts of the world. Using a comparative approach to understand these films as texts, we parallel the traditional study of literature, but with the specific intent to study culture.

HUM 276CS Aesthetics and Taste (3)

The objective of this course is to understand the many different criteria for, and conceptions of, what is perceived to be "beautiful" and "good" across global cultures. A wide selection of topics will be explored, such as fashion and taste; inner and outer beauty; and creative representations of beauty in music, dance, architecture, and art.

HUM 277CS Culture of Time and Space (3)

These two universal and all-encompassing dimensions are conceived of and understood with considerable variation in different societies. The issue of time as duration, of monochronic and polychronic time will be explored, as well as the field of proxemics which is the study of how people conceive and use space—social, visual, auditory, and architectural space among others.

HUM 278CS The Silk Road: A Cultural Mosaic (3)

This course will study the historic Silk Road, its historical evolution and the cultural geographical aspects of cultural regions along the road, cultural diffusion especially of art and

religious ideas, cultural integration, human landscapes, and human ecology.

HUM 284CS The Early Modern Experience. (3)

This course will focus on the era that gave rise to Humanism, printing, the Renaissance, and the European encounter with the Americas. Particular emphasis on the interaction of cultures, languages, and religions.

HUM 279CS Biography, Autobiography and Anthology (3)

Personal accounts of men and women who have had a global impact across cultures and time. Topic will be determined by the instructor.

HUM 280CS Contemporary Russian Women's Writing: Text and Context (3)

Traces the ways in which Russian society's concept of womanhood changed and remained the same; explores the varied and dynamic literary production by Russian women authors in the aftermath of glasnost.

HUM 281CS Myths Across Cultures (3)

Studies significant patterns of world myths and theories of mythology as both a reflection of culture and of universal human themes. The course also introduces the Masters candidate to graduate level research methods.

HUM 283CS Healing Body and Soul (3)

The concern for healing is shared equally by all cultures, as it has a metaphysical dimension among certain people and less so in others. This course will focus on the philosophies that underlie the process of healing and their manifestations.

HUM 284 CS Cultural Studies Through Travel (3)

A series of thematic courses that explores special topics in cultural studies in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form with stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together, student and instructor will establish a timeline, goals, and requirements for completion. These must comply with the MSMC requirements stated on the form.

HUM 289CS Special Topics in Cultural Studies: (3)

May be repeated as topics vary.

Humanities: English Courses

HUM 203E Literature through Travel Study (3)

A series of thematic courses that explores special topics in literature in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form with stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together, student and instructor will establish a timeline, goals, and requirements for completion. These must comply with the MSMC requirements stated on the form.

HUM 205E Shakespeare and His World (3)

Examines Shakespeare's drama in the social, political, and historical context of the Renaissance period.

HUM 212E Epic, Community, and Identity (3)

A culture studies-focused literature course that looks at the Homeric texts, Virgil, Beowulf, and Arthuriana, and their cultural progeny. Examines what these texts (including their retellings, especially through film) say about cultural and individual self-concepts and how those self-concepts connect to empiric.

HUM 229E Creative Writing: Children's Literature (3)

This class studies and produces literature for children, ranging from writing texts for picture books to drafting short stories and longer fiction for young adult readers. Focus will be determined by the instructor. May be repeated as topic varies.

HUM 234E Science & the Victorians (3)

Looks at how literature of the Victorian Period responded to contemporary scientific theories, how it borrowed from and gave emotional substance to scientific concepts, and considers how Victorian scientists conveyed their theories in the language, metaphors, and analogies usually reserved for literature. In exploring the works of writers like Mary Shelley, Tennyson, Dickens, and Hardy, and scientists like Darwin, Koch, Pasteur, Doyle, and others, students will

consider how these two seemingly antithetical disciplines are actually closely interrelated cultural practices that reflect the social, political, and economic hopes and fears of the period.

HUM 235E Los Angeles Literature (4)

This course will explore the way myths have ruled L.A. and its literature, including the numerous ways—for instance *noir*, realism, multiculturalism, postmodernism—that L.A. authors have responded to and deconstructed the so-called “sunshine mythology” of the city’s “disneyfied” boosters.

HUM 236E Southern Exposure: The Fiction of William Faulkner (3)

Investigates Faulkner’s exposure of the “Southern faVadc” by focusing on the social and psychological themes of his fiction, including issues of gender, race, and class. Also examines the “fiction” of the author’s own life. Includes selected short stories and novels by Faulkner and biographical works.

HUM 237E The American Dream and its Literary Legacy (3)

Much of American literature results from an attempt to deal with the problematic intersection between the promise of the American dream and the reality of America’s historical legacy, which includes a good deal of individual failure as well as racism, the destruction of Native American cultures, and discrimination. Some recent American writers have tried to redefine the American dream in order to reaffirm its validity while others pursue alternative visions out of the past or into the future. This course examines 19th and 20th Century American literature with an eye towards this problematic dream.

HUM 238E Evil From Greek Tragedies to Modern Gothic (3)

Considers the definition, nature, and manifestations of evil, the causes (personal and historical); consequences (suffering, revenge, personal growth); coping with evil and the evildoer, etc. Instructors select works ranging in time from ancient Greek tragedies to present-day tales and genres ranging from plays to novels and short fiction.

HUM 239E The Romantic Heritage (3)

Romanticism, as a literary movement was born in the spirit of revolution and shaped by the turbulent events of change—end of oppressive aristocracy, emergence of modern individualism, erosion of imperialism, etc. It

found expression in England in the poetry of Samuel Taylor Coleridge and William Wordsworth and quickly found kindred spirits in Keats, Shelly, Byron, and others. The major proponents in America were Walt Whitman and the “Transcendentalists”—Emerson and Thorcau, etc. Students trace Romanticism through the Victorian period, into “modernist” poets like Cummings and Eliot and even into the later 20th Century.

HUM 240E “Story Painters and Picture Writers”: Poetry and the Visual Arts (3)

Artists such as William Blake, Dante G. Rosetti, E. E. Cummings, and William Faulkner (yes, Faulkner) worked in more than one medium—written text and visual art. In some instances, poets were inspired by objects of art; in other cases, poems become the subject of visual art. This interdisciplinary course uses a variety perspectives and critical approaches to explore the relationships between these media.

HUM 241E Sports in Literature (3)

This course examines sport as subject, symbol, and motif in a variety of texts, including journalism, fiction, and autobiography. By looking at the intersection of text and sport, students examine what sports mean to our society and reveal about our culture.

HUM 242E The Gothic Tradition (3)

The Gothic novel came into its own in the mid-eighteenth century but had its heyday in the nineteenth century. This course offers a variety of approaches to the topic, ranging from vampire literature to female Gothic, to race, gender and imperialism in Victorian Gothic and/or American Gothic, depending on the instructor.

HUM 243E Voices From the Margins: A Search for Identity (3)

Students have the opportunity to explore what gives voice to marginalized groups in such works as Toni Morrison’s *Song of Solomon*, Maxine Hong Kingston’s *Woman Warrior*, Leslie Marmon Silko’s stories and novels, and plays by David Henry Hwang and August Wilson. Readings will be determined by instructor.

HUM 244E World Literature (3)

Interdisciplinary study of works in world literature representing a variety of periods, themes, and genres. Topics may include: “The Changing Face of Evil”; “The International Folk Tale”; “Love in World Litcrature”;

“Exploring World Theatre,” etc. Topic determined by the instructor.

HUM 245E Single Author Seminar (3)

HUM 248E Special Topics in Creative Writing (3)

HUM 249E Special Topics in Literature: (3)

May be repeated as topics vary.

Humanities: History Courses

HUM 250H Political Theory (3)

This course examines political theory as an organizing principle of governance and its influence on social, political, and economic structures in society. The instructor may focus on any one, or several, major political theories and theorists.

HUM 251H The Survival of Democracy in America: Alexis De Tocqueville and His Critics (3)

This course examines the fragile nature of democracy, and the political and social institutions that can serve to strengthen it through an examination of Tocqueville’s classic work, *Democracy in America*. Students will consider Tocqueville’s critics, the relevance of Tocqueville’s analysis under current political conditions, and assess his predictions for the survival of democracy in America.

HUM 252H Great Historical Figures (3)

Looks at the achievements and contributions (or crimes) of great men and women from all historical periods and how they made a lasting impact on the world. Specific subject and era to be chosen by the instructor.

HUM 253H Critical Eras in US History (3)

This course will examine historical, social, economic, and cultural issues during a specific era in US history chosen by the instructor.

HUM 254H Critical Eras in Asian History (3)

This course will examine historical, social, economic, and cultural issues during a specific era in Asian history chosen by the instructor.

HUM 255H Critical Eras in African History (3)

This course will examine historical, social, economic, and cultural issues during a specific era in African history chosen by the instructor.

HUM 256H Critical Eras in Latin American/Caribbean History (3)

This course will examine historical, social, economic, and cultural issues during a specific

era in Latin American or Caribbean history chosen by the instructor.

HUM 257H Critical Eras in European History (3)

This course will examine historical, social, economic, and cultural issues during a specific era in European history chosen by the instructor.

HUM 258H Critical Eras in Middle Eastern History (3)

This course will examine historical, social, economic, and cultural issues during a specific era in Middle Eastern history chosen by the instructor.

HUM 259H Racism, Antisemitism, and Genocide in the Modern Age (3)

This course will examine issues of racism, antisemitism, and genocide during a specific era in history chosen by the instructor.

HUM 260H Roots of the Holocaust in Western Culture: Antisemitism from Antiquity to the Shoah (3)

This course will study the origins of antisemitism in Western culture, from its roots in the first century of the common era through the Middle Ages. The course will further examine the connection between the roots of antisemitism and the Nazi Holocaust of the twentieth century.

HUM 261H African American History: Seeking Liberation (3)

A series of thematic courses that explore the African American experience from slavery through contemporary times, studying such issues as legal, social, and political struggles for equality, civil rights, Black nationalism, and Black political movements.

HUM 262H African American History: Culture and Image (3)

A series of thematic courses that explores the Black image in American culture through time, including Black imagery in literature, film, advertising, music, and myth. The course will also explore what role the popular image had on the status of Blacks in American society.

HUM 263H African American History: Building Community (3)

A series of thematic courses that explore the African American experience of community building in the United States in all its manifestations, including religious, social, professional, and utopian communities.

HUM 264H Culture and History (3)

A series of thematic courses that explores history from the perspective of popular culture, including literature, art, film, television, and other cultural expressions of the time period studied.

HUM 265H Gender and History (3)

A series of thematic courses that explores history from the perspective of gender, including all expressions of feminine and masculine societal relations. The course may also explore issues of sexuality and sexual identity.

HUM 266H Religion and History (3)

A series of thematic courses that explores religion as an organizing principle or driving force in history.

HUM 267H Commerce and History (3)

A series of thematic courses that explores history through the perspective of business, technology, economics, and wealth.

HUM 268H History through Travel/Study (3)

A series of thematic courses that explores special topics in history in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form with stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together, student and instructor will establish a timeline, goals, and requirements for completion. These must comply with the MSMC requirements stated on the form.

HUM 269H Special Topics in History (3)

Individually designed courses that explore historical questions or topics related to the instructor's special expertise.

Humanities Electives

HUM 201 The Humanities Through Art (3)

Offers interdisciplinary topics in the study of visual art. Subject, era, and focus to be determined by the instructor.

HUM 202 The Philosophy of Death (3)

This course examines the significance of death over twenty-five centuries of thought and across several different disciplines, from ancient Greek philosophy, through the Hindu and Buddhist religious traditions, through Christianity, to

modern and contemporary attempts to deal with the phenomenon of death in psychoanalysis, social anthropology, and philosophy.

HUM 206 Native American Art and Philosophy (3)

This course is a journey into the realm of Native American art and philosophy. Central to this study, we will look at art, film, and literature as vehicles of mythology, ideas, and values. Our goal is to see how (1) the images and symbols in art and film and (2) the ideas and stories in literature shape a worldview and a tribal philosophy. This will include the Inuit, Haida, Ojibwa, and the Huichol.

HUM 207 Contemporary Political Philosophy (3)

Does the political subject still exist, or are we merely the demographically determined targets of political campaigns? Do we still need the "state"? Or is this 19th Century concept no longer valid in an era when global capital, transnational corporations, NGOs and other "non-state actors" (e.g., "terrorists") all wield power? Does this complex concept articulate the relations between political subjects and the political community? We will investigate these questions in works by Derrida, Foucault, Zizek, and others.

HUM 211 Explorations of Non-Western Ideas (3)

Interdisciplinary exploration of non-Western ideas—expressions and perspectives of India, China, Japan, Africa, and Southeast Asia—focusing on the broad themes of individual, society, creativity, and cosmos.

HUM 222 Charles Darwin: His Life and His Legacy (3)

Biology, sociology, psychology, even theology, literature, and the arts have all been shaped by the Darwinian paradigm. Politicians struggle with the impact of his theories, which continue to drive the most fundamental questions: "Who are we, and where did we come from?" This course looks at the historical Darwin and the contemporary understanding of Darwinism on post-modern life.

HUM 224 20th Century World Views (3)

Surveys contemporary worldviews, including some that profoundly shaped the world in the 20th Century, and now define the 21st Century. Includes such modes of thought as idealism, phenomenology, existentialism, hermeneutics, Marxism, critical theory, psychoanalysis, structuralism, post-structuralism,

deconstruction, postmodernism, and feminism. Thematically, our interdisciplinary concern will be with such issues as the rise of Humanism and the reaction against it, the flirtation with Marxism, the rise of the women's movement, the loss of colonial empires, etc

HUM 225 Special Topics in Humanities (3)

May be repeated as topic varies.

HUM 295 Directed Individual Study (3)

May be repeated for credit. Must comply with the MSMC requirements stated on the DS form.

HUM 296A Capstone Project Proposal Workshop (1)

Workshop prepares students for their final project.

HUM 296B Capstone Project (2)

Students may elect to do a Masters thesis or a creative project under the direction of a faculty advisor. Before registering for the project, students must complete HUM 296A and must have their proposals approved by their advisors, the Humanities Committee, and the Director of the Program. Forms and guidelines are available from the Program Director.

HUM 297ABC Capstone Project Continuation (1,1,1)

HUM 298 Introduction to the Humanities (1)

This 1-unit workshop, taken in the first or second semester, explores the concept and interdisciplinary nature of the Humanities and provides an introduction/review of research methods and academic writing. Required.

HUM 230CW Creative Writing: Fiction (3)

Through both reading and writing, this class delves into considerations of elements of "style," and "voice," exploring character development, plot, dialogue, time, place, stream of consciousness, and suspension of disbelief. Type of writing ranges from short pieces of fiction to chapters for novels. Method of instruction also varies with the instructor and may include "workshop" in which each student's writing is read by the rest of the class for constructive criticism.

HUM 231CW Creative Writing: Poetry (3)

This is a workshop, which means that students will become poets for a semester. Be warned: poetry is the highest of all literary arts, ergo the most demanding. You will write your own poems, with guidance and prompts and forms given to you by the instructor. You'll be reading the best in English poetry, and you'll share your

work with your classmates. Expect wondrous things to happen!

HUM 232CW Creative Writing: Writing for Screen and Television (3)

An introduction to the craft of script writing for an original motion-picture screenplay or teleplay, with emphasis on story structure, character, and the language of film. Students study produced screenplays and pilots; write exercises I character development, scene construction, dialogue, and description. Expected to complete first act of an original screenplay or a treatment and two acts of an original television pilot.

HUM 233CW Creative Writing: Non-Fiction Writing (3)

A form of non-fiction, essay writing, was considered high art in the eighteenth and nineteenth centuries. Today, it's nearly a lost art. Students are re-introduced to the essay and other non-fiction for that include memoirs, journals, and letters.

Japanese

DEPARTMENT AFFILIATION: LANGUAGE AND CULTURE

As an institution of higher education on the Pacific Rim and with a student population praised for its diversity, the department of Language and Culture offers two semesters of Japanese to fulfill the language requirement. These courses can also be taken as electives.

Japanese Courses

JPN 1 Elementary Japanese I (4)

This course develops the student's four communication skills. The course reviews selected grammar, builds vocabulary and Kanji. The different levels of politeness in speech are introduced. The course also covers topics that enhance the student's awareness and understanding of Japanese culture. **GS-IV**

JPN 2 Elementary Japanese II (4)

This course continues perfecting the student's four communication skills. By extensive aural/oral and reading/writing exercises, the student achieves further proficiency in the target language. It focuses on building vocabulary, idiomatic expressions, and Kanji to help students discuss and write essays with enough ease on selected topics, including Japanese culture, literature, and history. **GS-IV**

JPN 3 Intermediate Japanese I (3)

Prerequisite: Japanese 2

This course continues developing the students' four communication skills in Japanese: speaking, listening, writing, and reading. It consists of reviews of Japanese grammar, vocabulary building, and expansion of Kanji. Oral discussion and conversation are based on selected topics appropriate to the level.

JPN 4 Intermediate Japanese II (3)

Prerequisite: Japanese 3

This course concentrates on further perfecting the students' four communication skills. It focuses on the review of functional Japanese grammar with emphasis on idiomatic construction and expression. The difference between spoken and written Japanese, and different levels of politeness in speech are

studied along with select features of Japanese culture, history, art, literature, and Japanese political and economic system.

JPN 5 Practical Conversation Japanese (1)

Prerequisite: None

This course is designed to develop effective oral communication skills. It focuses on the use of practical phrases, idiomatic expressions, and useful vocabulary suitable for various situations, and develops the ability to communicate in a given situation. The Japanese writing systems are not introduced in this course. Provides a basic understanding of the culture of modern Japan. This course does not fulfill the language requirement.

JPN 194 Travel/Study

Prerequisite: None

Pre-travel lectures, readings, and sessions of learning and using basic Japanese conversation as well as guided tours in the country serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

Journalism

DEPARTMENT AFFILIATION: ENGLISH

Journalism Courses

JRN 101 Basic News Writing (3)

Introduction to the basic skills of reporting and news writing. Intensive writing practice. Overview of print and broadcast journalism.

JRN 102 Advanced Reporting and News Writing (3)

Reporting techniques and intensive experience in identifying news sources, interviewing, researching, and constructing the story. Practice in a variety of types of journalistic writing. Emphasis on journalism ethics and law. Prerequisite: JRN 101 or equivalent.

JRN 90/190 Internship (1-3)

May be repeated for credit.

JRN 96/196 Oracle Workshop (1-3)

Guides students through the monthly production of the student newspaper. Addresses all aspects of production including reporting, writing, editing, layout and advertising. May be repeated for credit.

Language and Culture

The Department of Language and Culture offers Spanish, French and Japanese programs carefully designed to provide students with the necessary tools to interact effectively in a multicultural social or professional environment. In order to sharpen their skills, students are encouraged to use the latest technology, do service learning, and study abroad.

In this age of globalization, communicating with the rest of the world has never been more important. For communication to truly take place, we must understand not only the words but what is behind them; we must understand how people of different cultures think and act, and why. We must understand their culture.

Culture is the set of beliefs, values, traditions and the history that has shaped the minds and rituals of any given group. Understanding cultures and having proficiency in their languages open a wide array of career opportunities, not only in the world of business, but also in any aspect of a service career such as health, education, law and order, and politics. For this reason, our department offers various interdisciplinary programs to combine Language and Culture with other departments as Business, Education, History and Political Science, Nursing, and Sociology. Students are encouraged to arrange double majors with these disciplines.

In the Department of Language and Culture, the student can graduate with:

1. A Cultural Studies Minor (See Cultural Studies Minor on page 119)
2. A Minor or Major in French Studies (See French Studies Major on page 158)
3. A Major French Studies with International Emphasis (See French Studies with International Emphasis on page 175)
4. Japanese classes (See Japanese on page 175)
5. An Emphasis in Human Service for the Bilingual Settings-AA (See A.A. in Human Services for Bilingual Settings. on page 71)
6. A Minor or Major in Spanish Studies (See Spanish Studies Minor and Major on page 286)
7. A Major in Spanish and Business (Interdepartmental collaboration with the Business Department) (See B.A. Degree with a Major in Spanish and Business Administration on page 287)
8. A Major in Spanish Studies with Translation Emphasis

Liberal Arts

Bachelor of Arts Degree with a major in Liberal Arts

DEPARTMENTAL AFFILIATION: ENGLISH
(OFFERED THROUGH WEEKEND COLLEGE)

The Liberal Arts major involves the study of human beings and societies from the multiple perspectives of the humanities and the social sciences. By means of this interdisciplinary major, a student can explore and combine the varied insights into human art and activity that are revealed by the disciplines and methodology of psychology, literature, art, history, philosophy, religious studies, music, sociology, economics, and anthropology.

Building on the base of the General Studies curriculum, students select courses for their major which will further their examination of human beings and societies through the lenses of at least two disciplines in the humanities and two in the social sciences. This focusing of perspectives allows the student to illuminate chosen themes such as the character of American culture or women's issues from a variety of intellectual angles, and to do so in depth and with rigor.

The Liberal Arts major provides a solid background for graduate work in Law, Public Administration, and most fields in the Humanities and Social Sciences. Students who wish to develop a strong professional specialization are encouraged to combine the major with a minor, such as Business Administration.

Requirements:

LIB10 Introduction to the Liberal Arts (1-3 units)

Designed to give students an idea of what it means to be involved in an interdisciplinary course of study. Introduces students to the Liberal Arts tradition and provides an overview of the humanities and social sciences. Offers a review of research methods and writing skills and prepares students for the Senior Seminar.

LIB110 Senior Seminar (3 units)

Provides Liberal Arts majors an opportunity to reflect upon the nature of interdisciplinary study and find connections and contrasts between a humanistic perspective and a social science perspective. The course, taken in the senior year, culminates in a written paper or presentation (including a written component). The paper/presentation focuses on a topic chosen by the student (with the instructor's approval) and results in a well-developed research paper, which demonstrates the student's understanding and critical assessment of the topic.

A minimum of thirty units in Liberal Arts offerings, of which twenty-four must be upper division. A minimum of four of the upper-division courses must be in the humanities, representing at least two of the following disciplines:

Art
Music
Language
Philosophy
Literature
Religious studies

A minimum of four upper-division courses must be in the social sciences, representing at least two of the following disciplines:

Anthropology
Political science
Economics
Psychology
History
Sociology

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement of two courses in Modern Language or Cultural Studies.

Total Units in Liberal Arts: 34-36

Associate in Arts Degree with a major in Liberal Arts

The Associate in Arts degree with a specialization in Liberal Arts is designed for the student who wishes to explore various disciplines. At the completion of the Associate in Arts program, the student may pursue a major leading to a Baccalaureate degree in her chosen field and/or she may enter a career which utilizes the benefits from her interdisciplinary program. For transfer to the Baccalaureate program on the Chalon campus, the student should consult her advisor regarding General Studies requirements. Requirements for admission into the Liberal Arts program are the same as those for admission into the Associate degree program.

The Liberal Arts Program requirements include:

Art or Music	(3)
English 6AB/1AB	(3,3)
History/Political Science/Economics	(3)
Intro to College Studies	(1)
Literature	(3)
Mathematics	(3)
Outreach	(1)
P.E./Wellness	(1)
Philosophy	(3)
Psychology	(3)
Religious Studies	(6)
Science	(3)
Sociology	(3)
Speech	(2)
*Modern Language	(8)

*Students may take placement exams offered by MSMC's Language and Culture Department in Spanish or French to fulfill the requirement. Successful completion will waive the Modern Language Requirement but no units will be

awarded.

The student must complete all Liberal Arts requirements with a grade of C- or better (except for English classes where grades must be C or better).

Total units in the Liberal Arts Program: 49

Plus additional General Studies requirements and electives totaling 60 semester units.

Required Courses

Students interested in pursuing the following majors in the Baccalaureate program may declare an emphasis and are required to take these courses.

English

PHI 5 or 10

Political Science

POL 1 & 2

Psychology

BIO 5

PHI 10

PSY 1

PSY 12

History

HIS 1A & 1B

Recommended Courses

Students interested in pursuing the following majors in the Baccalaureate program can declare an emphasis and are **recommended** to take these courses.

English

HIS 1A & 1B

Liberal Studies

ART 2 or ART 5

BIO 5 & 10

MTH 50 & 51

MUS 6

PHI 10

POL 1

PSY 12

RST 61

Psychology

PSY 40

Gerontology

SOC 13

SOC 30

SOC 49

SOC 94

Film and Social Justice

SOC 5

SOC 30

SOC 96

RST 45

Languages

SPA 1/ SPA 2/ SPA 3 or 3A/ SPA 4

or SPA 27 & SPA 44

FRE 1/ FRE 2/ FRE 3/ FRE 4

JPN 1 & JPN 2

Liberal Studies

DEPARTMENT AFFILIATION: EDUCATION

The Liberal Studies major is an integrative program of study designed specifically for students seeking a Multiple Subject Teaching Credential authorizing them to teach in California elementary schools. Students are concurrently enrolled in the Liberal Studies major and the Elementary Teacher Preparation program. (See Education). This rigorous and intellectually stimulating major is designed to:

- Prepare teachers who know subject matter in the liberal arts and sciences and who demonstrate understanding and appreciation of the diverse fields of human endeavor.
- Enable future teachers to see relationships between subject matter content and the ways subject matter is developed, learned, and taught.
- Assist future teachers in learning specified content in the major areas of study (see Major Requirements).
- Help future teachers acquire the skills needed to transfer their knowledge to real-life applications in an elementary classroom.

Students in the major explore areas of learning as active participants; they acquire a variety of skills and techniques, reflect on the learning process, and take responsibility for their role in it.

To be eligible for acceptance into the Liberal Studies major, applicants must have achieved a minimum grade point average of 2.5 (C+) in high school and in any previous college coursework. At the discretion of the program advisor, students pursuing the Liberal Studies major may be

assigned course credit for an Advanced Placement Scores of 3, as well as of 4 or 5, in subject areas that fulfill requirements for the major.

MSMC does not do equivalency evaluations of academic preparation programs or courses completed by candidates from other colleges or universities.

Contact the Coordinator of the Liberal Studies major with questions about meeting requirements for the Multiple Subject Teaching Credential. California legislation and regulations regarding credential requirements are subject to change and supercede MSMC catalog policies and department procedures regarding them.

Liberal Studies Major Requirements

All courses taken as part of the major must be approved by the Liberal Studies advisor during the official advisement period.

Language

- 9 units in composition (e.g., ENG 1A and 1B or ENG 5H, and ENG 105)
- One course in speech (e.g., SPE 10)
- 3 units in linguistics (ENG 102)
- Courses in language other than English to meet Mount St. Mary's College Modern Language requirements (See Required Courses on page 48 in this catalog.) Spanish recommended.
- One course in children's literature
- 3 upper division units in literature

Mathematics and Science

- 6 units in mathematics (e.g., MTH 50 and 51)
- 3 units in biological science (must include a laboratory, e.g., BIO 5)
- 4 units in physical science, including

the study of physics, chemistry, space and earth science (e.g., PHS 2AB)

- 3 units in health science (BIO 10)
- One course in computer processes and applications

Social Science and History

- 6 units in U.S. history and government. (e.g., HIS 106 and POL 1)
- (Candidates for the California teaching credential must complete 2 units of study of the U.S. Constitution.)
- 3 units in world history (e.g., HIS 3 or 103 or HIS 112, or HIS 116)
- 3 units in cultural geography (HIS 25)
- 3 units in sociology (SOC 161)
- 3 units in California history (HIS 188)

Humanities

- 15 units are required to meet General Studies requirements at Mount St. Mary's College.
- Recommended for Liberal Studies majors: Inclusion of RST 61 as one of the courses.

Fine Arts

- 4 units in art (a course in art appreciation or history and ART 145)
- 4 units in music (a course in music appreciation and MUS 130)
- 1 unit in drama and dance (INT 194A)

Physical and Health Education

- 4 units in physical and health education (BIO 10 and PED 100)

Human Development

- 6 units in human development (PSY 12 and PSY 113)

Education

- EDU 100 Introduction to Liberal

Studies (1)

- EDU 101 Seminar in the Concentration: Liberal Studies Major (.5)
- EDU 102 Integrative Seminar in Liberal Studies (1)
- EDU 106 School and Society (3)

The EDU 100, 101, and 102 courses provide opportunities for students to reflect on their integrative program of study. EDU 106 enables students to participate in an introductory field experiences related to teaching in public school settings.

Students in the major complete a subject matter portfolio demonstrating their knowledge and skills in the areas of study included in the Liberal Studies major. According to State of California regulations, the California Subject Examination for Teachers (CSET) is a required component of the MSMC Liberal Studies major.

Mathematics

DEPARTMENTAL AFFILIATION: PHYSICAL SCIENCES
AND MATHEMATICS

While offering students an opportunity to study mathematics as part of a liberal education, the mathematics major serves as excellent preparation for work in fields such as actuarial science, computer science, statistics, secondary teaching, business, or graduate study. Coupled with courses in chemistry and biology, a degree in mathematics also provides excellent preparation for entrance into schools of medicine, dentistry, or optometry.

Mathematics B.A. Degree

Required Courses

Lower Division:

Math 5ABC	Calculus I/II/III	(4,4,4)
CIS 2	Introduction to Computer Programming	(3)
MTH 8	Transition to Higher Math	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Students who can demonstrate their proficiency in any of the above courses may enroll in the next course in the sequence. Students who need further preparation in algebra and elementary functions should take MTH 1, College Algebra, before MTH 5A.

Upper Division:

MTH 102	Advanced Calculus	(3)
MTH 103	Linear Algebra	(3)
MTH 111	Abstract Algebra	(3)
MTH 113	Probability and Statistics	(3)
MTH 119	Differential Equations	(3)
MTH 128A	Numerical Analysis	(3)

Twelve units from

MTH 101	Topics in Geometry	(3)
MTH 104	Number Theory	(3)
MTH 105	Complex Analysis	(3)
MTH 120	Discrete Mathematics	(3)
MTH 128B	Numerical Analysis	(3)
MTH 140	History of Mathematics	(1)

Total units in Mathematics:

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement. An overall GPA of 2.0 in major courses is required for the degree.

Mathematics Minor

A minimum of seven courses including the following:

MTH 5ABC	Calculus I/II/III	(4,4,4)
MTH 103	Linear Algebra	(3)

At least 3 additional upper-division courses (or MTH 8) chosen in consultation with the student's advisor.

Computer Programming Minor

Lower Division:

MTH 5AB	Calculus I/II	(4,4)
CIS 2	Introduction to Computer Programming	(3)

Upper Division:

MTH 125	Programming	(3)
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Two additional upper division courses chosen in consultation with the student's advisor from the following:

MTH 120	Discrete Mathematics	(3)
MTH 128AB	Numerical Analysis	(3,3)
MTH 135	Structure and Comparison of Programming Languages	(3)

Math Courses

MTH 0X Math Tutorial (1)

This class is for students who need a review in a limited number of mathematical topics. The topics may include the numbers of arithmetic, an introduction to algebra, linear equations in one variable, word problems, polynomials,

graphing and straight lines, systems of equations, rational expressions, radicals, quadratic equations, absolute value and inequalities. Students will meet one hour per week with a tutor. Credit does not apply to the Baccalaureate degree.

MTH 1 College Algebra and Trigonometry (4)

Set language and notation, real and complex numbers, fundamental operations, inequalities; polynomial, exponential, and trigonometric functions, and their graphs; De Moivre's theorem. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X.* GS-III E, VIIB

MTH 2X Fundamentals of Algebra (3)

Real numbers and their properties, exponents and radicals, fundamental operations, polynomials, factoring, rational expressions, linear and quadratic equations and inequalities, systems of equations. Meets four hours per week. Successful completion of MTH 2X fulfills the AA Liberal Arts math requirement; credit does not apply to the Baccalaureate degree.

MTH 5A Calculus I (4)

Limits; continuity; derivatives of algebraic and transcendental functions with applications; antiderivatives; an introduction to the definite integral; the Fundamental Theorem of Calculus. *Prerequisite: Three to four years of high school mathematics including trigonometry and satisfactory score on Mathematics Placement Examination or grade of C - or better in MTH 1.* GS-III E, VIIB

MTH 5B Calculus II (4)

Techniques of integration (including substitution and parts); numerical methods of integration; applications of the integral (including areas, and volumes); improper integrals; infinite series; an introduction to parametric equations and polar coordinates. *Prerequisite: Grade of C - or better in MTH 5A.* GS-III E, VIIB

MTH 5C Calculus III (4)

Partial derivatives; multiple integrals; three-dimensional space; vectors in two- and three-dimensional space; vector calculus. *Prerequisite: Grade of C or higher in MTH 5B or consent of instructor.* GS-VIIB

MTH 8 Transition to Higher Math (3)

The goal of this course is to ease the transition from lower-division mathematics courses to upper-division mathematics courses. In this course students will gain experience working

with abstract ideas at a nontrivial level and understanding and writing proofs, in order to achieve the sophisticated blend of knowledge, discipline, and creativity that we call "mathematical maturity." Topics include logic, finite and infinite sets, functions, and problem solving. *Prerequisite: MTH 5A*

MTH 10 Quantitative Reasoning and Mathematical Ideas (3)

Ideas in mathematics chosen to emphasize problem-solving, decision-making, economic productivity and real-world applications. Recommended to fulfill GS III E requirement absent other major requirements. Topics include critical thinking, inductive reasoning, problem solving, numbers, finances, statistics, probability, geometry, algebra and exponential functions. *Prerequisite: Satisfactory score on Mathematics Placement Examination or completion of MTH 2X.* GS-III E, VIIB

MTH 125 Programming (3)

Intermediate level programming methods including vector and array manipulations, classes, functions, and subroutines. Applications in science, mathematics, and business. *Prerequisite: CIS 2 and MTH 5A or concurrent enrollment in MTH 5A or consent of the instructor.* GS-III E

MTH 25 The LINUX/UNIX Environment (3)

Basic LINUX and UNIX commands, the file systems, pipes, filters, shell procedures, reading of binary files and programming debugging aids. *Prerequisite: CIS 2 and familiarity with a compiled programming language; MTH 5A is highly recommended.*

MTH 28 Mathematical Analysis for Business (3)

Topics in Algebra including solutions of systems of equations and inequalities; exponential and logarithmic functions; linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business. *Prerequisites: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X.* GS-III E, VIIB

MTH 38 Elements of Probability and Statistics (3)

Elementary probability theory, properties of distributions, sampling, estimation, hypothesis testing, correlation. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X.* GS-III E, VIIB

MTH 38H Elements of Probability and Statistics (3)

Topics in probability and statistics including measures of central tendency and spread, elementary probability theory, properties of distributions, estimation, confidence intervals, hypothesis testing, linear correlations and regression. An algebra-based course intended primarily for nonmathematics majors. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. Open only to students admitted to the Honors Program.* GS-III E

MTH 50 Elementary Number Systems (3)

Sets, numeration systems, properties of integers, rational and real numbers, elementary number theory, modular systems, problem-solving processes, ratio, proportion, percentage. This course receives General Studies credit and is required for Liberal Studies majors. Can be taken for professional credit. *Prerequisite: High school algebra and geometry with a grade of C or better or satisfactory score on the Mathematics Placement Examination.* GS-III E, VIIB

MTH 51 Elements of Geometry and Statistics (3)

Intuitive geometry of lines, planes, and space; congruence, similarity, measurement, geometric constructions, elements of probability and statistics. This course is intended primarily for Liberal Studies majors. Can be taken for professional credit. *Prerequisite: High school algebra and geometry with a grade of C or higher or satisfactory score on the Mathematics Placement Examination.* GS-III E, VIIA

MTH 99/199 Special Studies in Mathematics (1-3)

Independent or group studies in mathematics. Course may be repeated for credit. *Prerequisite: Approval of the department and consent of the instructor.*

Any upper division mathematics course will require a minimum grade of C in prerequisite courses.

MTH 101 Topics in Geometry (3)

A brief treatment of the axiomatic foundations of Euclidean and non-Euclidean geometry. An introduction to differential geometry. *Prerequisite: MTH 5C, 103 concurrent.*

MTH 102 Advanced Calculus (3)

Set theory, real numbers and their topology, limits, continuity, differentiation and integration theory. *Prerequisite: MTH 5C.*

MTH 103 Linear Algebra (3)

Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues and eigenvectors. *Prerequisite: MTH 5B.*

MTH 104 Number Theory (3)

The division algorithm, different bases, g.c.d. and l.e.m., the equation $ax + by = n$, the fundamental theorem of arithmetic; properties of congruence, reduced residue systems, Euler phi-function, simultaneous congruences; polynomial congruences, primitive roots, indices, the law of quadratic reciprocity, finite and infinite continued fractions, some computer applications in elementary number theory. *Prerequisite: MTH 5C or consent of instructor.*

MTH 105 Complex Analysis (3)

Complex numbers and functions, analytic functions, integration, conformal mapping. *Prerequisite: MTH 5C.*

MTH 111 Abstract Algebra (3)

Numbers and number systems, groups, rings; fields; homomorphism and isomorphism theorems. *Prerequisite: MTH 5C; MTH 120 strongly recommended or consent of instructor.*

MTH 113 Probability and Statistics (3)

Probability as a mathematical system, random variables and their distributions, limit theorems, statistical applications, hypotheses testing. *Prerequisite: MTH 5C or consent of instructor.*

MTH 119 Differential Equations (3)

Linear equations, series solutions, Laplace transforms, numerical methods, existence and uniqueness of solutions. *Prerequisite: MTH 5B.*

MTH 120 Discrete Mathematics (3)

Logic, proof writing (including induction), set theory, functions and relations, algorithms and recursion, elementary number theory, combinatorics, probability, graph theory, and trees. *Prerequisite: MTH 5B, GS-VIIB*

MTH 128AB Numerical Analysis (3,3)

Solutions of large systems of linear algebraic equations. Eigenvalues and eigenvectors of matrices. Interpolation: Lagrange and Newton polynomials. Fourier series and orthogonal polynomials. Introduction to the theory of ordinary differential equations. Heun and Runge-Kutta numerical techniques. Numerical determination of real and complex roots of polynomials; cubic splines; numerical treatment of partial differential equations, techniques of numerical integration. *Prerequisites: MTH 5C, MTH 20.*

MTH 135 Structure and Comparison of Programming Languages (3)

Basic concepts of syntax and semantics. Comparison of syntax and semantics of selected programming languages. Language design. How to evaluate a computer programming language. *Prerequisites: MTH 5A, MTH 20, or consent of instructor.*

MTH 140 History of Mathematics (1)

History of mathematics from antiquity to the mid 20th Century. *Prerequisites: MTH 5C, MTH 103, and demonstrated mathematical maturity.*

MTH 190 Internship (1-3)

An intensive work-study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. This must be approved by the department chairperson.

MTH 195H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Music

The Music major is a program carefully designed to provide a rich and wide range of musical learning and experience. It combines classroom study, discussions and lectures enhanced by technology with individual instruction, solo and ensemble performance, concert attendance and internships. Students select an emphasis in performance or music history.

The B.A. degree offers preparation in music for students desiring a broad knowledge of music for teaching, research, performance, personal enjoyment, cultural development, or advanced degrees. The total curriculum includes two-thirds of the studies in the Liberal Arts and one-third in Music.

The Music Department offers a Music Ministry Certificate program for persons wishing to pursue music leadership roles in parishes. Essentially a two-year program, it can serve as the basis for a Baccalaureate degree.

The Music minor is available to interested students by completing at least 21 units as indicated. Students interested in music as an elective may participate in various offerings of the Music Department including performance classes, individual instruction, or in the study of music as an art.

In addition the Music Department presents varieties of musical concerts, workshops, and other activities which enrich the quality of the educational and cultural life of the College and the community.

Mount Students have the opportunity to cross-register at UCLA for courses not offered at MSMC.

The Music Department is accredited by the National Association of Schools of Music.

Requirements for Admission as a Music Major or Minor:

1. Audition showing potential in the field of performance
2. Theory examination for placement purposes
3. Interview with designated department personnel
4. Recommendations which indicate potential for music

Music B.A. Degree

Performance Emphasis

Core courses :

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 5	Music Practicum	(.5, .5)
MUS 11	Functional Keyboard Skills	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.

MUS 15	Applied Music (4 semesters—Total 6 units)	(1-2)
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Practicum	(.5, .5)
MUS 133A	Music Analysis	(2)
MUS 139	Instrumental Conducting	(2)
or MUS 140	Choral Techniques	(2)

Requirements:

MUS 115	Applied Music (4 semesters, 2 units each term)	(2)
MUS 151	Pedagogy	(2)
And choice of the following to total 4 units:		
MUS16/16	Music of World Cultures	(1)
MUS 17/117	Women in Music	(1)
MUS 25/125	Music Masterpieces	(3)
MUS 142	American Musical Theater	(3)
MUS 146	Special Projects in Music	(1-3)

Senior Recital (1-3)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also additional requirements for the B.A. degree.

Total Units in Music: 43

Plus General Studies requirements and electives totaling 124 units, including Modern Language requirement.

Music History Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 5	Music Practicum	(0.5, 0.5)
MUS 11	Functional Keyboard Skills	(1)

Required of all but keyboard majors.

Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.

MUS 15	Applied Music (At least one unit each term)	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Practicum	(0.5, 0.5)
MUS 133A	Music Analysis	(2)
MUS 139	Instrumental Conducting	(2) or
MUS 140	Choral Techniques	(2)

Requirements:

MUS 115	Applied Music	(Total 6 units)
MUS 125	Music Masterpieces	(3)

And choice of the following to total 4 units:

MUS 116	Music of World Cultures	(1)
MUS 117	Women in Music	(1)
MUS 142	American Musical Theater	(3)
MUS 146	Special Projects in Music	(1-3)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also additional requirements for the B.A. degree.

Total Units in Music: Approximately 43

Plus General Studies requirements and electives totaling 124 units, including Modern Language requirement.

Music B.A. Degree Additional Requirements

1. Evidence of academic and musical maturity prior to admission to junior standing.
2. Performance in student recitals, and jury examinations in major instrument.
3. Participation in an ensemble every semester.
4. Satisfactory completion of Piano Proficiency Examination.

Music Ministry Certificate Program

MUS 1/101AB	Musicianship I	(3,1)
MUS 1/101CD	Musicianship I	(3,1)
MUS 2/102AB	Musicianship II	(3,1)
MUS 10	Music and Worship	(1-2)
MUS 13	Applied Music - (Secondary Instrument) – two semesters	
MUS 15	Applied Music - (Primary Instrument) – four semesters	
MUS 24/124AB	Surveys of Music History and Literature	(3,3)
MUS 112	Music Ministry	(2)
MUS 140	Choral Techniques	(2)
MUS 146E	Special Projects in Music: Theory and Composition	(3)
	Ensemble: four semesters	
	Electives in Church Music	(2-8)
RST 190T	Foundations of Liturgy	(3)

Music Minor

Requirements:

A minimum of 21 units including:

MUS 1/101AB	Musicianship I	(3,1)
	[Prerequisite MUS 3 or consent of the instructor]	
MUS	Musicianship I	(3,1)

1/101 CD		
MUS 3	Discovering Music Fundamentals (optional)	(1-3)
MUS 6/106	Varieties of Music	(3)
or		
MUS 24A/B or 124A/B	Surveys of the History and Literature of Music	(3,3)
MUS 13/113	Applied Music (4 semesters)	(1-2)
Ensemble		
Electives in Music		

Music Courses

MUS 1/101 AB; CD Musicianship I (3,1;3,1)

(Harmony - 3, Solfege - 1 Lecture, three hours, and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads, two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual, singing, writing, playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. *Prerequisite for MUS 1AB: MUS 3 or consent of instructor. Prerequisite for MUS 1CD: MUS 1AB or consent of the instructor. GS-VIIIA*

MUS 2/102 AB Musicianship II (3,1)

(Harmony - 3, Solfege - 1 Lecture, three hours, and laboratory two hours each week.) Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Contemporary techniques in harmony, rhythm, melody, counterpoint and form, including the 12-tone technique, chance and electronic music. Development of aural, visual, singing, writing, playing, improvisatory, and compositional skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms to include twentieth century techniques.

MUS 3 Discovering Music Fundamentals (1-3)

A functional approach to the theoretical aspects of music for personal enjoyment, teaching, or access to more advanced theory courses. Emphasis on experiencing the melodic, rhythmic, harmonic and formal aspects of music.

MUS 4 Guitar Class (1)

Class instruction in the basic technique and performance of the guitar, development of music reading skills and appropriate repertoire. Students must provide their own instruments.

MUS 5 Music Practicum (.5)

Study of music literature of varied times, styles, and cultures through performance, concert attendance, lectures and reports. Discussion and study of selected issues and trends impacting the music profession.

MUS 6/106M Varieties of Music (3)

Beginning with an introduction to the world and language of music, this course explores the richness of the art of sound from varieties of avenues in order to heighten awareness, understanding and appreciation of this art. Emphasis on the diversity and stylistic development of music as it reflects the times and world cultures. *Both MUS 6/106 may be taken for Honors Credit. Designed for non-music majors. GS - IIIA, VI*

MUS 7 Voice Class (1)

Study of fundamental techniques of breath control, tone production, diction, and interpretation. Development of appropriate repertoire. Open to both music (other than voice major) and non-music majors. May be repeated for credit.

MUS 8A Elementary Piano I (1)

Orientation to the piano, introduction to rudiments of music including note reading, basic chords and five finger scales. Simple pieces played with both hands in several major keys.

MUS 8B Elementary Piano II (1)

Instruction includes scale structures of major keys and primary chord harmonizations in simple major and minor keys. Easy pieces making use of extended hand positions, and played with attention to good rhythm, tone and dynamics. *Prerequisite: MUS 8A or consent of instructor.*

MUS 8C Intermediate Piano (1)

The course includes technical studies, major and minor scales, hand over hand arpeggios and chord progressions. Pieces from easy classic repertoire played with attention to basic concepts of piano technique, style and interpretation. *Prerequisite: MUS 8B or consent of instructor.*

MUS 10 Music and Worship (1-2)

A survey of the history of ritual, and the role music has played in the major liturgies throughout the centuries, with emphasis on the present.

MUS 11 Functional Keyboard Skills (1)

A keyboard class to develop practical knowledge of chords, chord progressions, cadences, simple accompaniment of melodies, transposition and modulation. Includes program for progressive development of sight-reading, technical skills, and improvisation. Often taken as Directed Study.

***MUS 13/113 Applied Music (1-3)**

Private instruction - instrumental or vocal. For non-music majors. May be repeated for credit.

***MUS 15/115 Applied Music (1-3)**

Private instruction - instrumental or vocal. For music majors. May be repeated for credit.

MUS 16/116 Music of World Cultures (1)

Introduction to the richness and variety of musical expression found in selected world cultures. Emphasis on the music of cultures well represented in California. Selected cultures may vary with each offering.

MUS 17/117 Women in Music (1)

A study of the contribution of women to the world of music both as composers and performers

***MUS 19/119 Mount Chorus (1)**

Study and performance of masterpieces of choral literature from all periods for women. Open to all college students, members of the community, and to qualified high school students with senior standing. May be repeated for credit.

***MUS 21/121 Mount Singers (1)**

Study and performance of masterpieces of choral literature for women from all periods. Open to men and women, members of the community, and to qualified high school students with senior standing by audition. May be repeated for credit. Women participating students must enroll in MUS 19/119 concurrently.

***MUS 23/123 Chamber Music (1)**

Study and performance of chamber music for various instrumental and/or vocal combinations. May be repeated for credit. *Prerequisites: Consent of the instructor.*

MUS 24/124 AB Surveys of the History and Literature of Music (3,3)

Development of compositional forms and styles viewed from the historical perspective. A. Antiquity to the year 1750. B. 1750 to the present. *Prerequisite: MUS 6 or equivalent.*

MUS 25/125 Music Masterpieces (3)

Study of selected masterpieces of music in historic context. Open to all students. Areas of emphasis may vary and will be advertised prior to its scheduled offering. *Prerequisite: MUS 6/106 or consent of instructor. GS-III A*

MUS 105 Music Practicum (.5)

Study of music literature of varied times, styles and cultures through performance, concert attendance, lectures, and reports. Discussion and study of selected issues and trends impacting the music profession. (Continuation of Music 5.)

MUS 112 Music Ministry (2)

An examination of the role and responsibility of the music minister within the parish structure. Study of legislation governing the use of music in the church as well as administrative practices conducive to a successful music program. Often taken as Directed Study.

MUS 122 Performance Practices (2)

Study and performance of significant instrumental and vocal literature for solo and ensembles.

MUS 130 Creative Music Experience (1)

An introduction to music and its use in the education and development of children. Emphasis is placed on rhythm, melody, harmony, form, style, notation, and creativity. It includes instruction on melodic, percussion, and fretted instruments, classroom observation and participation. This course serves as basic preparation for the elementary and intermediate school instructor, and for those working in various areas of child development.

MUS 133AB Music Analysis (2,2)

A. A study of the forms found in Classical period music: motive, phrase, period, song form, rondo, theme and variation, and sonata. Principles of understanding musical structures as they apply to folk, pop and music of world cultures. B. A study of the forms found in the music of the Renaissance, Baroque, Romantic, and Contemporary periods.

MUS 135 Composition (2)

Analysis, improvisation and composition of music in various styles, forms, and instrumental

and/or vocal combinations, and electronic sound sources. May be repeated for credit. Often taken as Directed Study.

MUS 139 Instrumental Conducting (2)

Study of baton technique, score reading, and interpretation of orchestral literature.

MUS 140 Choral Techniques (2)

Study of baton technique, score reading, and interpretation of choral literature of various styles.

MUS 142 American Musical Theater (3)

A history of the American Musical from its origins to the present day. The class will include in-depth analysis of varied musicals to further the understanding of how plot, musical structure and interpretation combine to define the genre

MUS 146

Special Projects in Music (1-3) (Independent Study)

- A. Vocal Literature
- B. Instrumental Literature
- C. Music History and Literature
- D. Church Music
- E. Theory and Composition
- F. Music Education
- G. Musicianship
- H. Chamber Music
- I. Choral Music
- J. Music Therapy
- K. Conducting
- L. Electronic Media
- M. Women in Music
- N. Special Topic

MUS 147 Seminar in Music Education (2)

Overview of the organization of music in the schools. Scheduling, length, and content of music offerings. Consideration of general music classes, chorus, glee clubs, orchestras, band, ensembles, theory and music literature. Review of technology available for music education. Observation and some supervised teaching.

MUS 151ABC Pedagogy: Principles and Methods (2)

Analysis and comparison of various procedures for beginning and intermediate instruction. Review of various approaches to the art of teaching and appropriate literature. Guided teaching incorporated.

- A. Keyboard
- B. Vocal
- C. Instrumental

MUS 190 Workshop (1-3)

May be repeated for credit.

MUS 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Nursing

The college offers Associate, Baccalaureate, and Masters degree programs with majors in nursing that provide options for career mobility.

Philosophy

Mount St. Mary's College is an academic community committed to continuing exploration of our relationship to God, to other persons, and to nature. This exploration takes the form of programs devoted to excellence in the liberal arts and career preparation with a special focus on educating women for participation and leadership in our society and our time. The Catholic tradition of the College offers a value orientation for the student's personal and professional life, giving the motivation for a Christian commitment that views professional life as service.

Nursing is a service to humanity. It is a profession committed to: the promotion and restoration of health; the prevention of illness of individuals, families, groups, and communities; and support for a dignified death. It is the science whose main concern involves the life processes that positively affect the health status and integrity of persons, families, and groups. These life processes involve physiological, sociological, and spiritual life components. A focus on the interaction of these components delineates nursing science.

The Department of Nursing functions within the philosophy of the College and has developed a curriculum on the Roy Adaptation Model of Nursing. The Adaptation Model recognizes that a person is a bio-psycho-social-spiritual being in constant interaction with a dynamic and complex world. Humans possess both innate and acquired mechanisms which, in health, enable coping with the complex internal and external environment. In times

of stress, these coping mechanisms may be disrupted. The ability to adapt to the internal and external environment at this time affects the person's position on the health-illness continuum. The promotion of adaptation in the direction of health depends upon an educational program which prepares the student to understand the person as a total being, to recognize and respect human values, and to utilize a scientific process within the framework of the adaptation model.

The goal of nursing is directing, maintaining, and reinforcing the adaptation of person, families, and groups toward optimal health.

The process involves:

- Assessing the factors that influence the position on the illness continuum, the factors that influence the position, and the effectiveness of the coping mechanisms.
- Determining the actual or potential health problem(s).
- Establishing mutually acceptable goals.
- Intervening by promoting adaptation through the modification of influencing factors and/or increasing the response in the coping potential.
- Evaluating the position on the health-illness continuum to reaffirm and/or modify interventions.

Each student enters the nursing program with a unique background for potential growth. Students are active learners. Learning progresses from novice to beginning level practitioner in a variety of settings from simple to complex. Because each student is unique with different learning potentials and different critical thinking skills, the expectation is that the student will seek assistance and demonstrate growth at all stages of

learning. The extent to which this distinct potential is achieved is determined by behavioral changes which are observed and evaluated in the context of the expected outcomes of the learning process.

The faculty believe the program has different levels of competencies for students to achieve their distinct potential. Options to select entry levels to promote career mobility are offered.

The faculty believe providing a supportive environment enhances learning at each level of the program. The faculty act as role models and therefore must be clinically competent and professionally active. In addition, they assume responsibility for individual advisement of nursing majors and provide opportunities for assistance in the event of academic difficulties.

Nursing Major Policy on Admission/Progression: Essential Performance Standards

Background:

The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of nursing and state university systems, like other state and federally funded entities, are required to comply with the stipulations of the ADA. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

ADA and the Rehabilitation Act of 1973 eligibility requirements vary depending on the type of services, activities, and functions needed in particular areas. The

practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components. Hence, students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing standards with or without reasonable accommodations in order to be admitted to or progress in the nursing program at Mount St. Mary's College.

Core Performance Standards:

1. Ability to think critically, such that the student can begin to make clinical decisions, identify cause-and-effect relationships with clinical data, and develop nursing care plans.
2. Ability to demonstrate interpersonal abilities such that the student can appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. Ability to clearly communicate in verbal and written forms such that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.
4. Ability to maneuver in small spaces and move from one place to another such that the student can move around in clients' rooms and bathrooms, into and out of work spaces, access treatment areas, and procure needed emergency materials when indicated. While health care agencies must meet ADA physical access standards, potential clients with equipment may limit the amount of available space in which to move.
5. Ability to demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care such that the

student can move and position clients in and out of bed, ambulate and transport patients, calibrate and use equipment, and perform cardiopulmonary resuscitation.

6. Ability to hear well enough to monitor and assess clients' health needs such that the student can hear cries for help, alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead codes.
7. Ability to see well enough to observe and assess clients' health status and changes in condition such that the student could see grimacing, movement, changes in skin color, rashes, and other observed client changes or responses.
8. Ability to have tactile capabilities sufficient for physical assessment such that the student could successfully perform palpation, note changes in skin temperature, perform skills related to therapeutic activities and identify by touch other changes in client condition.

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Department of Nursing Policies

Policies apply to each nursing program

Nursing focuses on prevention and promotion of health. Students admitted to and progressing through Mount St. Mary's College Nursing Program are strongly encouraged to engage in health practices which model those they are teaching to patients. Prior to enrollment in the first nursing course, students will be informed of the nursing department health policies.

Every student admitted to the nursing courses must have completed the following health data. Clinical agencies will not

accept a student who has not met all of the following health requirements:

- Past medical history on which the student attests that physical and emotional health are such as to allow for full participation in both clinical and theoretical components of the nursing curriculum.
- Physical examination, including a visual screening, urinalysis, and complete blood count, must be completed by a licensed physician, certified nurse practitioner, or physician's assistant annually.
- A two-step PPD/Mantoux skin test for Tuberculosis is required on admission to the nursing program. Then annual testing is required. If the student tests positive or has previously tested positive, a chest x-ray is required every year.

Immunizations Required for Nursing Programs

- Polio – Series of three doses for those under 18 years of age.
- Measles/Mumps/Rubella (MMR) – If born in 1957 or later, the student must have two doses, with at least one since 1980. Students born prior to 1957 may either have one dose or demonstrate proof of immunity through titers or have two doses.
- Tetanus and Diptheria (TD) – Every 10 years.
- Hepatitis B – Unless the student can demonstrate immunity through a titer, all nursing majors must have completed at least two of three shots prior to beginning clinical. The second shot is given one month after the first, and the third shot is due six months after the first.

Titers Required for Nursing Programs

- Measles: demonstrate immunity through serological testing or be immunized for rubella, rubeola, mumps
- Varicella (chicken pox) Titer: If the result is negative, two doses of a varicella vaccine are required one month apart.
- Hepatitis B Titer: After the third shot of the hepatitis B series is completed, the student must demonstrate proof of immunity. A Hepatitis IGG AB titer is drawn a minimum of 30 days after the 3rd shot is received. If the titer is negative, a fourth vaccine may be required with a repeat titer after 30 days. If the titer continues to be negative it is recommended for the student to have a medical evaluation to determine the efficacy of further Hepatitis B immunization.

If a student is not able to comply with these health requirements, the student must obtain a written statement to this effect from her/his physician and submit it to the Nursing Department.

Students have the responsibility of disclosing any temporary medical condition which may hamper their ability to perform the essential performance standards. A written medical release from their health care practitioner must be submitted to the Nursing Department prior to returning to the clinical area.

Clinical agencies may have requirements other than those above. If so, students will be instructed to obtain the necessary tests. The student is not allowed to participate in clinical experiences if the medical processing is not completed prior to the start of the clinical rotation.

A student with a health condition (i.e., pregnancy, seizure disorder, HIV positive, diabetes, infectious disease, emotional problems, etc.) that may have a safety

consideration must immediately notify the clinical instructor so that assignment modification can be made as necessary. The Department of Nursing has the responsibility to determine those health issues that may interfere with the student's progress in the clinical area.

To ensure success in the program, all students with documented disabilities must inform each nursing instructor at the beginning of each course, so that reasonable accommodations can be made.

Criminal Background Checks for Clinical Placement Policy Required for Nursing Programs

To comply with clinical agency requirements, nursing students are required to have a clear criminal background check to participate in placement(s) at clinical facilities. Background checks are required for registration in clinical nursing courses. The initial background check satisfies this requirement during continuous enrollment in the program. Should your educational process be interrupted, a new background check will be required. Students under 18 years of age are exempt from this requirement.

Associate in Arts Degree Major in Nursing (ADN)

ADN Objectives

Upon completion of the program, the student will have met the following objectives:

1. Provider of Care
 - a. Utilize Roy Adaptation Model to:
 1. Recognize, assess and define the factors influencing the person's/family's adaptive level, adaptive response, and consequent position of the health-illness continuum;
 2. Identify, assess and

- validate the person's/family's adaptive level and response;
3. Define patient/client goals based upon a clear analysis and synthesis of data in collaboration with patient, nursing and other disciplines;
 4. Define and perform those nursing interventions which affect the patient/client goals;
 5. Evaluate the consequences of nursing interventions in terms of the person's/family's behavioral change and the achievement of both patient/client and nursing goals, and modify those nursing actions, if desired adaptive outcomes are not achieved.
 - b. Utilize the nursing process as a scientific method.
 - c. Utilize knowledge of health-illness (normal/disruption) as it pertains to patient/client care.
 - d. Demonstrate competency in common nursing procedures.
2. Communicator
 - a. Utilize effective communication skills with clients and peers.
 - b. Use communication skills as a method of data collection, nursing intervention and evaluation of care.
 - c. Communicate and record assessments, nursing care plans, interventions and evaluations within the protocol of the institution.
 3. Client Teacher
 - a. Apply principles of the teaching/learning process.
 - b. Develop short-range teaching plans based on the learning process.
 4. Manager of Client Care
 - a. Function effectively as a member of health care team.
 - b. Utilize basic leadership skills in practice, based on small group patient care management and primary nursing.
 5. Membership within the profession of Nursing
 - a. Make judgments based on moral, ethical, and legal principles.
 - b. Continue to evaluate and enhance personal and professional behavior.
 - c. Assume responsibility for self-development and use resources for continued learning.
 - d. Maintain the role of the nurse as a patient advocate.
- Upon completion of the program, the student is eligible to take the California State Board examination for registered nurses (R.N.) licensure.
- ADN Admission Policy
- In addition to meeting the general admission requirements, acceptance into the Department of Nursing is determined by the Admission Committee of the department/program. Admission is based upon a consideration of the student's academic achievement, College Entrance Examination scores and previous college experience (if any).
- In order to be eligible for review, applicants must be admitted to the College and then fulfill the nursing admission requirements. Admission to the A.D.N. Program is considered for the fall semester and for spring semester with a specific

deadline for each semester. Admission is based on:

- Completed application form
- Cumulative GPA
- Science GPA
- Letters of reference
- Passing score on the nursing entrance examination

Personal interviews may be scheduled for qualified applicants admitted directly to the A.D.N. Program. Students admitted as Pre-Nursing will not be asked to interview until the point of admission into the nursing program.

Priority is given to students who:

- Meet the required criteria.
- Have a cumulative GPA of 2.50 for all transferable college work attempted.
- A GPA of 2.50 for college science courses is required for admission to the nursing program. The science GPA will consist of grades received from anatomy, physiology, and microbiology.
- A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.
- A student may repeat the nursing entrance examination no more than once. Failure to meet the required benchmark results in non-admission.

Candidates who have 30 units of general studies requirements completed (except RST 41) prior to admission may be admitted into the first year of the nursing program.

LVNs who have met the admission requirements for the ADN program must give written notification to the director of

the program of their intent to pursue the Mobility Option upon admission in the program. In the Mobility Option, LVNs are awarded 15 units of nursing course credits (NUR 23-27, 30) upon satisfactory completion of the NLN Mobility Exam at a score of 85% or above and satisfactory demonstration of skills competency. There is a fee associated with this test option. Completion of NUR 20 is required for continuation in the LVN Mobility Option.

A non-degree option is available for LVNs who meet the college entrance requirements. The student is eligible to take the NCLEX-RN examination for the registered nurse licensure after completing 29 units of prescribed courses. The student is not awarded a degree from Mount St. Mary's College. Entrance interview with the Program Director is required for this option.

Candidates with previous Registered Nursing education may be given transfer credit for previous nursing courses equivalent to the Nursing Department courses. Admission of these candidates will be on a probationary status. The student must have a cumulative GPA of 2.5 or better in the nursing courses for admission consideration. A minimum of 18 units of nursing courses must be completed during the last two semesters at Mount St. Mary's College. Candidates who have taken courses related to nursing with a theoretical foundation and are currently practicing in the healthcare setting (i.e., CNA, Respiratory Tech, Hemodialysis Tech, LPT) may challenge specific courses. The student must make an appointment with the Program Director to discuss this option and his/her qualifications.

ADN Academic Policy

The faculty of the Department of Nursing has the right and the responsibility for judging and evaluating the quality of the

student's achievement, both in the mastery of theoretical content and in clinical competence.

Notice of academic difficulty, probation, or dismissal is used when deemed necessary. A grade below C (2.0) in a course (Nursing or General Education) is considered a failed course and must be repeated. A student may have only one failed course during the entire nursing program. A student may repeat only one failed course in the entire program. A second failed course or a failed repeated course results in dismissal from the program. A failure of more than one course in a series of courses (e.g., NUR 24, 24A, 24L, 25) taken concurrently, counts as one failed course. If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester.

Readmission may be granted by special action of the A.D.N. Admission Committee of the ADN Department. Readmission of a student who was dismissed from the nursing program due to unsafe practice is not permitted.

Prior to admission to the ADN program, a nursing entrance examination is administered, i.e., ATI TEAS test. The score benchmark for the A.D.N. program as determined by the ATI norming process must be achieved. Students who score below the passing score are recommended to utilize a remediation program prior to retaking the test. A student may retest only once. The purpose of this test is to determine the student's knowledge related to math, English, sciences and critical thinking.

During the clinical portion of the program, students must carry malpractice insurance, have a current CPR card (American Heart Association (AHA) Health Care Provider or BCLS/Professional Rescuer CPR), and an LA City fire safety card.

Dosage Calculation Examination: **Accurate calculation of drug dosages is a skill that is necessary for the safe and effective practice of nursing.**

Serious harm to a client can result from math errors. Incorrectly calculated or measured dosages are the leading cause of error in the administration of medications. A drug error is a violation of a client's rights. Therefore, it is extremely important that nurses and nursing students demonstrate competence in such calculations. A dosage calculations exam will be given regularly throughout the curriculum. A minimum 100% score is required on this test. If a score of less than 100% is achieved, a second test will be given. The second test must be passed with 100% proficiency to remain in this course. If unsuccessful on the second attempt the student must drop the theory, skills lab, and clinical courses for that session. If in a subsequent course the math proficiency test is not passed at the 100% benchmark, the student may be disqualified from the program.

Nursing AA Degree Curriculum Requirements ADN Program

Prerequisite Requirements for A.D.N. Program

Pre-Nursing

*BIO 50A	Human Anatomy	(4)
*BIO 50B	Human Physiology	(4)
*BIO 3	General Microbiology	(4)
ENG 1A	Written and Oral Communication	(3)
SPE 10	Introduction to Communication	(2)
PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
PHIL 10	Critical Thinking	(3)
**RST 41	Christian Ethics	(3)
SOC 5	Sociological Perspectives	(3)

General Studies Elective IIA
(3)

**Must have been completed within five years prior to admission*

***Must be completed within the first academic year in the nursing program or if*

transferred in prior to admissions must meet the nursing department requirements for bioethics as an upper division course.

Total units: 35

AA Degree Curriculum Requirements A.D.N. Program

First Year

NUR 20	Adaptation Model Nursing Theory	(2)
NUR 23, 23L	Principles and Practice of Nursing Skills	(2, 1)
NUR 24, 26	Adult Adaptation Nursing I, II	(2, 2)
NUR 24A, 24L	Medical-Surgical Principles and Practice of Skills I	(0.5, 0.5)
NUR 26A, 26L	Medical-Surgical Principles and Practice of Skills II	(0.5, 0.5)
NUR 25, 27	Medical-Surgical Practicum I, II	(2, 2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)
NUR 28A	Principles and Practice of Advanced Interpersonal Skills	(1)
NUR 29	Mental Health Practicum	(2)
NUR 30	Pharmacology	(2)
NUR 31	Children: Adaptation	(2)
NUR 32A	Community Focused Care: Children	(1)
NUR 32	Children: Practicum	(2)
NUR 34	Community Health Nursing	(1)

Total units: 27

Second Year

NUR 33	Professional and Management Issues in Nursing	(2)
NUR 35	Childbearing: Adaptation	(2)
NUR 36A	Community Focused Care: Childbearing	(1)
NUR 36	Childbearing: Practicum	(2)
NUR 37	Gerontological Nursing	(2)
NUR 38A	Community Focused Care: Gerontology	(1)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(2)
NUR 47	Medical-Surgical Practicum III	(2)
NUR 48	Professional Nursing Practicum	(2)

Total units: 18

Total units for Associate of Arts Degree in Nursing: 80

Prerequisites to beginning nursing courses are completion of Anatomy, Physiology, Microbiology, Written and Oral Communication, General Psychology, Developmental Psychology, Philosophy, and a GS IIA course.

LVN Mobility Option Curriculum Requirement ADN Program

Prerequisites to beginning nursing courses for LVNs are the same AA Degree Curriculum Requirements

Same as AA Degree curriculum requirement.

Total units: 35

First Year A.D.N. Program

NUR 20	Adaptation Model Nursing Theory	(2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)
NUR 28A	Principles and Practice of Advanced Interpersonal Skills	(1)
NUR 29	Mental Health Practicum	(2)
NUR 31	Children: Adaptation	(2)
NUR 32A	Community Focused Care: Children	(1)
NUR 32	Children: Practicum	(2)
NUR 34	Community Nursing	(1)

Total units: 13

Second Year A.D.N. Program

NUR 33	Professional and Management Issues in Nursing	(2)
NUR 35	Childbearing: Adaptation	(2)
NUR 36A	Community Focused Care: Childbearing	(1)
NUR 36	Childbearing: Practicum	(2)
NUR 37	Gerontological Nursing	(2)
NUR 38A	Community Focused Care: Gerontology	(1)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(2)
NUR 47	Medical-Surgical Practicum III	(2)
NUR 48	Professional Nursing Practicum	(2)

Total units: 18

Total units for Associate of Arts Degree in Nursing: 66

LVN 30 Units Non-Degree Option Curriculum Requirement

First Year

BIO 50B	Human Physiology	(4)
BIO 3	General Microbiology	(4)
NUR 20	Adaptation Model Nursing Theory	(2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)
NUR 28A	Principles / Practice of Advanced Interpersonal Skills	(1)
NUR 29	Mental Health Practicum	(2)
		Total units: 15

Second Year

NUR 34	Community Nursing	(1)
NUR 33	Professional and Management Issues in Nursing	(2)
NUR 37	Gerontological Nursing	(2)
NUR 38A	Community Focused Care: Gerontology	(1)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(2)
NUR 47	Medical-Surgical Practicum III	(2)
NUR 48	Professional Nursing Practicum	(2)
		Total units: 14

Total units required for California RN Licensure Exam:
29

Nursing Courses

NUR 20 Adaptation Model Nursing Theory (2)

Introduction of the Roy Adaptation Model as a theoretical framework for nursing practice. Emphasis is on nursing process according to adaptation theory, with integration of physiological and psychosocial modes of adaptation in the adult population. GS-VIIA

NUR 23/23L Principles and Practice of Nursing Skills (2,1)

This course introduces theoretical foundation for basic assessment skills including interviewing (beginning communication skills), observation, basic physical assessment, vital signs measurement. The course also introduces basic nursing skills and interventions necessary for safe patient care, including sterile techniques, concepts of infection control, and basic hygiene care. The concurrent clinical component in the Skills Lab focuses on

development of associated psychomotor skills introduced in NUR 23. *Prerequisite:* NUR 20 or concurrent enrollment with NUR 20.

NUR 24 Adult Adaptation Nursing I (2)

This course involves an Adaptation Process approach focusing on the Physiologic Mode of adult population. The course focuses on beginning adaptation problems of oxygenation, nutrition, activity/rest, elimination and protection needs of the patient. The impact of physiological processes of fluid and electrolytes, neurological, endocrine, sensory system in adaptation is discussed. *Prerequisite:* NUR 20, 23/23L, 30, or concurrent enrollment with NUR 30.

NUR 24A/24L Medical-Surgical Principles and Practice of Skills I (.5, .5)

Introduction of skills for nursing interventions related to medication administration, management of mobility problems, management of nutritional problems, management of elimination problems, and fluid management. *Prerequisite:* NUR 20, 23/23L, 30 or concurrent enrollment with NUR 30.

NUR 24E Nursing Elective (1)

This course is offered to students during the summer session who need one unit of academic course work to be eligible for financial aid. The course focuses on the protection mode of the Roy Adaptation Model. The role of the nurse as patient advocate and environmental safety issues are explored in various healthcare settings. Credit/No Credit. Must be enrolled with NUR 24 to be eligible for the course.

NUR 25 Medical-Surgical Practicum I (2)

This first medical-surgical practicum introduces the student to the care of the adult hospitalized patient with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of concepts from Adult Adaptation I (NUR 24) and Medical-Surgical Principles and Practice of Nursing Skills (NUR 24A/24L). *Prerequisite:* NUR 20, 23/23L, 30, or concurrent enrollment with NUR 30. NUR 24, 24A/24L, 25 are taken concurrently and must be passed successfully before progressing.

NUR 26 Adult Adaptation Nursing II (2)

The second medical-surgical course focuses on advanced adaptation problems of oxygenation, nutrition, activity/rest, elimination and protection needs of the patient and incorporates

the psychosocial modes in applying the Adaptation Model. The impact of physiological processes of fluid and electrolytes, neurological, endocrine, sensory system in adaptation is discussed. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25.*

NUR 26A/26L Medical-Surgical Principles and Practice of Skills II (.5, .5)

Introduction of skills for nursing interventions related to IV insertion and central line management; blood therapies; airway and oxygenation management. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25.*

NUR 27 Medical-Surgical Nursing Practicum II (2)

This second medical-surgical practicum provides the student with experience in the care of the adult hospitalized patient with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of concepts from Adult Adaptation II (NUR 26) and Medical-Surgical Principles and Practice of Nursing Skills (NUR 26A/26L). *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25. NUR 26, 26A/26L, 27 are taken concurrently and must be passed successfully before progressing.*

NUR 28 Adult and Adolescent Mental Health Adaptation (2)

This course introduces the student to an array of mental health problems of adolescent, adult, and geriatric population. The focus of the course is the psychosocial impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the mentally ill and provides students with available resources for interventions. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25.*

NUR 28A Principles and Practice of Advanced Interpersonal Skills (1)

This course introduces the students to basic and advanced therapeutic communications skills. Dynamics of interpersonal relationships and assertiveness principles are addressed. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25.*

NUR 29 Mental Health Practicum (2)

This course provides the student with experiences interacting with adolescent, adult, and geriatric population with mental health illness. The focus of the course is the psychosocial impact of health-illness problems

and its adaptation process and application of concepts from Adult and Adolescent Mental Health Adaptation (NUR 28) and Principles and Practice of Advanced Interpersonal Skills (NUR 28A). *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25. NUR 28, 28A, 29 are taken concurrently and must be passed successfully before progressing.*

NUR 30 Pharmacology (2)

This course presents pharmacology as related to treatment of pathological processes. Major drug classes and mechanisms of drug actions as well as nursing implications are covered. *NUR 20 or concurrent enrollment with NUR 20, or concurrent enrollment with NUR 24, 24A, 24L, 25. GS-VIIIA*

NUR 31 Children: Adaptation (2)

This course introduces the student to health problems of children and the impact on the family unit. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of children and provides students with available resources for interventions. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.*

NUR 32A Community Focused Care: Children (1)

The course provides community care experience of the children, focusing on bio-psycho-social impact of health related problems. Experience is provided in a variety of non-hospital settings, such as ambulatory mobile unit. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.*

NUR 32 Children: Practicum (2)

The course provides clinical experience of children, focusing on bio-psycho-social impact of health related problems in an acute care setting. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29. NUR 31, 32, 32A are taken concurrently and must be passed successfully before progressing.*

NUR 33 Professional and Management Issues in Nursing (2)

The course examines issues faced by professional nurses in providing health care, focusing on the roles of the professional nurse. It also addresses beginning concepts of leadership role in discussing principles of leadership and management. *Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A,*

29, 31, 32A, 32, 35, 36A, 36, 37, 38A, 38, 46, 47.

NUR 34 Community Health Nursing (1)

This course provides students with theoretical foundation of Community Health Nursing principles focusing on bio-psycho-social impact of health related problems in the community setting.

Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.

NUR 35 Childbearing: Adaptation (2)

This course introduces the student to health problems of the childbearing adult and the impact on the family unit. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of childbearing and provides students with available resources for interventions.

Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.

NUR 36A Community Focused Care: Childbearing (1)

The course provides community care experience of the childbearing adult, focusing on bio-psycho-social impact of health related problems. Experience is provided in a variety of non-

hospital settings, such as ambulatory setting.

Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.

NUR 36 Childbearing: Practicum (2)

The course provides clinical experience of the childbearing adult, focusing on bio-psycho-social impact of health related problems in an acute care setting. Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A, 29. NUR 35, 36, 36A are taken concurrently and must be passed successfully before progressing.

NUR 37 Gerontological Nursing: Adaptation (2)

This course introduces the student to multiple and chronic health problems of the geriatric population. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the older adults and provides students with available resources for interventions. Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.

NUR 38A Community Focused Care: Gerontology (1)

The course provides community-care experience of the older adults, focusing on bio-psycho-social impact of aging and health related problems. Experience is provided in a variety of non-hospital settings, such as Meals-on-Wheels program and residential settings.

Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.

NUR 38 Gerontological Nursing: Practicum (2)

The course provides clinical experience of older adults, focusing on bio-psycho-social impact of health related problems in a long-term setting. The course also will experience the manager role of the RN. Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29. NUR 37, 38, 38A are taken concurrently and must be passed successfully before advancing.

NUR 46 Adult Adaptation Nursing III (3)

This course introduces the student to health problems of acute, complex, multi-system health problems of adults. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. Nursing interventions focus on acute medical and nursing management of adults.

Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A.

NUR 47 Medical-Surgical Nursing Practicum III (2)

The course provides clinical experience of acute, complex, multi-system management of adults in an acute care setting. Focus of care is on bio-psycho-social impact of acute health problems on an individual and the family.

Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A. NUR 46, 47 are taken concurrently and must be passed successfully before progressing.

NUR 48 Professional Nursing Practicum (3)

The course provides an internship experience in applying leadership and management principles in an acute care settings. Focus of care is on developing clinical and leadership skills of a beginning professional nurse. A group of students is assigned to a preceptor/mentor of the assigned unit during the experience.

Prerequisites: NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A, 46, 47.

NUR 98 Independent Studies (1-3)

Independent investigation of significant problems in nursing. *Prerequisite: consent of instructor.*

NUR 99 Special Studies in Nursing (1-3)

Selected problems; offered as a course or seminar on current issues in nursing. *Prerequisite: consent of instructor.*

Bachelor of Science Degree – Major in Nursing**BSN Objectives**

At the completion of the baccalaureate nursing program, the graduate will have met the following objectives and will:

1. Utilize the Roy Adaptation Model as a scientific method to deliver nursing care to persons, families, and groups.
2. Utilize knowledge of health/illness continuum to advocate for and maximize health of persons, families and groups.
3. Use critical thinking, knowledge, and skills obtained from nursing and liberal arts courses to provide professional nursing care in a variety of settings.
4. Utilize and apply complex, effective communication skills to persons, families, and groups.
5. Develop and implement individualized teaching/learning plans for persons, families, and groups.
6. Utilize leadership skills based on the principles of management, delegation, change process, group process, and systems theory in health care settings.
7. Utilize research findings to guide practice in health care delivery.
8. Critically examine and integrate the principles of moral, ethical, and legal issues which influence health care.
9. Create interventions that consider a variety of influencing factors: e.g.,

culture, religion, race, ethnicity, and socioeconomic status.

10. Establish independent and interdependent roles which will enhance professional growth.

Upon the completion of the Bachelor of Science Degree: Major in Nursing, the student is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and is also qualified to apply for the Public Health Nursing Certificate issued by the Board of Registered Nursing.

BSN Admission Policy

In addition to meeting the general admission requirements, acceptance into the Department of Nursing is determined by the Admission Committee of the department. Admission is based upon a consideration of the student's academic achievement. There is a formal review of the student's high school achievement record, grade point average, College Entrance Examination scores, previous college experience (if any). Students who intend to major in nursing are advised to take high school chemistry.

In order to be eligible for review, applicants must be admitted to the College and then fulfill the nursing admission requirements. Admission to the Sophomore nursing courses is considered for the fall semester only and is based on:

- Cumulative GPA
- Science GPA
- Successful demonstration of English competency
- Written essay
- Letters of reference
- Personal interviews may be scheduled for qualified applicants once admission documents are received.

Priority is given to students who:

- Meet the required criteria and who have completed two semesters at Mount St. Mary's College.
- Have a cumulative GPA of 2.7 for all transferable college work attempted.
- A science GPA of 2.50 is required for admission to the nursing program. The science GPA will consist of grades received from chemistry/physics, anatomy, physiology, and microbiology.
- A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.

LVNs that have been accepted by the College and have completed the general studies requirements of the first two years may challenge Sophomore nursing courses and move directly into Junior nursing courses. NUR 41 and NUR 52 must be satisfactorily completed prior to acceptance into Junior nursing courses. A non-degree program is available for LVNs who meet the College entrance requirements. After completing 30 units of prescribed courses, the student is eligible to take the NCLEX-RN exams for licensure as a Registered Nurse but is not considered a graduate of Mount St. Mary's College. California registered nurses accepted by the College may be given transfer credit for previous nursing courses equivalent to the Nursing Department lower division courses. NUR 41 and NUR 52 are to be satisfactorily completed prior to acceptance into Senior nursing courses.

The BSN program is approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education.

BSN Academic Policies

The faculty of the Department of Nursing has the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence. Mid-term warning, probation, or dismissal is used when deemed necessary.

- A grade of C- or below in a required course or a nursing theory course is not accepted. If the grade of C- or below is in a nursing theory course, non-progression in the program occurs.
- A student may repeat a nursing theory course required for the nursing major no more than once.
- A grade of C- or below in a nursing clinical course or failure of any two required nursing courses results in dismissal from the nursing program.

If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester. Readmission may be granted by special action of the Admission Committee of the Department of Nursing.

Before admission to nursing courses:

1. A departmental math exam is no longer required by the BSN program. The TEAS test will now be required.
2. A critical thinking exam is also required to assist in academic advisement.

Once admitted and enrolled in the College, all BSN nursing students will be required to successfully complete PHI 168A or B or RST 149 at MSMC. In order to meet the nursing department requirements for bioethics, any bioethics course transferred in prior to admission must be an upper division course.

Departmental policy statements regarding grading, mathematical competence, clinical progression, incomplete grades, probation, absences, dismissal, and readmission to the program are provided to the student at the beginning of the nursing major. During the clinical portion of the program, students must:

- Ordinarily be enrolled full-time (see Tuition and Fees).
- Carry malpractice insurance.
- Have a current CPR card (AHA Health Care Provider BLS).
- Have a fire safety card.
- Complete a criminal background as outlined in clinical policies.
- Complete a First Aid Course prior to beginning senior level coursework.
- Have membership in the National Student Nurse Association, highly recommended.
- Nursing classes are held at multiple sites and transportation for these classes is essential. Senior year students are required to have a current driver's license and auto insurance. Information on all policies and procedures can be obtained from the Department of Nursing's Coordinator of Advisement and Testing.

Certain health requirements must be met prior to clinical experience. In addition to the College Baccalaureate degree requirements, students who step back into the MSMC BSN program after an absence of seven (7) years or more must complete all requirements of the Department of Nursing and the level to which they are re-enrolling.

Clinical Agencies/Scheduling

Multiple agencies are used for clinical practice and include the following: private and public acute care facilities, skilled

nursing facilities, Los Angeles County public health sites, home health agencies, schools, and other community health care facilities.

Transportation for clinical classes is the responsibility of each student. Students in their senior session are required to have a current driver's license and auto insurance.

Schedules for clinical and class times are subject to change. Clinical classes may include weekends.

BSN Curriculum Requirements

Freshman Year

**CHE 3/PHS 1	Chemistry/Scientific Concepts	(3)
**BIO 50A	Human Anatomy	(4)
**BIO 50B	Human Physiology	(4)
**BIO 3	General Microbiology	(4)
*PSY 1	General Psychology	(3)
*SOC 5	Sociological Perspectives	(3)
*ENG 1A and 1B or 1C	Freshman English	(6)
*SPE 10	Public Speaking	(2)
*PSY 12	Developmental Lifespan Psychology	(3)
***SPR 85	Intro to College Studies	(1)
***SPR 71X	Preparation for Nursing	(1)

Total units: 32-34

Sophomore Year

*NUR 51	Practicum: Adult Medical/Surgical	(4)
*NUR 53A	Fundamentals of Nursing: Theory	(2)
*NUR 53B/C	Fundamentals of Nursing: Skills	(1.5, 1)
*NUR 54	Introduction to Pathophysiology	(3)
*NUR 60	Adaptation Nursing Theory	(3)
*NUR 61	Practicum: Adult Medical Surgical	(4)
*NUR 65	Adaptation Nursing: Adult Medical/Surgical	(3)
*BIO 112	Human Nutrition	(3)
*PHI 21/RST 41	Moral Values and Ethical Decisions	(3)
GS IVA	Religious Studies Requirement	(3)

GS-III A:	Art or Music	(3)
		Total units: 33.5

Junior Year

*NUR 135	Pharmacology in Nursing	(2)
*NUR 160	Adaptation Nursing: Childbearing Family	(2.5)
*NUR 161	Practicum: Childbearing Family	(2.5)
*NUR 162	Adaptation Nursing: Children	(2.5)
*NUR 163	Practicum: Children	(2.5)
*NUR 164	Adaptation Nursing: Advanced Medical/Surgical	(2.5)
*NUR 165	Practicum: Advanced Medical/Surgical Nursing	(2.5)
*NUR 166	Adaptation Nursing: Mental Health	(2.5)
*NUR 167	Practicum: Mental Health	(2.5)
*PHI 168A or PHI 168B or RST 149 (upper division)	Bioethics	(3)
GS-III B:	Literature	(3)
GS-III C:	History	(3)
		Total units: 31

Senior Year

*NUR 134	Issues in Professional Nursing	(2)
*NUR 136	Abuse: Child to Elder	(1)
*NUR 138	Nursing Research	(3)
*NUR 178	Adaptation Nursing: Senior Preceptorship	(1.5)
*NUR 179	Practicum: Senior Preceptorship	(2.5)
*NUR 180	Adaptation Nursing: Community Health	(1.5)
*NUR 181	Practicum: Community Health Nursing	(2.5)
*NUR 182	Adaptation Nursing: Leadership and Management	(1.5)
*NUR 183	Practicum: Nursing Leadership and Management	(2.5)
*NUR 190	Adaptation Nursing: Older Adult	(1.5)
*NUR 191	Practicum: Older Adult	(2.5)

GS-VA/B	Philosophy or Religious Studies	(3)
GS-III G:	Econ/ Politics	(3)
See Catalog	Philosophical Ideas	(3)
		Total units: 31

Total units for Bachelor of Science Degree in Nursing:
127.5

**Courses required by the Department of Nursing*

***Must have been completed within five years prior to admission*

****Not required for students entering MSMC with over 24 transferable units*

Accelerated Bachelor of Science – Major in Nursing

The Accelerated Bachelor of Science Degree - Major in Nursing (AccBSN) Program is the same curriculum design as the Bachelor of Science – Major in Nursing program (BSN), follows the stated philosophy, and students meet the terminal objectives as delineated for the BSN program. The AccBSN program offers the BSN program within a one year (May to May) time frame and is a rigorous program of study. The Accelerated student completes a three semester course of study, beginning with the first Summer session, followed by a Fall semester, and ending with a final Spring semester. At the completion of the final semester, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and to qualify for the California Public Health Nursing Certificate. The AccBSN program is approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education.

AccBSN Application Procedure

AccBSN applicants must submit the following documents:

- Completed admissions application
- Personal statement of intent

- Official transcripts of all college work
- Two recommendations by those acquainted with the applicant's ability to succeed in an accelerated curriculum.
- Personal interviews may be scheduled.

AccBSN Program Admission Requirements

The AccBSN program is open to persons who have previously completed a Baccalaureate degree and who meet specific admission requirements. Admission to the program is open only once a year. The application deadline is November 1, and decisions are mailed in mid December.

To be considered for admission, students must be graduates of an accredited four-year college or university with an earned cumulative grade point average of at least 3.0.

An eligible applicant must have also completed the following requirements prior to beginning the program.

Transfer Articulation for the Accelerated Bachelor of Science – Major in Nursing

Mount Saint Mary's College accepts completed Baccalaureate degrees from accredited colleges and universities as evidence of fulfillment of MSMC General Studies requirements with the exception of philosophy and religious studies. To fulfill these requirements, students must complete two courses in each discipline.

Nursing Core Requirements

*Chemistry or Physics	(3-4 units)
*Human Anatomy with Lab	(3-4 units)
*Human Physiology with lab	(3-4 units)
*Microbiology with Lab	(4 units)
Human Nutrition	(3 units)
General Psychology	(3 units)
Life-span Developmental Psychology (Infant through Older Adult)	(3 units)
Introduction to Sociology or Cultural	(3 units)

Anthropology
Written and Oral Communication (6 units)
*Must have been completed within five years prior to admission

General Studies Requirements

Philosophy (3 units)
Philosophy (3 upper division units, must be Bioethics)
Religious Studies Courses (6 units)

AccBSN Entrance Requirements

Before admitted students begin the program in May, they must:

- Complete the Department of Nursing Math Test with a minimum score of 84%.
- Complete the necessary health forms and immunizations (See Health Policies, Department of Nursing.).
- Be current in CPR (Healthcare Provider BCLS/Professional Rescuer CPR).
- Carry malpractice insurance.
- Complete a First Aid Course.
- Submit a successful completion of Criminal Background as outlined in clinical policies

Costs/Financial Aid/Registration

Tuition for the AccBSN program is the same as the standard Mount St. Mary's College undergraduate tuition and fees for three semesters. There is a nursing fee for each of the three accelerated sessions. Please refer to the Fees and Expenses for exact figures and guidelines.

While AccBSN students are not eligible for Mount St. Mary's grants or scholarships, students may be eligible for federal, state, or private grants or loans. In order to qualify, students must send the FAFSA forms to the processor no later than January 15. Information on financial aid eligibility will be sent prior to the deposit

deadline. A non-refundable deposit fee of \$300.00 is due on the date specified in the acceptance letter.

AccBSN Degree Curriculum Requirements

The AccBSN program requires 124 units which includes 56 Nursing department units and 3 units of Bioethics. Admitted students must complete their total curriculum plan at Mount St. Mary's College. They may not take required nursing courses at other institutions. A sample program is listed below.

Summer

NUR 41	Adaptation Nursing Theory	(3)
NUR 42A	Fundamentals of Nursing: Theory	(2)
NUR 42B	Fundamentals of Nursing: Skills	(1)
NUR 44A	Introduction to Pathophysiology	(3)
NUR 44B	Adaptation Nursing: Adult Medical/Surgical Nursing	(3)
NUR 45AB	Practicum: Adult Medical/Surgical Nursing	(4,4)

Total units: 20

Fall

NUR 135	Pharmacology in Nursing	(2)
NUR 140	Adaptation Nursing: Childbearing Family	(2.5)
NUR 141	Practicum: Childbearing Family	(1.5)
NUR 142	Adaptation Nursing: Children	(2.5)
NUR 143	Practicum: Children	(1.5)
NUR 144	Adaptation Nursing: Advanced Medical/Surgical	(2.5)
NUR 145	Practicum: Advanced Medical/Surgical Nursing	(1.5)
NUR 146	Adaptation Nursing: Mental Health	(2.5)
NUR 147	Practicum: Mental Health	(1.5)

Total units: 18

Spring

NUR 134	Issues in Professional Nursing	(2)
NUR 136	Abuse: Child to Elder Adult	(1)
NUR 138	Nursing Research	(3)
NUR 150	Adaptation Nursing: Community Health	(1.5)
NUR 151	Practicum: Community Health Nursing	(1.5)

NUR 152	Adaptation Nursing: Leadership and Management	(1.5)
NUR 153	Practicum: Nursing Leadership and Management	(1.5)
NUR 156	Adaptation Nursing: Older Adult	(1.5)
NUR 157	Practicum: Older Adult	(1.5)
NUR 158	Adaptation Nursing: Senior Preceptorship	(1.5)
NUR 159	Practicum: Senior Preceptorship	(1.5)

Total units: 18

Total units for an Accelerated B.S. in Nursing: 124

Note: Prerequisites for courses in the NUR 140 and 160 Series: Successful completion of the NUR 41, 42AB, 44AB, 45AB or 51, 53ABC, 54, 60, 61, 65, and Nutrition. The NUR 140 and 160 courses involve the continued use of the Roy Adaptation Model as a basis for prevention, rehabilitation, and teaching.

Nursing Courses

NUR 41 Adaptation Nursing Theory (3)

Introduces the Roy Adaptation Model of Nursing with emphasis on the physiological and psychosocial modes as related to adult and older adult behaviors. Introduces concepts of cultural diversity, aging, and sexuality.

NUR 42A Fundamentals of Nursing: Theory (2)

Covers basic nursing measures necessary for safe patient care. The focus is to provide the theoretical foundation for selected nursing skills.

NUR 42B Fundamentals of Nursing: Skills (1)

Practice and development of the student's psychomotor ability in the performance of basic nursing skills taught in NUR 42A. Designed to integrate computer assisted learning for an independent approach to learning.

NUR 44A Introduction to Pathophysiology (3)

Basic pathophysiological mechanisms of disease and selected medical-surgical disruptions of protection and oxygenation that are common to adults are presented for discussion. Patient care management is included. *Sophomore standing.*

NUR 44B Adaptation Nursing: Adult Medical/Surgical (3)

Common disruptions in the body's structure, function and regulatory mechanisms are presented which include immune response, inflammation, and temperature control. Nursing and Medical Management will be discussed.

NUR 45A Practicum: Adult (4)

Clinical practice of nursing with application of concepts related to basic nursing knowledge, fundamentals, and skills. The focus is on the care of the adult hospitalized patient with common medical/surgical problems. *Sophomore standing.*

NUR 45B Practicum: Adult (4)

Clinical practice of nursing process and skills with application of concepts related to basic nursing skills and to common disruptions in body systems. Focus on common medical-surgical problems affecting adults and older adults, stimuli for illness, nursing diagnoses, nursing interventions, prevention, and teaching in an in-patient setting.

NUR 51 Practicum: Adult (4)

Clinical practice of nursing process and skills with application of concepts related to basic nursing skills and to common disruptions in body systems. Focus on common medical-surgical problems affecting adults and older adults, stimuli for illness, nursing diagnoses, nursing interventions, prevention, and teaching in an in-patient setting.

NUR 53A Fundamentals of Nursing: Theory (2)

Introductory course that covers the theories, concepts, principles and procedures that are fundamental to current nursing practice. Provides a knowledge base to understand the practice of professional nursing with a focus on the adult hospitalized patient.

NUR 53B/C Fundamentals of Nursing: Skills (1.5/1.0)

Covers basic nursing measures necessary for safe patient care. The focus is to provide the theoretical basis for selected nursing skills and to develop the student's psychomotor ability in the performance of these skills. Designed to integrate computer assisted learning for an independent approach to learning.

NUR 54 Introduction to Pathophysiology (3)

Basic pathophysiological mechanisms of disease and selected medical-surgical disruptions of protection and oxygenation that are common to adults are presented for

discussion. Patient care management is included. *Sophomore standing.*

NUR 60 Adaptation Nursing Theory (3)

Introduces the Roy Adaptation Model of Nursing with emphasis on the physiological and psychosocial modes as related to adult and older adult behaviors. Introduces concepts of cultural diversity, aging, and sexuality.

NUR 61 Practicum: Adult (4)

Continuation of the Nursing Skills and Process with application of concepts related to the physiologic and psychosocial mode of adaptation.

NUR 65 Adaptation Nursing: Adult Medical/Surgical (3)

Common disruptions in the body's structure, function and regulatory mechanisms are presented which include immune response, inflammation, and temperature control. Nursing and Medical Management will be discussed.

NUR 98 Independent Studies (1-3)

Independent investigation of significant problems in nursing. *Prerequisite:* Consent of instructor.

NUR 99 Special Studies in Nursing (1-3)

Selected problems; offered as a course or seminar on current issues in nursing. *Prerequisite:* Consent of instructor.

NUR 134 Issues in Professional Nursing (2)

The focus is on the profession of Nursing. Content includes the history of nursing, the Nursing Practice Act, legal aspects, liability, and other current issues affecting the nursing profession. *Prerequisites:* Successful completion of the NUR 160/140 series.

NUR 135 Pharmacology in Nursing (2)

Pharmacology as related to pathological processes and various groups of clients is presented, major drug classes and mechanisms of drug actions as well as nursing implications are detailed. *Prerequisites:* Successful completion of the NUR 40, 50, 60 series.

NUR 136 Abuse: Child to Elder Adult (1)

Child, elder and women's abuse will be covered. Included will be prevention, early detection, and intervention techniques. California reporting requirements for child abuse will be covered.

NUR 138 Research (3)

Principles of scientific methods, research designs appropriate to nursing, ethical conduct in human subject research, and components of theoretical frameworks are presented. Emphasis

on understanding, critiquing, and applying published research findings to clinical practice. *Prerequisite: Successful completion of NUR 160/140 series. Student must be in Senior standing.* GS-II, VIIA (Satisfies one QL unit.)

NUR 140 Adaptation Nursing: Childbearing Family (2.5)

Lecture. The focus of the bio-psycho-social impact of health and illness problems related to childbearing families. *Prerequisite: Junior standing.*

NUR 141 Practicum: Childbearing Family (1.5)

Clinical practice in prenatal, delivery and postnatal care. Includes the study of parenting roles and health needs of emerging family groups.

NUR 142 Adaptation Nursing: Children (2.5)

Lecture. The focus of the bio-psycho-social impact of health and illness problems related to children.

NUR 143 Practicum: Children (1.5)

Clinical practice in the health-illness problems encountered in the care of children, from infancy through adolescence, and their families.

NUR 144 Adaptation Nursing: Advanced Medical/Surgical (2.5)

Lecture. The focus of the bio-psycho-social impact of health and illness problems related to complex episodic medical and surgical disruptions in the adult. Patient care management is included. *Junior standing.*

NUR 145 Practicum: Advanced Medical/Surgical Nursing (1.5)

Clinical practice in the health-illness problems encountered in the care of complex episodic medical and surgical disruptions in the adult. Patient care management is included. *Junior standing.*

NUR 146 Adaptation Nursing: Mental Health (2.5)

Lecture. The focus of the bio-psycho-social impact of health and illness problems related to the mental health of individuals and groups. *Junior standing.*

NUR 147 Practicum: Mental Health (1.5)

Clinical practice in the application of the principles and concepts related to psycho-social problems in psychiatric settings. *Junior standing.*

NUR 150 Adaptation Nursing: Community Health (1.5)

Lecture. Theories and concepts from nursing and public health are presented from a bio-psycho-social perspective. The focus is on the health of the population, as well as on individuals, families and groups living in the community. The Roy Adaptation Model is threaded throughout the broad topics, which include community oriented practice, family, community assessment, epidemiology and communicable disease. *Senior standing.*

NUR 151 Practicum: Community Health Nursing (1.5)

Provides a clinical experience for the senior level student to use the Roy Adaptation Model to improve the health of individuals, families, groups and the community as a whole. An epidemiological approach is utilized to identify and assess problems within aggregates in the community. A variety of populations and settings are used in order to provide the student with the opportunity to apply the theories and concepts from NUR 180/150. *Senior standing.*

NUR 152 Adaptation Nursing: Leadership and Management (1.5)

Lecture. Theory in this senior level course is designed to analyze leadership and management principles and illustrate how these concepts reflect professional nursing practice. The health care delivery environment will be discussed with an emphasis on the current and future trends in the management of nursing resources and personnel. The Roy Adaptation Model and systems theory is threaded through each topic and will be used to evaluate individuals, groups and organizations on how they work together. *Senior standing.*

NUR 153 Practicum: Nursing Leadership and Management (1.5)

This clinical course provides the senior level student the opportunity to assess and practice under supervision the principles of leadership and management with a variety of populations in various settings. In addition, a conference will be utilized to simulate situations to enhance student's learning of theories and concepts from NUR 182/152. The Roy Adaptation Nursing Model and management principles will be utilized to guide assessment of a group identified in the clinical setting. Students may identify additional objectives to meet their personal learning needs with the approval of the instructor. *Senior standing.*

NUR 156 Adaptation Nursing: Older Adult (1.5)

Lecture. This gerontology course provides the student with the principles of the Functional Consequences Theory as it relates to the Roy Adaptation Model. The student will apply both models to the psychological and physiological functions of the older adult. Topics also include functional assessment, characteristics of today's older adults in the United States and issues regarding long-term care. Additionally, the student will carry out in-depth research in a gerontology related subject. This research will be presented in a formal paper. *Senior standing.*

NUR 157 Practicum: Older Adult (1.5)

Clinical practice with older adult clients in various settings enabling the student to apply the concepts and principles in NUR 156. *Senior standing.*

NUR 158 Adaptation Nursing: Senior Preceptorship (1.5)

Lecture: Theory in this senior level course is applicable to any area of nursing specialty. Bio-psycho-social and spiritual approaches will be used to present concepts that the Baccalaureate prepared nurse can apply to promote adaptation in individuals, families, and groups. Broad topics include cultural aspects, palliative care, chronic illness, disabilities and management of health regimens. Professional role aspects of quality improvement, accreditation, environmental health and disaster management are included. *Senior standing.*

NUR 159 Practicum: Senior Preceptorship (1.5)

The senior level student will continue to develop and practice the role of the Baccalaureate prepared nurse in this practicum. The student will have the opportunity to demonstrate the ability to apply the theory content from NUR 178/158 and the MSMC Nursing Baccalaureate Program Objectives. A variety of clinical agencies and nursing specialties will be used. The Roy Adaptation Model will be used as the foundation for professional nursing practice. Taken as Credit/No Credit. *Senior standing.*

NUR 160 Adaptation Nursing: Childbearing Family (2.5)

Lecture. The focus is the bio-psycho-social impact of health-illness problems related to childbearing families. Taken concurrently with NUR 161. *Junior standing.* GS-VI

NUR 161 Practicum: Childbearing Family (2.5)

Provides clinical experience in prenatal, delivery, and postnatal care, study of the parenting roles, and the health needs of the emerging family groups. Taken concurrently with NUR 160. *Junior standing.*

NUR 162 Adaptation Nursing: Children (2.5)

Lecture. The focus is the bio-psycho-social impact of health-illness problems related to children. Taken concurrently with NUR 163. *Junior standing.* GS- VIIA (Satisfies one QL unit.)

NUR 163 Practicum: Children (2.5)

Provides clinical experience in the health-illness problems encountered in the care of children and their families. Growth and development from infancy through adolescence in terms of the Adaptation Theory of Nursing. Taken concurrently with NUR 162. *Junior standing.*

NUR 164 Adaptation Nursing: Advanced Medical/Surgical (2.5)

Lecture. The focus is the bio-psycho-social impact of health-illness problems related to complex episodic medical or surgical disruptions in the adult. Leadership and patient care management included. Taken concurrently with NUR 165.

NUR 165 Practicum: Advanced Medical/Surgical (2.5)

Provides clinical experience in the health-illness problems of adult patients with more complex medical or surgical disruptions. Leadership and patient care management included. Taken concurrently with NUR 164. *Junior standing.*

NUR 166 Adaptation Nursing: Mental Health (2.5)

Lecture. The focus is the bio-psycho-social impact of health-illness problems related to mental health of individuals and groups. Taken concurrently with NUR 167.

NUR 167 Practicum: Mental Health (2.5)

Provides clinical experience in the application of the principles and concepts related to psycho-social problems in psychiatric settings. Taken concurrently with NUR 166. *Junior standing.*

NUR 178 Adaptation Nursing: Senior Preceptorship (2.5)

Lecture. Theory in this senior level course is applicable to any areas of nursing specialty. Bio-psycho-social and spiritual approaches will be used to present concepts that the Baccalaureate prepared nurse can apply to

promote adaptation in individuals, families, and groups. Broad topics include cultural aspects, palliative care, chronic illness, disabilities, and management of health regimens. Professional role aspect of quality improvement, accreditation, environmental health and disaster management are included. *Senior standing.*

NUR 179 Practicum: Senior Preceptorship (2.5)

The senior level student will continue to develop and practice the role of the Baccalaureate prepared nurse in this practicum. The student will have the opportunity to demonstrate the ability to apply the theory content from NUR 178/158 and the MSMC Nursing Baccalaureate Program Objectives. A variety of clinical agencies and nursing specialties will be used. The Roy Adaptation Model will be used as the foundation of professional nursing practice. *Taken as Credit/No Credit. Senior standing.*

NUR 180 Adaptation Nursing: Community Health (1.5)

Lecture. Theories and concepts from nursing and public health are presented from a bio-psycho-social perspective. The focus is on the health of the population, as well as on individuals, families and groups living in the community. The Roy Adaptation Model is threaded throughout the broad topics, which include community oriented practice, family, community assessment, epidemiology and communicable disease. Taken concurrently with NUR 181. *Senior standing.*

NUR 181 Practicum: Community Health Nursing (2.5)

Provides a clinical experience for the senior level student to use the Roy Adaptation Model to improve the health of individuals, families, groups and the community as a whole. An epidemiological approach is utilized to identify and assess problems within aggregates in the community. A variety of populations and settings are used in order to provide the student with the opportunity to apply the theories and concepts from NUR 180/150. Taken concurrently with NUR 180. *Senior standing.*

NUR 182 Adaptation Nursing: Leadership/Management (1.5)

Theory in this senior level 1.5 unit course is designed to analyze leadership and management principles and illustrate how these concepts reflect professional nursing practice. The health care delivery environment will be discussed with an emphasis on the current and future

trends in the management of nursing resources and personnel. The Roy Adaptation Model and systems theory is threaded through each topic and will be used to evaluate individuals, groups and organizations on how they work together. Taken concurrently with NUR 183. *Senior standing.*

NUR 183 Practicum: Nursing Leadership/Management (2.5)

This clinical course provides the senior level student the opportunity to assess and practice under supervision the principles of leadership and management with a variety of populations in various settings. In addition, a conference will be utilized to simulate situations to enhance students' learning of theories and concepts from NUR 182/152. The Roy Adaptation Nursing Model and management principles will be utilized to guide objectives to meet their personal learning needs with the approval of the instructor. . Taken concurrently with NUR 182. *Senior Standing.*

NUR 190 Adaptive Nursing : Elder Adult (1.5)

This one and a half unit gerontology course provides the senior level-nursing student with the principles of the Functional Consequences Theory as it relates to the Roy Adaptation Model. The student will apply both Models to the psychological and physiological functions of the older adult. Topics also include functional assessment, characteristics of today's older adults in the United States and issues regarding long-term care. Additionally, the student will carry out in-depth research in a gerontology-related subject. This research will be presented in a formal paper.

NUR 191 Practicum: Elder Adult Clinical Conference (2.5)

This course provides each senior nursing student with the opportunity to practice gerontology nursing in an agency that services the older client. The Roy Adaptation Model and the Functional Consequences Theory are utilized to promote optimum health for the older client. The student will write a care plan with one modification for one older adult for which she/he is the caregiver. The student, depending upon the clinical agency, will practice either the role of the registered nurse case manager or the role of the registered nurse in a nurse run clinic. Conducting a teaching presentation for the older adult, the older adult's significant other/caregiver and/or the agency's staff will also be an integral part of the practicum.

NUR 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

NUR 198 Independent Studies (1-3)

Master of Science in Nursing Degree

Nursing Master of Science Program Philosophy

Nursing is a service to humanity. It is a profession committed to: the promotion and restoration of health; the prevention of illness of individuals, families, groups, and communities; and support for a dignified death. It is the science whose main concern involves the life processes that positively affect the health status and integrity of persons, families, and groups within a diverse community.

Each student enters the graduate nursing program with a unique background for potential growth. Students are active learners as they seek professional growth in an advanced practice nursing role. Because each student is unique with different learning potentials and different critical thinking skills, the expectation is that the student will seek assistance and demonstrate growth at all stages of learning. The extent to which this distinct potential is achieved is determined by behavioral changes, which are observed and evaluated in the context of the expected outcomes of the learning process. The faculty believes providing a supportive environment enhances learning as the graduate student progresses through the program. The faculty acts as role models and therefore must be professionally competent. In addition, they advise students and provide opportunities for assistance in the event of academic difficulties.

Nursing Master of Science Program Mission Statement

The Master of Science in Nursing is based on Mount St. Mary's mission of providing a superior education enhanced by an emphasis on building leadership and fostering a spirit to serve others. The purpose is to prepare nurses in advanced nursing theory and provide them with experiences within the changing patterns of health care. The curriculum incorporates the American Association of Colleges of Nursing's Essential Curriculum Elements (1996). These elements include:

- The utilization of research;
- The development of knowledge about health care policies, financing and health care organizations;
- The ability to identify, understand and analyze ethical issues and become accountable for one's own actions in practice;
- Knowledge and experience in professional role development;
- An increased knowledge and application of theory as a foundation for practice;
- The enhancement of one's knowledge about several aspects of human diversity and societal issues that affect and influence the nursing profession, as well as the application of this information to community education.

The Master of Science in Nursing program offers nurses an opportunity for professional development through tracks in Clinical Nurse Specialist, Community/Public Health, Educator, Leadership and Administration, and Post-MSN Clinical Nurse Specialist. The MSN program also offers the ADN-to-MSN program, an accelerated program that will allow nurses with an Associate Degree in nursing to achieve both a Bachelor and Master degree in as little as three years.

The Master of Science in Nursing program prepares nurses in advanced nursing theory and provides them with experience in advanced practice nursing roles within the changing patterns of health care. Graduates are equipped to assume leadership roles in multidisciplinary health groups and conduct independent nursing research or clinical projects.

The MSN program is accredited by the Commission on Collegiate Nursing Education.

The nursing courses cannot be waived or taken as independent study regardless of the student's professional experiences. The MSN student is encouraged to grow in her/his role as a nurse leader both in depth and breadth thus maximizing the benefits of receiving a Master in Science in Nursing degree from Mount St. Mary's College.

For information related to health requirements and background checks, refer to the section on Department of Nursing Policies. In addition, malpractice insurance is required while enrolled in the practicum courses.

The MSN program requires the successful completion of 26-43 semester units, depending on track, with a grade of B (3.0) or better and the completion of an approved Nursing Project. NUR 243 Theoretical Foundations of Leadership and Community Health is a required bridge course for MSN students who do not have a BSN degree and must be satisfactorily completed prior to the beginning of graduate nursing coursework. The credit received can be used towards meeting the elective unit requirement. (For information regarding the ADN-to-MSN program, see related section).

Nursing Master of Science Program Objectives

At the completion of the Master of Science in nursing program, the graduate will have

met the following objectives:

1. Model accountability for the ethical quality of one's own practice.
2. Utilize research data as a change agent to improve health care systems and influence public health policy as well as incorporate the data into their evidence-based practice.
3. Assume leadership positions in a variety of health care agencies, colleges, or universities.
4. Develop expertise in order to assume roles such as educators, leaders, expert clinicians, and clinical nurse specialists in health care agencies, colleges, or universities.

Nursing Master of Science Program Admission Policy

In addition to meeting the general admission requirements to the Graduate Division, acceptance is determined by the Admissions Committee of the Master of Science in Nursing program.

The following criteria pertain to admission into the Master of Science in Nursing Program:

1. Applicants have an earned baccalaureate degree from a regionally accredited institution, e.g. Western Association of Schools and Colleges. Non-BSN degree holders are required to complete a bridge course (NUR 243) prior to beginning graduate studies. Applicants for the post-MSN Clinical Nurse Specialist track have received a Master's degree from a regionally accredited institution in nursing or related to nursing as outlined by the Board of Registered Nursing for Clinical Nurse Specialist certification. Applications are accepted for the fall, spring, or summer trimesters.

2. Applicants for the Clinical Nurse Specialist and post-MSN Clinical Nurse Specialist tracks have completed a minimum of one year full-time continuous clinical experience in the chosen specialty as a licensed Registered Nurse within the last five years. The Admissions Committee of the MSN program will review and approve the quality of the clinical experience.
3. Possess a valid and clear, current Registered Nurse license to practice in the state of California.
4. Have earned a grade point average of 3.0 in the last 60 semester units or last 90 quarter units of course work.
5. Have completed a course in statistics or research as a prerequisite to NUR 290 (not applicable to post-MSN Clinical Nurse Specialist track.)
6. Complete the Graduate Student application and statement of interest.
7. Submit two letters of recommendation.
8. Verify health clearances.
9. Have current CPR certification - American Heart Association Basic Life Support (BLS) Healthcare Provider.
10. Provide proof of malpractice insurance.

Applicants who meet eligibility requirements are:

1. Interviewed by the MSN Program Director.
2. Required to complete an on-site writing sample. (Not applicable to post-MSN CNS applicants).

Decisions are recommended to the Graduate Dean regarding acceptance.

Students accepted into the MSN program:

1. Must take all required nursing courses at MSMC.
2. Are allowed to defer their admission for one year. For e.g., if a student is accepted in the fall, she/he may defer admission until the following fall. If accepted students do not enter within one year, they must reapply to the program.

Clinical Nurse Specialist Track, Master of Science in Nursing: Adult Health

The Master's degree in Nursing with a concentration as a Clinical Nurse Specialist will provide the graduate with the competencies specified by the Board of Registered Nursing. These include expert clinical practice, education, research, consultation, and clinical leadership. Course work provides graduates the expertise to promote the health and well-being of individuals and aggregates within adult health.

The Clinical Nurse Specialist concentration is a 43 unit program that can be completed in as few as 6 semesters or 2 years.

NUR 200:	Advanced Health Assessment	(4)
NUR 201:	Theoretical & Conceptual Foundations of Nursing	(3)
NUR 202:	Current Health Care Issues & Nursing Roles	(3)
NUR 206:	Educational Theories, Principles & Methods in Nursing	(3)
NUR 245:	Community Health Care Systems and Influence of Public Policies	(3)
NUR 246:	Advanced Pathophysiology	(2)
NUR 247:	Foundations & Ethical Principles in Leadership & Consultation	(2)
NUR 248:	Advanced Pharmacology	(2)
NUR 250A:	Clinical Nurse Specialist Practicum	(5)
NUR 250B:	Clinical Nurse Specialist Practicum	(5)
NUR 250C:	Clinical Nurse Specialist Practicum	(5)
NUR 290:	Nursing Research & Methodologies	(3)

NUR 296: Thesis Project Seminar (3)

Applicants for the Clinical Nurse Specialist and post-MSN Clinical Nurse Specialist tracks have completed a minimum of one year full-time clinical experience in the specialty as a licensed Registered Nurse within the last five years. The Admissions Committee of the MSN program will review and approve the quality of the clinical experience. NUR 246 and NUR 248 cannot be transferred in and must be taken at MSMC while enrolled in the CNS or post-MSN CNS tracks. Students must complete a total of 500 hours of clinical experience in order for graduates to be eligible to take the national certifying exam.

Community/Public Health Track, Master of Science in Nursing

The Master's degree in Nursing with a concentration in Community/Public Health will provide the graduate with the competencies essential in the role of advanced practice nurse as a public health and health policy advocate. Inherent in the Community/Public Health track is a focus on community health care systems, preventive services, community aspects of practice, and the link to population-based practice.

The Community/Public Health concentration is a 42 unit program that can be completed in as few as 6 semesters or 2 years.

- NUR 200: Advanced Health Assessment (4)
- NUR 201: Theoretical & Conceptual Foundations of Nursing (3)
- NUR 202: Current Health Care Issues & Nursing Roles (3)
- NUR 206: Educational Theories, Principles & Methods in Nursing (3)
- NUR 242: Health Care Epidemiology & Infection Control (2)
- NUR 245: Community Health Care Systems and Influence of Public Policies (3)
- NUR 246: Advanced Pathophysiology (2)
- NUR 248: Advanced Pharmacology (2)

- NUR 251A: Community/Public Health Practicum (4)
- NUR 251B: Community/Public Health Practicum (4)
- NUR 290: Nursing Research & Methodologies (3)
- NUR 296: Thesis Project Seminar (3)
- Electives (6)

Educator Track, Master of Science in Nursing

The Master's degree in Nursing with a concentration in Education will provide the graduate with competencies in advanced nursing theory and experience as a nursing educator. Skills will be mastered to develop strategies for curricular design and for the use of technology in various college and clinical agencies within the changing patterns of health care.

The Educator concentration is a 37 unit program that can be completed in as few as 4 semesters or 16 months.

- NUR 200: Advanced Health Assessment (4)
- NUR 201: Theoretical and Conceptual Foundations of Nursing (3)
- NUR 202: Current Health Care Issues & Nursing Roles (3)
- NUR 206: Educational Theories, Principles and Methods (3)
- NUR 208: Curriculum Development and Evaluation (3)
- NUR 290: Nursing Research & Methodologies (3)
- NUR 295: Nursing Education Practicum I (4)
- NUR 296: Thesis Project Seminar (3)
- NUR 297: Nursing Education Practicum II (5)
- Electives (6)

Leadership and Administration Track, Master of Science in Nursing

The Master's degree in Nursing with a concentration in Leadership and Administration will provide the graduate with the competencies to lead various organizations and institutions. The program encompasses both nursing and leadership/administration courses in order to develop the necessary skills to provide

responsible organizational leadership to society. Inherent in the Leadership and Administration track is the personal/professional transformation essential to leaders.

The Leadership and Administration concentration is a 35 unit program that can be completed in as few as 4 semesters or 16 months.

NUR 200: Advanced Health Assessment	(4)
NUR 201: Theoretical & Conceptual Foundations of Nursing	(3)
NUR 202: Current Health Care Issues & Nursing Roles	(3)
NUR 240: Organizational Management & Finance in Health Care	(3)
NUR 247: Foundations & Ethical Principles in Leadership & Consultation	(2)
NUR 252A: Leadership/Administration Practicum	(4)
NUR 252B: Leadership/Administration Practicum	(4)
NUR 290: Nursing Research and Methodologies	(3)
NUR 296: Thesis Project Seminar	(3)
Electives	(6)

Post-MSN Clinical Nurse Specialist Track, Master of Science in Nursing: Adult Health

Applicants for this track have completed a Master's degree in Nursing or related to nursing as outlined by the Board of Registered Nursing for the Clinical Nurse Specialist certification.

The post-MSN Clinical Nurse Specialist track will provide the graduate with the competencies specified by the Board of Registered Nursing. These include expert clinical practice, education, research, consultation, and clinical leadership. Course work provides graduates the expertise to promote the health and well-being of individuals and aggregates within adult health.

The Post-MSN Clinical Nurse Specialist concentration is a 26 unit program that can be completed in as few as 3 semesters or 1 year.

NUR 200: Advanced Health Assessment	(4)
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NUR 202: Current Health Care Issues & Nursing Roles	(3)
NUR 246: Advanced Pathophysiology	(2)
NUR 248: Advanced Pharmacology	(2)
NUR 250A: Clinical Nurse Specialist Practicum	(5)
NUR 250B: Clinical Nurse Specialist Practicum	(5)
NUR 250C: Clinical Nurse Specialist Practicum	(5)

Applicants for the Clinical Nurse Specialist and post-MSN Clinical Nurse Specialist tracks have completed a minimum of one year full-time clinical experience in the specialty as a licensed Registered Nurse within the last five years. The Admissions Committee of the MSN program will review and approve the quality of the clinical experience. NUR 246 and NUR 248 cannot be transferred in and must be taken at MSMC while enrolled in the CNS or post-MSN CNS tracks. Students must complete a total of 500 hours of clinical experience in order for graduates to be eligible to take the national certifying exam.

ADN-to-MSN Program

The ADN-to-MSN program allows nurses with an Associate Degree in Nursing to achieve a Bachelor and Master degree in nursing in as little as three years. The accelerated program includes modified baccalaureate courses with special attention given to professional development issues to ensure a smooth transition into graduate studies. Applicants must have completed a Registered Nurse program and be licensed to practice in the state of California. Registered Nurse graduates of diploma programs will need to discuss curriculum options with the Director of the MSN Program, as additional course work may be necessary.

Before starting the ADN-to-MSN program, students must complete the basic four general studies requirements. This includes

ethics, critical thinking, English composition, and speech. Other general studies courses can be taken concurrently. A mathematical statistics course must be completed prior to NUR 290 (Nursing Research and Methodologies). General studies courses that meet articulation standards can be transferred in for credit according to transfer policy. Students with an ADN are credited with 32 units of nursing course work toward degree requirements for the Bachelor of Science in Nursing.

ADN-to-MSN Program Objectives

At the completion of the Master of Science in Nursing program, the graduate will have met the following objectives:

1. Demonstrate awareness for the ethical quality of one’s own practice. Model accountability for the ethical quality of one’s own practice.
2. Utilize research to initiate evidence-based innovation in care practice; will ask research questions and conduct research under the guidance of a researcher. Utilize research data as a change agent to improve health care systems and influence public health policy as well as incorporate the data into their evidence-based practice.
3. Demonstrate ability to manage the health care team by delivering patient-focused care with a progression to more advanced levels of leadership. Leadership is evident in appropriate delegation, conflict resolution, and coordination of team assignments based on unit need. Assume leadership positions in a variety of health care agencies, colleges, or universities.
4. Develop skills of negotiation, open communication, and collegial collaboration with multidisciplinary care providers. Develop expertise in order to assume roles such as

educators, leaders, expert clinicians, and clinical nurse specialists in health care agencies, colleges, or universities.

ADN-to-MSN Program Admission Policy

Applications for the ADN-to-MSN program are accepted for the spring, summer or fall trimesters. In addition to meeting the general admission requirements, acceptance is determined by the Admissions Committee of the Master of Science in Nursing program.

Requirements for Admission Include:

1. An Associate degree in Nursing or its equivalent in nursing from a regionally accredited and BRN approved institution.
 2. Diploma prepared nurses must meet with a Graduate Program Advisor to review transcripts. Additional coursework may be required.
 3. A current and clear license issued by the BRN in the state of California.*
 4. GPA 3.0 or higher on a 4.0 scale in the last 60 semester units of course work.
 5. On-site writing assessment and interview with Graduate Program Advisor.
 6. Current Healthcare Provider CPR card.
 7. Professional Liability Insurance (for clinical courses).
 8. Current medical clearance per department standards and/or agency requirements.
- Completion of one year of work experience as a registered nurse is recommended.

Basic Four General Studies Requirements:

To be eligible to start the Bridge program, the following general study** courses must be completed with a grade of “C” or better:

- Ethics (Philosophy or Religious Study concentration)
- Critical Thinking
- English Composition (1B)
- Speech

***General study courses will be considered for transfer credit upon review of transcripts and articulation agreements.*

Progression

Students are considered undergraduates and adhere to undergraduate Academic Policies while they progress through the Bridge program (3 trimesters). During the Bridge, students must complete a minimum of 3 lower division General Studies courses.

Students may advance to graduate standing and adhere to graduate Academic Policies under the following conditions:

1. Completed a minimum of 3 General Studies courses. All lower division General Studies courses have been completed. Any outstanding General Studies requirements are to be completed at the upper division level.
2. Bridge nursing courses satisfactorily completed. A grade of C- or below in a required course or a nursing course is not accepted.
3. Cumulative GPA is 3.0. or higher in last 60 semester units.

Nursing Bridge Core Requirements

NUR 201:	Theoretical and Conceptual Foundations of Nursing	(3)
NUR 102:	Professional Issues in Nursing Practice & Education	(3)
NUR 103:	Leadership Styles & Managing a Diverse Workforce	(2)
NUR 104:	Leadership Practicum	(1.5)
NUR 105:	Community & Public Health Nursing	(2.5)
NUR 106:	Community & Public Health	(2)

Nursing Practicum

NUR 144A:	Technology of Professional Presentations	(1)
NUR 144B:	Technology of Professional Presentations	(1)
RST 149:	Bioethics	(3)

In addition, General Studies courses may need to be taken to meet the requirements for a bachelor's degree. Students must also satisfactorily complete NUR 290 and the practicum series of chosen MSN track in order to be eligible to apply for a BSN degree.

Pre-requisites

Ethics (Philosophy or Religious Studies)

Critical Thinking (Philosophy)

English Composition

Speech

General Studies Requirements

Communication (8 units)

Art, Literature, History, Economics (9 units)

Sciences (16 units)

Math (3 units)

Social and Behavioral Sciences (9 units)

Religious Study (6 units)

Philosophy (6 units)

All General Studies courses must be passed with a C or better.

ADN-to-MSN Program Transfer Articulation

Credit for courses taken in other accredited colleges or universities is transferable provided that the transferred courses satisfy requirements at MSMC (see college catalog, "Advanced Standing").

- Associate in Arts degree students are awarded transfer credit for general studies courses which are comparable

to MSMC courses. A maximum of 66 units may be transferred from a community college.

- Diploma courses are not transferable as General Studies unless completed through an accredited Junior or Senior College.

BSN Application

Students may apply for their BSN once the following requirements have been met:

1. Bridge nursing courses satisfactorily completed. A grade of C- or below in a required course or a nursing course is not accepted;
2. Completed the General Studies program as outlined for a baccalaureate degree with a C or better;
3. Completion of NUR 290 Nursing Research and Methodologies with a C- or higher;
4. And received credit for MSN Practica series of selected track.

Nursing Courses

NUR 102 Professional Issues in Nursing Practice and Education (3)

This course is designed to assist the student in analysis of professional nursing issues. The significance and impact of these issues on nursing practice will be presented. Role transition will be explored with an emphasis on personal growth and the development of a career plan addressing both professional and educational aspects. *Prerequisite: Admission into the ADN-to-MSN program*

NUR 103 Leadership Styles and Managing a Diverse Workforce (2)

This course is designed to prepare students for leadership and management roles in the professional setting. Health care policy and change theory are introduced. Emphasis is placed on critical decision-making, collaboration, leadership, and functioning as a team member using principles of leadership and management within diverse settings.

Prerequisite: Admission into the ADN-to MSN program.

NUR 104 Leadership Practicum (1.5)

This course is designed to provide experience in utilizing a collaborative leadership style in applying the nursing process to leadership and management principles in the health care setting. A major change theory project will be selected in collaboration with a preceptor to address an issue relating to the setting utilized for the clinical experience. *Prerequisite: Admission into the ADN-to-MSN program. Successful completion of NUR 103 – may be taken concurrently.*

NUR 105 Community and Public Health Nursing (2.5)

This course is designed to prepare students to assess the health needs of individuals, families, aggregates, and communities. Application of the nursing process will be discussed related to the actual and potential diseases and illnesses, violence, and disaster management that present themselves in the communities. The goal of this course is to assist students to understand the theories of disease control, prevention, and management in order to promote the public health of aggregates, communities, and nations. This course is also based on the principles established within the Healthy People 2010 Objectives. This course must be taken prior to or concurrent with the Community / Public Health Nursing practicum. *Prerequisite: Admission into the ADN-to-MSN program.*

NUR 106 Community and Public Health Nursing Practicum (2)

This course is designed so that students will be able to utilize and apply knowledge and concepts of community and public health in various agencies. The length of this experience is based on the required hours (90), established by the Board of Registered Nursing, and mandatory in order for the graduate to be able to apply for the public health nurse certificate. *Prerequisite: Admission into the ADN-to-MSN program. Successful completion of NUR 105 – may be taken concurrently.*

NUR 144A Technology of Professional (TOP) Presentations (1)

This course provides students with the skills necessary to integrate technology into their professional presentations. Professionals must possess superior skills in speaking and listening, writing and presenting, influencing and persuading, and in transferring knowledge. Communication has become more complex,

with the introduction of technology presenting both opportunities and challenges. This course focuses on providing professionals the tools and techniques necessary to foster effective communication by introducing the students to the use and usefulness of technology in professional presentations. There is an emphasis on consistent and continuous practice of skills through individual and group presentations. The course helps students develop a professional voice more fitting to their personal communication style. *Prerequisite: Admission into the ADN-to-MSN program.*

NUR 144B Technology of Professional (TOP) Presentations (1)

This course, the second of the NUR 144 series, focuses on providing students the necessary technological tools and techniques that can help them in their professional roles. Course content includes creating and managing websites, basic steps to enhance the look and function of text-based documents, and an introduction to the advanced features of PowerPoint. These skills will advance students in the technology-assisted dynamic industry and prepare them for presenting themselves before their professional communities. *Prerequisite: NUR 144A*

NUR 200 Advanced Health Assessment (4)

This is an introductory course to advanced health care assessment. It is designed to offer a comprehensive review and synthesis of physical assessment skills and knowledge covering the life span. An emphasis is placed on the relationship between physical assessment and health behaviors in conjunction with epidemiological, cultural, psychosocial and spiritual needs of clients. Upon this foundation, the student will develop a client centered management plan. *Prerequisite: Admission into the MSN program*

NUR 201 Theoretical and Conceptual Foundations of Nursing (3)

The course will offer an opportunity for graduate nursing students to explore the relationships between theory, research, practice and the philosophical dimensions of nursing. There is a scholarly exploration of the theoretical and conceptual models that influence the discipline of nursing. A historical view of the nursing profession will be presented and analyzed. The student will choose a theoretical framework upon which to design the graduate project. *Prerequisite: Admission into the MSN program.*

NUR 202 Current Health Care Issues and Nursing Roles (3) Online or Classroom

This course provides an opportunity for students to explore and analyze major health, federal and worldwide issues that affect the nursing profession and its communities of interest. This seminar provides discussion regarding the economical, historical, social, political, ethical and legal issues that require consideration and potential resolutions. In addition, students will discuss and analyze developing, advanced roles in nursing. *Prerequisite: Admission into the MSN program.*

NUR 206 Educational Theories, Principles, and Methods in Nursing (3)

This course is designed to prepare students for the advanced practice role as nursing educators. The focus of this course is on the use of various teaching techniques and strategies to assist in the education of staff, students, health care professionals, clients and communities of interest. In the role of nursing educator, students will learn how to influence changes in how the client perceives health and his/her ability to seek information to reach optimal health. *Prerequisite: Admission into the MSN program and successful completion of NUR 201.*

NUR 208 Curriculum Development and Evaluation (3)

This course is designed so that the graduate student can explore curriculum theories, design and evaluation as they apply to nursing. The course is geared toward an examination of philosophical bases for the development of curriculum. The students design and critique a model curriculum and include outcome criteria to evaluate educational goal attainment. *Prerequisite: Admission into the MSN program. Successful completion of NUR 201 and NUR 206.*

NUR 240 Organizational Management and Finance in Health Care (3)

This course is designed for the graduate student in the leadership/administration track. The course will provide a forum for discussion and analysis of finance in the delivery of health care. Course content will provide information that will assist the student to understand and plan cost-effective methods to increase quality care in various systems for diverse aggregates. The content will also enhance the understanding of strategic and fiscal planning. In addition, the course will afford opportunities to learn and analyze management theories and styles related to problem-solving in the work environment. There will also be opportunities to

analyze work climates, interpersonal and group dynamics, communications, quality management, and the improvement of the work environment. *Prerequisite: Admission into the MSN Program.*

NUR 241 Marketing Through the Art of Negotiation (Elective) (3)

This course is designed for graduate students who are interested in the art of negotiation. The course will provide a forum for discussion and analysis of negotiating techniques used to promote desired changes in a variety of settings including health care. Students will learn how to market their programs and ideas through the art of negotiation. Course content also provides skills that will assist students in developing their own strategies in the negotiation process with diverse aggregates. *Prerequisite: Admission into the MSN Program.*

NUR 242 Health Care Epidemiology/Infection Control (2)

This course will provide a forum for discussion and analysis of epidemiology and infection control in the healthcare setting. Course content will provide information that will assist the students in the appraisal of various methodologies and approaches to infection control. The content will also enhance the understanding of the administrative and educational aspects. In addition, the course will afford opportunities to evaluate specific infectious diseases such as tuberculosis, ventilator-associated pneumonia, multiple-resistant organisms, emerging pathogens, etc. *Prerequisite: Admission into the MSN Program.*

NUR 243 Theoretical Foundations of Community Health and Leadership in Nursing (Bridge Course) (1)

This course is considered as a graduate level bridge course specifically designed for graduates from non-BSN nursing programs. This course constitutes an exploration of concepts and theories related to nursing leadership roles and the community health specialty. Discussion will surround the roles, responsibilities, ethics and legal aspects of managing and leading in nursing positions. A secondary portion of the class is an introduction to community health nursing based on the components and domains of the Clinical Prevention and Population Health recommendations. *Prerequisite: Admission into the MSN Program.*

NUR 244A Technology of Professional (TOP) Presentations (Elective) (1)

This course provides students with the skills necessary to integrate technology into their professional presentations. Professionals must possess superior skills in speaking and listening, writing and presenting, influencing and persuading, and in transferring knowledge. Communication has become more complex, with the introduction of technology presenting both opportunities and challenges. This course focuses on providing professionals the tools and techniques necessary to foster effective communication by introducing the students to the use and usefulness of technology in professional presentations. There is an emphasis on consistent and continuous practice of skills through individual and group presentations. The course helps students develop a professional voice more fitting to their personal communication style. *Prerequisite: Admission into the MSN Program.*

NUR 244B Technology of Professional (TOP) Presentations (Elective) (1)

This course, the second of the NUR 244 series, focuses on providing students the necessary technological tools and techniques that can help them in their professional roles. Course content includes creating and managing websites, basic steps to enhance the look and function of text-based documents, and an introduction to the advanced features of PowerPoint. These skills will advance students in the technology-assisted dynamic industry and prepare them for presenting themselves before their professional communities. *Prerequisite: NUR 244A or consent of instructor.*

NUR 245 Community Health Care Systems and Influence of Public Health Policies (3)

The focus of the course is on community health care systems, preventive services, community aspects of practice as well as the link to evidenced based practice. In addition, this class will provide knowledge about the importance of public health advocacy and the tools necessary to affect public policy. The course is highly interactive and is presented in a seminar format. *Prerequisites: Admission into the MSN Program.*

NUR 246 Advanced Pathophysiology (2)

This course is designed to prepare nurses for expert clinical practice using advanced theoretical and empirical knowledge of pathophysiology applied to a clinically based specialty area of practice. The focus is on complex physiological problems and the

approaches to manage and improve patient care including a discussion on the influence of psychological and socioeconomic variables. Content will provide the advanced practice nurse the competencies necessary to work with health care professionals, patients, and communities to improve the delivery of nursing care through education, expert clinical practice, consultation, research and leadership. *Prerequisite: Admission into the MSN Program.*

NUR 247 Foundations and Ethical Principles in Leadership and Consultation (2)

Critical exploration of the foundations and ethical principles required of leaders to create a responsible learning community within diverse organizational systems. Emphasis is on the analysis of emotional intelligence and an examination of individual characteristics inherent in the process of professional transformation balanced with personal growth.

NUR 248 Advanced Pharmacology (2)

This course is designed to prepare nurses for expert clinical practice using advanced theoretical and empirical knowledge of pharmacology applied to a clinically based specialty area of practice. The focus is on pharmacotherapeutics and pharmacokinetics including a discussion at the cellular response level. Content will provide the advanced practice nurse the competencies necessary to work with health care professionals, patients, and communities to improve clinical care in a cost-effective manner. *Prerequisites: Admission into the MSN program.*

NUR 250 ABC Clinical Nurse Specialist Practicum (5-5-5)

This course emphasis is on providing opportunities for the student to expand on existing nursing roles and experience professional growth as a Clinical Nurse Specialist in order to promote the health and well being of individuals and aggregates. The five (5) areas of competency that must be addressed for the Clinical Nurse Specialist as outlined by the California Board of Registered Nursing are included: expert clinical practice, education, research, consultation, and clinical leadership. *Prerequisites: Admission into the MSN program. Successful completion of NUR 201, 206, 247 and 290. N/A for post-MSN CNS track.*

NUR 251 AB Community/Public Health Practicum (4-4)

This course is designed to assist the student in gaining practical knowledge and develop expertise in the role of Community/Public Health nursing. The focus of this practicum will be on the health issues, prevention, and management of individuals, families, vulnerable populations, aggregates, and communities. The student will complete this practicum with a preceptor in Community/Public Health settings. The seminar portion of the course is to allow the student with opportunities to debrief and problem-solve with faculty and other students. *Prerequisites: Admission into the MSN program. Successful completion of NUR 201, 206, 245 and 290.*

NUR 252 AB Leadership and Administration Practicum (4-4)

This course is designed to assist the student in gaining practical knowledge and experience regarding the leadership role in nursing by precepting with a nurse leader. The seminar portion of the course is to allow the student an opportunity to debrief and problem-solve with faculty and other students. This practicum will concentrate on human resource issues within health care systems. *Prerequisites: Admission into the MSN program. Successful completion of NUR 201, 240 (247 may be taken concurrently).*

NUR 290 Nursing Research and Methodologies (3)

This course constitutes an in-depth exploration of the research process and strategies. Discussion will surround both quantitative as well as qualitative designs. It also provides an opportunity for students to prepare the first three chapters of their project proposal. *Prerequisites: Admission into the MSN program. Successful completion of a mathematical statistics course or research course and NUR 201.*

NUR 295 Nursing Education Practicum I (4 : 3 Lab/1 seminar)

This course is designed to provide teaching experiences for the graduate student with either college faculty or staff educators. The experience will provide an opportunity to participate in the development or revision of syllabi or education plans. Students will design a learning opportunity and will include a course description, learning objectives and methods of evaluating the course. *Prerequisites: Successful completion of NUR 201, 206, and 208. (Nursing 208 can be taken concurrently.)*

NUR 296 Thesis Project Seminar (3)

The student will assess the need for the nursing project, design and implement it and finally evaluate its effectiveness. The project needs to be aimed at solving a practical or clinical problem, or meeting an educational or administrative need in a service or academic setting. The project may include a nursing intervention program, a change project or an educational program that is designed in the form of a class, instructional module, computer program, videotape, or nursing education evaluation tool. A written report describing the project is the final assignment in this course. The project must first be approved by the course faculty. This seminar will provide the student with the opportunity to meet with the faculty throughout the semester to discuss the progress of the graduate project and to obtain guidance from the course faculty member. *Prerequisites: Successful completion of NUR 201 and 290.*

NUR 297 Nursing Education Practicum II (5 : 4 lab/1 seminar)

This course will serve as the culminating experience in the preparation of the nurse educator. The student will choose a setting in which to enhance course preparation and presentations. The students will be responsible for completing evaluations on a designated number of participants in the education experience. The student will also collaborate with the lead faculty and the community agency preceptor to develop, evaluate and revise the course syllabus or class objectives. *Prerequisites: Successful completion of NUR 201, 206, 208, and 290.*

The MSN program reserves the right to make changes regarding content in the Catalog.

Philosophy

Philosophy provides us with the tools to discover, examine, and evaluate insights and ideas. Philosophy is not just for those who seek wisdom; it is also for those who want techniques to be able to think, speak, and write clearly and defensibly. It helps us clarify different world-views, assess moral claims, evaluate theories of knowledge, and examine fundamental concepts about the universe. With sharper reasoning skills, we can then be more effective in addressing the issues we face and in working with others. Philosophy helps us evaluate theoretical systems and how they are applied in our lives and institutions. With the skills we learn in Philosophy, we are better able to reflect on our values and beliefs—and take stock of the biases and prejudice within and around us. In short, Philosophy gives us powerful tools to make a difference in how we live in the world and with one another.

This major is an excellent preparation for graduate study or a career in college teaching, law, medicine, computer programming, culture studies, social sciences, or religious studies. Philosophy provides a strong foundation for careers in education, business, research, writing, or counseling. In addition to providing a foundation in the discipline, our Philosophy department brings ideas to life and helps students find ways to apply them to the world we live in.

The Philosophy department encourages students to major or minor in Philosophy. It is an excellent major for those who wish to go into bioethics, law, medicine, journalism, media studies, and interdisciplinary studies. We also help students arrange double majors such as with Art, Political Science, Business, English, Business, Psychology, and Religious Studies. A minor in Philosophy

is also a possibility for students and works well with virtually all majors, as well as the Pre-Law minor.

Philosophy B.A. Degree Required Courses

Lower Division. One course from each of the following groups:

Analytical Skills one of:

Phi 5 Introduction to Logic

Phi 10 Critical Thinking

Introductory Ethics one of:

Phi 21 Moral Values

Phi 92 Business Ethics

Upper Division. At least ten upper division courses (30 units upper division) in Philosophy are required for the major. Students will select one of the following programs:

Traditional Philosophy: 3 courses (9 units) from each of categories A and C. One course (3 units) from each of categories B and D. Then 2 courses (6 units) electives—from any of the four categories.

Applied Philosophy: 3 courses (9 units) from each of categories B and D. One course (3 units) from each of categories A and C. Then 2 courses (6 units) electives—from any of the four categories.

1. **Traditional Philosophy:** A program of study primarily for those interested in pursuing graduate study in Philosophy or who desire a classical philosophical education. Students must take at least:

- a. Three courses (9 units) from area A (History of Philosophy)
- b. One course (3 units) from area B (Value Theory)
- c. Three courses (9 units) from area C (Logic, Metaphysics, Epistemology)

d. One course (3 units) from area D (Interdisciplinary Philosophy).

e. Two elective courses (6 units) from any of areas A, B, C, and D.

2. **Applied Philosophy:** A program of study primarily for those interested in fields where a background in Philosophy is particularly valuable, such as law, bioethics, business ethics, medicine, women's studies, or culture studies. Students must take at least:

a. One course (3 units) from area A (History of Philosophy)

b. Three courses (9 units) from areas B (Value Theory)

c. One course (3 units) from area C (Logic, Metaphysics, Epistemology)

d. Three courses (9 units) from area D (Interdisciplinary Philosophy)

e. Two elective courses (6 units) from any of areas A, B, C, and D.

A. History of Philosophy:

Phi 124	Socrates, Plato, & Aristotle	(3)
Phi 126	Descartes to Kant	(3)
Phi 130	Existentialism	(3)
Phi 134	American Philosophy	(3)
Phi 172	Marxism	(3)
Phi 180	Chinese Philosophy	(3)

B. Value Theory:

Phi 167	Ethics and Film	(3)
Phi 168A	Contemporary Moral Problems	(3)
Phi 168B	Bioethics	(3)
Phi 170	Social and Political Philosophy	(3)
Phi 174	Philosophy of Art	(3)
Phi 179	Women and Values	(3)
Phi 192	Business Ethics	(3)

C. Logic, Metaphysics, and Epistemology:

Phi 150	Metaphysics	(3)
Phi 152	Theory of Knowledge	(3)
Phi 155	Symbolic Logic	(3)
Phi 158	Scientific Method	(3)
Phi 160	Philosophy of Religion	(3)

D. Interdisciplinary Philosophy:

Phi 162	Philosophy and Native Cultures	(3)
Phi 165	Philosophy of Law	(3)
Phi 169	Philosophy of Technology	(3)
Phi 175	Philosophy of Film	(3)
Phi 176	Philosophy of Literature	(3)
Phi 178	Philosophy of Women	(3)

Total Units in Philosophy: 36

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

Philosophy Minor

A minimum of 21 units in Philosophy, 15 of which must be upper division and approved by the Philosophy department. At least one course should be from Category A, above (History of Philosophy).

Independent Study Policy: Independent studies are open to Philosophy majors and minors who wish to explore an area of philosophy for advanced or specialized work. Any non-major wishing to do an Independent Study in Philosophy must have a clearly defined goal and must confer with both the faculty member and the chair of the department to see if it is appropriate. Independent studies require independent research. Students are expected to meet the faculty member at least one hour per week, undertaking an equivalent amount of work that would be expected in a three credit course. Normally, independent studies are not intended to replace a course taught in the department. For details on what must be included in your petition for an Independent Study, please contact the Chair of the Philosophy department.

Philosophy Courses

PHI 5 Introduction to Logic (3)

An introduction to argument structure, including inductive and deductive arguments, the rules of inference and replacement, fallacies of reasoning, validity and soundness, syllogisms, the use of language, diverse frames of reference, analysis, decision-making and

problem-solving, and evaluating arguments. GS-II, VB3, VIIA (Satisfies one QL unit.)

PHI 10 Critical Thinking (3)

Students taking this course will learn reasoning techniques so they develop their skills at argumentation, spotting fallacious reasoning, examining uses of language, evaluating reasoning, examining assumptions, weighing evidence, determining credibility of witnesses, problem solving, decision-making, and applying critical thinking skills to moral reasoning, advertising, the media, and legal reasoning. This course carries credit equivalent to PHI 5. GS-II, VB3

PHI 15 Introduction to Philosophy (3)

An introduction to the nature of philosophy and why philosophy is considered the love of wisdom. Included are philosophical questions, major thinkers, and the methodology involved in a philosophical inquiry. Topics covered include free will and determinism, the existence of God, the problem of evil, mind and body, the theory of knowledge, and personal identity. Traditional views, as well as contemporary ones from diverse perspectives (such as women and people of color) will be included. *Prerequisite:* Eligible for ENG 1A. GS-VBI, VI

PHI 21 Moral Values and Ethical Decisions (3)

This course is an introduction to moral reasoning and ethical decision-making, with a focus on fundamental ethical theories. Using the different theories, we examine some major moral dilemmas we face (such as the death penalty, world hunger, environmental ethics, abortion, sexual morality, censorship). GS-VB2, VI

PHI 24 Socrates, Plato, and Aristotle (3)

An introduction to the origins of philosophical traditions in the West through study of the lives and major works of Socrates, Plato, and Aristotle. Philosophy majors and minors only are to take this course for upper division credit as PHI 124. They will be assigned an additional critical assignment appropriate to a more advanced level of study. This may be in either written or oral form. GS-VBI

PHI 92 Introduction to Business Ethics (3)

A case study approach to business ethics and information technology. Using ethical theories, we will cover such moral dilemmas as affirmative action, electronic privacy, censorship and the Internet, and business practices (product liability, whistle blowing,

honesty, advertising) environmental concerns, global issues, corporate decision-making and responsibility. Students who take this course may not take PHI 21 for credit. Honors student should take PHI 21H, not PHI 92. GS-VB2, VI

PHI 126 Descartes to Kant (3)

The development of modern views on the relationship of reality and knowledge; the tension of reason and experience in classical modern rationalists and empiricists and the synthesis of Kant. *Prerequisite:* One lower division course in philosophy. GS-VBI

PHI 130 Existentialism (3)

A study of existentialist thinking drawing from Nietzsche, Kierkegaard, Sartre, Heidegger, Camus, de Beauvoir. The emphasis is on the individual, free-will, choices, decision-making, authenticity vs. inauthenticity, and global considerations. Existentialist literature (Kafka, Beckett, Atwood, Shange, etc.) and challenges raised by women and people of color may be included. *Prerequisite:* One lower division course in philosophy. GS-VBI

PHI 134 American Philosophy (3)

A study of the major philosophical ideas that have influenced the development of American intellectual life, civilization, and culture: Transcendentalism, Idealism, and the Pragmatic movement. *Prerequisite:* One lower division course in philosophy. GS-VBI

PHI 150 Metaphysics (3)

A study of philosophical theories of being and the nature of reality. Among a cluster of metaphysical concepts to be considered are substance, matter, mind, causation, space and time, and the transcendent. *Prerequisite:* One lower division course in philosophy. GS-VBI

PHI 152 Theory of Knowledge (3)

An examination of the nature and possibility of human knowledge, objectivity, perception, truth, self-knowledge and the knowledge of other minds, the conditions of justified belief. *Prerequisite:* One lower division course in philosophy. GS-VBI

PHI 155 Symbolic Logic (3)

This course provides the tools to do more advanced work in deductive reasoning and legal reasoning. This includes propositional logic, quantification logic, and examining complex argument forms. This course is highly recommended for Pre-Law students, as part of the course will look at analytical reasoning on LSAT exams. Also recommended for Computer Science majors. *Prerequisite:* none, but any

critical thinking or logic course is recommended. GS-II, VB3, VIIB

PHI 158 The Scientific Method (3)

An inquiry into the nature and value of science. In this course we will address such questions as: What is science? Is there a method common to all the sciences? Does science give us truth? Is science value-free? What are the ethical rules appropriate for scientific practice? This course is highly recommended for students majoring in one of the sciences, but all students who meet the prerequisite are welcome. *Prerequisite: one lower division course in philosophy.* GS-VBI, VB3

PHI 160 Philosophy of Religion (3)

A study of the philosophical concerns raised in religion, including the existence of God, faith, images and concepts of God, the problem of evil, along with multi-cultural and feminist considerations of religion and mythology. *Prerequisite: One lower division course in philosophy and one in religious studies.* (See RST 198.) GS-VA4, VBI, VI

PHI 162 Philosophy and Native Cultures (3)

In this course we explore the philosophy, mythology and world views of four major groups of Native Americans. The focus is usually on the tribes of the Southwest, Northwest, Far North, and Mexico (especially Huichol). Examination of the philosophical issues, myths, language, literature of these tribes; as well as contemporary issues (such as casinos and gambling, nuclear waste storage on reservations, and cultural authenticity). *Prerequisite: One lower division course in philosophy.* GS-VBI, VI

PHI 165 Philosophy of Law (3)

This course examines philosophical issues and concerns in law and in the application of laws. This includes notions of personhood, freedom of speech, freedom of religion, pornography and obscene speech, major Supreme Court decisions affecting a particular field (e.g., bioethics, medicine, research, biotechnology, business, the media). In any given semester, we will examine a particular theme (such as terrorism, international justice, laws regarding the workplace, environmental law, the media, or philosophical issues in international law). *Prerequisite: One lower division course in philosophy.* GS-VB1, VIIA

PHI 167 Ethics and Film (3)

This course examines the ways in which film can raise ethical issues that challenge us to

reflect upon our lives and the society in which we live. There are two approaches that we will take: (1) case study approach--going from the film itself (the characters, the story, etc.) and examine the sorts of ethical issues that arise, the ethical decision-making, and ways in which we might evaluate the decisions and actions shown in the film; (2) theoretical approach--going from major ethical theories to specific films (e.g., *Fargo*, *Do The Right Thing*, *The Insider*, *What About Bob?*, *Shawshank Redemption*, *Quiz Show*). *Pre-requisite: Any other ethics class or any two Philosophy classes.* GS-VB1, 3.

PHI 168A Contemporary Moral Problems (3)

A study of contemporary moral and social problems; including the death penalty, public policy issues, corporate responsibility, environmental ethics, world hunger, animal experimentation, advertising and media ethics, and individual vs. societal rights. At least one third of the course covers bioethical issues (such as surrogacy, euthanasia, abortion, medical experimentation, justice and health care). *Prerequisite: One lower division ethics course.* GS-VB2, VI

PHI 168B Bioethics (3)

An examination of moral problems regarding the moral issues, decision-making processes and procedures facing the medical profession, presented within a historical context. This includes informed consent, honesty, patient rights v. paternalism, physician assisted death, abortion, surrogate parenting, pregnant substance abusers, cloning, medical experimentation, biotechnology, and justice issues such as the allocation of scarce resources. *Prerequisite: One lower division ethics course.* GS-VB2

PHI 169 Philosophy of Technology (3)

In this course we consider philosophical perspectives on ways reality, knowledge, and the relation between individuals and society are part of technological development. We also investigate how information technologies like the computer, the Internet, and communications media help shape our lives. *Pre-requisite: One lower division course in Philosophy.* PHI 150 are 152 are helpful but not required. GS-VBI

PHI 170 Social and Political Philosophy (3)

This section of Social and Political Philosophy will examine the tradition of social and political theories from the perspective of women and family. This will include conceptual analyses of traditional theories in order to understand why these theories have either excluded,

marginalized, or placed restrictions on the participation of women. We will also study recommendations from various theoretical traditional perspectives as to how to fully incorporate women and families in ways that are fully inclusive. *Prerequisite: One lower division course in philosophy.* GS-VB1

PHI 172 Marxism (3)

An examination and comparison of some of the central works of Marx, Engels, Lenin, Mao, and other writers in the Marxist tradition with a focus on the criticisms of capitalism, the revolution to establish communism, the nature of communist society; and the relevance to the contemporary world and the future of Marxist/socialist societies. *Prerequisite: One lower division course in philosophy.* GS-VB1

PHI 174 Philosophy of Art (3)

A study of the philosophical concerns around the creative process, the work of art, and aesthetic evaluation. This includes a study of the classical thinkers of aesthetics (e.g., Aristotle, Plato, Croce, Langer, Tolstoy), as well as contemporary theories. As part of this study, we examine multicultural perspectives (e.g., Chicano murals, African American film directors, women in film). *Prerequisite: One lower division course in philosophy.* GS-VB1, VI

PHI 175 Philosophy of Film (3)

A study of philosophical ideas and theories about film, film theory, and various schools of film criticism. In a particular semester, we may focus on a particular theme, such as the hero in American film, or authenticity and personal integrity, or visions of society. In addition, we will be interested in looking at film as an expression of cultural values and an instrument for change. As part of that goal, we will examine the role of race, class, and gender in assessing film. *Prerequisite: One philosophy course.* GS-VB1, VI

PHI 176 Philosophy of Literature (3)

In this course we study the literary expression of philosophical concerns, such as authenticity, freedom and choice, good vs. evil, justice vs. injustice. This involves one or two philosophical works that investigate a philosophical issue (e.g., the ideal society) and then we look at various novels or plays to see how the issue is treated in literature. This course includes multicultural and non-traditional expressions and concerns. *Prerequisite: One lower division course in philosophy.* GS-VB1, VI

PHI 178 Philosophy of Women (3)

A critical study of traditional and contemporary conceptions of women and various manifestations of the oppression of women particularly in Western societies and the US, especially for women of color. Various strategies of addressing women's issues will be studied, including various forms of feminism and research on or by women and of the women's movement will be explored from diverse perspectives, especially those of women of color. *Prerequisite: One lower division course in philosophy.* GS-VB1, VI

PHI 179 Women and Values (3)

An examination of women's perspectives in areas reflecting values, including ethics, aesthetics and art, political and social theory, the law, and religion. The course focuses on how women tend to perceive values differently than men and the contributions women make to value theory as well as the problems of interpretation and practice that these differences raise, e.g., regarding sexual harassment, pornography, or the value of attachment. Differences among women, especially cultural differences, will be explored throughout. *Prerequisite: One lower division course in philosophy.* GS-VB1 or VB2, VI

PHI 180 Chinese Philosophy (3)

This course will study the origins of Chinese philosophy in the classical writings of Confucius, Mozi, Menchius, Laozi, and others. The focus will be on understanding the basic conceptual framework of Confucianism and Daoism in the context of ancient Chinese history and also how these philosophies are understood today. We will also explore the place of women in Chinese philosophy; both what it was understood to be in the past and how it can be conceptualized today. *Prerequisite: One lower division course in philosophy.* GS-VB1

PHI 192 Business Ethics (3)

A case study approach to business ethics and information technology. Using ethical theories, we will cover such moral dilemmas as affirmative action, electronic privacy, censorship and the Internet, and business practices (product liability, whistle blowing, honesty, advertising) environmental concerns, global issues, corporate decision-making and responsibility. *Prerequisite: Any ethics course or any two Philosophy classes.* GS-VB2, VI

PHI 198 Special Topics (1-3)

May be repeated for credit.

PHI 199 Senior Thesis (1-3)

May be repeated for credit. Offered only on request.

PHI 199H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Physical Education

Physical Education courses are offered as electives, intended to enhance and balance the academic course load of students. All courses, with the exception of PED 100, are Credit/No Credit and may be repeated for credit; however, a maximum of six units of SPR and PED combined may be applied to requirements for the Baccalaureate degree, and a maximum of four units of SPR and PED combined may be applied to requirements for the Associate degree.

Physical Education Courses

PED 1 Fitness for Freshmen (1)

Fight off the Freshmen Fifteen with this interactive class that is designed to address the specific physical activity and nutrition needs of freshmen as they transition to life in college. Students will participate in aerobic and resistance training activities as well as meal planning and nutrition logs. Students will learn to make lifestyle changes that will enhance their mental and physical health with the support of classmates and instructors.

PED 3B HARD CORE (1)

Use the exercise ball (Swiss Ball, Stability Ball) to strengthen your CORE (abs, glutes, and low back). Your CORE is the foundation of strength for all other movement. If you have a strong CORE, you prevent injury, enhance your ability to perform any movement (exercise or everyday living), and improve your posture. This class will build your CORE first, and move on to more advanced stability ball moves to strengthen your entire body! You'll tone, trim excess body fat, and improve your health!

Ancient Arts Courses

PED 1S Women's Self Defense (1)

An introduction to self defense techniques combining practical safety skills, physical conditioning, and martial art movements.

PED 1T Tai Chi (1)

An introduction to the Yang style of Tai Chi Chuan, an ancient blend of mental concentration and physical movement, with applications to self-defense.

PED 1Y Yoga (1)

An introduction to yoga, an ancient blend of stretching, relaxation, and breathing techniques that increase flexibility and muscle strength and tone, improve circulation, and reduce stress.

PED 2Y Power Yoga (1)

Power Yoga is an energetic, strong practice, with yoga movements that flow from one posture to the next without the use of props or devices. Power Yoga is designed to heat the body internally to build strength, increase cardiovascular endurance, and calm the mind. Students begin at any level of expertise.

PED 3Y Pilates/Yoga (1)

Get the best of both worlds! This class is taught two days a week; work on Yoga one day: meditation/breathing, strengthening poses, and flexibility, and on the second day learn what your "Powerhouse" is by practicing some Pilates. Both classes will strengthen your body and increase your flexibility.

Aerobic Conditioning Courses

PED 2A Aerobics Hi/Lo (1)

A high intensity, low impact workout, designed for all levels, that improves cardiovascular endurance, muscle strength and endurance, body composition, and flexibility.

PED 002C Boot Camp (1)

ATTENTION RECRUITS! The eight-week session requires Boot Camp participants to follow an hour-long exercise regimen four days a week. Each day students will build on the previous day's practice. Students will not be asked to do more than is comfortable and safe, but will be challenged to improve their endurance, strength, and cardiovascular capacity. Every session begins with a warm-up, followed by the day's given exercise activities, which can include cardiovascular activities such as running up and down hills, walking, jumping rope, resistance and weight training; exercises to increase flexibility and tone, sit-ups and push-ups and fitness testing. The goal of this class is to challenge the mind and body and to gain a rejuvenated sense of health and fitness.

PED 2K Kickboxing (1)

High intensity, multi-level hi/lo workout incorporating moves from kickboxing and other martial arts techniques. This class emphasizes proper technique, mental discipline and self-awareness. Give bad health the boot!

PED 2P Studio Cycling (1)

A high energy workout utilizing stationary racing bikes to improve cardio-respiratory and muscular endurance.

PED 2S Step Aerobics (1)

A high intensity, primarily low impact cross training class, utilizing the aerobic step and exercise tubing, that improves cardiovascular endurance, muscle strength and endurance, body composition, and flexibility.

PED 2W Water Aerobics (1)

An aerobic conditioning class which utilizes the resistance of water to enhance cardiovascular endurance and reduce the risk for injury.

PED 2E W.E.T. Workout (1)

Water Earth Training. Learn the best of both water and earth (land-based) training! You'll work on basic swimming skills, water aerobics, weight training, & cardiovascular work. ALL levels are welcome, from beginning to advanced!

PED 1W Ultimate Body Conditioning (1)

A high intensity class that combines cardiovascular endurance with circuit weight training designed to burn optimal, maximum calories in the least amount of time. This course will also introduce various aspects of fitness and wellness including fitness assessments, lifestyle management and nutrition.

Muscle Conditioning Courses**PED 3W Resistance Training (1)**

Weights are for EVERYONE! Many people think that weights and resistance training are for men or women who want the "bulky" look. This is NOT true! Resistance training is one of the best ways to decrease excess body fat and lose weight. If you want a sleek, toned body, you have got to try this class! This course will emphasize muscular strength and endurance using resistance equipment and free weights. Students will develop and implement a personal workout based on individual goals, fitness level, and ability.

Dance Courses**PED 4A African and Latin Rhythms (1)**

A dance class which emphasizes basic African and Latin movements to improve cardiovascular endurance, muscle strength and tone.

PED 4B Ballet (1)

An introduction to the basic movements and choreography of ballet which will increase

flexibility, muscle strength, endurance, and tone.

PED 4C Cardio Dance (1)

Get on the floor! A high energy class that works to improve overall fitness, as well as dance technique. Learning to pick up different types of choreography and understanding music will also be included. Students will work on learning short dance combinations. Some strength, toning, and flexibility exercises will also be included. Styles and types of dance may vary with instructor, but may include Hip Hop, Salsa, Disco, Old School, Swing, and other varieties. All levels are welcome, from beginner to advanced.

PED 4D Dance Workshop (1)

Instruction and choreography of various dance forms including jazz, modern, and street dance with the opportunity for performance.

PED 4H Hip Hop (1)

A high intensity free-style street dance class that increases cardiovascular endurance, muscle strength and endurance, and improves body composition.

PED 4J Jazz (1)

A dance class which emphasizes basic jazz movements to improve cardiovascular endurance, muscle strength and tone.

PED 4S Salsa (1)

An introduction to the choreography of salsa, a dynamic dance class designed to increase cardiovascular endurance and improve body composition.

Outdoor Recreation

PED 5H Hiking and Wildflowers (1)

An introduction to hiking with emphasis on wildflower identification.

PED 5S Special Topics in Outdoor Recreation (1)

Primarily off campus activities which could include mountain biking, roller blading/skating, beach volleyball, biking, hiking, snow and water skiing.

Sports Courses**PED 6A Inside Sports (1)**

This course will explore the social, cultural, and historical components of sport and physical activity of today. Inside Sports will include lectures, films and videos, student presentations and field trips on historical, social, and cultural aspects of sport. What to do if you grew up not

playing sports? Lack the knowledge of sports today? You want to join or learn but don't know where to start? All your co-workers enjoy games at the local pub and the office pool is circulating but you have no clue about what to do? How do you become a team player? Sports provide an important social setting and may be a critical asset for women trying to advance in today's business world.

PED 6B Basketball (1)

She shoots, she scores! An introduction to basic basketball skill techniques, scoring, rules and game strategy.

PED 6C Court Sports (1)

Get on the court! Instruction in the rules, techniques, and strategies of basketball and volleyball.

Ped 6F Field Sports and Games (1)

Weekend Warrior! Instruction in the rules, techniques, and strategies of ultimate frisbee, softball, flag football, grass volleyball, new games, soccer and much more (dependent upon instructor, facilities and equipment). All levels are welcome, from beginner to advanced.

PED 6O Softball (1)

Catch it! An introduction to softball techniques, scoring, rules and game strategy.

PED 6R Soccer (1)

Kick it! An introduction to basic soccer skill techniques, scoring, rules and game strategy. PED 6S Swimming (1)

Splash! A comprehensive course addressing both basic stroke technique and cardiovascular conditioning.

PED 6T Tennis I/II (1)

Ace it! An introduction to basic tennis skill techniques, scoring, rules, and game strategy.

PED 6V Volleyball (1)

Bump, Set, Spike! An introduction to basic volleyball skill techniques, scoring, rules, and game strategy.

PED 6W Sports Conditioning (1)

You say you have skills? Well whether you do or don't, this class is for the sports lover! Condition your body to play any sport! This class will work on cardiovascular endurance, muscular strength and power, and flexibility, with the intention of improving your body's health and fitness. Perfect for any athlete OR any *wanna-be* athlete! Even if you aren't into sports, this class provides great variety to your workout, and will decrease excess body fat in those who are up to the challenge!

Certification Courses

Certification Courses

PED 7B Lifeguarding (1)

This course teaches rescue skills including equipment-based rescuers, spinal injury management, and post-rescue care and surveillance skills to help prevent or immediately recognize injuries. In addition, first aid training and "CPR for the Professional Rescuer" are included in the course content. At the conclusion of this course, testing for the American Red Cross Lifeguarding Certificate will be offered. This course is for the intermediate and above swimmer.

PED 7C CPR/First Aid/AED (1)

This course teaches basic CPR (for adult, child, and infant) and First Aid methods, the Automated External Defibrillator in preparation for passing the American Red Cross Certification. Education

PED 100 Physical Education (1)

Required course for Liberal Studies majors emphasizing the State Curriculum Framework, movement skill and movement knowledge, self-image and personal development, and social development of children K-12 through the participation in rhythms, games, sports, and physical fitness activities. *Letter graded course.*

PED 5W Lifetime Fitness (1)

This course is an independent on-line study course designed to educate students to adopt and maintain the behaviors associated with an active and healthy lifestyle. Students will learn the facts about fitness, wellness, physical activity; become an informed fitness, wellness, and exercise consumer; and plan their own personal lifetime fitness and wellness program. *Prerequisite: Junior and/or senior standing.*

Physical Science

DEPARTMENTAL AFFILIATION: PHYSICAL SCIENCE
AND MATHEMATICS

Physical Science Courses

PHS 1 Scientific Concepts (3)

A course in the basic principles of chemistry and physics with particular emphasis on the application of these principles to contemporary concerns. GS-IIIID, VIIB

PHS 2AB General Physical Science (2,2)

This course for the non-science major surveys the four main fields of physical science: physics, chemistry, astronomy, and geology. It explores how things work and how we find out. Elementary mathematical concepts are introduced as required. Recommended for students planning to become teachers. GS-IIIID, VIIA

PHS 2 Contemporary Physical Science (3)

A survey of the four major physical sciences: physics, chemistry, astronomy, and geology with a special emphasis on contemporary concerns. *Offered in Weekend College format only.*

PHS 4 Elementary Environmental Studies (3)

An introduction to the study of human's physical resources and environment leading to a consideration of the problems of conservation and pollution. *Prerequisite: PHS 1 or PHS 2A.* GS-II,IIIID

PHS 5 Selected Topics in Physical Science (1-3)

Prerequisite: Consent of the department.

Doctor of Physical Therapy Degree

This graduate degree program offers professional education based on a foundation of liberal arts and sciences. It is a three-year (9 semester) program of academic rigor requiring full time study throughout the curriculum. Concentration on the basic and clinical sciences is integrated with physical therapy patient/client management principles and procedures. The total educational experience of the student involves life-long learning, and the physical therapy curriculum facilitates this value throughout the student's acquisition of knowledge and development of intellectual skills, professional behaviors, cognitive abilities, and practice competencies. The program design provides early and continual integration of clinical experiences that foster maximum development of the student's clinical thought processes, and provides opportunities for mastery of the personal and skill-based competencies requisite for entry-level practice. The Physical Therapy Department is committed to providing an education that enables graduates to be generalist practitioners of the highest quality. The learning environment nurtures students to become skilled professional practitioners, possessing the skills of clinical reasoning and effective communication. Students experience and discover the person and service-oriented aspects of health care including:

1. An understanding of the holistic nature of health, integrating body, mind, spirit and emotion
2. An understanding of human beings their inherent dignity, their diverse cultures, and ethnicity
3. A respect for the role of compassion and communication in health and healing
4. A respect for the role of mutual trust and responsibility in patient relationships
5. An ethical basis for decision making

As integral members of the health care team, graduates impart their knowledge and skill through competent and compassionate patient care, enlightened education, scholarly activity and research, quality consultation and a commitment to life-long learning and professional development.

The program is accredited by the Commission on Accreditation in Physical Therapy Education, the official accrediting body for Physical Therapy Education Programs. Upon successful completion of all clinical and academic requirements, the degree of Doctor of Physical Therapy is awarded. Graduates are eligible for licensure in all fifty states, the District of Columbia, and Puerto Rico.

DPT Required Documents Include:

- Transcripts: one official copy from each college attended submitted directly to the Office of Graduate Admissions
- Three recommendations (academic, physical therapist, and interpersonal skills assessment)
- Statement of Interest as well as evidence of physical therapy experience
- Admission Interview required (scheduled upon preliminary review of the application)
- Official GRE Score Report or TOEFL

DPT Admission Requirements:

- Cumulative Grade Point Average (for the last 30 units of study) of 3.0 on a 4.0 scale.
- Pre-requisite Grade Point Average of 3.0 on a 4.0 scale.
- Composite Score of 1000 on the Verbal and Quantitative sections of the Graduate Record Examination.
- Knowledge of the profession attained preferably by paid or volunteer clinical experience including outpatient and inpatient settings.
- Demonstration of satisfactory written and oral communication skill (essay and interview).
- For applicants whose first language is other than English, a TOEFL score of at least 550.
- Acceptable recommendations: one from an academician with direct knowledge of the applicant's academic ability; one from a physical therapist who can address the applicant's clinical potential and communication skills; and one from an individual who can address the applicant's problem solving skills
- Submission of completed application with all official transcripts, recommendation forms and Graduate Record Examination results to the Physical Therapy centralized application service. Admission decisions for Fall begin the previous December. For guaranteed consideration, documents must be received by December 1. Upon acceptance to the program official transcripts must be sent directly to the Office of Graduate Admissions.
- Admission decisions are made within 3 weeks of interview

DPT Prerequisite Coursework

To be acceptable, letter grades of C or higher are required. All prerequisite courses must be taken on a graded basis. All science courses must have laboratories. The requirements presented are on the semester system. If the applicant has attended an institution which is on the quarter system, it must be recognized that three quarter units are equivalent to two semester units. Prerequisite science courses must have been taken within the last ten (10) years at an accredited college or university in the United States. Introductory courses are not accepted for credit toward prerequisite course work. All applicants must show evidence of satisfactory completion of the following courses:

Biology (General) 2 semesters (8 units)

Upper division science (3 units)

Chemistry: 2 semesters (8 units)

Communication: 1 semester written (3 units), 1 semester speech (3 units)

Human Anatomy: 1 semester (4 units)

Human Physiology: 1 semester (4 units)

Physics: 2 semesters (8 units)

Psychology: 3 semesters (9 units): general, two elective

Statistics: 1 semester (3 units)

Recommended (not required):

Computer Science/Literacy

Critical Thinking

Ethics

Gerontology

Kinesiology

Motor Learning/Development

All courses must be completed by the summer prior to enrollment in the program.

Admissions decisions are made on a rolling basis. To be considered for priority admission, applications must be submitted directly to the Office of Graduate Admissions and must be postmarked by or before December 1 of the year prior to intended enrollment. Applications will be processed only when the application fee is paid and all transcripts, GRE scores, and letter of recommendation forms are received.

The Physical Therapy Admission Committee retains discretionary authority in the application of all the criteria for admission and their decision is final. Applicants will be notified of their status within 3 weeks of interview. Applicants for admission are considered on the basis of the qualifications of each student without regard for race, religion, sex, age, national or state origin. Individuals who have received their Baccalaureate degree outside of the United States must have their credentials and transcripts evaluated by a recognized credential evaluation agency before the application for admission to the DPT degree program will be considered.

Clinical facilities in the clinical portion of the curriculum are utilized throughout California and the United States.

DPT Financial Arrangements

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Office of Student Financing. For the tuition expenses for the DPT program, see the tuition expense section at the beginning of this catalog, or on the College website at www.msmc.la.edu.

Requirements for the Professional Program

The Doctor of Physical Therapy program offers the student an entry-level professional degree. As such, to remain in the program, the student must achieve

grades of C or higher in all physical therapy course work. A grade point average of 3.0 is required in each semester for continuation in the program. The letter grade of C- in one course results in suspension from the program until the course is repeated and a letter grade of C or higher is achieved. One repeat of a course is permitted. Letter grades of two or more C-s or Ds or one F results in dismissal/disqualification from the program. The student must achieve a grade of A or B for each clinical practicum, affiliation and internship. A student may not be advanced to the next component of the curriculum until a grade of A or B is attained. More than one failed clinical practicum, affiliation or internship results in dismissal from the program. If student performance in a clinical setting is deemed unsatisfactory or unsafe according to the standards of the facility, the College, the accrediting agency, or the state, the student may be suspended or disqualified from the program. A cumulative average of less than 3.0 in any given semester will result in academic probation. Two sequential semesters of academic probation will result in dismissal from the program. In order to remain in the program, the student must obtain a 3.0 term GPA by the end of the academic semester immediately following the semester that resulted in probation status.

Before enrollment and prior to each clinical practicum/affiliation/internship, evidence of acceptable health status must be on record with Student Health Services. This includes but is not limited to tuberculosis screening, current immunization and a physical examination. Students must also fulfill any additional clinical site specific requirements including, but not limited to, background checks and drug screening. Students are responsible for their own housing and transportation. During all clinical aspects

of the program, students are required to carry health insurance and malpractice insurance.

DPT Curriculum: Design

The curriculum is a sequential 3-year, 9-semester design based on a foundation of hierarchical and adult learning theory. The curriculum design incorporates values, content and process components. In the domain of values, six values serve as a core for the program and are based on the mission and philosophy of the College and department. These values are compassion, communication, collaboration, community, critical thinking and competence (including professionalism).

Seven themes serve as the conceptual framework around which the curriculum is organized. They are Foundational and Basic Sciences, Medical Sciences, Critical Thinking/Research, Patient/Client Management, Practice Management, Integration Seminar, and Clinical Experiences. The program design incorporates the presentation of foundational sciences prior to clinical application; the appreciation of "normal" prior to learning "pathological;" a hierarchical organization that progresses content and process presentation from simple material to more complex content and skill application, and from the cognitive processing domains of knowledge and comprehension to application, analysis, synthesis and evaluation. There is also an interweaving of progressively more complex clinical experiences with didactic learning within and outside of the classroom environment; and a consistent integration of learning (current and prior) through intentional learning activities and experiences. The program includes a total of 38 weeks of clinical experiences, culminating with a 10- and 12- week clinical internship.

Physical Therapy Courses

Foundational and Basic Sciences Courses

PT 401 Gross Anatomy (6)

This course is the integrated study of the gross, surface, and microscopic anatomy of the human body including the integumentary, nervous, musculoskeletal, circulatory, digestive, metabolic, respiratory, endocrine, and urogenital systems.

PT 402 Biomechanics (3)

This course provides a survey of various topics in the biomechanics of the human musculoskeletal system, with particular emphasis on understanding mechanics as applied to human movement and musculoskeletal tissue function, and the application of biomechanical principles to patient problems. The course covers three broad content areas: (1) basic biomechanical principles, (2) tissue mechanics, and (3) specific biomechanics for each of the major joints.

PT 403 Applied Kinesiology (3)

This course in applied kinesiology utilizes the principles of biomechanics and movement science to study clinically relevant examples of common human movements. The clinically oriented approach taken in this course includes consideration of both functional and dysfunctional movements using a lifespan perspective. Topics include the applied kinesiology of human posture, gait, and specific movements such as lifting, jumping, throwing, kicking.

PT 404 Applied Exercise Science (2)

This course includes the study of muscle, nerve, and cardio-respiratory physiology as they relate to exercise performance, conditioning, deconditioning, and the rehabilitation of disorders involving the neuromuscular, cardiovascular, pulmonary, and endocrine systems.

PT 406 Lifespan Development (2)

This course examines normal growth and development across the human lifespan. All aspects of development are considered, including biological, cognitive, emotional, social, moral/ethical and spiritual.

PT 407 Neuroscience (3)

This course is designed to give an in-depth introduction and overview to neuroanatomy, neurodevelopment, neurological function, neuropharmacology, and neurophysiology. This course provides a basis for understanding

clinical manifestations seen in neurological disorders.

Medical Sciences Courses

PT 410 Pathology/Medical Science: General Systems (2)

This course introduces concepts of tissue- and system-specific pathology and disease commonly encountered in patients/clients who receive physical therapy. Course content focuses on the mechanisms, types and processes of tissue injury and repair in major physiologic systems excluding musculoskeletal, cardiopulmonary, and neurological systems which will be addressed in later semesters.

PT 411A Pathology/Medical Science: Orthopedic (2)

This course is focused on the study of regional, tissue specific and system-specific pathology and disease commonly encountered in patients/clients who receive physical therapy in an orthopedic setting.

PT 411B Pharmacology/Diagnosis Technique: Orthopedic (1)

The first component of this course focuses on pharmacology as it impacts the practice of orthopedic physical therapy. The second component of this course will serve as an introduction to a variety of diagnostic technologies commonly used in the diagnosis and medical management of patients with neuromusculoskeletal dysfunction.

PT 412 Pathology/Pharmacology/Diagnostic Technique: Neurologic (3)

This course integrates the following components in the study of patients with neurologic injury and impairment: the pathological processes that result in neurological injury and impairment; the use of pharmacological agents in the medical management of neurologic patient problems as it impacts the practice of neurologic physical therapy; and the diagnostic technologies commonly used in the diagnosis and medical management of patients with nervous system pathology and dysfunction.

PT 413 Pathology/Pharmacology/Diagnostic Technique: Cardiopulmonary (3)

This course integrates the study of pathologies affecting the cardiac and pulmonary systems, their diagnosis, pathophysiological effects, and clinical manifestations with the study of the various diagnostic tests, and the significance of their results in the diagnosis and prognosis of cardiovascular and pulmonary disorders. It also

includes the pharmacological treatment of these disorders, as well as the indications, contraindications, and potential drug interactions which the physical therapist should be aware of in the treatment of these patients.

PT 415 Specialty Practices in Physical Therapy (1.5)

This course consists of lecture and laboratory components and is designed to prepare students to safely, legally, ethically, and appropriately evaluate and treat patients in niche practices in physical therapy. This may include treatment of the integumentary system/wound care, women's health and the management of patients with chronic pain.

Practice Management Courses

PT 431 Health Systems I: Introduction to Physical Therapy (2)

An introduction to physical therapy including history, professional issues and development, the Guide to Physical Therapy practice and written documentation.

PT 432 Health Systems II: Organizational Management (2)

A review of organizational socialization, organizational learning and organizational behavior with an emphasis on the management of change in physical therapist practice.

PT 433 Health Systems III: Payment Policy (1)

An overview of the various methods of health care reimbursement in the United States. Also includes methods for determining an appropriate fee schedule, developing a fiscally sound budget, effective documentation techniques for optimum reimbursement, and a discussion of current legislation affecting health care reimbursement.

PT 434 Health Systems IV: Law and Policy (2)

An overview of health care policy in the United States, health policy legislation and the role of the physical therapist and a thorough exploration of physical therapist practice and the California rules and regulations.

PT 435 Health Systems V: Medical Ethics (2)

This course will explore ethical issues in health care with the focus on the development of skills for ethical decision making in physical therapist practice.

PT 436 Health Systems VI: Entrepreneurialism (1)

This final course in the Health Systems Series considers professional development as a life-long activity and addresses the entrepreneurial, marketing and service aspects of physical therapist practice.

Integrative Seminar Courses**PT 441 Integrative Seminar I (1)****PT 442 Integrative Seminar II (1)****PT 444 Integrative Seminar IV (1)**

The Integrative Seminars are a series of three courses, designed to provide for students' situated or contextual learning experience within the academic curriculum, in which to develop clinical reasoning skills and prepare students for practice in the clinical environment before they get there. The Integrative Seminars promote application and integration of newly acquired knowledge (propositional and non-propositional) with previously learned knowledge/experience, within a clinical reasoning framework. Examples of the types of knowledge/skills that will be integrated are basic sciences, research and evidence-based practice principles, biomedical knowledge, clinical skills, kinesthetic/motor skills, and observation skills, communication skills, collaboration skills, and self-evaluative skills.

Patient/Client Management Courses**PT 461 Physical Therapist as Educator (1)**

Introduction to learning theory and its application to physical therapist practice, including patient/client management, education and consultation.

PT 462A Health Care Procedures I (2)

Introduction to basic physical therapy examination procedures and clinical reasoning skills utilized in patient care.

PT 462B Health Care Procedures II (2)

Introduction to basic healthcare procedures and clinical reasoning skills utilized in patient care.

PT 463A Therapeutic Interactions I (2)

This first of a series of three lecture/laboratory courses is an experiential opportunity for the student to develop, practice and apply techniques and principles of all phases of effective communication. The course is oriented toward learning about one's self and will provide opportunities for developing self-reflective skills and awareness of one's presentation, and communication strengths and

areas for improvement, in the context of developing effective patient and peer relationships as a practicing physical therapist.

PT 463B Therapeutic Interactions II (1)

The second of the communications series concentrates on the relationship of self to and with others as revealed and experienced in everyday professional and personal encounters. It explores the role of team member and the interrelated responsibilities of team leadership and team participation.

PT 463C Therapeutic Interactions III (2)

This final course in the communications series explores the various roles of the physical therapist in the context of communication skills in the domains of both health (prevention and wellness) and illness (including chronic illnesses and disability).

PT 465 Therapeutic Modalities (3)

This course consists of lecture and laboratory components and is designed to prepare students to safely, legally, ethically, and appropriately apply physical agents and modalities such as heat, cold, light, sound, water, wrapping/taping, mechanical compression, and mechanical traction as components of physical therapy intervention. Also included are principles of electrophysiologic evaluation and electrotherapy, and soft-tissue assessment, massage, and soft-tissue mobilization.

PT 466A Therapeutic Exercise (2)**PT 466B Therapeutic Exercise (1.5)**

This series of two courses consists of lecture and laboratory components focused on the process of examination and evaluation of patients/clients and intervention with therapeutic exercise. Course content includes management of patients/clients with a variety of underlying neuro-musculoskeletal pathologies and/or disease presentations. The focus of the course is identification and intervention of impairments correlated with functional limitation by application of therapeutic exercise and related interventions. Students will learn to use these interventions to assist patients/clients in regaining optimal function.

PT 467 Prosthetics/Orthotics (3)

Part I-Introduction to upper extremity, lower extremity and spinal orthotics. Discussion of various orthotic components, devices, and their applications. Assessment for orthotic candidacy. Part 2-Introduction to the principles and use of upper and lower extremity prosthetic devices, their components and application; the

biomechanical analysis of normal vs. pathological gait; and therapeutic requirements for rehabilitation and reintegration of this unique patient population.

PT 468 Complementary Health Practices (1)

Provides the student with an understanding of the adjunctive and alternative health care practices in which patients may be participating and/or be appropriate for referral.

PT 471A Patient/Client Management:

Orthopedic I (3)

This course is the first in a series of two courses on management by the physical therapist for patients with orthopedic dysfunction for all body regions. Each element of patient/client management will be considered throughout the course, including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. This first course consists of lecture and laboratory components and focuses on introduction to foundational concepts with application to lower quarter body regions.

PT 471B Patient/Client Management:

Orthopedic II (3)

This course is the second in a series of two courses on management by the physical therapist for patients with orthopedic dysfunction for all body regions. This second course consists of lecture and laboratory components and focuses on solidifying the knowledge of foundational concepts introduced during the first course (PT 471A), with application to upper quarter body regions. As the course progresses, student performance expectations will demonstrate higher levels of application, analysis, and synthesis of course content.

PT 471C Patient/Client Management:

Orthopedic (Advanced) (3)

A lecture and laboratory course designed to facilitate the student in the application and expansion of concepts and skills acquired previously within the orthopedic curriculum and within the other patient/client management components of the curriculum. Within a strong clinical reasoning framework, students will evaluate and plan intervention strategies for more complex orthopedic patient problems, as well as for patients with primary orthopedic problems complicated by involvement of multiple other factors/systems.

PT 472A Patient/Client Management:

Neurologic I (3)

This course is the first in a series of two courses on management by the physical therapist for patients with neurologic dysfunctions for the central and peripheral nervous systems. Each neurologic dysfunction presented will be considered in terms of examination, evaluation, diagnosis, prognosis, intervention and outcomes. The first course will focus on neurologic dysfunction resulting from lesions or pathology of the peripheral nervous system, spinal cord and brainstem.

PT 472B Patient/Client Management: Neuro II

(3)

This course is the second in a series of two courses on management by the physical therapist for patients with neurologic dysfunctions for the central and peripheral nervous systems. Each neurologic dysfunction presented will be considered in terms of examination, evaluation, diagnosis, prognosis, intervention and outcomes. This course will focus on neurologic dysfunction resulting from lesions or pathology of the central nervous system and cranial nerves.

PT 472C Patient/Client Management:

Neurologic (Advanced) (3)

A lecture and laboratory course designed to facilitate the student in the application and expansion of concepts and skills acquired previously within the neuro curriculum and within the other Patient/Client Management components of the curriculum. Within a strong clinical reasoning framework, students will evaluate and plan intervention strategies for more complex neurologic patient problems, as well as for patients with primary neurologic problems complicated by involvement of multiple other factors/systems.

PT 473 Patient/Client Management:

Cardiopulmonary (4)

A detailed class on the evaluation, treatment, and implementation of therapeutic procedures for cardiac and pulmonary patients and other critically ill patients. Includes primary and secondary preventative measures and rehabilitation concepts.

PT 475 Patient/Client Management: Pediatric

(2)

A lecture/laboratory course designed to introduce the student to the foundations of assessment and management for the pediatric population. The course provides the requisite knowledge-base and analytical skills for

preparation as an entry-level general practitioner of physical therapy.

PT 476 Patient/Client Management: Geriatric (2)

This course focuses on complex assessment and management of aging older adults. The student is exposed to advanced applied science of normal and pathological aging, clinical problems, implications for therapeutic interventions, and intrinsic and extrinsic risk factors impacting older adults' lifespan in order to promote optimal care, functional outcomes, and wellness prevention for older adults.

PT 477 Patient/Client Management: Medical Screening (1)

This course focuses on the roles and responsibilities of the physical therapist in screening for medical disease. Students will revisit and explore in greater depth the signs and symptoms associated with pathology of multiple systems, introduced in previous pathology courses within the curriculum (i.e., general systems, orthopedic, neurologic, cardiopulmonary).

PT 443 and 445 Elective

This required two semester elective course offers students the opportunity to refine and explore areas of PT practice or expand/acquire skills that will enhance practice in the current healthcare environment.

Clinical Experience Courses

PT 481 Clinical Practicum I (0.5)

This course introduces the students to the responsibilities of clinical practice. Students may find themselves in a variety of settings with the aim of developing basic patient handling skills, professional behaviors and socialization under the supervision of a licensed physical therapist.

PT 482 Clinical Practicum II (0.5)

This course continues the student's increasing responsibilities in clinical practice. The use of musculoskeletal interventions will be the primary focus along with the development of professional behaviors. The student will begin developing examination, evaluation and intervention skills while under the supervision of a licensed physical therapist.

PT 483 Clinical Affiliation I (3)

This course is the first of four long-term clinical affiliations designed to develop student clinical competencies in a variety of clinical settings with diverse patients. PT 483 focuses on

settings where the primary pathologies, impairments and functional limitations experienced by patients are musculoskeletal. The student will examine, evaluate, diagnose, prognose and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. PT 483 will provide students the opportunity to develop skills directly impacting patient outcomes and professional behaviors.

PT 485 Clinical Affiliation II (4)

This is the second of four long-term clinical affiliations designed to develop the clinical competence of students in a variety of clinical settings with diverse patients. PT 485 focuses on acute and/or out-patient rehabilitation. The primary pathologies, impairments and functional limitations experienced by patients will be neuromusculoskeletal. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. In addition, students will experience multi-disciplinary interactions, administrative responsibilities and professional duties that are unique to this patient population.

PT 487 Final Internship I (5)

This 10-week internship is the third of four affiliations and is designed to develop the clinical competence of the student for generalist physical therapist practice. The setting selected is coordinated with the setting of the Final Internship II and the two prior full-time affiliations (PT 483 and 485) to ensure the student has the appropriate complement of clinical settings and patient diagnoses. The student will examine, evaluate, diagnose, prognose and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. The student will also develop skills in professional and practice management.

PT 488 Final Internship II (6)

This 12-week internship is the final of four clinical affiliations designed to develop the clinical competence of the student for generalist physical therapist practice. The setting this semester will be chosen with input from the student to complement the previous assignments within the scope of physical therapy practice. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. The students will

also develop skills in professional and practice management.

PT 489 Repeat Affiliation

This course is utilized for repeating any long term affiliation or internship where the student withdrew or received a grade of "NC." This course may be utilized only once during the course of the program

Critical Thinking/Research Courses

PT 490 Research I: Foundational Concepts of Research (1)

The first course in this series of eight research courses focuses on the development of the understanding and application of the scientific process in clinical practice and research. The importance of validity and reliability to conducting relevant clinical research will be presented from a theoretical and practical perspective. The development of the research hypothesis and choice of independent/dependent variables will be taught in relation to physical therapy diagnosis, prognosis and intervention

PT 491 Research II: Quantitative Research Design and Statistics (1)

The second course in this series of eight research courses focuses on the development of skills necessary to understand quantitative research design and analysis. Students will learn to recognize the application of quantitative research to studying issues related to physical therapy and gain perspective on the limitations and appropriate use of quantitative research methods.

PT 492 Research III: Evidence-Based Practice (1)

The third course in this series of eight research courses focuses on the development of skills necessary to incorporate research evidence into clinical practice. Students will learn to recognize the strengths and limitations of the clinical research paradigm in the study and practice of physical therapy. This course will introduce students to the concepts and philosophies of Evidence-Based Practice.

PT 493 Research IV: Case Reports/Survey Research (1.5)

The fourth course in this series of eight research courses will introduce the students to the use of survey and outcomes research in physical therapy and rehabilitation. Students will learn the importance of these research methodologies in decision making/planning in a clinical and research setting. This course will also focus on

the components of a case report and scientific writing skills required for publication of a case report.

PT 494 Research V: Proposal Writing (0.5)

The fifth course in this series of eight research courses focuses on writing a research proposal. Under the supervision of faculty, students will utilize their clinical and didactic knowledge of physical therapy to create/develop a research project related to physical therapy practice or education.

PT 495A Research VI: Research Development A (1)

PT 495B Research VII: Research Development B (1)

PT 495C Research VIII: Research Forum (1)

The final three courses in this series of eight research courses will focus on developing, conducting and presenting the research projects.

PT 499 Independent Study (1)

Physics

Departmental Affiliation: Physical Science and Mathematics

PHY 1A Introductory Physics IA (4)

Lecture, three hours; discussion, one hour. An algebra-based physics course covering statics, dynamics, and an introduction to electricity. *Prerequisite: Two years of high school mathematics and a satisfactory performance on the Mathematics Placement Examination or completion of MTH 1 with a grade of C- or better.* GS-IIIID, VIIB

PHY 1B Introductory Physics IB (3)

Lecture, three hours. Continuation of PHY 1A: electricity, magnetism, optics, and an introduction to modern physics. *Prerequisite: C- or better in PHY 1A.* GS-VIIB

PHY 1BL Introductory Physics Laboratory

(1)

Experiments in mechanics, electric fields, circuits, optics, radioactivity. Emphasis is placed on quantitative analysis of data. *Prerequisite: Grade of C- or better in PHY 1A (or PHY 11A) and concurrent enrollment in PHY 1B (or PHY 11B) or completion of PHY 1B (or 11B) with a grade of C- or better.*

PHY 5 Selected Topics in Physics (1-3)

Prerequisite: Consent of the Department.

PHY 11A Mechanics (4)

Lecture, three hours; discussion, one hour. A calculus-based physics course covering the statics and dynamics of particles, gravitation, potentials and fields, and fluid mechanics. *Prerequisite: A calculus course, concurrent enrollment in MTH 5A, or consent of instructor.* GS-IIIID, VIIB

PHY 11B Electricity, Magnetism, and Optics

(3)

Lecture, three hours. A calculus-based physics course covering electric and magnetic fields, circuit theory, and optics. *Prerequisite: PHY 11A or consent of instructor.* GS-VIIB

Political Science

DEPARTMENT AFFILIATION: SOCIAL SCIENCE
DIVISION AFFILIATION: HISTORY AND SOCIAL SCIENCE

The student who specializes in Political Science investigates issues and topics relating to the following subfields within the discipline: political theory, international relations, American politics and institution, comparative politics, public policy and administration, and public law. The purpose of the major or minor is to examine how issues in the discipline relate to historical developments and to the current state of political affairs. A maximum choice is allowed so that the course of study can be designed according to the primary interests of the student.

Political Science B.A. Degree (or Major)

Required Courses

Lower Division: 6 units

POL 1	American Government and Institutions	(3)
POL 2	Comparative Government	(3)

Upper Division:

POL	101 Research Methodology	(3)
Nine additional upper division courses in Political Science		(27)

Total units in Political Science: 36

Plus General Studies requirements, electives and Modern Language requirement totaling 124 semester units.

Political Science Minor

Students wishing to minor in Political Science are required to take POL 1 or 2 and five additional Political Science courses. At least 4 of the remaining 5 courses (or 12 units) must be at the upper division level.

To declare a minor in Political Science, a student must take at least 5 approved

courses from Mount St. Mary's College.

Total units in Political Science: 18

Political Science Courses

POL 1 American Government and Institutions (3)

This course examines the structure and procedures of American governmental institutions; the political principles upon which American democracy is based; and political participation in the United States. GS-III G

POL 2 Introduction to World Politics (3)

An investigation of the concepts and techniques which enable the student to compare various political systems, focusing upon both traditional and innovative concepts such as power, ideology, policy and decision making, and issues of political and economic development. GS-IIIC, IIIF, VI

POL 5 Business Law (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Also see BUS 5.

POL 10 Political Concepts (3)

The aim of this course is to acquaint students with the scope and techniques of political science by relating major concepts in political theory to current problems and issues. Major political theorists such as Plato, Aristotle, Locke, Hobbes, Hegel, and Marx are the focal points of analysis. In this way the contribution of political science to the understanding and clarification of political phenomena can be exemplified. GS-IIIF

POL 93ABCD Selected Problems and Projects in Political Science (1-3)

Subject announced in term schedule. May be taken for upper division credit. See POL 193.

POL 101 Research Methodology (3)

Examination of research and writing methods with an emphasis on skills in conducting political science research and preparing research papers; working with statistical techniques and databases, using libraries and archives; and evaluating, citing and presenting evidence. GS VII B

POL 102 Women and the Law (3)

This course analyzes the relationship between gender and the law and how it has evolved over time. Students examine the landmark cases that

have shaped women's rights in America and the works of leading legal scholars in the field. GS-III G

POL 103 Legal Reasoning (3)

This course introduces students to the basic principles of legal reasoning. Students will learn to analyze cases and statutes, identify applicable law and apply law to a given set of facts. These skills will prepare students for the case analysis methodology used in law school and, more broadly, provide students with the insight that comes from approaching problems analytically. Legal Reasoning is required for all pre-law minors.

POL 104 Political Biography (3)

See HIS 133.

POL 105 Advanced Business Law (3)

Upper level study of business law. Applications to areas of agency, partnerships, corporate law, sales security transactions, and insurance. Also see BUS 106. GS-III G

POL 106 Real Estate Law (3)

Business and legal aspects. Estates in land, purchase and sales contract, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant, wills and inheritance. Also see BUS 171. *Prerequisite:* BUS 5.

POL 107 Criminal Law (3)

An examination of the elements of the criminal law with emphasis on crimes against the person as well as crimes against property. The standard defenses will also be considered.

POL 108 American Constitutional Law (3)

See HIS 179. *Prerequisite:* Pol I. GS-III G

POL 109 Individual Rights (3)

Emphasis on the Bill of Rights as applied to both federal and state jurisdictions. See HIS 180. GS-III C, III G

POL 110 Political Behavior (3)

This course explores the political behavior of American citizens. Students will examine citizens' participation in elections, issue advocacy and protest movements. The examination will include a comparison of political behavior and preferences among differing socio-economic groups, minorities and women.

POL 116 Democracy and Democratic Theory (3)

A critical examination of the major theorists of democracy in the twentieth century and

preconditions of democratic government and society.

POL 117AB History of Political Theory (3,3)

An examination of the major theorists of political theory from antiquity to the middle of the nineteenth century. Special emphasis will be placed on the writings of such seminal figures such as Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. (See HIS 115 AB.) GS-III C

POL 118 American Presidency (3)

This course examines the powers of the office of the President of the United States. Students will analyze the President's formal constitutional powers, informal powers of persuasion and the impact of the personal styles of those who have held the office. The role of White House staff, institutional resources, and the dynamic relationship between the President, Congress and the courts will be considered in determining the ability of Presidents to successfully achieve their political agendas and affect public policy.

POL 119 Concepts in Political Theory (3)

Selected concepts in political theory examined comprehensively and in depth.

POL 120 Legislative Process (3)

This course examines legislative process, organization and structure. Students will analyze committee structure, the impact of House and Senate rules, and the electoral motivations of the members of Congress. The role of constituents, interest groups, party politics and the dynamic relationship among the branches of government will all be considered in assessing the law and policy making function of the U.S. Congress.

POL 121 Judicial Politics (3)

This course examines the role of the courts in American government and politics. Students will explore the structure of the American judicial system, judicial processes, the nature of judicial decision-making and the increasingly contentious judicial appointment process. The relationship of the courts to the other branches of government will also be considered in determining the courts' impact on major substantive policy areas.

POL 122 Middle East Politics (3)

An analysis of political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism,

colonialism, regional conflicts, revolutions and the position of women.

POL 123 African Politics (3)

Provides an understanding of the historical, economic and social variables that shape modern African politics. Central themes will include nation-building and democratization, the international relations of Africa, issues of peace and security, and Africa's political economy.

POL 124 Latin American Politics (3)

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, the military in politics, legitimacy, and regime continuity.

POL 125 Foreign Relations of the United States (3)

See HIS 178. GS-IIIIG

POL 126 Politics of the former Soviet Union (3)

An examination of the revolutionary origins, development, and dissolution of the Soviet Union followed by a discussion of the issues confronting Russia and the new republics. Issues include political and economic transformation, ideological transitions, and proliferation of weapons.

POL 128 Politics of Globalization and Interdependence (3)

An assessment of globalization and interdependence, and the challenges they pose to the governments of nation-states since the end of World War II. Topics include the global economy and trade; the challenges to national cultural identities and sovereignty; the role of technological advancements; and integration.

POL 130 International Political Economy (3)

Examines approaches to the international political economy (IPE) including the liberal, economic nationalist, and neo-Marxist perspectives. Topics include the Bretton Woods institutions (World Bank, IMF and GATT/WTO), international trade and development, foreign debt, poverty and global inequality.

POL 131 International Relations (3)

A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign relations within a world context. Special attention is placed upon international agencies such as the

United Nations and non-governmental organizations. GS-IIIIG

POL 132 Political and Economic Development (3)

An analysis of the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, and gender perspectives on underdevelopment.

POL 133 Moot Court (1-3)

This course will teach students the fundamental skills of legal oral advocacy. Students will receive training in case analysis and development, rules of evidence, and basic trial and appellate court techniques. Students will participate in appellate moot court competitions and, based on class performance, may be chosen to compete in national moot trial competitions. *This course may be taken for 1, 2, or 3 credits. This course may be repeated for up to a total of 12 units.* GS IB

POL 134 International Organization (1-3)

An examination of the origins, structure, and practices of international agencies with special attention to the United Nations. GS-IB, IIIIG

POL 135 Selected Problems in International Organization (3)

Examines the various ways in which international organizations are used to promote the domestic and global interests of international actors. Particular emphasis is placed on promotion and maintenance of world order. GS-IB, IIIIG

POL 136 Revolutions in World History (3)

This course focuses on the social, political, economic and ideological forces that promote and sustain political revolutions. Case studies may include the French, American, Russian and Chinese revolutions as well as revolutionary groups and individuals.

POL 137 Ethnic Conflict and Civil War (3)

Examines discord within multiethnic societies by analyzing how nationalist, racial, ethnic and/or religious identities serve as sources of internal conflict. Issues addressed include communalism, civil strife, systematic violence, and genocide. GS-IB, IIIIG

POL 138 International Law (3)

This course examines the origins and evolution of international law. Special emphasis will be placed on the development of international law

under the aegis of international organizations and through the promulgation of treaties and customary practice.

POL 140 North-South Relations (3)

Examines the political, social and economic issues that often create tensions between developing (South) and developed (North) countries. Issues include sustainable development, foreign debt and investment, terms of trade, political hegemony and cultural relativism.

POL 142 International Conflict and Cooperation (3)

Focuses on the various types of international conflict and ways in which cooperation manifests in international politics. Topics include the management and prevention of conflict, regional and global conflicts throughout history and the causes of conflict.

POL 144 Politics of Europe and the European Union (3)

Analyzes the political, social and economic development of modern European nation-states and the evolution of the European Union. Topics include the political and economic integration of Europe since the end of World War II.

POL 145 Southeast Asian Politics (3)

Provides an understanding of the historical, economic and social variables that shape modern Southeast Asian countries including Indonesia, Malaysia, Vietnam, Singapore, Myanmar, Brunei, the Philippines, Thailand, Laos and Cambodia. Central themes include nation-building and democratization, peace and security, and political economy.

POL 146 Military in Politics (3)

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, cases of direct military intervention in political systems, and the consequences of military influence over political decisions.

POL 147 Women and Development (3)

Analyzes the impact of development policies on women in developing countries. Topics include the status of women in traditional societies, the gendered allocation of resources, and the informal economy.

POL 148 Refugees and International Migration (3)

Examines the politics of mass migration across state borders or within nation-states. Cases

studied include forced relocation, refugees of war, and different forms of legal and illegal immigration including the international trafficking of persons.

POL 149 Comparative Foreign Policy (3)

Comparative study of foreign policy making in different political systems. Issues include economic, military and political relations among countries, and foreign policy actors such as heads of state and bureaucrats.

POL 150 International Security (3)

Analyzes the factors surrounding security studies in international relations. Topics include the spread of nuclear weapons and weapons of mass destruction, deterrence, arms races, the security dilemma, and domestic threats to global peace.

POL 151 Humanitarian Intervention (3)

An analysis of the issues that provoke humanitarian concerns such as civil strife, poverty, epidemics and famine. The development of norms of humanitarian intervention will be a focus of this course.

POL 152A Advanced Studies in the History of Modern Japan (3)

An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry, and foreign relations from 1600 to 1952. (See HIS 151.) GS-IIIC

POL 152B Advanced Studies in the History of Modern China (3)

An analysis of the political and economic development of Modern China. Personalities such as the Sun Yat-sen, Mao Tse Tung, and Deng Xiao Ping and others will provide insights into the evolution of the Chinese State. (See HIS 152.) GS-IIIC

POL 153 Department Seminar (3)

This course is limited to juniors and seniors and provides an in-depth examination into a topic within political science. The course emphasizes research and writing skills and requires a major research paper. (Same as HIS 126.) *Prerequisite: POL 101 Research Methodology.*

POL 154 U.S./Mexican Relations (3)

This course examines the relevant actors, issues and political history of foreign policy and interactions between the United States and Mexico. Attention is given to current policy

topics of significance, e.g., drugs, immigration, security and trade.

POL 160 Civil Liberties

See HIS 132.

POL 170 American Party Politics (3)

The development, organization, and character of the American party system.

POL 171/171H Presidents and Personality (3)

An attempt to illuminate and characterize the contributions of American presidents to American politics by an examination of the writings of psycho-historians and others emphasizing psychological insights. GS-IIIIG

POL 175AB Selected Topics in the American Political Structure (3,3)

Specific area will be announced in the term schedules. *Consent of instructor* necessary for non-majors and non-minors.

POL 176 Public Policy (3)

This course considers major public issues in American politics within a framework that emphasizes analysis, social configurations, and resolution of conflicts.

POL 179 California Politics (3)

See HIS 188. GS-IIIIG

POL 180 State and Local Government (3)

This course examines state and local political systems in the United States. The course examines the structure of state and local government, the administrative procedures employed by these political entities, their relationship to the federal government, and the public policy outcomes resulting from state and local government action. The course includes consideration of the unique role of local governmental action to American political life. GS IIIIG

POL 185 Public Personnel Administration (3)

The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

POL 186 Introduction to Public Administration (3)

The executive function in government; principles of administrative organization, personnel management, financial administration, administrative law; and problems and trends in government as a career.

POL 187 Organizational Theory and Governmental Management (3)

Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment; problems, limitations, and trends in governmental organization and management.

POL 188 Administrative Law (3)

Introduction to administrative law and its impact on the American political and bureaucratic landscape. Regulatory agencies, procedural due process and their interface with vested and individual rights are the focal point for discussion on constitutional and legal precedents in a case study context.

POL 191 Internship in Government Service (3)

Students in the public administration program serve as interns working in government offices in the Los Angeles area.

POL 192 Plays and Politics (3)

A study of selected plays from antiquity to contemporary times in which the insights of the playwright and the conclusions of the political scientist are interrelated. A multidimensional and interdisciplinary approach is utilized. May be taken for lower division credit. GS-IIIIG,VI

POL 193ABCD Selected Topics and Projects in Political Science (3)

Subject announced in term schedule. May be taken for lower division credit.

POL 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Pre-Health Science

ASSOCIATE IN ARTS DEGREE

The Pre-Health Science Program is designed for students who wish to pursue studies which prepare them for a healthcare related profession. The Pre-Health Science Program provides the student with the opportunity to take general studies requirements and preparatory courses for programs in Nursing, Pre-Physical Therapy, Pre-Medical, Pre-Dental, Pre-Veterinarian, and Pre-Pharmacy. The program is designed to provide the student the opportunity to consider career alternatives.

The program has an entry-level category in which all students entering the program are enrolled during the first semester of the freshman year and two selected areas of emphasis: Pre-Nursing and Pre-Biological Sciences. Students completing the Pre-Health Science Program requirements will receive an Associate in Arts degree. To graduate with an Associate in Arts degree in Pre-Health, students must select an emphasis.

Pre-Health Science Associate in Arts Degree

Core Requirements

PSY 1	General Psychology	(3)
BIO 5	Life Science	(3)
BIO 50A/1A	Human Anatomy/Biological Dynamics	(4)
BIO 50B/1B	Human Physiology/ Biological Dynamics	(4)
PHI 21 or	Moral Values or	
RST 41	Intro to Christian Ethics	(3)
PHS 1	Scientific Concepts	(3)
SPR 70	Careers in Health	
SPE 10	Intro to Communication	(2)

NOTE: BIO 1A/1B, *Biological Dynamics*

for Pre-Health Science Biology emphasis only.

Plus meet all the requirements for the A.A. Degree

For a student to remain in the Pre-Health Science program, at the end of the first year, the student must have:

- A **2.5 cumulative GPA** and
- A **2.3 science GPA.**

The student must select an emphasis within the program at the end of the first semester. To remain in the Pre-Health Science program, the student must maintain a 2.5 cumulative GPA for all semesters.

Pre-Health Science: Biological Sciences Emphasis

The Biological Sciences emphasis is designed to prepare students for transfer into the Biological Sciences Major with a B.S. degree: Pre-Med, Pre-Dental, or Pre-Pharmacy emphasis or the B.S. Degree in Biological Sciences with an emphasis on preparation for graduate school in biology.

Students may complete an AA PRH with a biology emphasis in two years. If they then transfer to the BS.BIO program at Chalon, the degree will take four additional years (six years altogether). AA students who qualify may choose to transfer after their first year in the program and fulfill the BS.BIO degree in five years. Students who transfer prior to receiving their AA degree cannot request it retroactively.

Math Requirement for Pre-Health Biology: 6 – 12 units of MATH required depending on placement exam scores (See your Advisor for more information.).

Pre-Health Science: Nursing Emphasis

The Nursing emphasis is designed to prepare students for transfer into the Bachelor of Science degree – Major in Nursing (BSN) program on the Chalon

campus. Admission to MSMC does not constitute admission to the Nursing program.

To be considered for admittance into the BS NUR program, students must also complete:

- BIO 3 Microbiology
- SOC 5 Sociological Perspectives
- PSY 12 Developmental Psychology/Lifespan

Admission to the BSN program:

- Is determined by the Admissions Committee of the Nursing Department.
- To the sophomore level entry is considered for fall semester only.
- Is highly competitive. The BSN Admission Committee strongly suggests achieving a G.P.A. well above the minimum requirement.

Priority will be given to students who meet the required criteria and have completed two semesters at MSMC.

In order to be **eligible** for review, applicants must meet the following criteria:

- A **2.7 cumulative GPA**.
- A **2.5 science GPA**.
- Complete all pre-requisite courses with a grade of **C (2.0)** or better.
- Complete nursing mathematics examination with a score of 84% or higher.
- Successfully demonstrate English competency and department-determined requirements.
- Failure of two (2) required nursing prerequisite courses, either the same course or two separate courses, will result in non-admission.
- A **grade of C- or below in any two required prerequisite courses (science or other) results in non-**

admission.

Pre-Health Science students who transfer to the BSN program at the Chalon Campus require five years (altogether) to complete the BSN program because of the sequencing of the science and nursing courses.

Pre-Law Minor

DEPARTMENT AFFILIATION: HISTORY AND POLITICAL SCIENCE

An undergraduate major in either the social sciences or the humanities is the preferred preparation for legal study. The Pre-Law Minor is designed to supplement the study in the major program with additional emphases on analytic and expository skills requisite to the study of law. Early identification of an interest in law enables the student to approach the rigorous demands of both legal study and that of the legal profession more efficiently and effectively. It is essential that the student and the Director of the Pre-Law Minor collaborate in the process of selecting elective courses within the minor that will best prepare the individual student. The minor requires a minimum of six upper division courses (18units).

Prerequisites: 9 units

POL 1 American Government (3)

PHI 10 Critical Thinking

or

ENG 1C Freshman English (3)

BUS Business Law (3)

5/POL 5

Required upper division courses:

POL 103 Legal Reasoning (3)

POL 108 Constitutional Law (3)

Plus four upper division elective courses from among the following:

Business Law:

BUS/POL Business Law II (3)
105

BUS/POL Real Estate Law ((3)
106

Civil Rights/Advocacy:

POL 102 Women and the Law (3)

POL 109 Individual Rights (3)

POL 133 Moot Court (3)

POL 138 International Law (3)

POL 176 Public Policy (3)

POL 180 State and Local Government (3)

POL 188 Administrative Law (3)

Criminal Law:

POL 107 Criminal Law (3)

SOC 109 Forensics Studies: Criminalistics (3)

SOC 110 Deviant Behavior: Juvenile
Delinquency (3)

SOC 111 Deviant Behavior:Criminology (3)

Theory and Process:

PHI 155 Symbolic Logic (3)

PHI 165 Philosophy of Law (3)

POL 120 Legislative Process (3)

POL 121 Judicial Politics (3)

Any upper division course approved by the Director of the Pre-Law Minor.

Psychology

Contemporary psychology is an empirical science actively pursuing basic research and applications in school settings, the workplace, and the treatment of personal problems in private life. The curriculum for the psychology major consists of courses critically examining the basic theories, findings, and applications of psychological research. Training is geared toward preparing students for later advanced studies. In addition to the major, the College offers a minor in Psychology, and a Master of Science in Counseling Psychology, with specializations in Marriage and Family Therapy (MFT) or Human Services Personnel Counseling (HSPC), counseling the Spanish-speaking client, and pastoral counseling.

Psychology Major

Program Requirements for B.A.

It is recommended that psychology majors take MTH 1 or MTH 10 (GS-IIIIE) in preparation for PSY 40 Basic Statistical Methods.

All psychology majors are required to take the following courses:

Foundation Courses

BIO 5	Life Science (GS-IIID)	(3)
PSY 1*	Introduction to Psychology (GS-IIIF)	(3)
PSY 12	Child/Human Development (GS-IIIF)	(3)
PSY 52	Biological Psychology (GS-IIIF)	(3)
PSY 52L	Biological Psychology Lab	(1)

Methods Courses

PSY 40	Basic Statistical Methods (GS-VIIB, IIIIE)	(3)
PSY 106	Basic Research Methods (GS-VIIA)	(3)
PSY 106L	Basic Research Methods Lab	(1)

Core Courses

PSY 125	Introduction to Counseling	(3)
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PSY 132	Personality Theory	(3)
PSY 145	Social Psychology	(3)
PSY 168	Abnormal Psychology	(3)
PSY 134	Learning & Memory	(3)
or		
PSY 160	Cognition & Perception	(3)
PSY 192	Clinical Practicum	(3)
or		
PSY 193	Research Practicum	(3)
Upper Division Electives:	(9)	

Total Units for Major: 47

*PSY 1 is a prerequisite to all other psychology courses.

Psychology Electives

Psychology majors must take 9 units of upper division electives. It is recommended that students choose a track to use as guidance in selecting those elective courses.

Suggested Sequence of Courses: Bachelor of Arts

The following is a model for completing the Psychology major in four years. Only Psychology courses are listed.

First Year

PSY 1	Introduction to Psychology	(3)
PSY 12	Child/Human Development	(3)
PSY 40	Basic Statistical Methods	(3)
BIO 5	Life Sciences	(3)

Second Year

PSY 106	Basic Research Methods	(3)
PSY 106L	Basic Research Methods Lab	(1)
PSY 132	Personality Theory	(3)
PSY 52	Biological Psychology	(3)
PSY 52L	Biological Psychology Lab	(1)
PSY 168	Abnormal Psychology	(3)

Third Year

PSY 125	Introduction to Counseling	(3)
PSY 145	Social Psychology	(3)
PSY 134	Learning and Memory Processes	
or		
PSY 160	Cognition and Perception	(3)

PSY 192	Clinical Practicum or	
PSY 193	Research Practicum	(3)
UD PSY	Elective	(3)

Fourth Year

UD PSY	Elective	(3)
UD PSY	Elective	(3)

Undergraduate Psychology Policies

Majors must earn a grade of C (2.0) or higher in Psychology courses applied toward degree requirements. Grades of C - or lower must be repeated. Courses may only be repeated one time. The higher grade will be computed in the GPA.

Students must successfully complete with a grade of C or higher any prerequisites before being admitted to courses with listed prerequisites. This policy may only be waived with instructor consent.

Students must also complete General Studies requirements and electives for a total of 124 semester units, including the Modern Language requirement. At least 15 upper division units must be completed in the MSMC Psychology program.

Students may choose a program of study in general psychology, or one of the following tracks designed to provide a foundation of study in Psychology as indicated on next page.

Track One: Preparation for Industrial/Organizational Psychology

Extensive study in the application of psychological processes to design more effective organizations and improve motivation, performance and job satisfaction. To work in Industrial/Organizational psychology requires a graduate degree (an M.A./M.S. or a Ph.D.). This course of study will allow for exploration of the field and provide a foundation for further study.

PSY 148	Industrial/Organizational Psychology
PSY 155	Psychological Testing

Choose one of the following courses:

PSY 129	Motivation
PSY 138	Nonprofit Management

Track Two: Preparation for Careers in Counseling

This track is designed for students interested in pursuing further education in preparation for a career in counseling. Students that pursue this track will receive applied training and fieldwork in an area of their choosing within a psychological setting. Such students typically plan to attend a Masters or Doctoral program.

PSY 155	Psychological Testing
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Choose one of the following courses:

PSY 139	Child Abuse and Family Violence
PSY 165	Behavioral Psychopharmacology
PSY 172	Developmental Psychopathology
PSY 175	Human Sexuality
PSY 188	Crisis Intervention

Track Three: Preparation for Careers in Research Psychology

This track is designed for students who plan to pursue further education in a research area of psychology (e.g., Developmental, Personality, Social, Cognition). Such students plan to attend a Masters or Doctoral program. The courses in this track will provide research experience needed for admission to most research programs.

PSY 193	Research Practicum
PSY 194	Advanced Research

Choose one of the following courses:

PSY 155	Psychological Testing
PSY 182	History & Systems of Psychology
PSY 192	Clinical Practicum

Or courses in area of topical interest (e.g., gender, prejudice, development, neuropsychology, law, motivation, divorce, etc.)

Psychology Minor**Requirements**

A Psychology minor requires a minimum of 18 units selected in consultation with the Department Chair. At least four upper division courses with a grade of C or better are required. Three courses (9 units) must be completed in the MSMC Psychology program.

Counseling Psychology Master of Science**Admission Requirements**

Those applying for the Masters degree in Counseling Psychology should have all of the following:

- A Bachelors degree or its equivalent from an accredited institution.
- A grade point average of at least 3.00 for undergraduate work.
- A recommended minimum of 12 upper division units in the Behavioral Sciences (Psychology, Anthropology, Sociology or Education). If the undergraduate degree is not in Psychology, applicants must take an Introductory Psychology course prior to entering the program.
- Results of the Graduate Record Exam (GRE).
- Successful completion of an Introduction to Psychology course.
- See other general requirements of the Graduate Division.

Program Concentrations*Marriage and Family Therapy (Minimum of 50 units required)*

The Masters degree in Counseling Psychology with a specialization in Marriage and Family Therapy will teach students to apply psychotherapeutic research and principles in the treatment of individuals, couples and families. The focus of the program is on clinical assessment, planning and implementation

of treatment goals for those with emotional difficulties and distress. Students will learn the theories and ethical practice of psychotherapy, to be applied in a variety of treatment settings. The program meets academic requirements for those who seek the California Marriage and Family Therapy License.

Preparation (6 units)

PSY 202 Psychological Foundations of Growth, Development, and Learning (3)

PSY 268 Psychopathology (3)

Theories of Marriage, Family, and Child Counseling (14 units)

PSY 203 Multicultural Counseling (2)

PSY 225 Counseling Theory and Procedure (3)

PSY 236 Family Therapy (3)

PSY 241 Marriage and Relationship Counseling (3)

PSY 274 Psychological Treatment of Children (3)

Counseling Skills (13 units)

PSY 230 Psychological Testing: Theory and Procedure (2)

PSY 235 Group Dynamics: Theory and Procedures (3)

PSY 265 Behavioral Psychopharmacology (2)

PSY 269 Field Experience in Counseling A, B (6)

[with a minimum of 180 client contact hours and 240 total BBS-acceptable hours]

Family Challenges (3 units)

PSY 237 Human Sexuality (1)

PSY 238 Alcohol and Substance Abuse (1)

PSY 240 Spousal Abuse (1)

Research (3 units)

PSY 200 Research Methods (3)

Professional Ethics and Law (2 units)

PSY 263 Laws and Ethics in Counseling (2)

Thesis/Project/Oral Exam

PSY 295 Master's Thesis (3)
or

PSY 296 Master's Project (3)
or

PSY 298 Case Presentation (0)

Students who do not complete their thesis

or project during the semester they originally enroll in PSY 295/296 must enroll in PSY 297, a one-unit continuation course, each subsequent semester until the thesis/project is completed. Students may enroll in the one-unit continuation course a maximum of three times.

Students may take the case presentation a maximum of two times. The examination must be successfully completed by the end of the 12th week of the semester the student intends to graduate.

Emphasis (6-9 units)

In order to complete 50 semester units, MFT students complete from three (3) to nine (9) units of elective coursework. Elective units may be selected to create an emphasis in Counseling the Spanish-speaking client, Pastoral Counseling, clinical skills, research skills, or another area of special interest to the student.

Human Services and Community Counseling (Minimum 36-39 units required)

The Master's degree in Counseling Psychology with a specialization in Human Services and Community Counseling will teach students to apply psychological research and theory to the improvement of human welfare. The focus of the program is on facilitating normal human development, and fostering effective interactions. Students will learn essential elements of communication, interpersonal, and organizational dynamics. The program is intended for those who wish to prepare for employment in an agency, corporation or other setting not requiring a specific license.

Core Courses (25-31 units)

PSY 227	Basic Counseling Skills	(3)
PSY 202	Psychological Foundations of Growth, Development and Learning	(3)
PSY 268	Psychopathology	(3)
PSY 264	Counseling Ethics	(2)

PSY 231	Group and Organizational Dynamics	(3)
PSY 200	Research Methods	(3)
PSY 203	Multicultural Counseling	(2)
PSY 260A,B	Counseling Practicum/Fieldwork	(6)

Elective Courses

Students will take 8 – 11 elective course units to complete the degree.

Thesis/Project/Exam

PSY 295	Master's Thesis	(3), or
PSY 296	Master's Project	(3), or
PSY 291	Written Examination	(0)

Students who do not complete their thesis or project during the semester they originally enroll in PSY 295/296 must enroll in PSY 297, a one-unit continuation course, each subsequent semester until the thesis/project is completed. Students may enroll in the one-unit continuation course a maximum of three times.

Students may take the written examination a maximum of two times. The examination must be successfully completed by the end of the 12th week of the semester the student intends to graduate.

If the written examination option is chosen, students must take an extra course for a total of 39 units.

Graduate Psychology Policies

Professional behavior is expected from MSMC students at all time. Students must abide by the ethical standards of the American Association of Marriage and Family Therapy and the California Association of Marriage and Family Therapists, all departmental and College policies, and the policies of any and all placement sites. If the expectations of the College or the placement site are not met, the student is subject to dismissal from the program.

Students enrolled in the Masters programs at MSMC must maintain a 3.0 GPA. If

they fall below this GPA, students are put on probation and given one semester to bring their grades up to a 3.0. If this is not achieved, they will be dismissed from the program.

Students must earn the grade of B- or better in each course applied toward degree requirements. Courses may only be repeated one time. The higher grade will be computed in the GPA. If a student does not earn a B- or better upon repetition of the course, the student will be dismissed from the program.

ENLACES Certificate Program

Counseling the Spanish-Speaking Client (17 units):

Coursework familiarizes students with the diversity of cultures in the Spanish-speaking community, the unique issues that these cultures bring to the counseling setting. Professional terminology and theory in Spanish, and the Spanish-language psychological literature, are emphasized, in addition to practicum experience working with Spanish-speaking clients. This certificate program is a unique focus of the Mount St. Mary's College Masters in Counseling degree.

This certificate requires:

PSY 203	Multicultural Counseling	(2)
PSY 245	The Cultures of Spanish-speaking People of the Americas	(3)

or

SPA 244	Hispanic Civilization and Cultures	(3)
PSY 275	Professional Spanish for Counselors	(3)

PSY 269A, B	Fieldwork Experience	(6)
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(Internship must involve work with Spanish-speaking clients.)

PSY 290	Workshop	(3)
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(Three 1-unit special topic workshops must be taken.)

Pastoral Counseling Emphasis (12 units):

This emphasis allows students to combine Psychology and Religious Studies courses

in their degree program, and to focus on pastoral counseling within selected Psychology courses.

The emphasis requires:

PSY 225	Counseling Theory and Procedure	(3) or
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(taken with the pastoral counseling emphasis)

RST 280A	Theories of Pastoral Counseling	(3)
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PSY 236	Family Therapy	(3) or
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(taken with the pastoral counseling emphasis)

RST 280B	Pastoral Counseling: Family Therapy	(3)
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RST 283	Psychology of Religion	(3)
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PSY 203	Multicultural Counseling	(2) or
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RST 284B	Issues in Pastoral Counseling: Cross Cultural Issues	(1)
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PSY 240	Spousal Abuse	(1) or
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RST 289	Special studies in Pastoral Counseling	(1-3)
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Psychology Courses

**Course is open to both undergraduate and graduate students. Undergraduate students must obtain instructor's consent before taking this course. See appropriate listing of course description for prerequisites.*

PSY 1 Introduction to Psychology (3)

This course is an introduction to the study of mental processes and behavior. The course will survey major concepts, research findings, and practical applications of current research. The course focuses on questions such as: How do people change and grow from infancy to adulthood? How do we learn and remember best? How does biology influence behavior? How do our senses help us to interpret the world? How does personality work? How do other people affect our behavior? What does it mean to be "abnormal"? GS-IIIF

PSY 12/102 Child/Human Development (3)

Introduction to human development from conception to death. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood, adolescence, and adulthood. Focuses on concepts and issues important in prenatal development, thinking and social relationships in childhood and adolescence,

effective parenting, and personal growth through the lifespan. *Prerequisite: PSY 1 (waived for qualified Liberal Studies majors and for Single Subject Credential students).* GS-IIIIF

PSY 14 Adult Development (1)

A survey of the major psychological theories and milestones related to adult development. Course topics include developmental stages of adolescence, young adulthood, middle age and the process of advancing age. In combination with a previously completed course in child development, this course meets the life span human development requirement of the MSMC Department of Nursing. *Prerequisite: PSY 12.*

PSY 36 Language and Literacy Development in the Young Child (3)

An in-depth study of the acquisition and development of language and emergent literacy from birth through age 8. Vygotsky's theory of cognitive development and its relationship to the language arts will be studied. Children's literature will be surveyed, with an emphasis on winners of the Caldecott Award. The course will encompass how to choose books and ways to integrate them into the preschool curriculum. *Prerequisite: PSY 12.*

PSY 40 Basic Statistical Methods (3)

Focus on applied descriptive and inferential statistical techniques as used in behavioral science research. Topics covered include properties of distributions, measures of central tendency, elementary probability theory, hypothesis testing, correlation, and analysis of variance. *Prerequisites: PSY 1 and satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. MTH 1 or 10 recommended.* GS-IIIIE, VIII B

PSY 52 Biological Psychology (3)

Critical survey of the structure and function of the nervous system. Topics include the neural control of sensory systems, hormonal systems, motor systems, learning, memory, emotions, and sleep. Particular emphasis is placed on recent advances in our knowledge of brain structure, neurotransmitter systems, neural development and plasticity, neuropharmacology, neuropathology, and psychopathology. *Prerequisites: BIO 5, PSY 1.* GS-IIIIF

PSY 52L Biological Psychology Lab (1)

Required concurrent laboratory supplement to PSY 52. The laboratory provides the background in neuroanatomy necessary to

understand basic principles of neural function. Emphasis is placed on learning to recognize gross and microscopic structures of the brain within a functional perspective. *Prerequisites: BIO 5, PSY 1.*

PSY 106 Basic Research Methods (3)

Introduction to the scientific method and its use in answering questions about psychological phenomena. Covers each of the major steps in the research process, including formulation of hypotheses, choice of appropriate research designs, empirical testing of hypotheses with proper controls and regard for ethical issues, systematic analysis of data, and reporting of results in a scientific format. Must be taken concurrently with PSY 106L. *Prerequisite: PSY 40.* GS-VIIIA

PSY 106L Basic Research Methods Lab (1)

Required laboratory supplement to PSY 106, which must be taken concurrently. The laboratory sessions provide structured practice in conducting psychological research. Students perform several simple studies on topics in different areas of psychology assigned by the instructor. The final laboratory report should demonstrate competence in formulating and testing hypotheses, as well as in reporting the results and their interpretation in the format specified by the American Psychological Association. *Prerequisite: PSY 40.*

***PSY 110 Gender Issues in Psychology (3)**

Exploration of the psychological theories and research findings related to gender issues. Topics to be covered include gender role development, gender differences in personality, and the analysis of social issues of gender and sexuality in the realms of society, politics, and culture. *Prerequisite: PSY 1.*

PSY 112 Careers and Observation in Child Development Settings (3)

Overview of the child development field and careers working with children under age 13 and their families. Each student will observe in a community child development setting for a minimum of 15 hours. Professional ethics and current issues in the field will be explored. *Prerequisites: PSY 12 and (EDU 32 or PSY 113).*

PSY 113 Learning in Children and Adolescents Across Cultures (3)

This course examines how developmental, biological and cultural factors influence the ability and motivation to learn. Assignments and class discussions address the role of

teachers, parents, and other adults in facilitating children's development in school contexts. Emphasis is placed on the interaction between cognitive performance and the total sociocultural environment in which the child and adolescent lives. *Prerequisite: PSY 12 GS-VI*

***PSY 118 Intervention of Children with Disabilities (3)**

This course will survey a variety of physical disabilities, as well as different levels of general cognitive functioning that identify children as qualifying for Special Education programming. The course will go on to investigate the current "best practices" strategies and interventions for the effective development of psycho-social, behavioral, and instructional integration of "exceptional children" into the least restrictive environment offered within the public education system. *Prerequisite: PSY 1.*

PSY 125 Introduction to Counseling (3)

Survey of basic counseling skills, with emphasis on the underlying theoretical framework. Stages and goals of the therapeutic process will be examined. Students will participate in demonstrations of basic counseling techniques (e.g., reflective listening, confrontation, demonstration of empathy). Course work will focus on practical applications of these skills. *Prerequisite: PSY 168.*

***PSY 128 Adulthood and Aging (3)**

Exploration of psychological factors of the process of aging. Focus will be on attitudes, values, motivations, and behavior as they are influenced by environmental and biological changes associated with aging. This course is conducted as a seminar and includes a fieldwork component; visiting and evaluating various care facilities for the senior population. *Prerequisite: PSY 1, PSY 12.*

***PSY 129 Motivation (3)**

Comparison of the range, strengths and limitations of the prominent theories explaining high and low motivation. Explores common motivation problems and their effect on the individual and society. Motivation treatments are applied to a variety of contexts, including education, work, love and others. A critical analysis of the current applied motivation literature is emphasized. *Prerequisite: PSY 145.*

PSY 132 Personality Theory (3)

Comprehensive study of the major theories of personality (e.g., Psychoanalytic, Behavioral, Humanistic, Cognitive). The course will address

development, structure and dynamics of personality, utilizing contemporary research. Survey of these theories highlights the origin of normal and pathological personality development. *Prerequisite: PSY 12.*

PSY 134 Learning and Memory Processes (3)

Explores the major forms of learning and memory processes common to human and non-human animals. Focuses on the most basic learning processes, particularly classical and instrumental conditioning, but also covers observational learning. Examines the essential features of memory processes as explained by information processing models. Particular attention is paid to applications of learning and memory theories in solving practical problems in normal and clinical situations. *Prerequisite: PSY 1, PSY 106/106L or consent of instructor.*

PSY 138 Managing Non-Profit Organizations (3)

Will introduce non-business majors to managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service learning project integrates theory with practice, requiring team cooperation, planning and accountability. *(Also BUS 139, GER 138, EDU 138c and SOC 138.)*

PSY 139 Child Abuse and Family Violence (3)

A theoretical exploration of the causes, nature, and impact (physical, social and psychological) of the various forms of family violence as well as the methods used by counseling professionals for intervention, remediation, and prevention. *Prerequisite: PSY 12*

***PSY 144 Psychology of Prejudice (3)**

Exploration of psychological factors involved in the development and maintenance of racism, sexism, ageism, and other manifestations of prejudice. Focuses on research of both individual and group behavior and includes consideration of techniques for combating prejudice in individuals, organizations, and society as a whole. *Prerequisite: PSY 1. Recommended: PSY 145. GS-VI*

PSY 145 Social Psychology (3)

Surveys the pervasive and invisible social forces acting upon individuals and the social aspects of human nature. Topics covered include the way we perceive others, the way others affect our perceptions of our selves and

our own behavior, persuasion, conformity, "mob" behavior, gender and ethnicity issues, attraction and aggression. *Prerequisite: PSY 1.*

***PSY 148 Industrial/Organizational Psychology (3)**

Introduction to the psychological relationship between individuals and their work places, particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, productivity enhancement, and assessment of consumer behavior.

***PSY 151 Divorce and Remarriage (3)**

Examination of the short and long-term consequences of divorce on family members, focusing on exacerbating factors. Emphasis is on the role of psychologists and mediators in minimizing these effects. *Prerequisites: PSY 12 and consent of instructor.*

PSY 155 Psychological Testing (3)

Introduction to the field of psychological testing, including an examination of history, theory, and construction of tests as well as a survey of principal individual and group tests of intelligence, personality, interest, and ability currently used in clinical and research settings. Special attention will be placed on the development of skills for evaluating the reliability, validity, and ethics of psychological tests and their applications. *Prerequisite: PSY 40, PSY 106/106L.*

PSY 160 Cognition and Perception (3)

Surveys our current understanding of how the human mind acquires information about the environment and how it manipulates that information in both verbal and non-verbal form. The course will begin with an examination of the perceptual phenomena that relate to cognition. The course will then examine the cognitive processes involved in selective attention, perception, memory storage and retrieval, representation of knowledge, language comprehension and production, thought, and decision making. Stress is placed on understanding the relevance of cognitive research to practical problems in normal and clinical situations. *Prerequisites: PSY 106 & 106L.*

PSY 165 Behavioral Psychopharmacology (3)

The course is designed to introduce students to the psychopharmacological treatment of mental disorders. The course will emphasize integrating counseling and the use of

medications with different populations. Additionally, socio-political issues associated with psychotropic medications will be explored. *Prerequisites: PSY 52 & 52L, PSY 168.*

***PSY 167 Special Topics in Psychology (1-3)**

Seminar on any one of many topics in the field of psychology. Format varies with topic and instructor(s). *Prerequisites: PSY 1.*

PSY 168 Abnormal Psychology (3)

Explores mental health concepts, principles of psychopathology, and related treatment techniques. Surveys the various forms of abnormal behavior, covering their features, potential causes, and most effective treatments. Entails analysis of case studies using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM IV). *Prerequisite: PSY 1.*

***PSY 172 Developmental Psychopathology (3)**

Examination of childhood psychological disorders, including disturbances in sleep, eating, toileting, speech, mood, and cognitive functions, drug use, conduct disorders, autism, and pervasive developmental disorders. Addresses issues in diagnosis and treatment. *Prerequisites: PSY 12, PSY 168.*

PSY 175 Human Sexuality (3)

Survey of topics central to the study of sexuality. This course provides a strong foundation in physiology, sexual arousal and dysfunction, history of sexuality, and gender issues. Current topics, such as sexually transmitted diseases, prostitution and rape are explored. The course provides a perspective of human sexuality from historical, biological, psychological, cultural and sociological points of view.

PSY 178 Psychology and Film (3)

Exploration of psychological theories and research through the use of modern film. The course will explore current topics in specialized areas of psychology (e.g., abnormal, social). Film will be used to depict human interactions and provoke thought and analysis of theory and research.

***PSY 182 History and Systems of Psychology (3)**

The course illuminates the history of psychological ideas, as well as the lives and cultural contexts of prominent theorists. Emphasizes the historical development of ideas leading to modern psychology. *Prerequisites: PSY 132.*

PSY 185 Psychology of Law (3)

Overview of the intersection of the disciplines of psychology and law. Introduces the philosophical foundation of both fields, the legal system of the United States, clinical issues and the law (e.g., psychological assessment, determination of competency, involuntary commitment, family law, and criminal behavior) and psychological research on the legal system (e.g., juror decision making, jury dynamics, judicial bias, eyewitness testimony and police procedure). *Prerequisites: PSY 1.*

PSY 186 Violence Against Women (3)

Survey of the research literature pertaining to sexual assault, partner violence, and sexual harassment. Students will examine psychological theories concerning causes and prevention of violence against women, as well as the experiences of women as victims of these forms of violence.

PSY 187 Careers in Psychology (3)

Explores options available to students interested in careers in psychology. Job options available at different degree levels (e.g., B.A., Masters, Ph.D.) are highlighted, as appropriate preparation plans for particular careers are developed by students. Panel discussions by professionals in the field of psychology allow students to gain knowledge about the diversity of available career paths. Fieldwork in a site of the student's choice is required.

***PSY 188 Crisis Intervention (3)**

Survey of crisis intervention theories, assessment, treatment and research. Includes legal and ethical issues, suicide, degrees of danger, victims of abuse, grief reactions and the family in crisis. Clinical case presentation will be used for illustration.

PSY 191 Child Development Practicum (3)

Applied work enhancing student understanding of the principles of child development in community settings. Field work must involve ongoing interactions with children under age 13 and/or their parents. Options include child care, infant/toddler, preschool, school age, recreational, hospital child life, special education, resource and referral, and child guidance settings. *Prerequisite: PSY 113.*

PSY 192 Clinical Practicum (3)

Applied work enhancing a student's ability to use the principles of psychology in real life settings. Field work options include areas of school psychology, gerontology, mental retardation, emotional disturbances, learning

disabilities, or probation work. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisites: PSY 125, PSY 168.*

PSY 193 Research Practicum (1-3)

Applied work enhancing student understanding of the methodology and tools of psychological research. While receiving training and supervision, the student assists a MSMC psychology faculty member in the development and/or implementation of a psychological research project. Students will participate in two or more activities involved in executing major steps in the research process (e.g., developing the proposal, collecting and analyzing data, presenting and publishing results). Course includes faculty/student meetings oriented toward theoretical reviews and discussions. Concludes with a library research paper which addresses a project related question. *Prerequisites PSY 40, PSY 106, PSY 106L and consent of instructor.* May be repeated for a total of 6 units.

PSY 194 Advanced Research (1-3)

Seminar providing direction and supervision for students undertaking original psychological research. Guidance is given in each step of the research process: in developing a question, selecting a research design, collecting and analyzing data, and reporting the results in publishable form. The final product should be suitable for presentation at student sections of professional/regional association meetings. *Prerequisites: PSY 40, PSY 106 & 106L and consent of instructor.* May be repeated for a total of 6 units.

PSY 196H Senior Honors Thesis (3)

Advanced study on a special topic chosen by the student. *Prerequisites: PSY 40, PSY 106 & 106L, and Honors Student status.*

PSY 199 Independent Study (1-3)

Independent exploration of a topic in psychology supervised by department faculty member. Independent study contract required. *Prerequisites: PSY 1 and consent of instructor.* May be repeated for a total of 6 units.

Psychology Graduate Course Offerings**PSY 200 Research Methods (3)**

Introduction to the scientific method and its use in answering questions about psychological phenomena. Provides instruction in critical reading of research articles. Explores basic issues and techniques in conducting research

studies, analyzing data, and interpreting their significance. Class projects culminate in a written thesis proposal.

PSY 202 Psychological Foundations of Growth, Development and Learning (3)

Contemporary psychological theory as applied to the life-long process of learning, behavioral change, education, and counseling. Advanced reading and exploration of life span developmental theories, including those of Freud, Piaget, Erikson, Kohlberg, Kagan, Kubler-Ross, and others.

PSY 203 Multicultural Counseling (2)

A systematic study of the cross-cultural mores, values, and behaviors that are active in the process of counseling. Both theoretical aspects as well as practical considerations of counseling with various cultural groups will be explored. *Prerequisite: PSY 225.*

***PSY 210 Gender Issues in Psychology (3)**

Exploration of the psychological theories and research findings related to gender issues. Topics to be covered include gender role development, gender differences in personality, and the analysis of social issues of gender and sexuality in the realms of society, politics, and culture.

***PSY 218 Intervention of Children with Multiple Impairments (3)**

This course will survey a variety of physical disabilities, as well as different levels of general cognitive functioning that identify children as qualifying for Special Education programming. The course will go on to investigate the current "best practices" strategies and interventions for the effective development of psycho-social, behavioral, and instructional integration of "exceptional children" into the least restrictive environment offered within the public education system.

***PSY 225 Counseling Theory and Procedures (3)**

Detailed exploration into the theory and methodology involved in the process of marriage, family, and child counseling. Includes a survey of the Psychoanalytic, Client-centered, Gestalt, Behavioral, Rational Emotive, Phenomenological, and Humanistic approaches.

***PSY 226 Brief Therapies (2)**

Course provides an overview of various methods of brief therapies, including cognitive-behavioral, brief dynamic, and single-session. The special tasks, goals, and clinical guidelines

with each phase of treatment will be described. *Prerequisite: PSY 225 or consent of instructor.*

PSY 227 Basic Counseling and Communication Skills (3)

This course will prepare students for conducting initial interviews and establishing therapeutic relationships. The course will introduce students to the initial phase of the counseling process including practice of listening skills, empathy, and facilitation of client self-expression.

***PSY 228 Adulthood and Aging (3)**

Exploration of psychological factors in the process of aging. Focus will be on attitudes, values, motivations and behavior as they are influenced by environmental and biological changes associated with aging. This course is conducted as a seminar and includes a fieldwork component; visiting and evaluating various care facilities for the senior population. *Prerequisite: PSY 202.*

***PSY 229 Motivation (3)**

Comparison of the range, strengths, and limitations of the prominent theories explaining high and low motivation. Explores common motivation problems and their effect on the individual and society. Motivation treatments are applied to a variety of contexts, including education, work, love and others. A critical analysis of the current applied motivation literature is emphasized.

PSY 230 Psychological Testing: Theory and Procedure (2)

Advanced study of the theory, administration, and interpretation of individual and group psychological tests of intelligence, personality, interest, and achievement. Students will administer and interpret selected instruments used in counseling and psychology practice. *Prerequisite: PSY 268.*

PSY 231 Organizational Dynamics (3)

Examines the inter-relationships between management and communication theories. The systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories. This course will help students develop an understanding of behavior in organizations. This understanding will enable the student to predict and influence organizational events.

PSY 235 Group Dynamics: Theory and Procedures (3)

Investigation of group processes. Emphasizes the concepts of group facilitation, productivity, evaluation and the application of group methods

in teaching, counseling, and administrative work. *Prerequisite: PSY 225.*

PSY 236 Family Therapy (3)

Systematic study of family therapy and family systems theory. This course will allow students the opportunity to explore both normal and dysfunctional lifestyles in family environments, and will provide a survey of the treatment modes which focus on the entire family system.

PSY 237 Human Sexuality (1)

This course will approach the topic of human sexuality as a comprehensive and integrated topic, by viewing sexual behavior in an evolutionary, historical, and cross-cultural perspective.

PSY 238 Alcohol and Substance Abuse (1)

Exploration of the causes, nature, impact, and treatment of alcohol and substance abuse. Focuses on methods of intervention and remediation used in counseling agencies. *Prerequisite: PSY 225 or consent of instructor.*

PSY 240 Spousal Abuse (1)

This course will be an overview of the research exploring the fundamental dynamics of spousal abuse/domestic violence. The historical nature and causes of battering relationships, social and cultural variables, and the myths about battering are explored. The physical and psychological impact violence has on victims, children, family and society will be examined. *Prerequisite: PSY 225, PSY 268.*

PSY 241 Marriage and Relationships (3)

This course provides a systematic examination of the different theoretical approaches to the treatment of couples and a critical analysis of the corresponding empirical data that supports and refutes these theories.

***PSY 248 Industrial/Organizational Psychology (3)**

Introduction to the psychological relationship between individuals and their workplaces, particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, enhancing productivity, and assessing consumer behavior.

***PSY 251 Divorce and Remarriage (3)**

Examination of the short and long-term consequences of divorce on family members, focusing on exacerbating factors. Emphasis is on the role of psychologists and mediators in minimizing these effects.

PSY 260AB Counseling Practicum/Fieldwork (6)

Practicum relates counseling principles to a variety of settings. For each course 120 hours of fieldwork are required. Fieldwork must take place in a site approved by the instructor and department. Students may initiate the 260 AB series only in the Fall semester. Students must successfully complete coursework for PSY 260A before being admitted to PSY 260B. This requirement may be waived with instructor consent. *Prerequisites: PSY 227, 231, 264, 268.*

PSY 263 Laws and Ethics in Counseling (2)

Review of the current legal considerations and ethical issues regarding the delivery of counseling services. This course highlights ethical requirements for licensed professionals.

PSY 264 Counseling Ethics (2)

Review of the current legal and ethical issues regarding the delivery of counseling services. This course is designed for students who do not intend to become licensed counselors.

PSY 265 Behavioral Psychopharmacology (2)

The course is designed to introduce students to the psychopharmacological treatment of mental disorders. The course will emphasize integrating counseling and the use of medications with different populations. Additionally, socio-political issues associated with psychotropic medications will be explored. *Prerequisite: PSY 268*

***PSY 267 Special Topics in Psychology (3)**

Seminar on any one of many topics in the field of psychology. Format varies with topic and instructor(s). *Prerequisite: consent of instructor.*

PSY 268 Psychopathology (3)

Systematic study of the nature and classification of mental disorders using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM IV).

PSY 269AB Field Experiences in Counseling (3,3)

Practicum relates counseling principles to a variety of clinical settings. For each course 120 hours of fieldwork are required, and 90 of those hours must be face-to-face with clients. Fieldwork must take place in a site approved by the instructor and department. Students may initiate the 269AB series only in the Fall semester. Students must successfully complete coursework for PSY 269A before being admitted to PSY 269B. This requirement may

be waived with instructor consent.
Prerequisites: PSY 225, PSY 263, PSY 268.

***PSY 272 Developmental Psychopathology (3)**

Examination of childhood psychological disorders, including disturbances in sleep, eating, toileting, speech, mood, and cognitive functions, drug use, conduct disorders, autism, and pervasive developmental disorders. Addresses issues in diagnosis and treatment.
Prerequisite: PSY 268.

PSY 274 Psychological Treatment of Children (3)

This course will examine the efficacy of therapeutic techniques commonly used in the assessment and treatment of children, including art, play and expressive therapies. The theoretical foundations and practical applications of each technique will be explored.
Prerequisites: PSY 202, PSY 225.

PSY 275 Professional Spanish for Counselors (3)

Taught in Spanish. This course covers psychological terminology, concepts, theories, and methodologies from a variety of theoretical perspectives, with an emphasis on the Spanish-language psychological literature.

***PSY 282 History and Systems of Psychology (3)**

Critical examination of the scientific origins of contemporary psychology. Emphasizes historical/conceptual development of ideas leading to modern schools of psychology.

PSY 284 Object Relations: Theory and Practice (1-3)

An overview of psychological development as seen through the human need for connectedness to others. From an infant's first experiences with others through adulthood, the class will explore the development of the separate and unique individual, with special focus on clinical application of theoretical concepts. Explores the application of object relations theories to marital and family therapy. *Prerequisite: PSY 202.*

***PSY 288 Crisis Intervention (3)**

Survey of crisis intervention theories, assessment, treatment and research. Includes legal and ethical issues, suicide, degrees of danger, victims of abuse, grief reactions and the family in crisis. Clinical case presentation will be used for illustration.

PSY 290 Workshop (1-3)

Experiential class focusing on particular area of interest. May be repeated for credit.
Prerequisite: Consent of instructor.

PSY 291 Written Examination (0)

Comprehensive written examination based on the student's completed coursework. The Written Examination is completed during the last semester of the student's coursework. Students may take the Written Examination a maximum of two times. The Examination must be successfully completed by the 12th week of the semester the student intends to graduate.

PSY 295 Masters Thesis (3)

Individual work on Masters thesis. Prerequisite: PSY 200 and approval of Graduate Program Director.

PSY 296 Masters Thesis Project (3)

Individual work on Masters project. Prerequisite: PSY 200 and approval of Graduate Program Director.

PSY 297 A, B, C Thesis/Project Continuation (1,1,1)

Students who have not completed the Masters Project or Thesis at the end of the PSY 295 or PSY 296 course must enroll in the Continuation of the Master's Project or Thesis for the subsequent semesters, until the thesis/project is completed. Students must complete the Project or Thesis within three semesters.

PSY 298 Case Presentation (0)

Students will present a case analysis, based on a case provided by the department. The paper and presentation will integrate the content areas of the MFT program. The case presentation is completed during the last semester of the student's coursework. Students may take the case presentation a maximum of two times. The case presentation must be successfully completed by the 12th week of the semester the student intends to graduate.

PSY 299 Special Topics (1-3)

Individual study of a problem of interest. Prerequisite: Consent of instructor. May be repeated for credit.

Religious Studies

The Religious Studies Department considers the study of religion essential to the liberal arts because of the Catholic intellectual tradition of the College. The department offers both an undergraduate major and a minor in Religious Studies, and also a Masters degree in Religious Studies. The major and the minor are designed to provide an academic foundation for graduate study in theology or religion, or for a career related to Religious Studies.

Undergraduate courses are divided according to the five areas listed below:

- I. Scripture
- II. Christian Thought
- III. Christian Ethics
- IV. Religion and Religions
- V. Special Offerings

Religious Studies Bachelor of Arts Degree

Required Courses

Lower Division:

- | | | |
|--------|--------------------------------------|-----|
| RST 15 | Introduction to Christian Scriptures | (3) |
| RST 21 | Introduction to Catholicism | (3) |
| RST 41 | Introduction to Christian Ethics | (3) |

Upper Division:

1. Scripture (3)

RST 155 3 units of upper division Scripture study

2. Christian Thought (6)

RST 131 Jesus

Another upper division course from category II, Christian Thought

3. Christian Ethics (3)

An upper division course from category III, Christian Ethics

4. Upper Division Elective (3)

An upper division course from any of the Religious Studies categories

5. Senior Thesis/Project (3)

RST 199 Senior Thesis/Project

• General Elective (3)

3 units in upper or lower division

Total units in Religious Studies: 30

Plus General Studies requirements and electives totaling 124 semester units including Modern Language requirement. Majors must maintain a C or better in each of the courses taken in fulfillment of these requirements for the Religious Studies major.

Religious Studies Minor

Requirements:

1. An Introductory Level Scripture course (3)
2. Christian Thought (3)
3. Christian Ethics (3)
4. Electives: 9 units (at least 6 of which must be upper division) (9)

Total units in Religious Studies: 18

Religious Studies Courses

I. Scripture Courses

Upper Division Prerequisites: Ordinarily all upper division courses in Scripture require one (1) lower division course in the same area as a prerequisite. A waiver of this prerequisite may be granted by the instructor.

RST 11 Introduction to Hebrew Scriptures (3)

A consideration of selected themes of the Hebrew Scriptures (Old Testament), viewed from the perspective of revelation, and analyzed with the methods of modern biblical scholarship. GS-VA1

RST 15 Introduction to the New Testament (3)

An introduction to methods of modern biblical scholarship and an examination of the four canonical gospels, selected Pauline letters, and Acts of the Apostles. GS-VA1

RST 155ABCD Upper Division Scripture Study (3,3,3,3)

A, Synoptic Gospels: Advanced study of the three synoptics with special attention given to literary style, historical context, interpretation skills and the Christology contained in each.

B, Pauline Literature: Advanced study of various Pauline themes as well as the historical

context of the first Christian communities that affected the future of the early Church.

C, Johannine Literature: Study of the Gospel of John in relation to other New Testament texts, with emphasis on the historical context of the Johannine community and its understanding of revelation.

D, Hebrew Scriptures: Advanced study of selected texts in the Hebrew Scriptures, with attention to literary style, historical context, interpretation skills and the understanding of God's revelation to Israel. (See statement on prerequisite.) GS-VA1

II. Christian Thought Courses

Upper Division Prerequisites: Ordinarily all upper division courses in Christian Thought require one (1) lower division course in the same area as a prerequisite. A waiver of this prerequisite may be granted by the instructor.

RST 21 Contemporary Catholicism (3)

Study of how early Christianity and contemporary Catholicism perceive representative beliefs, rites, ethics, and community structures in the Catholic tradition of Christianity. Includes discussion of some contemporary concerns and issues in light of Vatican Council II. GS-VA2

RST 23 Spiritual Journeys of Women (3)

An exploration of the spiritual experiences of women primarily from the Judeo-Christian tradition. These experiences will be probed for elements which might be transferable beyond their particular historical and personal contexts to current spiritual experiences. GS-VA2

RST 25/125 Theology of Marriage and Family (3)

Overview of Catholic theology of marriage and family from biblical, historical, cultural and ethical perspectives. (See statement on prerequisite.) GS-VA2

RST 70 Faith and Human Development (3)

A study of the phenomenon of religious belief and the importance of faith for one's further development as a person in relation to others and to God. GS-VA2

RST 131 Jesus of Nazareth, Christ of Faith (3)

A brief survey of the historical development of the Christian understandings of Jesus as the Christ from biblical traditions to the present.

Discussion of key aspects of current interpretations of Jesus. Prerequisite: RST 15 or RST 21, or permission of the instructor. GS-VA2

RST 135 Women and Christianity (3)

An introduction to a variety of the major themes and issues which are engaging Christian and Catholic feminist liberation theologians including the roles of women in scripture, Christian history, and church life. (See statement on prerequisite.) GS-VA2

RST 137 Challenges in Contemporary Theology (3)

Presentation of how major changes in theology during the nineteenth and twentieth centuries not only challenged traditional Catholic thought and practice, but also influenced contemporary theology and praxis. (See statement on prerequisite.) GS-VA2

RST 170 Theology and Human Experience (3)

A survey of human psychological development and human faith development which explores how personal, social and cultural experiences influence a person's faith development. (See statement on prerequisite.)

RST 190T Advanced Studies in Christian Thought (1-3)

Advanced study of special texts, figures or topics such as Church history, sacraments, liturgy, Aquinas, Rahner. Selected themes may vary with each offering. May be repeated for credit.

III. Christian Ethics Courses

Upper Division Prerequisites: Ordinarily all upper division courses in Christian Ethics require one (1) lower division course in the same area (See exception for RST 149, which also accepts 21 as prerequisite.). A waiver of these prerequisites may be granted on approval of the instructor.

RST 41 Introduction to Christian Ethics (3)

An introduction to the study of moral decision-making from the perspective of Christian faith. The sources and nature of moral obligation, personal and social responsibility, freedom and sinfulness are among the topics to be covered. GS-VA3

RST 45/145 Contemporary Issues in Christian Ethics (3)

A consideration of the positions and views of Christian ethicists on selected contemporary issues. Topics may vary. *Prerequisite for RST 145: A lower division course in this area.* GS-VA3

RST 49/149 Biomedical Issues in Christian Ethics (3)

A study of issues and questions concerning the phenomenon of human life, the process of dying, and current developments in medicine and technology. Topics include reproductive technologies, genetic engineering, euthanasia, healthcare reform and clinical ethics. *Prerequisite for RST 149: RST 41 or RST 21.* GS-VA3

RST 146 The Catholic Justice and Peace Tradition (3)

An examination of Catholic Social Teaching, an ethical tradition which has developed in the past century as the church faced contemporary social problems such as structural poverty, discrimination, immigration, racism, violence and war. The course will also focus on particular groups which have been inspired by this body of teachings. (*See statement on prerequisite.*) GS-VA3

RST 190E Advanced Studies in Christian Ethics (1-3)

Advanced study of special figures or topics such as war and peace, liberation theology, and racism. Selected themes may vary with each offering. May be repeated for credit.

IV. Religion and the Religions Courses

Upper Division Prerequisites: Ordinarily all upper division courses in Religion and the Religions require one (1) course in the same area of study. A waiver of a prerequisite may be granted on approval of the instructor.

RST 61/161 World Religions (3)

A survey of the largest religious traditions: includes Judaism, Islam, Christianity, Hinduism, and Buddhism. Other religions may be added (e.g., Confucian/Taoism at the discretion of professor). This course focuses on the following: the religion's historical development, its sacred texts, essentials in its way of life, its spiritual life and arts, and distinctive truths about ultimate realities and the unique purpose of human life and afterlife hopes. *Prerequisite for RST 161: A lower division course in the same area.* GS-VA4, VI

RST 78/178 Death and Afterlife (3)

A study of world religions with focus on each religion's distinctive understanding of the unique dimensions of human death and mortality, spiritual religious preparations for one's death and life, ideals for religious ways to go through bodily death and a detailed understanding of life after death and the ultimate hopes it embodies. *Prerequisite for RST 178: A lower division course in the same area.* GS-VA4, VI

RST 172 Jesus and the Buddha (3)

An advanced comparison of the life and teachings of Jesus and Gautama, the Buddha. Comparisons will use the sacred texts of these two religions to represent the life story and religious teachings of these founders. It will also include dialogues on the important similarities and differences which Christian and Buddhist traditions have developed, including how Buddhists understand Jesus and Christians understand the Buddha. *Prerequisite: RST 61 or equivalent background in Buddhism and Christianity.* GS-VA4, VI

RST 175 Myth, Religion and Culture (3)

A study of representative religious myths on a variety of sacred themes: myths of creation, myths of salvation, myths of the cycles of history, myths of the origin of human death, myths of the gods and goddesses' lives, myths of the afterlife, myths of the ends of the world. The focus of these studies is to understand the special nature of myth as a religious way of understanding these sacred realities. Where possible, the presence of these myths in cultural literature, cinema, and arts will also be illustrated. GS-VA4, VI

RST 190R Advanced Studies in Religion(s) (1-3)

Advanced study of special topics, figures, or texts. Selected themes may vary with each offering. May be repeated for credit.

V. Religious Studies Special Offerings Courses**RST 191 Seminar (3)**

Advanced study and research in any of the four major areas of study. Selected themes, figures, issues or texts. May be repeated for credit. *Prerequisites: A minimum of one (1) lower division course from any area of religious studies. Permission of instructor is required.*

RST 193 Directed Studies (1-3)

Offered with approval of instructor and chairperson, following the published procedures for Directed Studies courses.

RST 196 Independent Studies (1-3)

Offered only with approval of instructor and chairperson, following the published procedures for Independent Studies courses.

RST 199 Senior Thesis/Project – for RST majors only (3)

Written thesis or service ministry project (including written component) completed in senior year under the direction of a Religious Studies faculty member. The thesis focuses on an area of interest and results in a well-developed research paper which demonstrates the student's understanding and critical assessment of a topic in religion. The project engages the student in a theological reflection process at a predetermined service ministry site, and demonstrates the student's ability to appropriate and apply religious theories and resources to practical ministry and to correlate practical learnings from the workplace with theory.

RST 199H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

The following courses also are eligible for Religious Studies credit:

PHI 160/RST 160 Philosophy of Religion (3)

See PHI 160 for course description. When taken under RST designation, GS-VA4, and VI.

SOC 195/RST 180 Sociology of Religion (3)

See SOC 195 for course description. When taken under RST designation, GS-VA4.

ENG 130/RST 120 Faith and Fiction (3)

See ENG 130 for course description. When taken for RST designation, prerequisite applies: either a Scripture course or RST 21, Catholicism.

HIS 131/RST 130 History of Religion in North America (3)

See HIS 131 for course description.

Religious Studies Graduate Program

The Graduate Program in Religious Studies integrates Roman Catholic theology and

pastoral ministry. It provides opportunities for the student to place personal faith within a theological understanding based on the teachings of the Second Vatican Council. The program challenges students to consider the interrelation between theory and praxis, and to see personal religious goals and belief systems in new and contemporary ways. Those who are already in pastoral ministry will find the studies practically based with an orientation towards local ecclesial communities. The department has a core group of faculty and visiting professors who provide both continuity for the program and theological competency in specific fields of inquiry.

The graduate program responds to the goals and objectives of all its students. It serves:

- Students interested in academic research
- Ministers seeking to improve pastoral skills or to become pastoral associates and directors of parish life
- Teachers of theology
- Those who simply wish to enhance their personal theological and spiritual understanding

The graduate program in Religious Studies offers the following:

- M.A. in Religious Studies
- Certificate in Advanced Studies in Youth and Young Adult Ministry
- Continuing Education for Pastoral and Catechetical Ministry

Religious Studies M.A.

Admission Requirements:

- Satisfactory completion of other graduate division requirements
- Evaluation of academic and theological background

- Interview with the Director of Graduate Religious Studies

Unit Requirements:

The total number of units for the M.A. in Religious Studies is 36 units.

- 6 units in Scripture
- 6 units in Christian Ethics
- 6 units in Pastoral Theology and Ministry
- 6 units in Systematic Theology
- 3 units required for RST_220: Theories and Methods of Theology

Capstone Project:

The remaining units (5 units for the Thesis option and 8 units for the Research Essay option) can be taken from any of the four areas of Theology: Scripture, Christian Ethics, Systematic Theology, and studies in Ministry.

- RST_290: Thesis (4)
- RST_291: Research Essay (1)

If a student has a B.A. with a major in any area other than Religious Studies or Theology, the student will be required to take the following courses as part of the unit requirement in Scripture, Christian Ethics, and Studies in Ministry:

RST_200	Overview of the Biblical Tradition	(3)
RST_242	Fundamental Christian Ethics	(3)
RST_281	Pastoral Theology and Ministry	(3)

A cumulative grade point average of 3.0 must be maintained to remain in the program.

Religious Studies M.A. Capstone Project:

In order to receive the M.A. in Religious Studies the student must successfully complete the Capstone Project.

The “Capstone Project” is the terminal research exercise consisting of:

- RST_290: Thesis (4 units) or,

- RST_291: Research Essay (1 unit)
- During the first year of the M.A. Program in Religious Studies, the graduate student must successfully complete RST_220: Theories and Methods of Theology (3). This course will introduce the student to various methodologies encountered in theological studies and research. It will also provide the student with the resources and methods to complete the Capstone Project successfully.
- Normally the student completes RST_290 or RST_291 within one academic semester. If, for valid reasons this is impossible, the student may file an academic petition for a continuance.
- The Director of Graduate Religious Studies and the Graduate Dean must approve any exception to this.

Religious Studies M.A. Transfer of Credit

The student may transfer six units of graduate religious studies (theology) credit from a regionally accredited institution of higher learning towards the completion of the M.A. in Religious Studies. In order to do so, the student must first successfully complete six units of Mount St. Mary’s College Graduate Religious Studies credit before formally petitioning for unit transfer. The acceptance of transfer credit is subject to the approval of the Director of Graduate Religious Studies and the Graduate Dean. Credits cannot predate admission to Mount St. Mary’s College by more than seven years. The Director of Graduate Religious Studies and the Graduate Dean must approve any exception to this.

Religious Studies Certificate Programs

Advanced Studies in Youth and Young Adult Ministry Certificate

The Youth Ministry Certificate Program is

a two-year training program for youth and young adult ministers. The courses and general sessions are offered by contractual arrangement with the Center for Youth Ministry Development, Connecticut, on location in the Archdiocese of Los Angeles under the co-sponsorship with the Diocesan Office of Youth and Young Adult Ministry. The Certificate will be granted upon satisfactory completion of 12 units of course work as outlined in the Mount St. Mary's College Catalog.

Admission Requirements

The applicants for the Youth and Young Adult Ministry Certificate Program are screened and accepted in accordance with the guidelines of both the Diocesan Youth and Young Adult Ministry Office and Mount St. Mary's College (See the Director of Graduate Religious Studies for further information). The Director of the Diocesan Office of Youth and Young Adult Ministry serves as advisor for students and as liaison with the Director of Graduate Religious Studies who is responsible for oversight of all graduate degree and non-degree program.

Continuing Education for Pastoral and Catechetical Ministry

The Graduate Religious Studies Program offers workshops for the continuing education of those in pastoral or catechetical ministries.

Most weekend workshops are non-credit. Occasionally, graduate credit or continuing education units (C.E.U.) can be earned. Courses and workshops that provide continuing education in the fields established by the California Bishops Conference are granted re-certification credit by the Los Angeles Archdiocesan Department of Catholic Schools, the Office of Religious Education, and the Office of Worship. Verification of attendance is provided upon request.

Conferences such as the Religious

Education Congress (Anaheim, CA) are granted Continuing Education Units (C.E.U.s) and are filed with the American Council on Education, Washington, D.C.

The Director of Graduate Religious Studies is responsible for oversight of all graduate degree and non-degree programs.

Unit Designation

Please consult course descriptions in catalog for course unit designation.

Graduate Religious Studies Academic Review Board

The Graduate Religious Studies Academic Review Board is a committee that helps the Director of Graduate Religious Studies supervise the graduate religious studies programs. It reviews all student admission applications and requests. Its members are selected from current Graduate Religious Studies full and part-time faculty, former faculty and professional staff. Its decisions are subject to approval by the Graduate Dean and Provost.

Religious Studies Courses

Scripture Courses (RST 200 – RST 219)

RST 200: Overview of the Biblical Tradition (3)

This course introduces students to the theories and methods used in the academic study of the Bible. (A required course for those who have no undergraduate degree in religious studies or theology.)

RST 201: The Pentateuch and Historical Books (3)

An introduction to the formation of the Pentateuch and the historical books of the Hebrew Scriptures and to their historical, cultural, and theological background.

RST 203: The Prophets (3)

A study of major prophetic literature in relation to its historical, cultural, and theological context.

RST 206: Psalms and Wisdom Literature (2-3)

An examination of psalms and wisdom literature and an exegesis of representative psalms and passages.

RST 207: Apocalypse (3)

This course explores apocalyptic writings in the Bible (both the Hebrew and the Christian Testament), situating them within historical, political, and social contexts to better understand the logics, agendas, and function of apocalyptic literature.

RST 208: Synoptic Gospels (3)

This course explores the similarities and differences among Mark, Matthew, Luke and their shared source "Q".

RST 210: Johannine Literature (3)

Students contend with the Gospel and Letters of John, seeking to come to terms with their source materials and rhetorical strategies as well as the historical forces that brought this literature into being.

RST 212: Pauline Literature (3)

Paul's undisputed letters provides students with the opportunity to study Paul's adaptation of ancient letter genres, as well as the particular issues his letters sought to address.

RST 213: The Disputed Letters (3)

In this course, students will study the letters scholars consider (potentially) pseudonymous and learn about recent debates regarding authorship.

RST 219: Advanced Studies in Sacred Scripture (1-3)

An in-depth study of a specific topic or issue in Scripture (eg. Faith and works in James, the churches St. Paul left behind, etc.). *This course may be repeated for credit.*

Systematic Theology Courses (RST 220 – RST 239)

RST 220: Theories and Methods of Theology (3)

This course introduces various methodologies used in theological research. It presents the research skills required to study the Church as a living, Christian community constantly interpreting its own life within the context of an ongoing relationship with God. *(Required course for all students)*

RST 222: Theology of God (3)

A study of the historical and contemporary understanding of God using both biblical and traditional sources. Particular attention is given to the Trinity.

RST 223: Christology (3)

A critical-historical theological reflection on the Christian confession that Jesus of Nazareth is the Christ of Faith.

RST 224: Theology of the Spirit (3)

A study of the Spirit of God, Third Person of the Trinity, in Scripture, the Tradition, and contemporary-post Vatican II Theology with an application to pastoral theology and the developing self-understanding of the Church.

RST 225: Theology of Grace (3)

Grace (the loving presence and action of God in the world) studied from the point of view of Sacred Scripture, and its historical development of thought in classical and contemporary theology.

RST 228: Ecclesiology (3)

Development and presentation of a working, contemporary ecclesiology through dialog with Sacred Scripture, the Tradition of the Church, Vatican II and contemporary theologies.

RST 229: Sacramental Theology (3)

A history and theology of sacramental life as it has developed from first century Christianity to its contemporary setting.

RST 229A: Sacraments of Initiation I: Baptism and Confirmation (3)

A study of the history and theology of the rite of Christian Initiation, with special emphasis on the theology of Baptism and Confirmation.

RST 229B: Sacraments of Initiation II: The Eucharist (3)

The history and theology of the Eucharist as it has developed and is lived out in the "Communio" of the People of God.

RST 229C: Sacraments of Healing: Reconciliation and Anointing of the Sick (3)

The history, development and contemporary practice of the Sacraments of Reconciliation and Anointing of the Sick as an extension of Jesus' healing ministry.

RST 229D: Sacraments of Vocation I: Marriage (3)

A study of the history of the marriage covenant, its development as a Sacrament in the Church and its implications for the family as a "domestic church".

RST 229E: Sacraments of Vocation II: Sacrament of Orders and Ministry (3)

The history and development of the Sacrament of Orders in the Church and its relationship to other baptismal ministries.

RST 230: A Survey of Church History

A survey of the various eras in Church History: The beginning of the Church the Post-Modern and contemporary era.

RST 232: Ecumenism (3)

This course presents an historical overview of the Ecumenical Movement and its antecedents. Special attention is given to Nostra Aetate and the contemporary efforts towards Christian unity.

RST 234: World Religions (3) An in-depth study of contemporary topics in the dialog between the major world faith traditions.

RST 235: The Catholic Church in the Southwestern United States (3)

A survey of the history, traditions and roots of the diverse cultural expressions of faith as found in the Church in the Southwestern United States. *(Units may be used to fulfill ministry requirements)*

RST 236: Christian Spirituality (3)

A study of the sources and practices of Christian Spirituality.

RST 237: Foundations of Liturgy (3)

Liturgy celebrates and proclaims the mystery of Christ in the People of God. This course studies its development in Sacred Scripture, the Tradition, the Documents of Vatican II, the Post-Conciliar documents and contemporary theology.

RST 238: Advanced Studies in Liturgy (1-3)

An in-depth study of selected topics and issues in liturgy (e.g. development of the epiclesis, the breaking of the bread in the early churches, etc.) *This course may be repeated for credit.*

RST 239: Advanced Studies in Systematics (1-3)

Advanced Studies in Systematics includes in-depth study of topics and issues in Systematic Theology. (e.g. feminist theology, history of the missions, etc.) *This course may be repeated for credit.*

Christian Ethics Courses (RST 240 – RST 249)**RST 242: Fundamental Christian Ethics (3)**

A study of the way in which contemporary moral theology has developed in treating the fundamental elements of Christian moral judgment, formation of conscience, person as moral agent, moral norms and natural law. *(This is a required course for all students who have no degree in religious studies or theology.)*

RST 243: Catholic Social Teaching (3)

A theological investigation of the collection of Catholic Social Teachings developed in the 20th century when Christian morality, rooted in Scripture and tradition, encountered contemporary social problems.

RST 245: Liberation Theology (3)

An investigation of the theological literature concerned with liberation and a discussion of problematics involved in social change. *(Units maybe applied to requirements for Systematic Theology)*

RST 246: Biomedical Ethics (3)

A study of issues and questions concerning the phenomenon of human life and the process of dying. Topics include reproductive technologies, genetic engineering and euthanasia.

RST 247: Sexual Ethics (3)

A study of the questions relating to human sexuality and marriage as seen from an ethical-biblical perspective, with attention given to the insights from psychology, theology and spirituality.

RST 248: Ethical issues in Pastoral Ministry (3)

An overview of basic ethical concepts involved in Christian living, (e.g. conscience, freedom, responsibility, sin) within the context of personal and social moral issues.

RST 249: Advanced Studies in Christian Ethics (3)

An in-depth study of particular topics within the area of moral theology and Christian ethics. (e.g. ethics of globalization, sexual ethics after AIDS, political ethics, etc.) *This course may be repeated for credit*

Studies In Pastoral Theology and Ministry Courses (RST 260 – RST 289)**RST 260: Principles of Youth Ministry (1-2)**

Principles of Youth Ministry proposes foundational understandings and principles for effective youth ministry, grounded in pastoral theology, culture psychology, developmental

theory, and sociology. (*Off-site cooperative course.*)

RST 261: Foundations of Catechetics (2-3)
Survey of the historical, theological and philosophical foundations of contemporary Catechetics.

RST 262A: Fostering the Faith Growth of Youth through Evangelization and Catechesis (1-3)

Evangelization and catechesis explores the foundation of nurturing young and older adolescent faith development and Catholic identity through an integrated approach to faith formation, which incorporates teaching, prayer and liturgy, community life, and justice and service to ministry with adolescents. (*Off-site cooperative course.*)

RST 262B: Fostering the Faith Growth of Youth through Prayer and Worship (1-3)

Prayer and worship investigates the foundational role that Christian worship and sacraments have in fostering the spiritual growth of youth. The goal is to develop a realistic and integrated approach to worship within a comprehensive ministry to youth and practical application in the participant's pastoral setting. (*Off-site cooperative course.*)

RST 262C: Fostering the Faith Growth of Youth through Justice and Service (1-3)

Justice and service explores the foundations for fostering a justice and service consciousness and spirituality in youth drawn from: Scripture, Catholic Social Teaching, adolescent development, and contemporary catechetical principles. It develops skills for creating integrated, action-learning models for the justice and service component of a comprehensive youth ministry. (*Off-site cooperative course*)

RST 262D: Fostering Faith Growth of Youth through Pastoral Care (1-3)

Pastoral Care explores the principles and methods of caring for young people from various cultures and their families. The course develops an understanding of the breadth and depth of pastoral care, of family systems and adolescent development, and the role that cultural identity plays in the development of adolescents. The goal is two-fold: (a) it aims to promote healthy adolescent development from a pastoral care perspective and (b) to develop preventative interventions for families with adolescents. (*Off-site cooperative course.*)

RST 263ABC: Advanced Catechetical Ministry (2,2,2)

A three-phase course, which prepares catechetical leaders for ministry to adults. The course consists of three areas: theological formation, ministry specialization, and supervised practicum. (*Off-site cooperative course.*)

RST 266: Leadership in Pastoral Ministry (3)

The biblical, theological, ethical and social foundations for Christian leadership in the contemporary Church.

RST 266: A Ministry Leadership Skills (1-3)

The application of leadership theory and skills to various ministerial settings and issues.

RST 267: Developing Youth Ministry (1-3)

Developing Youth Ministry explores processes and skills for effective leadership in youth ministry. Leaders will be prepared to empower the parish community for ministry with youth through collaboration and leadership development. (*Off-site cooperative course.*)

RST 269: Advanced Studies in Pastoral Theology and Ministry (1-3)

An in-depth study of topics and issues in pastoral theology and ministry (e.g. Asian Theology and Ministry in the U.S., inclusive theologies and exclusive communities, etc.) This course may be repeated for credit

RST 273: Contemporary Theologies (3)

In this course students will study contemporary theology and theologians.

RST 280A: Theories of Pastoral Counseling (3)

An introduction to theories of counseling and psychotherapy as they apply to the pastoral setting.

RST 280B: Issues in Pastoral Counseling (3)

An in-depth study of issues which arise in pastoral counseling.

RST 281: Pastoral Theology and Ministry (3)

An introduction to the theological, scriptural, and ethical foundations of pastoral ministry; an overview of the nature of ministry in diverse settings; the spiritual formation of the pastoral minister.

RST 282: Spiritual Direction: Theory and Practice (3)

An introduction to spiritual direction, the nature of spiritual direction and the preparation and role of the spiritual director.

RST 283: Spirituality in a Pastoral Context (2)

An examination of spiritualities encountered in ministry.

RST 285: Parish Management: Theory and Practice (3)

The theory and skills needed by pastoral associates, parish life directors and parish coordinators are studied within the context of pastoral theology and ethics.

RST 287: Canon Law (3)

The study of the history, the theology and development of Canon Law with a particular view to its application in pastoral ministry and parish management and its relationship to civil law.

RST 289: Advanced Studies in Practical Theology (1-3)

An in-depth study of topics and issues in Practical Theology (e.g. conflict resolution in the Church, finances in ministry, etc.)

RST 290: Thesis (4)**RST 290A: Thesis Continuation (1)****RST 290B: Thesis Continuation (1)****RST 290C: Thesis Continuation (1)****RST 291: Research Essay (1)****RST 291A: Research Essay Continuation (1)****RST 295: Internship (1-3)**

By special pre-arrangement with the Program Director, available by request in any term. Mount St. Mary's undergraduate norms for Academic Internship apply.

RST 299: Independent Study (1-3)

A student may apply for independent study with the approval of a faculty advisor and the program director. Mount St. Mary's College undergraduate norms for Independent Study apply. No more than six (6) units of independent study may be taken towards the M.A. Degree. Any exception to this is granted by the Director of Graduate Religious Studies with the approval of the Graduate Dean.

Social Work

DEPARTMENTAL AFFILIATION: SOCIOLOGY

The goals of the social work profession is multi-faceted and includes counseling, crisis intervention, diagnosis, evaluation or assessment of client's status and needs, and resource referral. Social workers work in a wide variety of settings that provide direct care or as referral agents for clients to locate an array of services in the community, such as substance abuse rehabilitation, healthcare, housing, childcare, eldercare, adoption services, foster care, grief counseling, or job training. In addition, social workers work in organizations that provide emergency or disaster relief services to individuals, families and the community. They can be found in city, county, state, or federal agencies, as well as in non-profit organizations serving the community, such as schools, hospitals, mental health centers, corrections facilities, or other health and human services settings. Employment in for-profit private practice agencies is expanding.

Social work as a social services profession is highly rewarding and client-centered, with a strong advocacy focus. Social workers aim to assure that services and resources needed by their clients are provided to them. The demand for social workers is high and is planned to continue to grow in the future, particularly in the areas of healthcare and gerontology. Our program provides excellent preparation for graduate studies in social work.

Social Work Bachelor of Science Degree

Requirements

Required preparatory lower division courses:

PSY 1	Introductory Psychology	(3)
or SOC 5	Sociological Perspectives	
MTH 38	Elements of Probability and Statistics	(3)
or BUS 38	Elements of Probability and Statistics	
or PSY 40	Basic Statistical Methods	

Required courses:

SOC 13	Anatomy for Social Services or BIO 40A Anatomy	(3)
SOC 103	Introduction to Group Process/Therapy	(3)
SOC 104	The Family*	(3)
SOC 106	Introduction to Psychotherapy	(3)
SOC 110	Juvenile Delinquency*	(3)
or SOC 10	Youth & Crime	
SOC 112	Medical Sociology*	(3)
SOC 117	Quantitative Research Methods	(3)
SOC 118	Qualitative Research Methods: Ethnography	(3)
SOC 120	Case Management in Health & Human Services	(3)
SOC 121	Human Services Ethics	(3)
SOC 128	Introduction to Social Work	(3)
or SOC 7	Introduction to Human Services	
SOC 134	Mediation and Negotiation	(3)
or SOC 130	Organizational Communication	
GER 189	Gerontology*	(3)
BSW197A	Internship and Practicum	(3)
Plus two courses from among the following:		
SOC 102	Sociology of Children	(3)
or SOC 6	The Family, Child, and Community	
SOC 105	Couples	(3)
SOC 107	Anger Management	(3)
SOC 108	Substance Abuse Counseling	(3)
SOC 130	Organizational Communication	(3)
SOC 134	Mediation	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 180	Social Stratification	(3)
GER 184	Diversity and Aging in the Social Environment	(3)
GER 188	Caregiving and Adaptation for Elders	(3)
GER 192	Thanatology	

Plus General Studies requirements and electives totaling 124 semester units.

Total required units for B.S. in Social Work: 48

*Courses that include fieldwork component

Sociology

Sociology is the study of human behavior within a multitude of contexts, from the family, the community and workplace, to the regional, national, and global arenas.

The major prepares students for professional careers in such areas as criminology, law enforcement, social services, urban planning and development, counseling, race/ethnic relations, human resources, child, marriage, and family relations, community relations, global affairs, and employment in a wide range of government agencies, non-profit and for-profit organizations. Sociology also provides an excellent foundation for graduate studies in social work, counseling, public policy, urban development, public health, population studies, global studies and the law. See Mount St. Mary's College Sociology Department Web Page for additional examples of professional options in the field.

The department offers an Associate of Arts Degree in Human Services (see this catalog under Human Services for information on this program), a general program of sociology, and the *option* of seven specializations within Sociology: Criminology, Global Studies and Human Rights, Medical Sociology, Race/Class/Gender, Communications, Social Services and Family Relations. The Gerontology Major is also affiliated with the department.

Sociology B.A. Degree

Core Courses Required:

SOC 5	Sociological Perspectives	(3)
SOC 117	Quantitative Research Methods	(3)
SOC 118	Qualitative Research Methods	(3)
SOC 166	Sociological Theory	(3)
SOC 197AB	Senior Internship	(6)

Plus seven additional courses in Sociology. A maximum of 12 lower division units in Sociology may be counted toward completion of the major. These units cannot, however, include lower division internship units (SOC 25).

To fulfill a B.A. degree in Sociology, students must complete the Sociology requirements, the General Studies requirements, and the Modern Language requirement for a total of 124 units.

Total units in Sociology: 36

The following specializations within the Sociology major are available, *but not required*. However, a specialization can enhance preparation for certain career directions, as discussed within each specialization. The courses required within each specialization will count toward the required 36 units for the major in Sociology.

Criminology Specialization Option One

Excellent preparation for careers in law enforcement, probation, crime prevention, forensic research, law studies, rehabilitation, programs for at-risk populations, or advanced studies in sociology and criminology.

Required Courses:

SOC 109	Forensic Studies: Criminalistics	(3)
SOC 110	Juvenile Delinquency	(3)
SOC 111	Criminology	(3)
SOC 114	Corrections	(3)
SOC 115	Sociology of Violence	(3)
SOC 116	Criminal Justice	(3)

Plus select two additional courses from the following:

SOC 107	Anger Management	(3)
SOC 108	Substance Abuse Counseling	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 162	Human Rights	
SOC 175	Urban Sociology	(3)
SOC 180	Social Stratification	(3)
POL 107	Criminal Law	(3)
POL 109	Individual Rights	(3)
POL 180	State and Local Government	(3)
PSY 139	Child Abuse and Family Violence	(3)

Global Studies and Human Rights

Specialization Option Two

This specialization addresses the fundamental challenges of population growth and migration, cultural diffusion, environmental change, and quality of life of human populations around the world, with a core guiding foundation of human rights advocacy. A range of topics will be explored, including the impact of poverty, child labor, children at war, regional cultural conflict, women's issues, environmental change, economic development, and access to health care, housing, and other basic resources necessary for sustainability or growth. The intersection of religion, politics, economics, and culture will be emphasized.

Required courses:

FLM 131	Film & Social Justice	(3)
SOC 162	Human Rights	(3)
SOC 163	Women's & Children's Rights	(3)
SOC 175	Urban Sociology	(3)
SOC 185	Global Development	(3)
SOC 195	Sociology of Religion	(3)

Plus two additional courses from the following:

SOC 125	Cultural Anthropology	(3)
SOC 134	Mediation and Negotiation	(3)
SOC 167	U.S. Women of Color	(3)
SOC 186	Political Sociology	(3)
SOC 187	Environmental Studies	(3)
SOC 190	Social Change	(3)
SOC 191	Social Movements	(3)
POL 109	Individual Rights	(3)

POL 131	International Relations	(3)
POL 134	International Organization	(3)
POL 138	International Law	(3)
POL 148	Refugees and International Migration	(3)
POL 151	Humanitarian Intervention	(3)
HIS 178	Diplomatic History of the United States	(3)

Also highly recommended: A semester of study abroad in the junior year. This requires coordination with the Department Chair and the Advisement Office.

Medical Sociology Specialization Option Three

This specialization is recommended for those interested in careers in the human services specifically related to social work and case management in healthcare resources. Possible work settings include hospitals, health management organizations, rehabilitation centers, hospice, and private or government agencies that are involved in the dissemination of health and human services.

Required courses:

SOC 13	Anatomy for Human Services	(3)
or BIO 40A/50A	Human Anatomy	(3)
SOC 112	Medical Sociology	(3)
SOC 120	Case Management	(3)
SOC 121	Human Services Ethics	(3)
SOC 189	Gerontology	(3)
SOC 192	Thanatology	(3)

Plus select two additional courses from the following:

BIO 112	Human Nutrition	(3)
GER 188	Caregiving and Adaptations for Elders	(3)
SOC 49	Multicultural Issues in Healthcare	(3)
SOC 128	Introduction to Social Work	(3)

Race, Class, and Gender Specialization Option Four

This specialization provides a broad and inclusive examination of the complex dynamics, life trajectory implications, and

interactional effects that exist at the intersection of race, class, and gender in social life. This is an appropriate specialization for those pursuing careers in such areas as race/ethnic relations, immigration, labor relations, human resources, or public policy. It also provides good preparation for graduate studies in sociology in the areas of race relations, gender studies, and social stratification.

Required courses:

SOC 125	Cultural Anthropology	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 167	U.S. Women of Color	
SOC 180	Social Stratification	(3)
SOC 184	Diversity & Aging in the Social Environment	(3)

Plus two additional courses from the following:

FLM 131	Film & Social Justice	(3)
FLM 142	Women in Film	(3)
SOC 115	Sociology of Violence	(3)
SOC 162	Human Rights	(3)
SOC 163	Women & Children's Rights	(3)
SOC 191	Social Movements	(3)
POL 147	Women and Development	(3)
PSY 144	Psychology of Prejudice	(3)

The Women's Leadership Program is also highly recommended as an addition to one's professional development program. Involvement in it can enhance career potential.

Communications Specialization Option Five

Students are introduced to basic theories and practice of communication through mass media using a range of tools--written, verbal, sociological, and technological. Sociological theory and social science research methods, along with hands-on skills of communication production, are provided in this specialization. Students can obtain internship and career opportunities in the film, television, and broadcasting arenas.

Required courses:

SOC 30	Human Communication	(3)
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SOC 130	Organizational Communication	(3)
FLM 131	Film & Social Justice	(3)
SOC 132	History of Film	(3)
SOC 133	Culture, Music and Broadcasting	(3)
SOC 135	Mass Media	(3)

Plus two additional courses from the following:

ART 15	Computer Graphics I	(3)
ART 115	Computer Graphics II	(3)
ART 130	Graphic Communication	(3)
ENG 108	The News Media	(3)
FLM 127	Alternative & Independent Media	(3)
FLM 137BCD	Writing for Film	(3)
FLM 139A	Digital Film Production	(3)
FLM 143A	Post-Production Audio	(3)
FLM 144	Introductory Videography	(3)
JRN 101	Basic News Writing	(3)
SOC 136	Disney Inc. and Mass Popular Cultures	(3)

Highly recommended: A Business minor or major.

Social Services Specialization Option Six

Preparation for careers in social work, non-profit and government social service agencies, providing a foundation of understanding of development over the life course and basic skills necessary for working with people in service settings. Good preparation for advanced study in social work. This specialization cannot be combined with a major in Social Work.

Required courses:

SOC 103	Introduction to Group Process/Therapy	(3)
SOC 10	Deviance and Youth	
or		
SOC 110	Juvenile Delinquency	(3)
SOC 49	Multicultural Issues in Healthcare	
or		
SOC 112	Medical Sociology	(3)
SOC 120	Case Management	(3)
SOC 121	Human Services Ethics	(3)
SOC 189	Gerontology	(3)

Plus two additional courses from the following:

SOC 7	Intro to Human Services	(3)
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SOC 106	Introduction to Psychotherapy	(3)
SOC 107	Anger Management	(3)
SOC 108	Substance Abuse Counseling	(3)
SOC 115	Sociology of Violence	(3)
SOC 128	Introduction to Social Work	(3)
SOC 138	Non-Profit Management	(3)
SOC 161	Majority-Minority Relations	(3)
GER 188	Caregiving and Adaptations for Elders	(3)

Family Relations Specialization Option Seven

For students interested in working with couples and families in a variety of clinical settings, this specialization provides basic preparation. It may also provide a foundation for continued studies in the area of marriage and the family at the graduate level. This specialization and social services specialization cannot both be selected. The student must choose one or the other.

Required courses:

SOC 102	Sociology of Children	(3)
or		
SOC 6	The Family, Child, and Community	
SOC 103	Introduction to Group Process/Therapy	(3)
SOC 104	The Family	(3)
SOC 105	Couples	(3)
SOC 106	Introduction to Psychotherapy	(3)
SOC 120	Case Management	(3)

Plus two additional courses from the following:

SOC 108	Substance Abuse Counseling	(3)
SOC 110	Juvenile Delinquency	(3)
SOC 134	Mediation and Negotiation	(3)
SOC 184	Diversity & Aging in the Social Environment	(3)

Recommended for graduate school preparation: Math 38, Probability and Statistics.

Sociology Minor

A minimum of six courses, two of which must include:

SOC 5	Sociological Perspectives	(3)
SOC 166	Sociological Theory	(3)

Plus four elective courses in sociology.

Total units for the Minor in Sociology: 18

Sociology Courses

SOC 5 Sociological Perspectives (3)

An introduction to the scientific study of human social behavior, including the foundational theories and the basic elements of social research. Viewing human life as inherently social, the social and environmental forces which influence and are influenced by personal experience, culture, and social arrangements, are examined. GS-IIIF, VI

SOC 6 The Family, Child, and Community (3)

The study of the family as a primary group and as an institution. Varieties of family patterns, pre-marital and marital behavior, child-parent relationships, and family disorganization and reorganization are considered. GS-IIIF, VI

SOC 7 Introduction to Human Services (3)

An introduction to the broad field of the helping professions in human services agencies. Includes theoretical applications and analysis of the range of issues addressed in these settings for individuals, families, groups, organizations, and communities such as healthcare access, family trauma, caregiver stress, housing, mental health, intervention and prevention services.

SOC 10 Deviance and Youth (3)

An examination of the combined structural, social and psychological elements which are manifested as deviance or delinquency in the juvenile population. Topics such as youth violence, substance abuse, adolescent sexuality and parenting, gang cultures, and crime will be studied, not only in the context of social conditions, but also within the juvenile justice system and social resource organizations, with a focus on the California Youth Authority system and the Los Angeles County Probation Department.

SOC 13 Anatomy for Social Services (3)

An introduction to the structure of the human body. This course provides a basic understanding of the human organism and explores the relationship between psychosocial functioning and biological functioning. It is designed for those preparing for the social services professions, such as social work. Open to Human Services, Sociology, Social Work and Gerontology majors only.

SOC 25 Internship: Human Services (3)

Required for all A.A. Human Services Majors. The internship site to be selected and mutually agreed upon by student and advisor. A minimum of 120 hours of on-site experience must be conducted under the supervision of the internship advisor. This course is not open to those outside the A.A. Human Services Program. *Prerequisite: Approval of advisor and sophomore standing.*

SOC 30 Human Communication (3)

A study of the wide range of modes and means of human communication as they are expressed at both the micro and macro levels. Students will explore the roles of communication in human interaction, and will practice styles of effective communication, such as public speaking, interviewing, debating, broadcasting, and interpersonal exchange. GS-IB

SOC 49 Multicultural Issues in Healthcare (3)

A survey of ethnic and cultural factors that have an impact the work of healthcare professionals and the experience of patients within the context of healthcare settings. GS-VI

SOC 96 ABC Culture, Race and Communication (1, 1, 1)

Study and interaction focused on culture and intercultural conflicts. Topics introduced include race and racism, stereotyping and prejudice, and understanding privilege. Emphasis on communication skills. Can be repeated for credit.

SOC 102 Sociology of Children (3)

This course studies the intricate and dynamic socialization processes that contribute to the formation of the individual during the formative years of childhood. The social forces examined include the family, peer group, schools, media and such demographic variables as ethnicity, social class, gender, and neighborhood. Childhood as a historical and social construction is also considered, along with a survey of the various theories on childhood socialization.

SOC 103 Introduction to Group Process/Therapy (3)

This course will explore the theories and practices that guide group leaders and group therapy: as an intervention; as a support mechanism; or as a place to develop interpersonal social and interaction skills

needed in society. An emphasis on strategies and techniques will allow students to explore group tactics such as grief, anger management, delinquency, and drug abuse as personal, interpersonal and social issues in an experiential mode. Each student will lead or co-lead a practice group in class.

SOC 104 The Family (3)

An exploration of the structure, functions, and challenges of the institution of the family from a cross-cultural perspective. The impact of the forces of social, political, religious and economic change on the structure of the family, and the multiple dynamics of intergenerational relationships will also be analyzed. Fieldwork required. GS-IIIF, VI

SOC 105 Couples (3)

An integrated and ecological approach to the study of intimate relationships. The course focuses on the interaction between the biological, psychological, sociological, and environmental variables that can impact the relationship system. Attachment and communication styles, distance regulation, and the impact of history and culture are addressed.

SOC 106 Introduction to Psychotherapy (3)

An introduction to the practice of psychotherapy for those going into counseling, psychotherapy, therapy or life coaching. The class introduces the field while giving some practical ideas and tools that can also be used by teachers, therapists, youth counselors and church counselors who will work directly with clients. A comparative survey of the principal theories in use today.

SOC 107 Anger Management (3)

This course will explore anger in our society, its management, mismanagement and responsive legislation. Anger Management Programs will be examined to learn varieties of and successful strategies and programs for anger reduction in the long-term. Students will develop an understanding of reactions to, and the consequences of repressed anger which may result in illness, child abuse, divorce or employment problems.

SOC 108 Substance Abuse Counseling (3)

This course discusses the nature of the counseling relationship with abusers and the importance of studying theories of counseling that apply to substance abuse. It will provide a basic understanding of the terminology, current approaches, and issues involved in working with abusers as therapists, counselors or law

enforcement professionals. The motivation and behavior patterns of the drug/alcohol abuser will be examined in a broad social context.

SOC 109 Forensic Studies: Criminalistics (3)

The examination of theories and techniques associated with the recognition, collection and analysis of physical evidence from the context of a crime scene. The course will enable students to use the physical and social environment to provide information for use by the criminal justice system. *Prerequisite: SOC 5.*

SOC 110 Juvenile Delinquency (3)

An examination of the theories and concepts applied to deviance and social disorganization as it manifests itself among the juvenile population. Topics include contemporary gang culture and other issues of youths at risk. Fieldwork required. *Prerequisite: SOC 5.*

SOC 111 Criminology (3)

The scientific application of the theories of crime and deviance, reflecting the structural and environmental influences of contemporary American society. *Prerequisite: SOC 5.*

SOC 112 Medical Sociology (3)

An examination of contemporary social phenomena associated with health and illness and the dissemination of health care, both nationally and internationally. Analysis of regional, national and international data on the health status of a variety of populations will be examined. In addition, the intersection of health, healthcare delivery, demography, economic trends, and the swift pace of changing technology--both medical and non-medical--will be explored. Societal implications for the future will be discussed. Fieldwork required.

SOC 114 Corrections (3)

An exploration of the corrections system in the U.S. from its inception to the present day. Topics include prison and jail cultures, ethical issues related to incarceration, history of incarceration, and the different types of correction modalities to include institutional-based corrections. A study of the responsibilities of correction officers, probation officers, parole officers, and parole agents is included. *Prerequisite: SOC 5.*

SOC 115 Sociology of Violence (3)

This course will explore questions about the origins of violence in human society and the social processes that produce or inhibit violence. A focus will be on the social construction and social definition of violence in

contemporary society. Also included is a study of the types of measurements used to report and study violence, including the perspective of victims, offenders, law enforcement agencies and agencies for violence prevention.

SOC 116 Criminal Justice (3)

The scientific study of crime, criminal law, and components of the criminal justice system, including police, courts, and corrections or those agencies whose goal it is to apprehend, convict, punish, or rehabilitate law violators.

SOC 117 Quantitative Research Methods (3)

An introduction to and application of quantitative methods used in social science research. A research project will be undertaken. Current computer applications used in research will be applied. *Prerequisite: SOC 5. GS-VIIA*

SOC 118 Qualitative Research Methods (3)

An introduction to qualitative methods used in social science research. Ethnographic methods such as observation, case studies, and interviewing techniques will be studied. *Prerequisite: SOC 5.*

SOC 120 Case Management (3)

A study of the methods and practices utilized by health and human services case managers working in a variety of social service resource settings, such as hospitals, daycare centers, senior centers, non-profit outreach programs, and convalescent facilities. Fundamental business, management and social interaction skills will be highlighted. Sec GER 120.

SOC 121 Human Services Ethics (3)

An examination of the values, strategies, and skills that provide a framework for ethical decisions, ethical behaviors, and an ethical climate in the human services. The NASW Code of Ethics and social justice will provide the context for the professional development of social workers, site managers, and human services leaders.

SOC 124 Sociobiology (3)

The essential inquiry of this course is to explore what dimensions of the human condition are based on our genetic heritage versus our cultural heritage. Are phenomena such as prejudice, competition, aggression, altruism, heroism, and child-parent bonding an outcome of our biology or socialization? A comparative, evolutionary perspective will be applied in order to explore the intersection of culture and biology. *Prerequisite: SOC 5.*

SOC 125 Cultural Anthropology (3)

An examination of the basic social structures of society. A study of the similarities among, and differences between, societies, including a comparison of primitive and modern cultures. GS-VI

SOC 128 Introduction to Social Work (3)

An introduction to the basic theories and practice in the field of social work. Course will emphasize human diversity (including cultural, gender, age, SES, personality, geographic locale, and special populations such as victims of violence and the homeless), problem-solving and intervention modalities that can be used for individuals and families. Interactional processes between client and social worker will also be a major focus, along with assessment, planning, practice actions and evaluation methods.

SOC 130 Organizational Communication (3)

At the macro and micro level the theories and techniques of interaction which drive professional and person relationships in formal and informal social structures will be studied.

SOC 132 History of Film (3)

The purpose of the course is to examine and critically analyze film's history as a communication medium of culture, social trends, values and sentiments. The organizational, political, economic, and strategic dynamics involved in film as a creative expression; and, the production demands and constraints associated with it are also studied. See FLM 132.

SOC 133 Culture, Music and Broadcasting (3)

A study of the intersection of mass culture, subculture, personal identity, musical expression, production and distribution. Studio processes, technical aspects, the economics and politics of production, icon development, social networking, opportunity structures, and presentation of self are also addressed. See FLM 133

SOC 134 Mediation and Negotiation (3)

The examination and practice of theory and skills required for formal and informal dialogue, understanding, or resolution of differences. Focus will be on student development of mediation and negotiation skills through application of techniques to group, community, and interpersonal issues.

SOC 135 Mass Media (3)

An examination of popular mass media as a reflection, characterization, and interpretation of

culture and society. In addition, the use of the mass media in politics, economics, social change, and religion will be explored. A focus on critical analysis of ongoing and emerging trends in television, film and music will be conducted. See FLM 135

SOC 136 Disney, Inc. and Mass Popular Culture (3)

The course analyzes the near-Orwellian influence that mass media can have on society. Utilizing Disney as an example, students will examine the power and influence of media conglomerates and their role in shaping and reinforcing social norms. Special emphasis is placed on examining how Disney movies reflect era-specific ideologies and social trends. See FLM 136.

SOC 138 Non-Profit Management Seminar (3)

This course will introduce managerial theories on leading non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning, and accountability. See GER 138/BUS 138

SOC 142 Women in Film (3)

The role of women in film as creative artists and production executives, with a focus on the first half of the 20th Century, will be explored. The current status of women in film and television will also be examined, including the sociopolitical and economic dynamics in play today that influence their participation. See FLM 142.

SOC 145 Social Psychology (3)

Surveys the pervasive and invisible social forces acting upon individuals. Explores the cultural and familial interactions facilitating the socialization of people. Provides a critical analysis of the known social influences or hindering individual development. See PSY 145.

SOC 160 Diversity in Society (3)

The study of the complexities and intricacies of what is meant by human diversity in a variety of manifestations. The influence, implications and intersections of race/ethnicity, gender, religion, political affiliation, education, occupation, family heritage, sex orientation, regionalism, and personal identity communities are examined. Discussion of multiple cultural identity, intermarriage and cross-cultural

communication is a recurring focus throughout the semester.

SOC 161 Dynamics of Majority-Minority Relations (3)

A study of the history and contemporary interactional dynamics among majority and minority groups within the United States and California. Analysis of the nature and manifestations of culture, adaptive strategies of culturally diverse populations, and the development of programs and practices that honor, motivate, and empower all segments of society will be explored. Examination of personal biases and identification of deficient knowledge in the area of cultural diversity and majority-minority relations is encouraged. GS-VI

SOC 162 Human Rights (3)

The examination of human rights from a contemporary global perspective. A range of topics will be explored, including poverty, nutrition, regional cultural conflict, environmental degradation, access to health care, housing, and other basic resources necessary for human survival. The intersection of religion, politics, economics, and culture will be emphasized.

SOC 163 Women's and Children's Human Rights (3)

An exploration of contemporary human rights issues with a focus on women and children, as they are encountered at the local, national, and global level. Topics include women's rights in prison, healthcare access, child labor, children at war, and spousal abuse.

SOC 165 Historical and Contemporary Social Thought (3)

An overview of the historical roots, evolution, and contemporary manifestations of such social thoughts as social justice, individualism, social responsibility, universalism, modernism and post-modernism, rationalization, democratization, tribalism, globalization, and scientific inquiry.

SOC 166 Sociological Theory (3)

A critical evaluation of major contemporary sociological theorists as representative of various schools of sociological inquiry. An analysis of social behavior through the application of sociological theory. *Prerequisite:* SOC 5.

SOC 167 U.S. Women of Color (3)

An analysis from a social justice perspective, of the historical, economic, legal, political and

social implications for life experiences of U. S. women of color. With a focus on Latina, African-American, and Asian-Pacific Island women, the course will explore strategies for adaptation and acculturation, challenges to cultural identity, value systems, and social stratification.

SOC 175 Urban Sociology (3)

An examination of the shift from rural to urban communities, the current conditions of a metropolitan lifestyle and the emergent dynamics of the global community. Applying theoretical approaches toward the understanding and resolution of urban dilemmas surrounding topics such as poverty, housing, multi-ethnic populations, on a community and global level.

SOC 176 Field Work Experience (1-3)

An on-site experiential course designed to advance the understanding of community issues through participation in a civic project, in collaboration with a faculty member and a community organization. Prior consent of advisor required. *Prerequisite:* SOC 5. *May be taken more than one time for one-unit credit. May not repeat for 3-unit credit.*

SOC 180 Social Stratification (3)

A study of the class system in the United States. This specifically includes an examination of stratification as it occurs by educational and occupational attainment, prestige, status, income, and power. Variations among these variables as mediated by race, age and gender will be explored. *Prerequisite:* SOC 5.

SOC 184 Diversity and Aging in the Social Environment (3)

This course will provide the foundational knowledge of working with a diverse aging population in the context of their social environment. It will engage the students' sociological imagination through a multisystemic viewpoint and deepen their understanding of the impact of the environment on individuals in the aging stage of their life course. See GER 184

SOC 185 Global Development (3)

A study of the multiple interrelationships between political structure, political movements, socioeconomic development, environment, and global population change. From a global perspective, shifts in population composition, quality of life and resource management and availability, and how these societal conditions are influenced by such forces as political organization, international

relations, religion, and environmental conditions, will be explored. Comparisons among these socioeconomic and political dimensions between developing and developed nation-states will be discussed, along with the possible implications of globalization for the United States.

SOC 186 Political Sociology (3)

An overview of major social justice perspectives and theoretical and sociological scholarship on the modern state. Emphasis is placed on understanding contemporary liberal democratic states within industrialized, urbanized, market-integrated, culturally pluralist societies.

SOC 187 Environmental Studies (3)

A survey study of the relationship between the natural environment and human population demographic change, industrial development and urban life. Topics such as ecosystems, biodiversity, pollution, conservation, and natural resource use are examined. Concepts presented will be applied to the Southern California environment.

SOC 189 Gerontology (3)

A cross-cultural exploration of aging as experienced in the United States. Ageism, societal attitudes regarding the elderly, and responses to the aging process, both from the individual and social perspective, are examined. Cultural variation and responses to aging and the social, political, and economic implications of a rapidly expanding aging population in the U.S. and in many regions of the world, will be analyzed. Resource and service availability for the elderly--locally, regionally, and nationally--will also be assessed. Fieldwork required. See GER 189.

SOC 190 Social Change (3)

A study of the sociological theories of change from an historical and contemporary perspective. The influence of forces such as migration, population increase, advances in technology, ecological shifts, social movements, and political revolutions will be examined. Social justice implications of contemporary sociopolitical change will be a focus.

SOC 191 Social Movements (3)

An exploration of social movements as a cause of social change in society. A selection of social movements, both historical and contemporary will be studied, with an emphasis on reform movements and their reciprocal relation with

social justice issues such as social class, healthcare, discrimination, political representation, etc.

SOC 192 Thanatology (3)

A multi-disciplinary and comparative examination of the cultural responses which have provided understanding, coping, and meaning for the death and dying process. The course focus will consist of historical and literary themes. See GER 192.

SOC 195 Sociology of Religion (3)

An examination of the universal psychosocial functions of the institution of religion and of the influence religion has played within the other social institutions, such as in the family, government, education, and economics, in the past and present. The contemporary societal challenges in which religion is involved will also be highlighted. GS-IIIF, VA4

SOC 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

SOC 197AB Internship (6)

The application of the major's program of study through an internship experience. A minimum of 100 hours of on-site experience is required, along with practicum attendance and participation. Development of a professional portfolio is also required. Internship site is to be selected and mutually agreed upon by student and professor. Open to majors only and 197B to be taken in senior year of study. .

SOC 198 Readings in Sociology (1-6)

Intensive and independent study in a field of special interest at the culmination of one's sociological work.

SOC 199 Special Studies (1-6)

A more advanced or specialized treatment in sociology.

Spanish Studies

DEPARTMENT AFFILIATION: LANGUAGE AND CULTURE

Spanish is the second most widely spoken language in the world and in the United States, and it is of particular importance in our state of California and other states. Complete proficiency of the language provides enormous leverage in all public and private sectors of the job market.

The department offers programs for both Majors and Minors. These comprehensive programs lead to a proficiency in the four basic language skills: listening, speaking, reading, and writing. Incorporated into the program are the cultures and civilizations of the Spanish-speaking world.

Degrees:

Spanish Studies Minor: 26 units

Spanish Studies B.A./Major: 41 units

Spanish Studies B.A. with Translation Emphasis 38 units

Interdepartmental Degrees:

A.A. Human Services for Bilingual Settings. See A.A. Human Services (Sociology).

B.A. Major in Spanish and Business Administration, as listed below.

Spanish Studies Minor and Major

Required Courses for the Spanish Studies Minor – 26 units

SPA 1 & 2	Elementary Spanish I & II (or equivalent)	(4,4)
SPA 3 (A or B)	Intermediate Spanish III	
	Accelerated or Conversational Spanish	(3)*
SPA 4	Intermediate Spanish IV.	
	Prerequisite for all upper division	(3)

courses

CUL 107	Theory and Practice of Culture	(3)
SPA 109	Spanish Writing Lab	(3)
SPA 112	Spanish Civilization and Culture	or
SPA 44/144	Latin American Civilization and Culture	(3)
	Plus 1 upper division course of the student choice	(3)

Spanish Studies Major

Required Courses for the Spanish Studies Major – 41 units

All courses required for the Minor (26) plus 5 upper division courses (15). A total of 14 lower division and 27 upper division.

Students receive 8 Spanish language college units if they have 4 or 5 in SPA Language Advance Placement Test or if they have been placed, after taking MSMC Placement Test, in SPA3 A or B.

Students who are Spanish speakers, and have been placed in SPA3, should take SPA 3A. Non-Spanish speakers should take SPA 3B.

Any course completed with a grade of D or below is not acceptable toward a major or minor in Spanish Studies and must be repeated.

Students are strongly encouraged to do double Majors or combine a Major and a Minor. Students are also strongly encouraged to spend a Junior semester abroad, for a maximum of 12 transferable units.

Majors must take at least 15 units in the department. Minors must take at least 12 units in the department.

Three courses can double count for both History and Spanish Studies degrees and can be taken interchangeably: SPA 44/144 and HIS 162; SPA 145 and HIS 165 and SPA 112 and HIS 113.

Spanish Studies Major with Translation Emphasis

Prerequisites: Spa 1 and Spa 2 (8 units) or Language Fulfillment Alternative (p. xx)

1. Core Courses required for Majors and Minors

SPA 3 & 4	Intermediate Spanish	(6)
CUL 107	Theory & Practice of Culture	(3)
SPA 109	Writing Lab	(3)
SPA 112	Civilization & Culture of Spain	(3)
or		
SPA 44/144	Civilization & Culture of Latin America	(3)
SPA	Upper Division	(3)

2. Additional courses required for the Spanish Emphasis in Translation

SPA 114A	Introduction to Translation/Interpretation	(3)
SPA 114B	Translation and Interpretation	(3)
SPA 190	Internship	(3)

Total: 38 units.

Interdepartmental Degrees

A.A. in Human Services for Bilingual Settings.

See A.A. Human Services (Collaboration with the Sociology Department)

Various courses including:

SPA 1 & 2	Elementary Spanish	(4,4)
SPA 3A	Accelerated Spanish	(3)
SPA 4	Intermediate Spanish	(3)

B.A. Degree with a Major in Spanish and Business Administration

(Collaboration with Business Administration).

Spanish Studies:

SPA 1 and 2	Elementary Spanish I and II (or equivalent)	(4,4)
SPA 3 and 4	Intermediate Spanish III and IV (or equivalent)	(3,3)

Requirements:

SPA 107	Theory and Practice of Culture	(3)
SPA 109	Spanish Writing Lab	(3)
SPA 114	Translation/Interpretation	(3)
SPA 149	Business Communication and Culture	(3)

SPA 144	Culture and Civilization of Latin America	(3)
SPA 112	Culture and Civilization of Spain	(3)
SPA 199	Internship	(3)
Choose 1 of the following:		
BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO 195	International Economics	(3)
POL 131	International Relations	(3)

Business Administration

Lower Division Requirements:

BUS 5	Business Law 1	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
CIS 1	Introduction to Computer Process	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
BUS/MTH 28	Math Analysis for Business	(3)
BUS/MTH 38	Elements of Probability and Statistics	(3)
PHI 92/192	Business Ethics	(3)

Total: 27 lower division units in Business Administration

Upper Division Requirements:

BUS 122	Business Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

Total: 18 upper division units in Business Administration

Students with a major in Spanish and Business are strongly encouraged to do a Junior semester in Europe or Latin America.

Total units in Spanish and Business: 83

Spanish Studies Courses

SPA 1 Elementary Spanish I (4)

Develops the four fundamental skills of listening, speaking, reading, and writing. Emphasis on speaking and grammar. GS-IV

SPA 2 Elementary Spanish II (4)

Further develops the fundamental skills stressing reading and writing as well as vocabulary building. *Prerequisite: SPA 1 or equivalent.* GS-IV

SPA 3A Accelerated Spanish III (3)

This is a fast-track course for students who can communicate orally but need to improve in grammar. The class is conducted in Spanish only and will focus primarily on grammar. *Prerequisite: Oral Test.* GS-IV

SPA 3B Intermediate Spanish III (3)

This is the logical continuation of SPA 1 and SPA 2 for students who are not Spanish-speaking. Emphasis on conversation and oral comprehension. *Prerequisite: SPA 2 or equivalent.* GS-IV

SPA 4 Intermediate Spanish IV (3)

Introduction to literature which underlines cultural diversity. *Prerequisite: SPA 3 or equivalent.* GS-IV, VI

SPA 27 Spanish for Health Professionals (2)

An introduction to medical vocabulary with emphasis on the process of communication, on medical vocabulary and role playing. *Prerequisite: Elementary knowledge of Spanish useful, but not required.*

SPA 33A Civilizations and Cultures of Spain (3)

A general view of historical, social, and cultural developments in Spain up to today. This course is given in English through the Weekend College only. GS-IV

SPA 33B Civilizations and Cultures of Hispanic America (3)

An introduction to the Civilizations and Cultures of Hispanic America with emphasis on their artistic and literary masterpieces. Cultural differences and similarities will be stressed. This course is given in English through the Weekend College only. GS-IV, VI

SPA 44/144/244 Hispanic Civilizations and Cultures (3)

A background course for the study of the arts and literature of Hispanic America, focusing on historical, social, and cultural developments. Emphasis on cultural differences and similarities. GS-VI (HIS 162)

SPA 107 Theory and Practice of Culture (3)

The course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. This is a theoretical and practical approach to

understanding cultural differences as well as similarities. It is taught in English.

SPA 109 Spanish Writing Lab (3)

Intensive training in writing, with emphasis on vocabulary, idiom, structural patterns, and style. Exercises in rhetoric, in creative and other forms of writing.

SPA 110 Chicano and other Hispanic Literature in the U.S. (3)

The focus will be on Chicano writers and other authors from Cuba and the Caribbean, Puerto Rico, Central and South America writing in the United States.

SPA 112 History and Civilization of Spain (3)

An historical and cultural analysis of the civilization of Spain, and the development of its socio-political institutions up to this day.

SPA 114A Introduction**Translation/Interpretation (3)**

This course is designed to introduce the basic concepts, theories and strategies for translation and interpretation from *Spanish to English*. Students will translate Spanish texts from various categories which may include legal, business, medical, social and literary. In addition, students will examine the best ways to handle idiomatic expressions, non-equivalents, tenses and other grammatical structures. *Prerequisite: Basic fluency in both languages.*

SPA 114A Translation/ Interpretation (3)

This course will continue to acquaint students with concepts, theories and strategies for translation at an advanced level. Focus will be placed on translation and interpretation from *English to Spanish*. Students will review the fundamentals of written Spanish grammar as prescribed in the latest revision of *La Real Academia Española* and make contrastive analysis between the source and the target language's written form. Translation of texts from individual student's field(s) of interest will include, but are not limited to, legal, business, medical, social and literary.

SPA 115/215 Applied Linguistics (3)

Modern descriptive linguistics and its application to teaching. Attention will be given to phonology, morphology, syntax, and other structural elements that apply to language learning.

SPA 125 Spanish Masterpieces (3)

A study of the masterpieces of Spanish literature with emphasis on themes and styles of

works: Cervantes, Calderón, Feijoo, Zorilla, Galdós, Blasco Ibanez and others.

SPA 129 Cervantes (3)

A study of the most important shorter works of Cervantes meant to elucidate his thoughts and his continuing relevance for our time.

SPA 132 Studies in the Generation of 1898 (3)

The spirit of the Generation of '98 as reflected in the works of major representative authors.

SPA 135 Contemporary Spanish Literature (3)

Major trends of poetry, theater, and prose from 1898 to present. Intensive study of specific authors and critical analysis of selected works.

SPA 140 Contemporary Literature of Hispanic America (3)

A study of the most outstanding works by contemporary Hispanic and Spanish-American writers such as Octavio Paz, Carlos Fuentes, Vargas Llosa and Gabriel Garcia Marquez and others. GS-VI

SPA 145 Cultures of the Spanish-Speaking Peoples of the Americas (3)

Various historical and modern aspects of the cultures and their roles within the United States and California. Includes origins, values, communication and socialization systems, migration and immigration patterns, relationships with other cultures. *Prerequisite: Completion of SPA 1 & 2.*

SPA 146 Women in Hispanic Literature (3)

Major contemporary women writers in the literature of Hispanic America and Spain: women's view of life and culture. GS-VI

SPA 148 Films and Hispanic Literatures (3)

Analysis of main aesthetic, cultural, and philosophical questions in the Hispanic world as articulated in literature and films.

SPA 149 Business Communication and culture (3)

An introduction to the forms, styles, usages and procedures followed in commercial correspondence and business practices in the Spanish-speaking world. *Prerequisite: SPA 25 or instructor's consent.*

SPA 150 Times, People, and Themes (3)

This course will foster the exploration of special interest areas: from Latin American music to border literature to specific authors and artists. Course content will be defined and announced

when the course is offered. May be repeated for credit.

SPA 190AB Internship program (3,3)

Internship program in areas related to the emphasis.

SPA 191 Senior Thesis (3)

A two-semester directed research project required for majors under the direction of a department faculty member. The topic of the thesis may be related to culture, literature or international business and must be approved by the department chairperson. Students must enroll in their thesis course no later than the first semester of their senior year.

SPA 194 Study/Travel (1-6)

Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

SPA 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program,

SPA 198AB Directed Readings (3,3)

Directed readings selected from authors representative of significant literary periods.

SPA 199AB Independent Studies (1-3, 1-3)

Directed readings and research. For qualified students with the approval of the department.

Special Programs

A maximum of six non-required units in Special Programs (including Physical Education) may be applied to requirements of the Baccalaureate degree. A maximum of four non-required units in Special Programs (including Physical Education) may be applied to requirements of the Associate degree. Unless otherwise noted, special program classes are credit/no credit. Courses with an X designation are non-transferable to the Baccalaureate program.

Interdisciplinary Courses

INT 91AB Humanities: Los Angeles (1)

Study will focus on the early history of Los Angeles through study, readings, and field trips to historical points. (Credit/No Credit). Can be repeated for credit.

INT 93/193A/B Guided Experience in the Arts (1.5,1.5)

A. Explores the rich cultural opportunities of Los Angeles, and includes attendance at selected plays, concerts, and special art exhibits, including pre- and post-event discussion.

B. Continuation of 93/193A. To satisfy General Studies GS-III A, both the A and B segments must be successfully completed.

INT 95/195 Study/Travel: European History and Culture (1-6)

Seminars on the Fine Arts focusing on major European capitals of art, music and the theater, culminating in actual travel to at least two of these capitals. Open to all students with some background in the arts or consent of the instructor. GS-III A

INT 96A/B/C Culture, Race and Communication (1,1,1)

Study and interaction focused on culture and intercultural conflicts. Topics introduced include race and racism, stereotyping and prejudice, and understanding privilege. Emphasis on communication skills. Can be repeated for credit.

INT 194A Introduction to Drama and Dance (1)

Study will focus on an introduction to the performing arts using the concepts included in

the California State Frameworks and standards at a level appropriate for college study. Primary emphases will be placed on the study and appreciation of drama and dance.

Other Courses

SPR 11 Seminar (1-3)

May be repeated for credit.

SPR 12 Studies in Humanities (1-3)

May be repeated for credit.

SPR 13 Studies in Contemporary Society (1-3)

May be repeated for credit.

SPR 14 Independent Study (1-3)

May be repeated for credit.

SPR 15 Workshop (1-3)

May be repeated for credit.

SPR 18/118 Career Planning Seminar (1)

Assessment of one's needs, interests, skills, and values; application to decisions about work, leisure time, choice of major, and academic planning. Introduction to sources of career information and traditional and non-traditional search methods, with special emphasis on resume writing and interviewing skills. Required for Business Administration majors.

SPR 22X Becoming a Master Student (1)

An opportunity for students to learn and adopt concrete techniques and specific strategies for success in college.

SPR 23X Strategies for Academic Success (1)

The objective of this course is to empower students with academic skills necessary to return to acceptable academic standing during the current semester. The student will gain skills to enable her to self-assess and make appropriate adjustments in academic habits essential for long-term collegiate and professional success.

SPR 25 Scholar Mentor Seminar (1)

A survey of the issues and skills needed for successful peer tutoring. Emphasis is placed on understanding of tutoring principles and practices important for initiating a productive tutorial relationship. *Permission of instructor is required.*

SPR 25A Resident Assistant Seminar (1)

A more advanced course which is designed to develop leadership skills. Special attention is paid to self-understanding, program

presentation and problem solving. *Permission of instructor is required.*

SPR 26 Student Advocate Class (1)

This class is designed to introduce student leaders to skills necessary to be effective student advocates. Topics of discussion include group dynamics, confidentiality, networking, and interpersonal communication skills. Special attention is focused on the complexities of responding to counseling situations encountered in their day to day work. *Permission of instructor is required.*

SPR 27/127 Student Health Advocate (1)

This course is designed to assist the student in the development of skills effective in health promotion. The student will be guided through a selection of a health-related subjects pertinent to the college or community population; development of a plan to design and deliver the information through selected media; and, evaluation of the project outcomes. *Permission of instructor is required.*

SPR 51X College Skills: Reading (1)

A course designed to address the vocabulary, speech, and comprehension skills required to meet the demands of college classes. (Graded)

SPR 53X College Skills: Writing (1-3)

A course designed to address writing skills to meet the college proficiency writing requirement. (Cr/NC)

SPR 55X Reading Development (3)

A course designed to strengthen reading skills with an emphasis on the SQ3R method. It includes vocabulary development through the study of structural analysis and context clues and the reading and discussion of selected imaginative and expository pieces. (Graded)

SPR 56X College Skills: Mathematics (1)

A course designed to address the basic math skills in addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. (Cr/NC)

SPR 57X Basic Mathematics (3)

A skills course in fundamental processes of arithmetic designed to develop both accuracy and speed in addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. (Graded) Does not fulfill AA Liberal Arts math requirement.

SPR 60A Social Action (1-3)

A multi-faceted community action program geared to help people in need. Approximately fifteen hours of volunteer work under

supervision in an approved agency or center and a weekly seminar required. May be repeated for credit. Fulfills outreach requirement which may also be fulfilled by fieldwork or clinical experience required by specific majors, or by successful completion of a service learning (SL) course.

SPR 70 Careers in Health (1)

A course designed to explore selected careers in health. Gives the student an opportunity to develop career goals related to individual interest and skills. Includes an introduction to medical terminology. Required for AA. Pre-health majors. (Graded)

SPR 71 Preparation for Nursing (1)

Introduces cognitive skills and learned behaviors required for the professional nursing role. Practice and development of communication skills, word and reading comprehension, math calculations, test-taking skills, and time management. Recommended for students preparing for the Baccalaureate nursing program. Does not fulfill the requirement for NUR 42A, Fundamentals of Nursing and credit does not apply toward the Baccalaureate degree. *Prerequisite: Declared nursing major and success in required courses.*

SPR 72 Career Exploration (1)

Designed to allow students with undeclared majors or those considering a change of major to explore educational and career options. Using various assessment tools and exercises students will examine their talents, skills, interests and values as they relate to determining major and career choices. Emphasis placed on the decision-making process in regards to choosing appropriate major and career goals. Resume and cover letter writing as well as interviewing skills will be discussed. (Graded)

SPR 85 Introduction to College Studies (1)

This course, coordinated by the Division of Student Affairs, is designed to assist new students in successfully transitioning into Mount St. Mary's College. Faculty members conduct this class in a seminar format and address the most common issues facing first-year students. Course topics may include time-management, effective utilization of college technology, self-care and stress management, academic planning, career planning and introduction to college resources. First-year students enroll in this course during the Fall semester of their freshman year. SPR 85 is a required class for all students entering the College with less than 24 units. (Graded)

SPR 87 Technology Internship (0.5)

In this course, a student participates by assisting faculty and various academic and administrative departments in using technology effectively and efficiently. Students should have a reasonable understanding of computers prior to enrolling in this course. Under the direction of the Coordinator for Technology Mediated Instruction, students are given appropriate training and placed in areas of need and student interest, such as video conferencing, web page design and development, technology equipment distribution/set up. May be repeated for credit.

SPR 96X Summer Study Skills Workshop (1)

Workshop offered to incoming freshmen to review study skills and prepare for college level work in writing, reading, basic math, and studying the sciences.

SPR 99 Undergraduate Teaching Assistant (1)

After participation in an extended training seminar, undergraduate teaching assistants will support the faculty of SPR 85—Introduction to College Studies. Responsibilities may include facilitating class discussion, reviewing assignments, providing assistance, support and encouragement to first-year students, serving as a role model and engaging in out-of-class contact with students. Upon completion of the semester, the teaching assistant is required to submit a reflective journal. Enrollment is limited to students selected for this leadership position. *Permission of instructor is required.*

Speech

DEPARTMENT AFFILIATION: ENGLISH

Speech Courses

SPE 10 Introduction to Communication (2)

Introduction to basic principles of communication theory in both small and large groups together with practice in discussion and speech delivery. GS-IB

SPE 12 Business and Professional Communication (1)

Examination of the communication that occurs in corporations and professional settings with practice in interviewing, in group dynamics, and in public presentations typical of the world of work. GS-IB

SPE 91 Directed Study (1-3)

Study in a field of special interest in speech or drama, under the direction of a department member. May be repeated for credit.

SPE 92/192 Special Studies (1-3)

Exploration of special interests in speech communication or drama. May be repeated for credit.

SPE 96/196 Workshop (1-3)

May be repeated for credit.

Women's Studies

DEPARTMENT AFFILIATION: HISTORY AND POLITICAL SCIENCE

Women's Studies Minor

The minor in Women's Studies (WS) offers an interdisciplinary, cross-cultural and critical understanding of women and issues relating to gender including the practice of leadership. Courses focus on the intellectual, political and cultural life of women in a variety of social and historical contexts. The minor provides students with a strong theoretical and empirical background in understanding how gender and women's roles in society are shaped by factors such as race, class, ethnicity, culture and sexuality. The program emphasizes women as agents of social change through advocacy and policy making. The interdisciplinary nature of the minor exposes students to a diversity of approaches and views on gender and women's issues.

The Women's Studies program is well suited for students who are interested in pursuing advanced academic work in M.A. and Ph.D. programs, professional schools in law, business or medicine as well as for those students planning a career in public service, advocacy or social activism.

Women's Studies Curriculum

The Women's Studies minor consists of 18 total units, including WS 10 (Introduction to Women's Studies). Nine (9) of the remaining fifteen units must be at the upper division level, and at least two of the courses must be from two different departments. All courses that are counted towards the WS minor must be approved by the Director of the Women's Studies program. Courses that emphasize leadership theory or practice are designated

"LWS."

Requirements for the Minor

18 total units consisting of:

LWS 10 Introduction to Women's Studies (3)

The remaining 15 units will consist of the following courses that carry the Women's Studies course designation (Course descriptions can be found in the appropriate departmental sections of the catalog.):

LWS 1A	Leadership Concepts	(1)
LWS 1B	Leadership Concepts	(1)
WST 10	Introduction to Women's Studies	(3)
LWS 100	Leadership Studies	(3)
WST 191	Internship in Leadership	(3)
WST 196H	Senior Honors Thesis	(3)
ART 174	Women in Contemporary Art	(3)
BUS 140	Women's Issues in Business and Economics	(3)
ENG 27/127	Women in Quest	(3)
ENG 123	Women's Voices in Literature	(3)
ENG 129	Ethnic Literature of America	(3)
HIS 191	Major Issues in US Women's History	(3)
HIS 192	Women of Color in the US	(3)
HIS 186	Gender in American Life and Thought	(3)
NUR 182	Leadership and Management	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 178	Philosophy of Women	(3)
PHI 179	Women and Values	(3)
POL 102	Women and the Law	(3)
POL 139	Women in International Politics	(3)
POL 147	Women and Development	(3)
PSY 110	Gender Issues in Psychology	(3)
PSY 139	Child Abuse and Family Violence	(3)
PSY 144	Psychology of Prejudice	(3)
PSY 175	Human Sexuality	(3)
PSY 186	Violence Against Women	(3)
RST 23	Spiritual Journeys of Women	(3)
RST 135	Women and Christianity	(3)
SOC 115	Sociology of Violence	(3)
SOC 160	Diversity in Society	(3)

SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 163	Women's and Children's Human Rights	(3)
SOC 164	Advocacy and Human Rights	(3)
SOC 191	Social Movements	(3)
SPA 146	Women in Hispanic Literature	(3)

WST 196H Seniors Honors Thesis (3)

Open only to students admitted to the Honors Program.

Women's Studies Courses**LWS 1A Leadership Concepts (1)**

An introduction to key leadership issues and concepts, with special emphasis on the connection of self-awareness, self-development and the role of gender to the leadership process.

LWS 1B Leadership Concepts (1)

An introduction to key leadership issues and concepts for women, with special emphasis on the development of team work, decision-making and communication skills.

WST 10 Introduction to Women's Studies (3)

Analyzes the theories, concepts and issues in Women's Studies. Emphasis is placed on leadership, social justice and agency. This course focuses on women's issues (both historical and contemporary) by examining how gender interacts with race, class, sexuality and ethnicity. Gender is applied to various forms of social organization in different societies such as work, health, education, mass communication/media, law and policy.

LWS 100 Leadership Studies (3)

A critical examination of the leadership process, including emerging approaches to leadership, the leaders and strategies for change. A special focus will be on the role of college students in the leadership process.

LWS 125 Applied Leadership (3)

An experience-oriented course involving the student's observation and some application of the principles of effective leadership. Weekly seminars integrate fieldwork with theories and models of community and civic leadership.

WST 191 Internship in Leadership (3)

Qualified students intern in nonprofit organizations, government offices, or businesses where women's needs and concerns are being addressed. Selected readings and a written analysis of issues and experiences are required. *Prerequisite: LWS 10.* Maximum 3 units may be applied towards LWS minor.

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B.S., University of Redlands; M.B.A., Loyola
Marymount University, Pepperdine Univ.,
Ed.D.

Magdalena Rodriguez, Lecturer, Sociology,
Social Work & Gerontology

B.A., B.S., California State University,
Fullerton; M.S., National University

Amanda Romero, Instructor, Sociology, Social
Work & Gerontology

B.A. Mount St. Mary's College; M.S.W.,
University of Southern California

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Melanie Ronning, Instructor
B.A., Augustana College; M.A., California
Lutheran University

Sister Callista Roy, CSJ, Professor Emerita of
Nursing

B.A., Mount St. Mary's College; M.S., M.A.,
Ph.D., University of California, Los Angeles

Stuart Rugg, Lecturer, Physical Therapy
B.S., University of California, Davis; Ph.D.,
University of California, Los Angeles

Marsha Sato, Associate Professor, Nursing
B.S., Mount St. Mary's College; M.N.,
University of California, Los Angeles; Ed.D.
Pepperdine University

Jeannine Savedra, Secondary Supervised
Teaching-Education

B.A., California State University, Los Angeles;

M.A., California State University, Dominguez Hills

Eileen Schiffrin, Lecturer, Psychology

B.A., M.S., Mount St. Mary's College, Los Angeles

Diane Searls, Elementary Supervised Teaching-Education

B.A., University of California, Los Angeles, M.A., United States International University

Mary Sedgwick, Academic Resource Personnel III

B.A., M.A., California State University, Long Beach; M.A., Immaculate Heart College

Beverly Serra-Brooks, Lecturer, Music

B.F.A. California Institute of the Arts; M.M., CSU-Northridge; D.M.A. Claremont Graduate School

Michelle Shwartz, Instructor

B.A., University of Chicago; M.A., Yale University

Sarah Shealey, Instructor, Nursing

B.A. Wellesley College, MSN, Yale University School of Nursing

Eleanor D. Siebert, Professor of Chemistry

B.A., Duke University; Ph.D., University of California, Los Angeles

Dennis Signorovitch, Lecturer in Business Administration

B.S., Georgetown University, Washington, D.C.; M.A., Old Dominion University, Norfolk, Virginia

Fred Simonelli, Lecturer, History

B.A., John Carroll University; M.P.A., University of San Francisco; Ph.D., University of Nevada

Lance Skidmore, Associate Professor of Mathematics

B.S., Pomona College; M.A., University of Michigan; Ph.D., University of California, Santa Barbara

Dolores Sloan, Lecturer in English, Speech, and Sociology

B.A., M.A. Claremont Graduate School; M.A., Lone Mountain College, University of San Francisco

Mary Sloper, Professor Emerita of Nursing

B.A., Mount St. Mary's College, Los Angeles; M.N., University of California, Los Angeles; M.B.A., California State University, Dominguez Hills

George E. Snow, Professor Emeritus of

Biological Sciences

B.A., Rockhurst College; M.A., Ph.D., University of Colorado, Boulder

Michele A. Starkey, Assistant Professor in Mathematics

B.A., Mount St. Mary's College; M.S., California State University, Long Beach

Eric Stemp, Professor of Physical Sciences

B.S., University of Denver; M.S., Ph.D., Northwestern University

Dclores Stevens, Lecturer, Music

B.M., University of Kansas;

Elizabeth Sturgeon, Assistant Professor of English

B.A., UC-Irvine; M.A. Northwestern University; Ph.D., Northwestern University

Melissa Tamas, Assistant Professor, Psychology Department

Peter Tan, Lecturer, Philosophy

B.S., University of Arizona; M.A., Boston College

Wanda Teays, Professor of Philosophy

B.A., California State University, Fullerton; M.A., University of Alberta, Edmonton; M.T.S., Harvard University; Ph.D., Concordia University, Montreal, Quebec

Valerie Teglia, Assistant Professor of Physical Therapy

B.S., UCLA; M.P.T., Mount St. Mary's College; D.P.T., Temple City College

Michal Temkin-Martinez, Lecturer, Education

B.A. and M.A., California State University, Northridge

Susan Terrell, Lecturer, Physical Therapy

B.S., Simmons College

Cynthia Tino-Sandoval, Lecturer, English

A.A., Marymount College; B.A., Mount St. Mary's College; M.A., CSU-Dominguez Hills

Shelly Toehluk, Assistant Professor, Education

B.A., UCLA; M.A., Loyola Marymount Uni, Lecturer in Art

B.F.A., Atlanta College of Art; M.F.A., University of the Arts, Philadelphia

Olivia Treviño, Lecturer, Modern Languages

Rose Marie Toliver, Elementary Supervised Teaching-Education

B.A., Los Angeles State College; M.A., California Lutheran College

Anne Tumbarello, Assistant Professor, Nursing

B.S. Nursing Plattsburgh State College, M.S.

Nursing Stony Brook University,
Post-Masters Certificate College of New
Rochelle

Sharon A. Vairo, Professor Emerita of Nursing
B.S.N., Wayne State University; M.S.,
University of Colorado; D.N.Sc., University of
San Diego

Sister Kieran Vaughan, CSJ Professor of
Education

B.A., M.S., Mount St. Mary's College; Ed.D.,
University of California, Los Angeles

Christopher Walker, Lecturer, Music
B.A., M.M., Bristol University; Certificate in
Music Education, Trent Park College, London

Dan Wanner, Lecturer, Music
B.A., M.A., D.M.A. Columbia University

Joann Watchie, Lecturer, Physical Therapy
B.S., University of California, San Francisco;
M.A., San Francisco State University

Elizabeth Weiner, Lecturer, Education
B.A., California State University, Long Beach;
M.S., Mount St. Mary's College

Frances Weissenberger
B.A., California State University, Los Angeles;
M.A., California State University, Northridge

Bill Whiting, Lecturer, Physical Therapy
B.S., Stanford University; M.S., Ph.D.,
University of California, Los Angeles

Katherine Whitman, Associate Professor of
Business Administration
B.A., Mount St. Mary's College; M.A., UCLA;
Graduate Study, Temple University

Lea Whittington, Lecturer, Art
B.F.A., California State University Fullerton;
M.F.A., Claremont Graduate School

Anne Wilcoxon, Professor of Education
B.S., University of Oklahoma; M.A., George
Washington University; Ph.D., UCLA

Sister Mary Williams, CSJ Professor Emerita of
English
B.A., College of St. Catherine; M.A., Ph.D.,
Stanford University

Michelle Windmueller, Lecturer, Education
B.A., California State University, Northridge;
M.S., California State University, Los Angeles;
Ph.D., University of Southern California

Virginia Wittig, Instructor, Nursing

Patricia Woodlin, Lecturer, Education
B.A., M.A., California State University, Los
Angeles; Ph.D., Union Institute

Jaemin Yang, Lecturer, Nursing
B.S., University of Colorado, Boulder; M.B.A.
and M.S., University of Colorado, Denver

Bruce Yazajian, Assistant Professor in Biology
B.S. Michigan State University; Ph.D., USC

Colette R. York, Lecturer, Nursing
B.S.N., M.S.N., D.N.Sc., University of San
Diego

Peter Zaferes, Lecturer, Music
B.F.A., M.F.A., California Institute of the Arts

Marie Zeuthen, Professor Emerita of Biological
Sciences

B.S., Mount St. Mary's College; M.S., Ph.D.,
University of California, Los Angeles

Agencies/Affiliates

Teacher Preparation Programs Cooperating Schools

Anna Bing Arnold Child Care Center

Mount St. Mary's College Child
Development Center

Trade Tech Child Development Center

University of Southern California School
for Early Childhood Education

Ann Street School (LAUSD)

Arlington Heights School (LAUSD)

Bancroft Middle School (LAUSD)

Bell Gardens Intermediate (Montebello
USD)

Bella Vista School (Montebello USD)

Brockton Ave School (LAUSD)

Buford Elementary (Lennox SD)

Canfield School (LAUSD)

Dayton Heights Elementary (LAUSD)

Delores Huerta Elementary (Lennox SD)

Eastmont Intermediate (Montebello USD)

Esperanza School (LAUSD)

Franklin Elementary (Santa

Monica/Malibu USD)
 Foshay Learning Center (LAUSD)
 Granada Hills High School (LAUSD)
 Grant Elementary (Santa Monica/Malibu USD)
 Hazeltine School (LAUSD)
 Hubbard School (LAUSD)
 Humphreys Math-Science Magnet (LAUSD)
 Jefferson Elementary (LENNOX SD)
 Kenneth L. Moffett Elementary School (Lennox SD)
 La Merced Elementary (Montebello USD)
 Leo Politi School (LAUSD)
 Lockwood Ave. School (LAUSD)
 McArthur Park Primary Center (LAUSD)
 McKinley Elementary (Santa Monica/Malibu USD)
 Magnolia School (LAUSD)
 Montebello High School (Montebello USD)
 New Heights Elementary (Charter)
 Norwood School (LAUSD)
 Overland School (LAUSD)
 Plainview School (LAUSD)
 Ramona School (LAUSD)
 Roosevelt High School (LAUSD)
 San Fernando Middle School (LAUSD)
 Sierra Madre Elementary School (Pasadena USD)
 Stevenson Middle School (LAUSD)
 Roosevelt High School (LAUSD)
 32nd Street Visual & Performing Arts Magnet (LAUSD)

University High School (LAUSD)
 Van Nuys High School (LAUSD)
 West Vernon School (LAUSD)
 Wilcox School (Montebello USD)
 Wilmington Park School (LAUSD)

Applied Music Faculty

Piano: Nancy Fierro, Hyeja Chong Ganahl, Ruth Goldin, Deborah How, Beverly Serra-Brooks, Delores Stevens, Chet Swiatkowksi, Hak Soon Hahn Swiatkowski.

Organ: William C. Beck, Frank Brownstead, Harold Daugherty.

Voice: Nicole Baker, Martha Cowan, Yvette Devereaux, Melodee Fernandez, Gail Gordon, William Hanrahan, Linda Sue Marks, Agnieszka Noris, Sue Ann Pinner, LeNore Porter, Seth Riggs, Joyce Sweeney.

Harp: Dorothy Victor, Carolyn Sykes

Harpichord: Frederic Hammond.

Violin: Briana Ackerman, Franklyn D'Antonio

Viola: Briana Ackerman, David Stockhammer.

Cello: Gianna Abondolo, Janice Foy, Rowena Hamill, Victor Sazer.

Bass: Nico Abondolo.

Flute: Deborah Avery, Susan Greenberg, Salpy Kerkovian,

Oboe: Deborah Avery, David Sherr.

Clarinet: Deborah Avery, Kay Nevin, David Sasaki.

Bassoon: John Campbell, Norman Herzberg.

Saxophone: Milton Hall, David Sherr.

French Horn: Gale Robinson.

Trumpet: Kevin Brown, David Searfoss.

Trombone: Miles Anderson.

Tuba: John Johnson.

Percussion: Linda Sue Marks, Thomas D. Raney, Kenneth Watson.

Classical Guitar: Anthony Lupica, Peter Zaferes.

Folk Guitar: Anthony Lupica, Peter Zaferes

Nursing Department Cooperating Agencies

Accredited Home Health Service
Encino, CA 91316

AltaMed Health Services Corp-MSSP
Los Angeles, CA 90063

Alta Med Health Service, Corp.
Los Angeles, CA 90255

AltaMed Health Service Corporaion
Huntington Park, CA 90255

Assisted Home Recovery
North Hills, CA 91343

Biola University
LaMirada, CA 90639

Breast Feeding Task Force
Pacific Palisades, CA 90272

Brotman Medical Center
Culver City, CA 90231-2459

California State University, Bakersfield
Bakersfield, CA 93311

California State University, LA
Los Angeles, CA 90032

CCFS Headstart
Altadena, CA 91001

CSUN Student Health
Northridge, CA 91330

Cedars-Sinai Medical Center
Los Angeles, CA 90048

Centinela Hospital Medical Center
Inglewood, CA 90301-4011

Century City Hospital
Los Angeles, CA 90067

Century City Hospital
Center for Geriatric Health

Geriatric Day Hospital
Los Angeles, CA 90067

Cerritos College
Norwalk, CA 90650

Children's Hospital of LA
Los Angeles, CA 90027

Children's Hospital Orange County
Orange, CA 92868

Christ Lutheran Church School
Rancho Palos Verdes, CA 90275

CHW: St. Bernadine Medical Center

CHW: California Hospital

CHW: Northridge Hospital Medical Center
Northridge, CA 91328

CHW: St. Francis Medical Center
Lynwood, CA 90262

CHW: St. Mary's Medical Center
Long Beach, CA 90262

Circle of Friends ADHC
Inglewood, CA 90302

City of Hope
Duarte, CA 91010

College of the Canyons
Santa Clarita, CA 91355

Compton ADHC
East Rancho Dominguez, CA 90221

Corinne Seeds University Elem. School /
UCLA,
Los Angeles, CA 90095-1619

Crown ADHC
Pasadena, CA 91101

CSUN Health Center

310 AGENCIES/AFFILIATES

Northridge, CA 91330	Los Angeles, CA 90038
Culver City Unified School District Culver City, CA 90230	Human Services Association-MSSP Bell Gardens, CA 90201-4958
Cypress College Anaheim, CA 92801	Huntington Memorial Hospital Jewish Family Service West Hollywood, CA 90046
Daniel Freeman Memorial Hospital Inglewood, CA 90301	Kaiser Bellflower Bellflower, CA
East Los Angeles College Monterey Park, CA 91754	Kaiser Harbor City Harbor City, CA 90710
El Camino College Torrance, CA 90506	Kaiser Panorama City Panorama City, CA 91402
Encino Tarzana Regional Medical Center Encino, CA 91436	Kaiser West LA Los Angeles, CA 90034
First Choice Adult Day Health Care Los Angeles, CA 90061	Kaiser- Sunset Los Angeles, CA 90027
Garfield Medical Monterey Park, CA 91754	Kaiser- Woodland Hills Woodland Hills, CA 91365
Glendale Adult Health Care Glendale, CA 91201	Kaiser- Senior Services Los Angeles, CA 90010
Glendale Community College Glendale, CA 91238	The Kensington Alhambra, CA 91803
Glendale Gardens ADHC Glendale, CA	Little Company of Mary Hospital Torrance, CA 90503
Glendale Health Center (Public Health Dept.) Glendale, CA 91206	Little Company of Mary Hospital San Pedro, CA 90732
CHW: Glendale Memorial Hospital & Health Center, Glendale, CA 91203	Long Beach Memorial Medical Center Long Beach, CA 90806
Good Samaritan Hospital Los Angeles, CA 90017	Los Angeles Harbor College Wilmington, CA 90744
Harbor – UCLA Medical Center Torrance, CA 90509-2910	Los Angeles Southwest College Los Angeles, CA 90047
Henry Mayo Newhall Memorial Hospital Valencia, CA 91355	Los Angeles Mission Community Clinic Los Angeles, CA 90013
Hoag Memorial Hospital Newport Beach, CA 92658	Motion Picture and Television Fund Woodland Hills, CA 91364-2792
Hollywood/Wilshire Health Center (Public Health Dept.)	Motion Picture and Television Fund Toluca, CA 91505

Moorpark JC Moorpark, CA 93021	Santa Monica / Malibu USD Santa Monica, CA 90404-3891
Mount St. Jacinto College San Jacinto, CA 92583	Santa Monica/UCLA Medical Center Santa Monica, CA 90404
Northridge Hospital Medical Center Northridge, CA 91328	Senior Care Action, Network Health Plan- MSSP, Signal Hill, CA 90806
Northrup Grumman Medical Group El Segundo, CA 90245	Senior Care Network – MSSP Pasadena, CA 91105-2619
One Generation Adult Day Health Program Van Nuys, CA 91406	Sherman Oaks Hospital Grossman Burn Center
Partners Adult Day Health Care Center Jewish Family Services of Los Angeles West Hollywood, CA 90046	Sinai Adult Day Health Care Los Angeles, CA 90035
Partners for Healthy Kids	St. John of God Retirement & Care Ctr. Los Angeles, CA 90018
Pasadena City College Pasadena, CA 91106	St. John's Health Center. Santa Monica, CA 90404
Pasadena Unified School District Pasadena, CA 91109	St. Mary's Medical Center Long Beach, CA 90813-3393
Presbyterian Intercommunity La Mirada, CA 90638	St. Vincent's Hospital Los Angeles, CA 90057
Project Achieve Glendale, CA 91204	Sunnyside Rehab and Nursing Center Torrance, CA 90502
Public Health Agency Los Angeles, Alhambra, Inglewood, Canoga, Van Nuys, Hollywood-Wilshire	South Health Center (Public Health Dept.) Los Angeles, CA 90002
Partners in Care Foundation-MSSP Burbank, CA 91502	Torrance Memorial Medical Center Torrance, CA 90505-5873
QueensCare Health and Faith Partnership Los Angeles, CA 90027	Trinity Care Hospice Torrance, CA 90505
Rio Hondo College Whittier, CA 90601	Valley, Mission Hills, CA 91345
S. Mark Taper Foundation ADHC Los Angeles, CA 90057	UCLA Medical Center Los Angeles, CA 90024
Saddle Back College Mission Viejo, CA 92692	UCLA- Santa Monica Santa Monica, CA 90404
San Pedro Peninsula Hospital San Pedro, CA 90732	UCLA Neuropsychiatric Los Angeles, CA 90024-1759
Santa Ana College Santa Ana, CA MSN PROGRAM	United American Indian Involvement, Inc. Los Angeles, CA 90017

USC University Hospital
Los Angeles, CA 90017

Valley Presbyterian
Van Nuys, CA 91409-9102

VA Sepulveda Ambulatory Care Center
North Hills, CA 91343

VA West Los Angeles Healthcare Center
(Greater Los Angeles Healthcare System)
Los Angeles, CA 90073

Ventura College
Ventura, CA 93003

VNA Care
Glendale, CA 91206

Western Medical Center
Santa Ana, CA 92705

Westside Children's Center
Culver City, CA 90230

Westside Regional Center
(Health & Medical Services)
Culver City, CA 90230

Westwood Adult Day Health Care Center
West Los Angeles, CA 90064

White Memorial Medical Center
Los Angeles, CA

**Physical Therapy Program: Clinical
Affiliates**

A Physical Therapy Alternative, Inc.
Santa Monica, CA 90404

Alameda County Medical Center
San Leandro, CA

Albert Einstein Medical Center
Philadelphia, PA 19141

Alhambra Hospital Rehab Center
Alhambra, CA 91801

Alvarado Medical Center/SDRI
San Diego, CA 92120

Anberry Rehab Hospital
Atwater, CA 95301

Ando & Aston Physical Therapy
Anaheim Hills, CA 92807

Baby and Baby, Inc.
Culver City, CA 90066

Bakersfield Memorial Hospital
Bakersfield, CA 93301

Brotman Medical Center
Culver City, CA 90231

California Pacific Medical Center
San Francisco, CA 94115

Carondelet St. Josephs's Hospital
Tucson, AZ 85711

Casa Colina Centers for Rehabilitation
Ponoma, CA 91767

CCS-Contra Costa Co.
Alamo, CA 94507

CCS-Kern County
Bakersfield, CA 93305

CCS-Los Angeles Co.
El Monte, Ca 91731

CCS-Orange: Regional Coordinator
Santa Ana, CA 92701

CCS-Riverside (Central Office)
Riverside, CA 92513

CCS-San Bernardino
Montclair, CA 91763

CCS-San Diego
San Diego, CA 92120

CCS-San Luis Obispo
Oceano, Ca 93445

CCS-San Rafael
San Rafael, CA 94903

CCS-Ventura
Ventura, CA 93003

CCS-Ventura
Oxnard, CA 93036

Cedars-Sinai Medical Center
Los Angeles, CA 90048

CenterIMT Los Angeles Los Angeles, CA 90045	Dagostino Physical Therapy Oceanside, CA 92056
Centinela Hospital Medical Center Inglewood, CA 90301	Dominican Hospital Santa Cruz, Ca 95065
Centre for Neuro Skills Bakersfield, CA 93306	Downey Regional Medical Center Downey, Ca 90241
Chapman Medical Center Orange, CA 92669	E & L Associates La Mesa, CA 91942
Children's Hospital Central California Madera, Ca 93638	Eden Medical Center Castro Valley, Ca 94546
Children's Hospital Los Angeles Los Angeles, CA 90027	Eisenhower Medical Center Rancho Mirage, CA 92270
Children's Hospital of Orange County Orange, CA 92868	Elite Performance Physical Therapy Newport Beach, Ca 92660
City of hope Medical Center Duarte, CA 91010	Encino*/Tarzana Regional Medical Center Encino, Ca 91356
Coast Physical Therapy Oxnard, CA 93030	Enloe Medical Center/Rehab Center Chico, Ca 95926
Coast PT & Sports Medicine La Jolla, CA 92037	Felix Canout Rehab Services Los Angeles, Ca 90057
Cognitive Rehab Services Redondo Beach, CA 90278	Fortanasce & Associates Arcadia, CA 91007
Community Memorial Hospital Ventura, CA 93003	Fountain Valley Regional Hospital & Medical Ctr. Fountain Valley, CA 92708
Continental Rehab Hospital San Diego, CA 92103	French Hospital Medical Center San Luis Obispo, CA 93401
Corona Del Mar Rehab, Inc. Corona del Mar, CA 92625	Garfield Medical Center/Tenet Monterey, CA 91754
Corona Regional Medical Center Corona, CA 91720	Glendale Adventist Medical Center Glendale, CA 91206
Country Villa Health Services Marina Del Rey, CA 90292	Glendale Memorial Hospital Glendale, CA 91204
CPMC – Davies Campus San Francisco, Ca 94114	Goleta Valley Cottage Hospital Santa Barbara, CA 93111
CVMC/Intercommunity Medical Center Covina, CA 91722	Good Samaritan Hospital Los Angeles, CA 90017
Cypress Center Pacific Palisades, CA 90272	Good Samaritan Hospital San Jose, CA 95124

Hairston & Daley PT
Santa Ana, CA 92705

Harbor-UCLA Medical Center
Torrance, CA 90509

Harborview Medical Center
Seattle, WA 98104

Health One LLC
Denver, CO 80237

HealthCare Partners PT
Torrance, CA 90505

Henry Mayo Newhall Memorial Hospital
Valencia, CA 91355

Hetrick Center
Middletown, PA 17057

Hoag Memorial Hospital Presbyterian
Newport Beach, CA 92658

Holy Spirit Hospital System
Camp Hill, PA 17011

Human Performance Center
Santa Barbara, CA 93105

Huntington Memorial Hospital
Pasadena, CA 91109

Organizational & Staff Development
Phoenix, AZ 85020

Joyner Sports Medicine
Harrisburg, PA 17111

Kaiser- Woodland Hills
Woodland Hills, CA 91365

Kaiser Foundation Hospital
Honolulu, HI 96819

Kaiser Sunnyside Medical Center
Clackamas, OR 97015

Kapolani MC for Women & Children
Honolulu, HI 96826

Kate Grace Physical Therapy
San Diego, CA 92122

Kaweah Delta Health Care Center
Visalia, CA 93291

Kentfield Rehab Hospital
Kentfield, CA 94904

Kuakini Medical Center
Honolulu, HI 96817

La Palma Intercommunity Hospital
La Palma, CA 90623

LDS Hospital
Salt Lake City, UT 84143

Legacy Health System
Portland, OR 97209

Little Company of Mary Hospital
Torrence, CA 90503

Long Beach Memorial Medical Center
Long Beach, CA 90801

Los Robles Regional Med Center
Thousand Oaks, CA 91360

Magnolia Physical Therapy
Huntington Beach, CA 92646

Mariners Physical Therapy
Costa Mesa, CA 92626

Mercy Healthcare Sacramento
Sacramento, CA 95819

Mercy Healthcare Ventura Co
Oxnard, CA 93030

Mercy Hospital (Bakersfield)
Bakersfield, CA 93301

Mercy Medical Center
Redding, CA 96049

Methodist Hospital of South CA
Arcadia, CA 91007

MHS- Mercy General Hospital
Sacramento, CA 95819

Mills Health Center
San Mateo, CA 94401

Mills- Peninsula Med Center
Burlingame, CA 94010

Northridge Hospital Med Center
Northridge, CA 91328

Olive View-UCLA Med Center Sylmar, CA 91342	Rehab Hospital of the Pacific Honolulu, HI 96817
Orthopedic Rehab Specialist Los Angeles, CA 90007	Rehab Institute of Santa Barbara Santa Barbara, CA 93105
Paulseth & Associates PT, Inc. Los Angeles, CA 90067	Rehab Institute of So California Orange, CA 92866
Pediatric Therapy Network Torrance, Ca 90501	Rehab Care Group, Inc. St. Louis, MO 63105
Physical Therapist Specialists, Inc. Beverly Hills, Ca 90211	Rehabilitation Management Services Beverly Hills, CA 90211
PRN Ergonomics Services Milpitas, CA 95035	Robert H. Ballard Rehab Hospital- CMS San Bernardino, CA 92411
Physiotherapy Associates Hayward, CA 94541	Saddleback Memorial Med Center Laguna Hills, CA 92653
Physiotherapy Associates San Francisco, CA 94115	San Antonio Community Hospital Upland, CA 91786
Physiotherapy Associates/ BAK Burlingame, CA 94010	San Diego Hospital Association San Diego, CA 92123
Pomona Valley Hospital Medical Center Pomona, CA 91767	San Gabriel Valley Medical Center Laguna Hills, CA 92653
Presbyterian Intercommunity Hospital Whittier, CA 90602	San Pedro Peninsula Hospital San Pedro, CA 90732
Progressive PT Tarzana, CA 91356	Santa Barbara Cottage Hospital Santa Barbara, CA 93102
Providence Holy Cross Med Center Mission Hills, CA 91346	Santa Clara Valley Med Center San Jose, CA 95128
Providence Holy Cross Med Center Mission Hills, Ca 91346	Santa Monica UCLA Med Center Santa Monica, CA 90404
Providence St. Joseph Med Center Burbank, CA 91505	Scripps Memorial Hospital Chula Vista, CA 91910
Queen of Angels/ Hollywood Pres MC Los Angeles, CA 90027	Scripps Mercy Hospital San Diego, CA 92130
Rancho Los Amigos National Rehab Center Downey, CA 90242	Scripps-Shiley Sports & Health Center La Jolla, CA 92037
Redlands Community Hospital Redlands, CA 92373	Sharp Grossmont Hospital-Brier La Mesa, CA 91942
Rehab Hospital of Nevada- Reno Reno, NV 89520	Sharp Healthcare San Diego, CA 92123

Sherman Oaks Hospital & Health Center
Sherman Oaks, CA 91403

Shriner's Hospital for Children
Honolulu, HI 96826

Shriner's Hospital for Crippled Children
Los Angeles, CA 90020

Sierra Vista Hospital
San Luis Obispo, CA 93401

Simi Valley Hospital
Simi Valley, CA 93065

So. Bay Rehab/ Paradise Valley Hospital
National City, CA 91950

Sports Medicine Institute
Orange, CA 92868

St. Bernardine Med Center
San Bernardino, CA 92404

St. Francis Medical Center
Lynwood, CA 90262

St. Francis Medical Center
Honolulu, HI 96817

St. John's Hospital & Health Center
Santa Monica, CA 90404

St. John's Pleasant Valley Hospital
Camarillo, CA 93010

St. John's Regional Medical Center
Oxnard, CA 93030

St. Joseph Hospital
Orange, CA 92868

St. Joseph's Hospital & Med Center
Phoenix, AZ 85013

St. Jude Med Center
Fullerton, CA 92635

St. Mary's Med Center Long Beach
Long Beach, CA 90813

St. Mary's Regional Med Center
Reno, NV 89520

St. Vincent's Med Center
Los Angeles, CA 90057

Stanford Hospital & Clinics
Stanford, CA 94305

Summerlin Hospital & Med Center
Morganville, NJ 07751

Terrio Therapy/ Fitness
Bakersfield, CA 93308

The Queens Med Center
Honolulu, HI 96813

Torrance Memorial Hospital
Torrance, CA 90509

Torrance Physical Therapy
Torrance, CA 90503

Tri-City Medical Center
Oceanside, CA 92056

Tuality Community Hospital
Hillsboro, OR 97123

Tustin Hospital Med Center
Tustin, CA 92680

Twin Oaks PT
San Marcos, CA 92078

UC Irvine Med Center
Orange, CA 92668

UCLA Rehab Services
Los Angeles, CA 90024

VA Med Center
Long Beach, CA 90822

VA Med Center
La Jolla, CA 92161

VA Med Center
Los Angeles, CA 90073

VA Palo Alto Health Care System
Palo Alto, CA 94303

Valley Presbyterian Hospital
Van Nuys, CA 91405

Washoe Med Center
Reno, NV 89502

Water PT Specialist
Venice, CA 90291

West Hills Reg Medical Center
West Hills, CA 91307

Westside Spine & Joint Rehab Los
Angeles, CA 90024

White Memorial Medical Center
Los Angeles, CA 90033

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